Head Start on College:
Dual Enrollment Strategies In New England 2004–2005

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Preface

New England has always been a model of excellence in higher education, offering opportunities unparalleled in other regions of the country. However, this status was achieved when only a limited proportion of young people were expected to attend college and the public school system was generally effective in preparing them for matriculation.

Today, as the global economy and technology demand more and better postsecondary attainment, our "nation at risk" is experiencing a new sense of urgency about its ability to effectively prepare future Americans—who will be disproportionately low-income, minority, and first-generation college enrollees—for college success. Now more than ever, colleges and universities—as well as school leaders and policymakers—are exploring new ways to expand the nation's commitment to excellence and equity in education.

Head Start on College explores one way of expanding the pipeline of qualified high school graduates: dual enrollment programs. While dual enrollment—when a student takes high school and college courses simultaneously—has long been a means of providing a competitive advantage to the most advanced high school students, it is receiving increasing interest recently as an approach to increasing motivation and success in higher education for underserved populations. This goal is at the core of the Nellie Mae Education Foundation's mission.

Dual enrollment programs and policies have been developed in New England at the school, district, and state levels, but there has not been a comprehensive inquiry that could describe a dominant model or show which programs have demonstrated long-term effectiveness.

To better understand the potential of this strategy for improving educational attainment for underserved populations, the Nellie Mae Education Foundation commissioned Jobs for the Future to assess the current status of dual enrollment programs and related policies in the region. We are grateful for the expertise and excitement they have brought to this project and are pleased to be able to share their findings with educators and policymakers who are seeking ways to promote effective education for the region's youth.

Diverse student populations are still woefully underrepresented on New England's higher education campuses. It is our hope—and belief—that *Head Start on College* will encourage further exploration of dual enrollment as a strategy for increasing the number of underserved students who enter and succeed in the region's campuses and beyond. Through the release of this research report, we join Jobs for the Future in supporting experimentation and robust dialogue about this innovative approach to extending educational opportunity to all.

—Blenda J. Wilson, President and CEO
Nellie Mae Education Foundation

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Overview

Each year, more and more high school students reduce their college costs and get a head start on college through programs that enable them to earn up to two year's worth of tuition-free college credit. Although dual enrollment, as such arrangements are commonly known, is more often thought to be a solution to the "senior year blues" for advanced students, that is not, in fact, its only purpose. In a number of states, dual enrollment serves "average" high schoolers, some on technical and career tracks, some headed for liberal arts Associate's or Bachelor's degrees. Policymakers and educators concerned with improving the access of students underrepresented in postsecondary education are also beginning to consider dual enrollment as a strategy to introduce higher education to a "second population": young people who may not consider themselves "college bound." The hypothesis is that dual enrollment, if structured properly, can accustom these students to the demands of college while supporting them to meet those demands within their more familiar high school environments.

The Nellie Mae Education Foundation asked Jobs for the Future to explore the degree to which secondary and postsecondary institutions in the six New England states are implementing dual enrollment. This report of the findings of that research focuses on secondary/postsecondary systems and programs serving the second population—those who may not consider themselves "college bound." Following a summary of the national picture of dual enrollment policy and programs, we review dual enrollment in New England, present JFF's findings, and pose questions about whether dual enrollment could—or should—be developed as an approach to increasing the number of college graduates in the region. The report includes vignettes of 19 dual enrollment partnerships, with examples from each New England state.

While JFF found promising and innovative programs and institution-based initiatives that show the promise of dual enrollment, the major challenge facing expansion of dual enrollment in New England is the absence of legislation and institutional policies that would permit: 1) college courses to replace high school courses in order to accelerate students through postsecondary education and shorten time to the degree; and 2) high school or college funds to be used to pay for the participation of high school students in postsecondary courses and programs.

Questions and Observations

Given the uneven distribution of dual enrollment programs in New England, the absence of state-level policies, and the lack of urgency in regard to increasing the college degree attainment rate, Jobs for the Future recommends that further conversation build on what already exists at the program and higher education systems levels. The New England states differ from each other in the organization of their state departments of education and higher education. Thus, at the state policy level, each state will have to decide whether dual enrollment will fit with its mission and goals in regard to increasing college graduation rates for underrepresented students.

The Program Level: Stand-alone programs serving small numbers of underrepresented students exist in isolation from one another. At minimal cost, practitioners leading these programs might form a loose network to share ideas, collect and compare data, and support other partnerships wishing to provide opportunities for "at risk" students.

The System Level: New Hampshire and Connecticut have substantial dual enrollment programs embedded in their community and technical college systems, but the programs appear to exist "under the radar." A study of the return on investment that results from dual enrollment could potentially strengthen the argument for further growth.

State Policy: The New England states rank high in college graduation, yet gaps would become apparent if these states were to disaggregate their high school completion and college going data by race and income. The states should ask how or whether dual enrollment would be an effective strategy to address those gaps.

Methodology

To identify innovative dual enrollment programs, JFF disseminated a survey in 2004 to the over 3,400 secondary and postsecondary institutions in New England. Eighty-five institutions responded (see Appendix A), and from these JFF selected nineteen to profile here. The institutions reviewed their profiles for accuracy in May 2005. JFF also:

- Analyzed state policies, both those in place and those in the pipeline, by talking with key staff in the six states and by using the Web;
- Identified and interviewed a number of program experts to learn more about specific programs; and
- Conducted site visits or interviews with staff at the programs profiled.

JFF conducted over 50 interviews and researched over 25 programs. In deciding which programs to include here, we used criteria developed by JFF for its "Double the Numbers" initiative. Those criteria, listed in greater detail in the guide to dual enrollment programs in New England (see page 15), include the following:

- The program serves a wide range of students, including those not traditionally "college bound."
- The program provides academic, financial. and social supports to dually enrolled students.
- The program develops college readiness skills and habits of mind.
- The program involves a secondary/postsecondary partnership embedded in a broader high school reform and/or P-16 effort.
- The program has a sustainable funding structure.
- The program tracks and analyzes outcomes.

The National Picture

Educators, politicians, and the general public all concur: to earn a family-supporting wage, young people need a postsecondary credential. But the country has a long way to go to meet that standard. By age 30, only 29 percent of Americans have completed a Bachelor's degree and 7 percent an Associate's degree. For every 100 young people who enter ninth grade, only 67 graduate from high school within four years, only 38 enter college, 26 are still enrolled in college after their sophomore year, and 18 graduate with either an Associate's or Bachelor's degree within 150 percent of the required degree time— that is, within three years to achieve an Associate's degree, six years for a Bachelor's (NCHEMS 2000).

Educators also know that the education pipeline "leaks" the most for those young people at the bottom of the income scale—those for whom a decent wage could eventually launch a family into the middle class. And the following oft-cited statistics offend our sense of fairness: the chances of getting through college for a high-achieving, low-income student are the same as for a low-achieving, high-income student (76 percent). At highly selective colleges, including Ivy League schools with need-blind admissions and meritocratic sentiments, 74 percent of students come from families in the top quartile of income and just 3 percent from the bottom (Carnevale and Rose 2003).

Nevertheless, this is not an ideal time to be advocating for the investment of more public dollars in postsecondary education. State budgets are only slowly coming back from a serious downturn, and a number of states are facing court orders to spend additional funds on providing an adequate K-12 education. In many states, college tuition is rising and the number of available seats is declining. The Bush Administration is advocating only a small increase in Pell dollars, which at *current* levels cover only 40 percent of the cost of a public four-year college, down 84 percent from 25 years ago (Corrigan 2004).

Thus, states are on a collision course: more demand than ever before, higher pressure to "double the numbers" of higher education graduates, and fewer dollars to spend. How then to increase the number of young people who stay in the education pipeline and persist through to the college dream? How particularly to use education effectively as a lever for social mobility and economic well-being—that is, to benefit those young people who have few other means of advancement—not family connections, not social networks, not high schools with strong career training and college placement services?

For the last 15 years, educators and policymakers have been moving slowly toward the goal of a seamless educational system, often called "K-16." One goal of K-16 is to better support low-income students and students of color who for a variety of reasons need more comprehensive help than other students to make successful transitions from one segment of the education system to another—from eighth to ninth grade, and from high school to and through college. Within the framework of K-16, there are many approaches to improving postsecondary success:

- Providing better signals to young people about what academic work is required to be prepared for college, get admitted, and secure financial aid;
- Aligning high school exit standards with college admission and placement standards—a work in progress in several states and implemented at the City University of New York;
- Strengthening high school curricula and coupling them with high-stakes assessments that put academic pressure on schools, teachers, and students to improve (e.g., including honors, AP, and IB courses in the curriculum; making college prep the "default" curriculum);
- Using financial awards and incentives, like Georgia's Hope Scholarships and Indiana's 21st Century Scholars program, that reward strong high school performance with college scholarships; and
- Implementing first-year college programs, like learning communities, that ease the transition and promote persistence.

These strategies make sense, especially when used in combination, but progress is slow and implementation costly. Given the severe limitation of public funds for the foreseeable future, policymakers must use these approaches as cost efficiently as possible. If middle- to high-income students are already doing relatively well and have more resources with which to help themselves, then the focus ought to be on those without such resources. And because new initiatives are costly, this is the time to exploit the systems already in place, looking for hidden opportunities.

Dual enrollment meets these criteria in a variety of ways. The advantages of dual enrollment or "real" college courses for high school students include:

- *Time to a college degree may be shortened by as much as two years.* The stretch to meet college standards is a better use of student time during the junior and senior years than study halls and repetitive course work, the results of which are boredom and disengagement.
- *Families can save money.* Students are motivated by free college credits transferable to the partner institution and more broadly within public state systems. Families can save thousands of precious dollars. (Advanced Placement is an "iffier" proposition for accelerating time to degree, because many institutions use AP scores for placement purposes but do not award college credit.)
- *Students try out the college environment.* Students experience this new world while they continue to have a supportive home base in high school, especially if courses are offered not as "college in the high school" but on a college campus by college faculty. The college try out can allay the fears of first-generation college goers and their families that college will be too difficult or the environment unwelcoming.

- *College learning is measured in multiple ways.* Assessment takes place throughout a semester not by a single, all-or-nothing test as in Advanced Placement. Students gain pride and confidence by getting "regular" college grades, and with support they can see growth throughout a semester.
- *Young people begin college work as full-time students.* Young people who attend college part-time —especially in their first year of postsecondary—are much more likely to drop out than those who go full time. Full-time study contributes to persistence.

For these reasons, improving dual enrollment is a potentially significant, cost-efficient mechanism for repairing leaks in the pipeline. Dual enrollment may be the promising "next best thing" for states wishing to save money, shorten the time it takes to earn a postsecondary credential, *and* support student postsecondary success. Through this mechanism, states can also potentially improve student outcomes—by enabling a larger number of underrepresented students to take college-level courses in high school, and by better aligning the secondary and postsecondary education systems.

Systemic Dual Enrollment Approaches

Thirty-eight states have dual enrollment policies or regulations, but only a few have substantial programs that encourage access for a wide range of students. The latter programs are free (including transportation and books), they are widely available at community colleges and some four-year institutions, and they provide students with advising and other supports. Table 1 summarizes programs in Florida, Utah, and at City University of New York that meet criteria similar to those used to select programs for inclusion in the report. (These criteria are intended for states auditing or developing dual enrollment programs to encourage access.) Table 2 provides a snapshot of student participation in widely accessible dual enrollment programs in a number of states.

Exemplary Large-Scale Programs

Florida stands out for the scope of its program. Florida's dual enrollment program exists within a P-20 set of policies, among which is "articulated acceleration" that includes International Baccalaureate, Advanced Placement, early admission, and dual enrollment, as well as middle colleges and early college high schools that award both Associate's degrees and high school diplomas. In 2002-03, 34,732 Florida students took 107,174 dual enrollment courses. Participation rates increased about 50 percent between 1998 and 2003, with a nearly 100 percent increase in the participation of African-American and Hispanic students (Florida Department of Education 2004).

Florida has the nation's most highly articulated and centralized public system in the country, and its dual enrollment legislation mandates that all 28 community colleges and specific four-year institutions participate. Required local partnership agreements spell out the division of responsibilities in regard to books, transportation, advising, and support. The program is accepted as a path to college for middle achievers and students on a career/technical track, as well as for students classified as gifted. Students may attend during the school day, before or after school, or during the summer, both relieving overcrowding and giving students maximum flexibility to participate.

A second exemplary dual enrollment program is College Now at the City University of New York, which provides free credit-bearing college courses for most of New York City's high schools. College Now also prepares students for English and Mathematics Regents exams and provides non-credit "developmental" college classes. In 2003-04, 31,800 students participated, with 51,900

TABLE 1

Evaluating and Developing a Dual Enrollment Program as a Strategy for Improving Postsecondary Access

	QUESTIONS TO ASK	THE CURRENT NATIONAL PICTURE
Mission	Is the mission to serve a wide range of students?	Legislation generally states the mission as acceleration and expansion of opportunities for gifted or advanced students or is enabled by a few paragraphs of legislation, with no explicit mission or mention of population to be served. Texas, Michigan, and states affiliated with Southern Regional Education Board have launched "go to college" campaigns, and could include dual enrollment as a way to try out college or get a head start.
K-16 and High School Reform	Is the program embedded within a K-16 structure and a high school reform initiative?	Twenty-five states have a K-16 policy, and many are working to better align high school exit standards with college entrance and placement standards. Some states have high school reform plans, but neither their K–16 nor high school reform plans position dual enrollment as an explicit transition mechanism or way to improve postsecondary outcomes. CUNY is the rare system to set a high school test score (75 on the Regents) as a college entrance score without remediation .
Equitable Access	Is there equal access for all qualified students across all the state's schools?	Many states restrict dual enrollment to juniors and seniors and peg eligibility to "all or nothing" criteria, such as an overall GPA or a single test score. CUNY's College Now addresses the issue by mounting developmental courses for high school students to prepare them for the Regents examinations and college credit. In most states, dual enrollment mechanisms are permitted but not required, so only some high schools and colleges chose to participate. If required, the partnerships are more likely between high schools and community colleges than four-year institutions. While enterprising families may seek out postsecondary opportunities for their children, many students who might benefit cannot do so.
Concurrent Credit	Are concurrent credits used as a proficiency-based acceleration mechanism?	Some states do not permit dual credit: students get college credit but not high school credit, or they must chose between the two. Only a few states have guaranteed credit transfer policies that make credits portable within any public institution in the state.
Shared Responsibility	Do the secondary and postsecondary sectors share responsibility for dual enrollment students?	Academic and social supports are a major challenge in making dual enrollment work for a wide range of students. In general, state legislation is silent on support and leaves arrangements to local discretion. Models of appropriate support are emerging from middle and early college high schools, both of which are built on the premise of joint responsibility for student success and have such support mechanisms as: liaison staff to sustain the partnership; college prep seminars; team-taught courses with high school and college instructors; and guided use of college facilities such as tutoring centers, libraries, and laboratories.
Data Collection	Does the program collect data for in order to assess impact and improve the program?	States measure participation in credit hours earned, courses completed, and students or full-time equivalents (FTEs) enrolled. Only a few states disaggregate data by race or calculate growth rates, and there is little consistency across states in how data is reported.
Funding	Are funding mechanisms based on the principle of no cost to students and no harm to partnering institutions?	Given the potential cost savings from dual enrollment, the use of the politically charged term "double dipping" for dual enrollment, with a connotation of waste and abuse, is inappropriate. "Hold harmless" or "almost hold harmless" plans ensure that dual; enrollment is not a zero-sum game. Such plans exist in a few states, but most take money away from high schools to pay for postsecondary credits.

TABLE 2

A Snapshot of Dual Enrollment for Increasing Postsecondary Success for Underrepresented Students

	STUDENTS IN CREDIT COURSES	CREDITS/ COURSES	INCREASE IN PARTICIPATION	MINORITY PARTICIPATION	OTHER COMMENTS
CASE STUDY STATES					
Florida	34,762	90,756 courses 11,347 FTE	2% increase from 2002-03 to 2003-04; 20% increase from 1998-99 to 2002-03	9% black 10 % Hispanic 4% Asian Less than 1% Native American 1998-2003 increase: 34%, black; 58%, Latino	Several dual enrollment high schools give AA degree
Utah	23,384	153,727 credits 5,000+ courses	6.8% increase from 2002-03 to 2003-04; 100% since 1995	Not available	Since 2000, 270 students have earned AA in high school and New Century Scholarships
CUNY	14,170	54,492 credits 19,520 enrollments	10% increase 2003-04 over students in college-credit courses in 2002-03	22.2% black 20.2% white 18.8% Hispanic 20% Asian 5.4% Other 13.3% Unknown	32.4% of NYC public high school students who entered CUNY in fall 2003 had College Now experience
SELECTED OTHER STATES					
Washington	15,610 Running Start 13,690 Tech Prep	9,533 FTE 86,189 credits	6% increase from 2002-03	17% students of color	10% of juniors and seniors; 788 AA degrees
Illinois	20,405	28,994 credits	625% 1990-2001 35% 2002-03	7% black 6.4% Hispanic 4.6% Asian/Pacific 1.9% Native American	9% of all high school students participated
Virginia	13, 915	Not available	4.4% increase from 2002-03	Increase: 2.8% Asian 15.4% Hispanic 200% Unspecified Decrease: 10.9% black 14.3% Hawaiian 85.9% American Indian	Piloting Governor's Initiative: "Senior Year Plus"; under previous plan, districts could ask stduents to pay

Note: This data is *not* comparable across states and should be read with caution. Some states count FTEs, others count courses and credits.

* Without state dual enrollment legislation, the City University of New York, the largest urban postsecondary system in the country, and the New York Department of Education, the largest urban school district in the country, have established a high school/postsecondary partnership that rivals in size those of entire states.

Sources:

Florida: Impact of Dual Enrollment on High Performing Students, Data Trend #26, Florida Department of Education (March 2004); Dual Enrollment students are More Likely to Enroll in Postsecondary Education, Fast Fact # 79, Florida Departments of Education, March 2004; personal communication, Patricia W. Windham, October 2004, Florida Department of Education.

Utah: Personal communications: Brett Moulding, Utah State Department of Education, November 2004; Dr. Gary S. Wixom, Assistant Commissioner, Utah System of Higher Education; and Concurrent Enrollment Summary, Utah State Office of Education—Summary 2003-2004 School Year, September 24, 2004.

CUNY: College Now, December 9, 2004, PowerPoint, prepared by College Now for conference: "College in High School: For Whom and For What," City University of New York, Graduate Center.

Washington: Running Start, 2003-04 Annual Progress Report, State Board for Community and Technical Colleges, State of Washington.

Illinois: 2003-2004 Census of High School Students Enrolled in Community College Courses for High School Credit, Finding and Data Tables, Illinois State Board of education, Data Analysis and Progress Reporting, September 2004.

Virginia: Personal communication, Doris Brown, Data Management Analyst, Educational Information Management, Virginia Department of Education, February 2005.

course and activity enrollments. CUNY is also implementing 10 early college high schools designed so that students can earn a high school diploma and the equivalent of an AA degree simultaneously through an accelerated program that starts in the sixth grade (City University of New York and New York City Public Schools 2004).

College Now, a unique partnership developed locally in a state without dual enrollment legislation, holds lessons for states with comprehensive public higher education institutions partnering with their local school districts on a large scale. Most important, the program is designed explicitly with an access/success mission: to increase the number of high school graduates prepared to attend higher education without remediation.

State Plans in the Pilot Phase

Maine and Virginia are building innovative forms of dual enrollment across their education systems to create new pathways for large numbers of older adolescents—especially those who are not thriving in high school. As part of the Maine Great Schools project, Maine's early colleges (profiled in this report), now in their first full year, serve exclusively disengaged, first-generation students and those without a plan for the future (Great Maine Schools Project 2004). In Virginia, where about 20 percent of seniors take dual enrollment courses, Governor Mark Warner is piloting Senior Year Plus, a two-pronged, statewide program: college-bound seniors—the typical dual enrollees—can earn up to a full semester of college credit in high school. For students lacking a postsecondary plan, the state offers a head start on an industry certificate that they can complete at state expense after graduating from high school.

The Early College High School Initiative

With support from the Bill & Melinda Gates Foundation and other foundations, Jobs for the Future is establishing 170 small public schools that blend high school and college so that students simultaneously earn an Associate's degree or its equivalent and a high school diploma. Statewide networks of early college high schools are under development in California, Georgia, New York, North Carolina, Ohio, Texas, Utah, and Washington. The initiative targets students who are underrepresented in higher education, including those from low-income families, first-generation college goers, English Language learners, and students of color, and will serve over 60,000 students at capacity. These schools are a radical form of dual enrollment: they integrate high school and college, with strong supports to enable students to take a full program of college courses during their final year of high school. In a number of states with early college high schools, the implementation process has raised broad policy and finance questions relevant to dual enrollment regarding such issues as: whether college courses can supplant high school courses; who is qualified to teach dual enrollment courses; and how can secondary and postsecondary funding streams be merged (Hoffman 2005).

The New England Landscape

Dual enrollment is not used widely as a strategy for promoting college access and success. Currently, no New England state has legislation to actively support dual enrollment. Massachusetts has legislation on the books, but it has been without an appropriation since 2003. Without legislation, there is no statewide mechanism that permits the replacement of high school courses with college courses or provides a means to pay tuition or the state contribution (FTE) to a student's education at a public postsecondary institution. The bottom line is that without state legislation, it will be difficult for programs to grow.

A variety of factors could account for the absence of state-wide policy. The New England states have a tradition of private higher education and local control, and only limited experience with statewide K-16 models of education. Such experience has been strongest in states where most students attend public postsecondary institutions and the state has an interest in and centralized mechanisms to improve articulation between the K-12 and postsecondary systems.

In addition, the New England states were early adopters of Advanced Placement courses, and they have provided college credit in high school through that mechanism for many years. A recent report from the National Center for Education Statistics, *Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-03*, suggests that AP and dual enrollment exist in inverse relation to each other. According to regional data, public high schools in the Central states are the most likely to offer courses for dual credit (80 vs. 58 to 71 percent), and schools in the Northeast are the least likely to do so (58 vs. 69 to 80 percent). The reverse is true with regard to AP courses: schools in the Central region are the least likely to offer AP courses (54 vs. 69 to 84 percent), and schools in the Northeast are the most likely to do so (84 vs. 54 to 69 percent) (NCES 2005).

A number of other factors that appear to encourage the establishment of dual enrollment programs are all less compelling in New England than in the nation as a whole. These include pressure to relieve overcrowded high schools, strong lobbies for parental choice and home schooling, the need to serve advanced students, and state workforce requirements.

Finally, the New England states have among the highest postsecondary graduation rates in the country: Massachusetts is number one for B.A. attainment; the other New England states are all in the top 14 (see www.highereducation.org/reports/pipeline/loss.shtml, "Educational Pipeline Loss Rate, Table 2: Loss Rate per 100 Ninth Graders at Each Transition Point, 2002"). How this factor influences interest in dual enrollment is hard to say. But New England education policymakers over the last decade have been more concerned with K–12 reform than with improving postsecondary education. Each of these states has had goals to graduate more college-ready, low-income students and to reduce the high school dropout rate. They appear to believe that if students are college-ready, college access and degree attainment will take care of themselves. However, research and practice over the last several decades suggest that additional support beyond college-readiness are needed, especially for students who are first-generation college goers, low-income students, and others for whom the college environment does not appear welcoming and the process of applying for financial aid is an impediment.

Promising Strategies

Even without supportive legislation, several New England states are engaged in systemic dual enrollment initiatives.

In Connecticut and New Hampshire, the state community college systems are the primary providers of dual enrollment. Connecticut has an especially strong consortium of Tech Prep programs funded through the Perkins Vocational and Technical Education Act of 1998. In these programs, students may accelerate into community college technical education courses while in high school. Despite funding and other constraints, the programs provide access to underserved populations and attempt to increase college matriculation and degree attainment rates. In New Hampshire, the Running Start program has fostered closer relationships between the colleges and local high schools and spawned intra-institutional cooperation. The program has wide acceptance and enjoys strong support from students, parents, and communities and among high school and college faculty, administrators, and policymakers. Running Start and the new accreditation status of the colleges within the Commission on Institutions of Higher Education are important factors in the 55 percent enrollment growth of the New Hampshire Community and Technical College in the past six years.

Maine and Rhode Island have small-scale, state-endorsed early college high school initiatives underway. Both states target underrepresented students. Maine also has set a statewide goal of increasing the number of residents who hold postsecondary degrees by 40,000 in the

next 20 years, a policy that is helping to drive schools to partner with postsecondary in innovative ways, although all agreements on dual enrollment are made locally.

Beyond these state initiatives, dual enrollment programs in New England depend on locally developed partnerships between specific high schools and specific higher education institutions; implementers are, in general, isolated from one another. The survey JFF developed and disseminated to 3,400 secondary schools and two- and four-year colleges in New England provided important insight into how dual enrollment is—and is not—taking shape in the region. Of the 85 institutions that responded (33 colleges and 52 secondary schools), just 60 percent indicated that they had a dual enrollment program in place. JFF's research focused on unearthing dual enrollment programs that are operating in relative obscurity—the ones that are a result of the vision of a key leader and the commitment of a community to provide opportunity to its young people. JFF developed a set of questions and evaluation criteria designed to help us find approaches that make a difference for students who might not otherwise consider going on to college and who, if they did go to college, might not succeed there and earn a degree. Only six schools reported that they are explicitly using dual enrollment as strategy for better meeting the needs of at-risk students. (See Appendices A and B for more information on the survey.) And local partnerships have almost no data on program impact, likely because there are only limited resources for tracking participation rates, academic performance, and student demographics.

Nevertheless, interest in dual enrollment is growing nationally and in New England, as indicated by the number of survey respondents who want to start a dual enrollment program (13) and by comments from high school counselors. As one teacher said: "The best way to get ready for college is to do college."

The following questions guided the selection of the 19 programs profiled for this study:

Population: Does the program include students who are not traditionally considered "college bound" along with other students?

This report focuses on dual enrollment programs that serve students who have traditionally been underrepresented in postsecondary education. While few dual enrollment programs in New England serve this population exclusively, many include such students in their target population. For example, through Project Running Start, New Hampshire Community and Technical College offers general education and career and technical courses. As a result, students aspiring to both an academic track and those who are academically more marginal can and do participate.

Supports: Does the program have innovative academic, financial, and social features that make it accessible to a wide range of students?

In order to participate in a dual enrollment program, students often require a strong support system that addresses academic, social, and financial barriers. For example, Elms College in Massachusetts provides that, with wraparound supports for students. The program offers tutoring assistance and additional classes to address academic needs. It also exposes students to a variety of extracurricular activities in order to give them experiences in common with their future college peers. Students pay no tuition for classes and no fees for additional activities. In fact, students can participate in a work-study type program and make money while enrolled.

College Readiness: Is the program conceived as a way to increase the college readiness skills of future students?

Some programs simply provide access to college-level courses and allow only students who are fully capable of academic work at that level to participate. Others see that some students may be capable of college work if given the opportunity to hone their skills first. These programs see it as their mission to bridge the skills gap between high school and college. For example, the Community College of Vermont has developed Intro to College Studies, a bridge course that high school students must complete prior to enrolling in additional college courses. ICS focuses on developing the skills necessary for college success, including time-management, test taking, communication, and study skills.

Community Partnerships: Is the partnership/collaboration between the high school and college embedded in a larger high school reform, workforce development, or K–16 effort?

Dual enrollment programs can serve as tools for achieving education reform goals and addressing long-term workforce needs. Strategic partnerships with employers and government entities are an integral component to such programs. For example, Maine is beginning to use dual enrollment as a means of achieving state education goals for postsecondary degree attainment. Although New Hampshire has not set specific goals, the state views Project Running Start as central to the goal of increasing matriculation rates at New Hampshire Community

College. Rhode Island's City Campus program is forming strategic partnerships with industries (e.g., health care) and providing students with skills that are in high demand with local employers.

Funding: Does the program have a sustainable funding structure?

Most dual enrollment programs constantly struggle for funding just to maintain current service levels, let alone expand capacity or program amenities. A few programs have developed innovative funding structures either within institutional budgets or through collaborative partnerships. For example, after Massachusetts eliminated funding for dual enrollment programs, the city of Lowell joined forces with the University of Massachusetts Lowell and Middlesex Community College to establish a funding pool that allows local high school students to take one course at the college free of charge. The Nellie Mae Education Foundation has also provided support to strengthen high school/college partnerships in New England.

Outcomes: Does the program have a system for tracking data about student outcomes? Has the system been in existence for at least a year?

Demonstrating the impact of dual enrollment programs on college enrollments requires time, financial resources, and good data. Because the New England states have not fully embraced dual enrollment as a college access/success strategy, few programs have earmarked the funds necessary to establish data-tracking systems. Several programs are over a year old but lack a data system that follows students through college, so the impact of these programs is difficult to assess. Several programs, including University of Connecticut's High School Cooperative Program, Clark University's University Park Campus School, Elms College, and Maine's Early College program, are in the process of instituting data collection systems and expect to have outcome information available in the next few years.

Challenge and Opportunity: Questions and Observations Regarding Dual Enrollment in New England

Given the uneven distribution of dual enrollment programs in New England, the absence of state-level policies, and the lack of urgency to increase the college degree attainment rate, Jobs for the Future recommends that further conversation build on what already exists at the program and higher education systems levels. The New England states differ from each other in the organization of their state departments of education and higher education. Thus, at the state policy level, each state will have to decide whether dual enrollment fits with its mission and goals in regard to increasing college graduation rates for underrepresented students.

The Program Level

For stand-alone programs serving small numbers of underrepresented students, the key findings of the JFF study are that these innovators have developed some enduring partnerships with their local schools, yet they have little data on the results of their programs, and work in isolation from one another. At minimal cost, these practitioners might form a loose network to share ideas, collect and compare data, and support other partnerships wishing to provide opportunities for "at risk" students.

Of particular significance for practice in the field is to better understand local conditions—city, school district, college, community—that have prompted the formation of partnerships and sustained them without state funding. Several private institutions are providing courses free of charge—for example, Clark University provides courses for students at University Park Campus School. And some public institutions in Massachusetts have continued to serve high school students although the state's dual enrollment appropriation that reimbursed institutions for tuition was defunded. For the University of Connecticut, the largest institution-based program in New England, the questions are whether to broaden the mission of dual enrollment to reach out explicitly to underprepared students, and what it would take to serve them successfully—both in terms of dollars and academic supports. At present, the University of Connecticut charges students at a discounted rate for their college courses.

The System Level

For New Hampshire and Connecticut, both with substantial dual enrollment programs embedded in their community and technical college systems, the seeds of financing and governance systems exist. The partnerships have consistency across the systems and rules and regulations that guide practitioners and define the student population intended to benefit. Nonetheless, dual enrollment appears to exist "under the radar": it is not considered an accepted and usual aspect of the high school experience for underrepresented students.

Given the strong practices already in place, the question is whether these systems can use what they have already learned to advocate for K-16 policies, or at least to focus the attention of educators and policymakers on the capacity of dual enrollment to ease the transition between high school and college. One vehicle for doing so would be both to collect data on results—a process underway at the New Hampshire Career and Technical Colleges—and to carry out a study of the return on investment from dual enrollment programs. Questions systems might ask include: What are the academic profiles of participants? Do dually enrolled students get credentialed more quickly or with greater success than their similar peers? Does it matter if students take one course or two? In what sequence? On campus or off? What academic and social supports are required? Are college professors and credentialed high school teachers equally effective instructors for college courses? Does the promise of free courses increase student enrollment in college-level work? The return on investment study could show results in dollars saved, underrepresented students granted degrees, and/or lower costs for family supports and higher tax revenues.

State Policy

Policymakers who are considering writing dual enrollment legislation can learn a great deal from the policies and program experience of the 38 states with dual enrollment legislation—and especially from the states serving a wide range of students. As noted, because the New England states organize their postsecondary systems in different ways from one another, they would be best served in studying dual enrollment in states with which they have similarities: a single, united system, a tiered system, an FTE or formula funding model, or a culture of centralized control or decentralization.

Key questions for state-level consideration should begin with dual enrollment not as a mechanism for students to escape from high school, but as an aspect of preparation for postsecondary education. A question should be how to design programs so as to motivate students to stretch themselves in high school to attain college credit. In Massachusetts, for example, free college courses might be linked to earning a specific score on the MCAS exam. The state might permit a student who attains a specific cut score in English Language Arts to take a free college course at a partnering institution.

Any state policy discussion must confront the challenge of how to fund dual enrollment: states that allow ADA dollars to follow high school students who take college courses create a disincentive for high schools to participate. That is, when the law requires a high school or school district to give up a proportion of the per pupil funding to pay for college credits, and the high school continues to maintain primary responsibility for the students, dual enrollment is a net loss to the school. Thus it is important to finance dual enrollment so as to hold harmless the participating institutions, and to accelerate students through dual enrollment in such a way that there are savings to the state as well as to families.

Finally, however, the question the New England states should ask before discussing dual enrollment concerns high school postsecondary transitions more broadly. If the New England states rank high in college graduation, and yet in Massachusetts, the highest ranking state in the country, of 75 out of 100 ninth graders graduate from high school on time, and only 52 enter college, and only 41 complete the sophomore year, and only 28 graduate within 150 percent of time, who is being left out and why? And what gaps would appear if the New England states were to disaggregate their high school completion and college going data by race and income? What interventions would address those gaps? And would dual enrollment be among them?

Program Guide: Dual Enrollment in New England

This *Program Guide* graphically presents how each highlighted program met JFF's criteria. Strikingly, no single program meets all six criteria. Some programs meet just one or two, but the guide includes them because of their innovation in those areas. For example, the High School Program at Berkshire Community College offers academically motivated students access to educational challenges that the rural high school system cannot provide. Although students have to pay to participate, the opportunity for advanced study would otherwise not be available to these students in this geographic area. The ProArts Consortium at Berklee College of Music and Emerson College offers qualified students a tuition waiver for up to two courses. While the numbers served are very small, the commitment to provide college access to students who might not otherwise be able to afford it is compelling.

JFF collected this information in 2004, with an update in May 2005.

TABLE 3

List of Dual Enrollment Programs Profiles

	POPULATION	SUPPORTS	COLLEGE READINESS	COMMUNITY PARTNERSHIPS	FUNDING	OUTCOMES	PARTICIPATION: STUDENTS/ CLASSES
CONNECTICUT							
Great Path Academy Tech Prep Kate Carter, Principal	X	X	X	X	X		65 students
Naugatuck Valley Community College Tech Prep Gail Casper, Director	X	X	X		X		600+ students
Three Rivers Community College Tech Prep Damay Vega, Director	X	X	X		X		700 students; 4 courses each
University of Connecticut High School Cooperative Program Gillian Thorne, Director, Office of Educational Partnerships	X	X	X		X		3,500 students per semester; high schools offer 1 to 10 courses per semester
MAINE							
Maine Early College Program Pam Fisher, Director	X		X	X	X		177 students in fall 2004
York County Community College* Lori Wall, Early College Program Coordinator	X	X	X	X	X		42 students in fall 2004

	POPULATION	SUPPORTS	COLLEGE READINESS	COMMUNITY PARTNERSHIPS	FUNDING	OUTCOMES	PARTICIPATION: STUDENTS/ CLASSES
MASSACHUSETTS							
Berklee College of Music ProArts Dual Enrollment Program Lynette Gittens, Program Administrator		X			X		4 students per semester; average 1 course
Berkshire Community College The High School Student Program Margo Handschu, Admissions		X					24 students, most taking 12 or more credits per semester
Bunker Hill Community College Dual Enrollment Program Bill Sakamoto, Program Coordinator					X		5-10 students per semester avg. 1 course
Clark University University Park Campus School June Eressy, Principal	X		X	X	X	X	Half of students take at least 1 course at Clark by the time they graduate; all graduates have gone on to college
Elms College Step Forward, Step Ahead; Quest Denise Ward, Program Coordinator	X	X	X	X	X	X	30 students graduate each year with 12-15 college credits
Emerson College ProArts Dual Enrollment Program Suzanne Swope, Vice President for Enrollment and Student Affairs					X		3-4 students per semester; avg. 1 course
Greenfield Community College Early Entrant Program Bob La Palme, Admissions CounselorHerb Hentz, Director of Admissions		X					25 students per year average 2-3 classes per semester
Lowell High School Dual Enrollment Program Sandra Martin, Guidance Counselor		X			X	X	40 students
University of Massachusetts Boston Flexible Campus Joan Becker, Assistant Vice Provost for Academic Support Services	X	X	X	X	X	X	40-60 students per year

	POPULATION	SUPPORTS	COLLEGE READINESS	COMMUNITY PARTNERSHIPS	FUNDING	OUTCOMES	PARTICIPATION: STUDENTS/ CLASSES
NEW HAMPSHIRE							
New Hampshire Community and Technical College Project Running Start Anne Weddleton, State Liaison Kathy Totten, Stratum and Pease Campus Coordinator	X				X	X	2,263 students in 329 courses at 61 high schools in 2003-04; 350 former participants enrolled at NHCTC in fall 2004
RHODE ISLAND							
Community College of Rhode Island City Campus Program Kathy Mallon, Program Director	X	X	X	X	X	X	100 students; 5 courses in fall 2004
Textron Charter School* City Campus Program Robin McGuire, Coordinator/Teacher	X	X	X	X	X	X	33 out of 50 seniors participate in 4 courses in fall 2004
VERMONT							
Community College of Vermont** Intro to College Studies Judy Joyce, Provost	X	X	X	X	X	X	102 students at 8 CCV campuses enrolled in Intro to College Studies in fall 2004; 197 students age 17 and under enrolled in college credit courses other than ICS

* Schools that are partners in the program or college listed above it. The model is the same in both cases; however, two examples present different aspects of the partnership.

** CCV's Intro to College Studies is not a dual enrollment program *per se* because students do not receive college credit for the course. However, the course objectives of preparing high school students for college success are consistent with the goals of the dual enrollment programs JFF is recommending. Once students have taken the ICS course, they can take additional courses at CCV for college and, usually, high school credit.

CONNECTICUT

The University of Connecticut believes it implemented the nation's first dual enrollment program—the High School Cooperative Program, begun in 1955. The program partners with approximately 115 Connecticut high schools to offer a range of introductory university courses, taught in the high school. The purpose is to provide students the opportunity to "preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree" (www.hscoop.uconn.edu). About 3,500 students and 700 instructors participate, but the program is not perceived as a program to increase college access and success.

Connecticut also has a network of Tech Prep programs based at ten of its community colleges. Funded under the Perkins Vocational and Technical Education Act of 1998, each community college serves as the lead agency for a consortium consisting of a two- or four-year postsecondary institution and one or more local educational agencies and/or area vocational-technical schools. The stated purpose of the Tech Prep grant is to "encourage the development of 4-year and 6-year career and technical education programs that combine secondary and postsecondary programs which lead to a minimum of a two-year Associate's degree, two-year certificate or credit towards a Bachelor's degree in a related career and technical education field that includes mathematics, science, communications and a career cluster pathway course." The directors of the Tech Prep Consortia meet monthly and report to the Connecticut Department of Education. (More information on Tech Prep in Connecticut can be found at www.state.ct.us/sde/deps/Career/TechPrep/index.htm.)

Great Path Academy

Manchester, Connecticut

Program Name: Tech Prep Demonstration Project

Number Served: 65 students enrolled

Program Summary

Great Path Academy (GPA) opened in 2002 as an inter-district magnet school. It was developed in an effort to address high dropout rates at Manchester High School and to provide an alternative school environment with greater freedom and responsibility for students. The school currently serves 65 students but is expected to eventually serve 250 students.

The school is housed in the same building as Manchester Community College, and the integration goes beyond physical space. GPA students are not segregated from MCC students in any way and thus must demonstrate the maturity to navigate a college campus. Thanks to a federal grant obtained in 2003, GPA established the Tech Prep program as an expansion of its partnership with MCC. The program allows a student to earn a degree or certificate from the college along with the high school diploma. The program focuses on employability skills, professional development for teachers, the formation of partnerships with business and industry, and training students for jobs that have a shortage of workers. It offers a four-year sequence of studies leading to a community college credential. Three fields of study are available through Tech Prep: criminal justice, early childhood education, and multimedia.

To graduate, students must meet GPA's requirements, which exceed the minimum state standards. Each GPA student is also expected to participate in an on-campus internship, an off-campus work experience, academic advisement, an interdisciplinary seminar, and a seminar in student leadership.

Population

GPA serves diverse students, most of whom have felt disengaged from typical high schools and yet seek the challenge of college-level courses. Students come from Manchester, Bolton, Coventry, East Hartford, Ellington, Tolland, Glastonbury, and Hartford.

Supports

Tech Prep offers GPA students access to additional services beyond those offered by the academy's existing staff**.** It also supports professional development for high school and college instructors and pays for a program coordinator to develop partnerships with area businesses.

College Readiness

Great Path is designed as a middle college high school that bridges the gap between secondary and postsecondary instruction. The physical and academic integration with Manchester Community College facilitates this process.

Community Partnerships

A program goal is to partner with local business and industry leaders in an effort to align curriculum with workforce shortage areas.

Funding

GPA received a $650,000 federal grant to establish the Tech Prep program. The five- year grant began in 2003. Because of this grant, GPA students can take MCC courses free of charge and have access to a range of program supports.

Outcomes

GPA's Tech Prep program is in its first full year of operation and does not have outcome information as yet.

Naugatuck Valley Community College

Waterbury, Connecticut

Program Name: Tech Prep

Number Served: 600+ juniors and seniors per year in 19 high schools

Program Summary

The Tech Prep program at Naugatuck Valley Community College offers students the opportunity to earn up to 14 college credits and explore career options while still in high school. The advantages of this program for students include

savings on tuition costs, gaining confidence in their ability to do college-level work, and easing the transition to college. NVCC works with 19 high schools and over 600 students per year to offer Tech Prep.

All courses are taught on the high school campus and by high school faculty. Each curriculum, developed jointly by a high school teacher and a college faculty member, is framed mainly by the curriculum of the comparable college course. Students take a variety of courses, including early childhood education, marketing, business law, anatomy and physiology, math, and communications. Tech Prep credits are transferable and accepted at many four-year universities, including the University of Connecticut.

Population

Given the large number of high schools that NVCC works with, the student population mixes students from different socioeconomic levels and from both rural and inner-city areas. Participating students must be in the eleventh or twelfth grade and have a C+ average or better. A teacher, counselor, and parent must sign off on his/her application. There is no flexibility on grade level, which because it is set by federal guidelines, but there may be room for exceptions on the other criteria.

Supports

The community college makes a strong effort to collaborate with the high school and hosts on-campus programs, such as Career Days for high school students. Students are also welcome to use NVCC facilities. Each high school has a Tech Prep representative (based at NVCC), and these representatives convene four times a year at the community college to share information and discuss issues that arise. College faculty sometimes attend these meetings as well.

College Readiness

Tech Prep is designed to ease the transition from high school to college. The program integrates a number of strategies to help prepare high schools students for college-level academic work.

Community Partnerships

NVCC has partnered with 19 area high schools to offer Tech Prep to more students, but broader community partnerships are not part of the program's focus.

Funding

The Tech Prep program has been federally funded since 1992 through the Perkins Act. Students take Tech Prep courses free of charge.

Outcomes

No outcome information was available for this report.

Additional Information

About Perkins Basic Program

In addition to Tech Prep, NVCC offers the Perkins Basic program, which allows high school students and teachers to take courses at NVCC during the spring semester, after which both teachers and students incorporate what they learn in these courses into their high school classes. This program was piloted last spring with four high school teachers and twelve students. Nine students finished with a B or better. For the 2005 spring semester, fifty-one students and teachers will participate. The grant pays for tuition and college fees, while students and teachers pay for books. The amount NVCC receives for this program depends on the number of Pell Grant recipients enrolled in September and January.

The Tech Prep representatives at each high school are also responsible for recruiting students to participate in the Perkins Basic program. Because the classes they take are on the NVCC campus with other college students, these students are treated more like college students: they have access to NVCC resources and can get a good sense for what college will be like. To succeed, participants need to be committed: the program takes place after school, they have to drive there, and they can't just sign up for the course and drop out. The Perkins Basic program is more a response to wasted time during the senior year than an effort to improve college access. Students and teachers from 19 high schools compete for the limited number of slots; the admissions policy is first come, first served.

Three Rivers Community College

Norwich, Connecticut

Program Name: Tech Prep

Number Served: 700 juniors and seniors per year from 20 high schools

Program Summary

The Tech Prep program at Three Rivers Community College aims to introduce students to the idea of college and to develop in them the confidence to go to college through exposure to college-level work; it also provides opportunities for career exploration and work-based learning. The program works with 20 high schools to offer eleventh- and twelfth-grade students four articulated courses for college credit: English, math, science, and one career course. (Examples of career courses are business, architectural drafting technology, photonics, early childhood education, business office technology, fire tech, hospitality management, and general, mechanical, manufacturing, electrical, and environmental engineering technologies.) The courses (12-15 credits total) are taught at the high school campus by high school faculty during the regular school day. Three Rivers faculty evaluate the course materials and curricula to determine whether or not the courses are comparable to college-level courses.

Students apply to Tech Prep during the sophomore year. Students choose a career cluster from the ones offered by their high school.

Population

The program is designed for the average or "middle majority": students need to have a C average to qualify, along with the recommendation of his/her guidance counselor, a parent/guardian's approval, and the approval of Three Rivers. Student demographics vary from high school to high school, but generally students come from middle-income, Caucasian families. The program attempts to make itself appealing for first-generation college-goers, and it is trying to increase minority enrollment.

Supports

The Tech Prep program is administered through the community college but works closely with participating high schools, in particular with guidance counselors and teachers who teach the articulated courses. A student's main point of contact for the program is the guidance counselor, but the college has a designated staff person who can serve as the advisor for students who come to the college campus. Tech Prep staff lets students know about their options at Three Rivers (e.g., guaranteed transfer), but students generally receive more comprehensive college counseling from their high school guidance counselors. While no Tech Prep courses take place on the Three Rivers campus, the program organizes career fairs and other on-campus functions for high school students.

College Readiness

Tech Prep is designed to assist in the transition from high school to college. The program integrates a number of strategies to help prepare high school students for college-level academic work. One innovative feature is that once students apply to Tech Prep, they have essentially applied to Three Rivers as well; they are automatically entered into the college's information system, given a student ID number, and have access to all the facilities and support services that Three Rivers offers. After their senior year, students can either matriculate at Three Rivers or apply elsewhere and transfer their credits.

Community Partnerships

The partnership between the high schools and Three Rivers is integral to the program. For example, the program hosts faculty matches, which bring together faculty members from the area high schools and the community college in a given discipline to collaborate. This happens three or four times a year.

Funding

Tech Prep is federally funded through the Perkins Act. Students do not have to pay for anything. There are 10 Tech Prep Consortia in Connecticut, each of which has a director at the community college. The directors meet monthly and report to Dr. Diane Ross Gary at the Connecticut Department of Education. The program at Three Rivers has been running for about 12 years and now enrolls about 700 students. Broader partnerships are being explored with local businesses to provide career based opportunities for students.

Outcomes

Three Rivers collects data on student participation and success. However, this information was not available for this report.

University of Connecticut

Storrs, Connecticut, and regional campuses

Program Name: High School Cooperative Program

Number Served: 3,500 students per semester from 115 high schools

Program Summary

The University of Connecticut established the High School Cooperative Program in 1955, making it the nation's oldest dual enrollment program. The Co-op Program now partners with approximately 115 Connecticut high schools to offer a range of introductory university courses, taught by qualified high school teachers in the high school setting. About 3,500 students and 700 instructors participate.

High school teachers who want to teach a Co-op class must apply for certification. The university's Office of Educational Partnerships clears the basic application and forwards it to the appropriate department. Each department has a faculty coordinator who then interviews the instructor, reviews the syllabus of the proposed course, and determines whether the teacher has the necessary competencies to teach a college-level course. A Master's degree is often but not always required, depending on the coursework the teacher has completed. Once certified, teachers must fulfill a biannual professional development requirement.

The Co-op program's mission is evolving. Dr. Gillian Thorne, Director of the Office of Educational Partnerships, sees the program as an effort to blur the line between secondary and postsecondary education so that fewer students get lost in the space between. She sees concurrent enrollment as an excellent way to prepare students for college, and the program attempts to duplicate the college experience (both academic and social) in as many ways as possible. Students have access to the U. Conn. library and may soon be able to access its resources electronically from their high school libraries. U. Conn. also hosts events for students, and it is working on improving students' access to the university's regional campuses. Participation in on-campus activities depends on where students live and whether or not they can find transportation to and from the Storrs campus.

Population

Each high school decides the eligibility criteria for participation in the Co-op Program. The Co-op Web site states that these are "typically academically motivated students who have a good chance of success in these college level courses." However, given the wide variety of courses the program can offer in comparison to, for example, AP courses, it does not cater only to the top 15 percent of students; it cuts a wider swath of the potential college-bound population. The program has not had much success in terms of outreach, but it has pursued grants to create partnerships with local organizations to work on building student skill levels so that a more diverse range of young people can meet the prerequisite competencies of college-level courses. U. Conn. has no intention of lowering the level of academic rigor. Students have traditionally come from suburban areas, but the program is working hard to expand to rural and urban areas.

Supports

Each site has a liaison. As the program is evolving, the high school liaisons are taking on student advisory responsibilities. These staff will also coordinate more closely with the university registrar's office in order to maintain information on students through its database.

College Readiness

By exposing students to the academic rigor of college courses, the Co-op Program provides students with the opportunity to "preview college work, build confidence in their readiness for college, and earn college credits that provide both an academic and a financial head-start on a college degree" (www.hscoop.uconn.edu).

Community Partnerships

A key element of the Co-op Program is the "continuous collegial interaction between the high school teachers and University faculty." University faculty share their syllabi, assignments, and examinations, and they may visit the high school to observe classes. High school teachers are invited to the university to meet with faculty to exchange ideas and instructional techniques and to discuss individual courses. Faculty may pair up and communicate with each other via phone and email as well. However, broader community partnerships are not part of the program's goals.

Funding

The program receives a small amount of funding from the university but is basically self-sustaining. Students pay a reduced rate of $15 a credit for the courses. Sometimes the students are responsible for the cost of books, while at other times the school pays. The only restriction on the number of courses that students take is the number of Co-op courses that his/her high school offers. Some high schools offer over ten courses; others only offer one or two.

Outcomes

The Co-op Program collects limited data on students, but it is working with participating high schools to improve this. The program has traditionally been perceived as a recruiting and outreach effort. Credits are easily transferable to other institutions, yet one in five Co-op students matriculate at U. Conn.

The program has begun partnering with the university's Office of Institutional Research for evaluation. The plan is to conduct follow-up studies of students, impact studies of high school staff, and course evaluations.

MAINE

The state of Maine has historically permitted dual enrollment agreements to be made locally, but there are no state provisions for funding or acceleration. Nonetheless, Maine is piloting an innovative early college program, described below, that uses dual enrollment to serve underrepresented students. Without legislation, but with foundation support, Maine is also in the process of implementing a radical experiment with dual enrollment as part of its high school reform plan. Under the auspices of the Mitchell Institute's Maine Great Schools Project, the Maine Department of Education is moving to a performance-based assessment system that does away with Carnegie units earned in specific high school courses. Thus, students may take college courses to prepare for Maine's High School Educational Assessments. The language permitting such activities is incorporated into state regulations (Chapter 127: "Instructional Program, Assessment and Diploma Requirements"). These regulations could pave the way for more extensive dual enrollment and would not require that students accrue both high school and college credit simultaneously. The student would simply take a college course to prepare for the high school assessment.

Maine Early College Program

Statewide

Program Name: Maine Great Schools Project

Number Served: 172 students enrolled from 11 schools

Program Summary

In 2002, Maine began the Maine Great Schools Project to achieve two goals: to create environments for personalized learning for all Maine students, and to prepare all students for success in college, the workforce, and their communities. Maine has good high school graduation rates but is below the nation and New England in college degrees completed. The state has a target of 40,000 net new degree holders within 20 years. The Great Schools Project is one strategy among several to change the minds of young people about their educational futures.

The Maine Great Schools Project has three strategies:

Grants were made to 26 high schools to implement whole school reform; a total of 85 of Maine's 126 high schools participate in the project through professional development services.

Regional networks strengthen the capacity of school leaders to implement whole school change.

Community engagement conversations center on strengthening high schools, increasing student aspirations for college, and improving opportunities for and access to higher education programs.

As part of the Great Schools Project, and in partnership with the Maine Compact for Higher Education, Maine has encouraged schools to create Early College Partnerships as a strategy to reach students who are *not* planning to enter college.

Six Early College Programs exist or are in the planning stages, partnered with eleven postsecondary institutions:

Wells High School in partnership with York County Community College (42 students);

Five schools in the Down East Community Learning Alliance in partnership with the University of Maine, Machias (25 students);

Lewiston High School in partnership with Andover College, Bates College, Central Maine Community College, and the University of Southern Maine (50 students and growing);

Shead, Woodland, and Calais high schools and a career and technical education institution in partnership with Washington County Community College in Calais (35 students; just gearing up);

Hall-Dale High School in partnership with the University of Maine, Augusta (25 students);

Bangor High School in partnership with Eastern Main Community College (proposed).

Programs to be developed by Northern Maine Community College and the University of Maine at Fort Kent are in the initial planning stage.

For more information, see www.state.me.us/education/lres/homepage.htm.

A unique feature of the Maine Early College Program is that there will be no need to replace high school courses with college courses because the state is moving to a proficiency-based high school exit strategy and local assessment systems. Students may take any course, whether in high school or a postsecondary institution, that allows him or her to meet the requirements specified in the state's System of Learning Results. By 2008, all Maine students will earn a standards-based diploma. There are no Carnegie units in Maine even today, but at this point students get dual high school and college credit for Early College Program courses.

Maine wants to use early college to motivate disengaged students. Thus, the choice to take college courses is based on the student's motivation to succeed.

Maine intends to offer Early College Programs at all high schools and to keep the same target population. Because Maine has many small, rural high schools, not all programs will be on college campuses. With a strong tradition of local control, Maine will test a variety of early college models to reach a more diverse group of learners, including classes in high schools, interactive video learning, and expanded AP. Maine intends to develop "the first sustainable, statewide, early college initiative in the nation," according to Duke Albanese, former commissioner of education in Maine.

Population

The Early College Program targets students who are not thriving in a traditional high school setting, students who face financial barriers to college, students whose aspirations for the future are uncertain, and first-generation college goers. Students are invited to participate based on the recommendation of advisors who identify them as underachieving.

Supports

The Early College Program sends high school students to college campuses for some coursework and provides personal contact, academic support, and financial subsidies. Students enroll in "regular" college classes on campus, because one aspect of the program is to expose students to a new environment.

College Readiness

An explicit goal is to increase college matriculation and completion rates across Maine. The Early College Program is designed to encourage a wide array of high school students to make college attendance a goal.

Community Partnerships

The Maine Great Schools Project sees the Early College Program as a strategy to leverage change within all the public high schools. The vision is integral to rethinking the secondary education experience, particularly during the junior and senior years. Currently, most high schools require only English for the senior year, yet, as ECP Director Pam Fisher noted, "We ask taxpayers to fund a four-year high school. ECP forces the conversation regarding high school-college partnerships, the transition to higher ed, and the reallocation of resources to support ECP as opposed to 'filler' electives across communities throughout the state."

Funding

The Bill & Melinda Gates Foundation provided $10 million in funding in 2002 to support the Maine Great Schools Project. Maine's higher education system is very poorly funded, and funding and sustaining this initiative in the long-term will be a struggle. Those leading the programs are committed to their success and are coming up with local strategies. In Lewiston, the ECP director is raising funds locally via the Chamber of Commerce to cover tuition. There has been considerable local bargaining for reductions in tuition and fees, with results varying from school to school.

The Mitchell Institute will approach sustainability through state policy. Its intent is to work with key partners and the legislature to develop solid support for early college for each high school in Maine.

Outcomes

See York Community College.

York County Community College

Wells, Maine

Program Name: Early College Program with Wells High School

Number Served: 25-30 students enrolled in 30-45 courses per semester

Program Summary

The Early College Program with Wells High School is an innovative dual enrollment model program for low-aspiring high school students. Piloted in spring 2004, the program provides scholarships students with to attend college while still in high school. Now in its third semester, the program has 25 stu-

dents enrolled in 39 courses. New participants may take one course and are generally placed in courses without prerequisites. If they wish to take the first college-credit courses in math and English, they may take ACCUPLACER, and some have chosen to do so. Second-semester participants may be allowed to enroll in two courses. Students are monitored closely throughout their participation in the program

Population

Consistent with Maine's early college initiative, the program at YCCC serves students who are generally underserved. They are likely first-generation college goers who may: have uncertain aspirations for their future; are not thriving in a traditional high school setting; face financial barriers to college; or have a special skill or talent they cannot explore in a typical high school curriculum. Students are invited to participate upon the recommendation of advisors who identify them as good candidates, given the profile. Others hear about the program and self-select to apply.

Supports

A program coordinator advises students selected to participate and oversees their academic progress and adjustment to the college environment. The coordinator has an office on the college campus and sees students on a weekly basis. The coordinator also has a strong relationship with the high school advocate who helps monitor student progress. Students can also access a range of services through YCCC's support program.

College Readiness

See Maine Early College Program description above.

Community Partnerships

See Maine Early College Program description above.

Funding

York County Community College has received a grant of $240,000 over five years, which it uses to pay for students' tuition, fees, and books (approximately $365 for a three-credit course). These funds also provide for a part-time program coordinator at YCCC and for a high school advocate.

From interviews with key staff, and from detailed data collected by the lead researcher for the Mitchell Institute, it would appear that there is a deep commitment to and investment in the Early College Program. YCCC welcomes these students and sees the program as an opportunity to reach an underserved population. YCCC's partnership with Wells High School serves as a conduit to promote high school and college aspirations and student preparedness for postsecondary education.

Outcomes

To date, the Early College Program has provided over $42,000 in scholarships to 55 Wells students who have enrolled in 324 college credits at YCCC. Fifteen of 16 seniors plan to go directly to college in fall 2005. They have earned 212 transferable college credits. Eleven juniors will continue as seniors, and the program will accept 15 new students.

MASSACHUSETTS

Massachusetts established dual enrollment in 1993 as part of the Education Reform Act. The state appropriated a fixed dollar amount for gifted and talented programs, including Advanced Placement and dual enrollment. The appropriation, $1.2 million in 2001-02, was zeroed out of the 2003 budget. The program allowed juniors and seniors to take courses free of charge and receive dual credit at public two- and four-year colleges. The state paid the postsecondary institution at a negotiated and reduced per credit rate, but students were responsible for books, transportation, and fees. High schools were permitted to charge students fees if the demand for dual enrollment exceeded dollars available. Dollars available quickly outgrew demand. Dubbed as "one of the state's most popular education reform programs,", the appropriation doubled. The Boston Globe of that period has numerous stories of how high-achieving, low-income students from the state's urban areas were taking advantage of the program. The program served 6,000 students between 1993 and 1997, the years for which data are available. Some institutions continue their programs, and several reach out to underrepresented populations. There is some interest at the state level and in Boston in restoring dual enrollment.

Berklee College of Music

Boston, Massachusetts

Program Name: ProArts Dual Enrollment Program

Number Served: Four students per semester

Program Summary

The dual enrollment program at Berklee College of Music is part of the Professional Arts Consortium (ProArts) and one piece of the Berklee City Music Programs, which provide musical enrichment to middle school and high school students. ProArts is an association of six Boston institutions of higher education dedicated to the visual and performing arts: Berklee College of Music, the Boston Architectural Center, the Boston Conservatory, Emerson College, Massachusetts College of Art, and the School of the Museum of Fine Arts. These institutions came together to promote the interconnectivity of the arts through expanded opportunities for themselves and for the community. ProArts is committed to being a leading force for the arts and arts education.

Students receive high school credits for the courses they take, as well as credit at Berklee College. Because students do not pay for the courses, the credits are not transferable, but students can use the credits to place out of classes once in any college. Officially, Berklee only offers introductory courses to dually enrolled students. In practice, though, more advanced students (often those who have enrolled in Saturday school or other Berklee City Music Programs) can enroll in entry-level

courses in a department and then test out in order to go on to higher-level courses. Most of the offerings are in core music, labs, introductory English, college writing, and social science.

Population

The target population for dual enrollment is Boston Arts Academy students who have maintained at least a B+ average and have positive recommendations. Since spring 2002, 14 students have participated, or about four students per semester.

Supports

The assistant director for Berklee City Music Programs is the point person for administering the dual enrollment program and the conduit between guidance counselors at Boston Arts Academy and the registrar at Berklee. The assistant director also acts as an academic counselor to ensure that students are placed appropriately and receive needed supports, which could include mentoring or other programmatic components of the Berklee City Music Programs. The dual enrollment program is one of several programs managed by the assistant director.

College Readiness

ProArts is designed to serve students who are ready for college-level work; therefore, it does not have a strong college readiness component.

Community Partnerships

Beyond ProArts Consortium members, partnerships are not a primary focus of the dual enrollment program.

Funding

The program is fully funded by the college. Students can take up to four credits per semester in their senior year.

Outcomes

ProArts does not track student outcomes.

Berkshire Community College

Pittsfield, Massachusetts

Program Name: High School Student Program

Number Served: 24 students enrolled

Program Summary

Berkshire has a longstanding program for area high school students who are seeking more academic challenge during their junior and senior years. Because educational options in western Massachusetts are limited, Berkshire has made it part of its mission to make courses accessible to the broader community.

For the most part, students in the program attend Berkshire full-time. Students need to be performing at a college level prior to being admitted. Although there is no formal data, admissions staff estimated that all students who enter the program say they are planning on continuing on to college, and more than 90 percent actually do. Other than completing their high school requirements, there is no restriction on the courses students take.

As an alternative to the High School Student Program, high school students may take one or two courses at Berkshire just like other members of the community. However, if they need or want high school credit for the course, admissions staff encourages them to enroll in the High School Student Program.

Population

Most participating students come from the four high schools nearest the college, with others coming from eight other high schools in Berkshire County and neighboring areas of Vermont and Connecticut. Most students have a 3.0 GPA or better and are seeking to complete high school degrees while enrolled at Berkshire. The program also serves home-schooled students. To enter the program, students who are enrolled in one of the two area high schools must get a letter of recommendation from their guidance counselor or principal, identify the courses needed to complete a high school degree, and meet with admissions staff for formal acceptance. Admission staff work with home-schooled students to identify courses consistent with their lines of study and to assess their academic performance.

Supports

A college advisor works closely with all of the students in the program to provide support and assistance as needed.

College Readiness

The program is geared toward students who are seeking more challenge in the junior and senior year and are ready for college-level work.

Community Partnerships

Beyond the collaboration between Berkshire Community College and participating high schools, partnerships are not a primary focus of the program.

Funding

Because the state eliminated funding for dual enrollment, students must pay full tuition for the courses they take.

Outcomes

The program does not collect any formal data.

Additional Information

Program staff offered two interesting observations:

Enrollment increased significantly in 2004-05: from an average of about 12 to more than 24. Area high schools have become more flexible, either as a result of changes in administration or simply due to an acknowledgement that their ability to offer challenging courses is limited.

Berkshire experienced less success with students when funding for the program was available from the state. This applied primarily to students who enrolled for one or two classes, not those enrolled in the High School Student Program. It may be due to students' taking the opportunity less seriously when the repercussions, financial or otherwise, were limited.

Bunker Hill Community College

Boston, Massachusetts

Program Name: Dual Enrollment

Number Served: 5 to 10 students per semester

Program Summary

Generally, college enrollment opportunities at Bunker Hill Community College are offered to high school students at several partnered high schools through the college's distance learning effort, the E-College. Through the E-College, BHCC offers on-line home study and video conferencing. Video conferencing provides opportunities for high school students to take college courses while still in the physical location of their high school. Most high school students take dual enrollment courses outside the regular school day. Students who come to BHCC must arrange their own transportation. Students in these courses receive high school credit as well as college credit for these courses.

Students find out about dual enrollment opportunities either through articulated agreements, which is the case for Charlestown High School, or through BHCC's other relationships with area high schools formed through special programming, its recruitment process for seniors, and MCAS preparation offerings.

Population

Dual enrollment is open to anyone who scores at a certain level on the ACCUPLACER and who is recommended by a guidance counselor.

Supports

BHCC offers no formal supports to participating students. Students may seek assistance through their high school support structure.

College Readiness

Students participating in BHCC's dual enrollment program are ready for college-level coursework; therefore, college readiness is not a significant aspect of the program.

Community Partnerships

Beyond the articulation agreements and special programs with local high schools, community partnerships are not a focus of BHCC's program.

Funding

In the past, BHCC had funding to support high school students to take these courses either through grants or through dual enrollment legislation. Any additional plans to expand opportunities for college credit work to high school students are challenged by funding. BHCC has aspirations to expand and extend distance education to all high schools through a consortium of Massachusetts state and community colleges.

Outcomes

No outcome information was available for this report.

Clark University

Worcester, Massachusetts

Program Name: University Park Campus School

Number Served: 20 students annually

Program Summary

Dual enrollment is one of the many ways in which Clark University has partnered with Worcester Public Schools to expand the educational opportunities available to neighborhood students. In 1995, after several years of focusing community revitalization efforts on affordable housing, Clark University and the Main South Community Development Corporation developed a more comprehensive, aggressive approach with a strategic plan called the University Park Partnership. This ambitious plan sought to significantly improve the quality of life in Worcester by targeting five key areas: physical rehabilitation, public safety, education, economic development, and social/recreational development. The University Park Partnership included plans for the development of a small, grade 7-12, neighborhood-based school that would operate as a partnership between the Worcester Public Schools and Clark University. The result is University Park Campus School.

Students at University Park Campus School are introduced to the campus and culture of Clark University as early as the seventh grade through the use of campus facilities, mini-seminars with college faculty, and tutoring sessions with Clark students. Once UPCS students reach the eleventh grade, they can begin taking courses at Clark for college credit. Since dually enrolled students do not simultaneously receive high school and college credit for Clark courses, students must take the college courses in addition to all of their high school courses.

UPCS students take "regular" Clark courses that are taught on the college campus by Clark professors. Most students take introductory courses; none enroll in developmental education courses. Occasionally, students may take a more advanced course after doing well in an introductory course; some begin with an advanced course. There is no cap on the number of UPCS students in each Clark course.

Population

Only students who are doing well at University Park, and who are likely to be able to handle the demanding workload, are encouraged to take courses at Clark. UPCS teachers discuss the criteria, including a strong A or B average, with their students, and once a student decides to apply to take courses at Clark, s/he must get the approval of all his/her high school teachers.

In Worcester's Main South neighborhood, where students must live to attend UPCS, 35 percent of the population lives at or below the poverty line; 70 percent of UPCS students qualify for free lunch; 28 percent of the students live in households headed by single mothers; and 65 percent do not speak English at home.

Supports

No accommodations are made for dual-enrolled UPCS students in terms of academics: they attend the same classes, do the same work, and follow the same rules as their college student classmates. Professors do not know which of their students are high school students; therefore, they do not give UPCS students special treatment. Students live within walking distance of Clark University, so no transportation support is needed.

College Readiness

UPCS begins working with students in the seventh grade to instill college as a goal. The close partnership between Clark and Worcester Public Schools provides a strong foundation and furthers the program's college readiness objective.

Community Partnerships

UPCS is part of an overall effort to improve Worcester's quality of life. The major community-based partner is the Main South Community Development Corporation.

Funding

Clark covers the cost of the courses, and donations from Clark alumni have enabled UPCS to buy books for the students. Grants from the Nellie Mae Education Foundation and the Balfour Foundation have helped prepare students for college by providing resources for out-of-school time.

Outcomes

UPCS has graduated two classes. Every student was accepted to and is still attending college.

Elms College

Chicopee, Massachusetts

Program Names: Step Forward, Step Ahead; Quest

Number Served: 30 students every year from Step Forward, Step Ahead; no graduates to date from Quest

Program Summary

Elms College operates two dual enrollment programs:

Step Forward, Step Ahead, the program for girls, begins in middle school with Step Forward and continues as Step Ahead once students reach high school. The program has been in operation for about twelve years.

Quest started three years ago with middle school boys. The high school component will begin when the first group begins high school. Students enter the program in sixth grade and continue with it until they graduate from high school.

Step Forward, Step Ahead and Quest follow the same design principals. The bulk of the program takes place during the summer. During the first two weeks, students commute to campus to take a fine arts class, such as drumming, art, or photography. Students then live on campus for two weeks and take academic courses, such as math, science, and history. Specialty classes have also been developed, including law, leadership, Internet safety, and entrepreneurship. Academic classes are aligned with the current curriculum of the enrolled students.

Once students enter high school, they take college-level courses designed specifically for program enrollees. Tenth graders take one credit-bearing course and one pass-fail course as an entry-point to the college-level courses. After that, students can take three to six credits per summer. Students still spend two weeks in residency and otherwise commute to classes during the summer. After graduating from high school, students can take an actual college class with other Elms College students. Most program participants earn 12 to 15 credits to apply toward college. To lessen the work demands on students, the program also offers internships: students can study in the morning and work on-campus in the afternoon.

Population

Every year, Elms accepts a new sixth-grade class of 30 students from schools in Chicopee, Springfield, and Holyoke. The schools recommend students who are economically disadvantaged but show an intellectual spark. Elms College has established an application process that requires the submission of two teacher recommendations and a report card with a C average.

Supports

Elms staff view the program as a three-way partnership: among the students, the parents, and the college. Parents are an integral part of the overall program structure, and students attend an orientation session with their parents.

Six to eight times per semester during the school year, participants can take advantage of Student Success. This Saturday morning program offers students the chance to take classes in subjects that they are struggling with or have a particular interest in. Saturday classes are optional, but there is an incentive: students who participate also get invited to take part in extracurricular program offerings.

College Readiness

Beyond the academic supports that are available to program participants, students can participate in many extracurricular activities. The ultimate goal of these activities is to help students adjust to college and encounter many of the experiences of typical college students.

One particular focus is to help students understand the manners and etiquette appropriate to a variety of settings. Each participant must sign a behavior contract that sets parameters for acceptable behavior throughout the program.

A range of social and cultural events are designed to expose students to diverse experiences outside their community. Most of these events are off-campus and include lectures, plays, musical performances, and trips to New York City.

Community Partnerships

As a Catholic institution, the concept of giving back to the community is very important at Elms. The administration supports this program as an effort to make a difference in the lives of the young people in its immediate community.

Funding

Elms College supports one-third of the program budget; the balance comes from grants, applied for and obtained by program staff.

Outcomes

The program has been in existence long enough to have two classes of college completers for Step Forward, Step Ahead, but to date the program has not kept track of these students. Elms is in the process of instituting a process for tracking students who graduate from the programs. It knows that all students in the program get accepted into college, but it does not have information on college retention or graduation.

Additional Information

The separation of the boys and girls programs will remain a core element. When participants from the two programs held joint events, the program administrators felt it was a huge distraction with limited benefit. With the gender separation, staff feel that the two programs can be tailored more specifically to participants' needs and interests.

Emerson College

Boston, Massachusetts

Program Name: ProArts Dual Enrollment Program

Number Served: Since fall 2001, 14 students have enrolled; 12 have completed courses successfully

Program Summary

The dual enrollment program at Emerson is part of the Professional Arts Consortium (ProArts). ProArts is an association of six Boston institutions of higher education dedicated to the visual and performing arts: Berklee College of Music, the Boston Architectural Center, the Boston Conservatory, Emerson College, Massachusetts College of Art, and the School of the Museum of Fine Arts. These institutions came together to form ProArts to promote the interconnectivity of the arts through expanded opportunities for its members and for the community. ProArts is committed to being a leading force for the arts and arts education.

Boston Arts Academy students are invited to enroll in up to two college courses at Emerson. Courses available to high school students include those offered to first-year college students, such as English, math, theater, and history. Students commonly choose to take writing classes. The program typically serves two or three students a year, with some students taking courses each term.

Boston Arts Academy students enroll and receive credit through Emerson's Division of Continuing Education. Students are eligible for high school and Emerson College credit.

One challenge faced by the Emerson College dual enrollment program is the timing of registration for the high school students. Emerson students who preregistered the previous spring have filled many of the classes by the time a high school student decides to take a class. This process can limit course options for the high school students.

Population

This program is designed to target high-achieving students who are interested in furthering their education beyond what is available at the high school level. The assistant director of admissions at Emerson and the guidance counselor from Boston Arts Academy manage recruitment for dual enrollment. Information about program opportunities is sent directly to the guidance counselor, who is responsible for recruiting and nominating appropriate students.

Students fill out an application provided by the Boston Arts Academy guidance counselor. A parent or guardian must sign the application. Emerson College relies on the guidance counselor to identify high school students who have the potential to succeed in a college-level course. The high school guidance counselor, assistant director of admission, and eventually the Division of Continuing Education then review the application.

Supports

High school students taking courses at Emerson participate as regular college students. Courses take place on the Emerson campus in downtown Boston. Students must travel there on their own, but this is not a significant barrier because the campus is well served by public transportation. Most high school students take courses after school so that it does not interfere with their regular school day.

College Readiness

The program serves students who are ready for college level work; therefore, it does not focus on college readiness.

Community Partnerships

Beyond the ProArts consortium membership, partnerships are not a primary focus of this program.

Funding

Emerson College subsidizes the program. High school students can take up to two courses at no charge.

Outcomes

The college considers students who complete courses with a 3.0 or better as successful. Since its inception in fall 2001, 14 students have enrolled in the program and 12 have completed the courses successfully.

Greenfield Community College

Greenfield, Massachusetts

Program Name: Early Entrant Program

Number Served: 25 students per semester

Program Summary

The purpose of the Early Entrant Program is to facilitate interest in ongoing education for students who might otherwise be lost to the educational system. Greenfield Community College offers dual enrollment to students at high schools within a 20-mile radius.

There are no restrictions on the number of classes that students can take at GCC beyond meeting the prerequisites for the course and the 18-credit-per-semester maximum that applies to all students. The college works with guidance counselors to determine the appropriate number of classes for each student. Most take English, math, or sociology. About 25 students participate per semester; most take 2 or 3 classes at a time.

Population

Students come to GCC through the recommendation or approval of high school guidance counselors. The college has established a GPA requirement of 2.5. Admissions counselors visit local high schools to recruit students for the program, but it is up to guidance counselors to encourage students to participate. Most students who participate demonstrate a high level of maturity and can handle a college environment.

Supports

A number of support services are available to high school students, but these are no different from the services offered to all GCC students. Each student has an advisor who works with him/her and the high school guidance counselor. College faculty know if students are high school students, but mainly because GCC is a small school and faculty know all their students well.

College Readiness

For the most part, students participating in the Early Entrant Program demonstrate college-ready skills. The program does not have specific strategies in place to help develop such skills among high school students.

Community Partnerships

Beyond the collaboration between GCC and participating high schools, broader partnership building is not a primary focus of the program.

Funding

Since Massachusetts eliminated state funding for dual enrollment, high school students have been responsible for the expenses of taking courses at Greenfield Community College (e.g., tuition, books, transportation). Financial assistance and work-study are available for eligible students.

Participation decreased significantly when the state stopped funding the program.

Outcomes

GCC does not collect much data, but it plans to do more. Many students continue studying at Greenfield after graduating from high school.

Lowell High School

Lowell, Massachusetts

Program Name: Dual Enrollment Program

Number Served: 27 students took dual enrollment courses at the University of Massachusetts Lowell, in spring 2005; 13 students took classes at Middlesex Community College

Program Summary

For several years, Lowell High School has had a dual enrollment program with Middlesex Community College and the University of Massachusetts Lowell. Interested students matriculate at the colleges for specific courses. In most cases, students receive both high school and college credit for completed coursework.

Population

The program is for Lowell juniors and seniors who have a GPA of 3.0 or above; the vast majority of participants are on a college track. At the beginning of each semester, Lowell High administrators announce enrollment for the Middlesex and UMass Lowell courses. Students must self-initiate interest in the program.

Supports

A Lowell staff member provides logistical assistance, such as help with paperwork, to students. The colleges are walking distance from the high school, so transportation is not an issue. Most students aim for courses at either the beginning or end of the school day, at 8:00 a.m. or 2:20 p.m. For the most part, the college course schedules have enough options for students during those times.

College Readiness

The program is geared toward students who are college ready; therefore, skill building is not a primary focus.

Community Partnerships

Other than the collaboration between Lowell High School and Middlesex Community College and the University of Massachusetts Lowell, the program is not focused on creating partnerships with other entities.

Funding

Lowell High School pays for half of the tuition fee for a student to take a course at the University of Massachusetts Lowell; the college absorbs the rest.

After the state eliminated funding for dual enrollment, the community, Middlesex, and UMass Lowell established a pool of funds that allows Lowell students to take one college course per semester for free. This arrangement has left Lowell students vulnerable to "bumping" if a course is fully enrolled. The high school is working to alleviate this problem. Students may take more than one course per semester, but they must pay tuition on additional courses themselves.

Outcomes

Lowell does not track students, but it is working in partnership with UMass Lowell to establish a system to evaluate student success in college. A grant from the Nellie Mae Education Foundation supports the effort.

University of Massachusetts Boston

Boston, Massachusetts

Program Name: Flexible Campus

Number Served: 40-60 students per year

Program Summary

UMass Boston has offered area high school students the opportunity to take college courses for more than 30 years. When the program began, it operated out of admissions and the advising center and allowed any high school student to take courses on a space-available basis at no cost. Students who wanted credit paid for the credits. When the statewide dual enrollment program was initiated, the flexible campus option was kept only for students participating in the university's pre-collegiate programs—Admission Guaranteed Program, GEAR UP, Health Careers Opportunity Program, Math Science Upward Bound, Project REACH, Upward Bound, and Urban Scholars. In addition to being able to take courses at no cost, students in these programs may, if they choose, receive college credit at no cost. Most students are steered into introductory courses with faculty who are receptive to and supportive of having high school students in their class. Students typically take either skills courses (critical reading and writing) or courses like Psychology 101 or pre-calculus. The students have to take all the placement tests that any student would have to take to get into the program.

Population

Participating students are enrolled in one of the university's pre-collegiate programs. Beginning this year, as part of a Nellie Mae Partnership for College Success grant, the opportunity to participate in Flexible Campus has been extended to all students attending the thee high schools that make up the Dorchester Education Complex—Academy of Public Service, Economics and Business Academy, and Tech Boston Academy.

Supports

An Admissions Office counselor is responsible for processing Flexible Campus course enrollments. A staff member in each pre-collegiate program is designated to work with students to select courses and monitor students' progress. Students taking university courses must meet in a group once a week to

talk about issues like study skills, note taking, time management, and transition to college-level work and expectations. The programs and the students split the cost of books and other course materials.

College Readiness

Flexible Campus is an integral part of the pre-collegiate programs' efforts to prepare low-income, first-generation students for postsecondary education. Students in Upward Bound and the Admission Guaranteed Program are strongly encouraged to take at least one university course; students in Urban Scholars are required to take at least one course in order to graduate from the program.

Community Partnerships

Flexible Campus is an important component of the university's partnership with seven Boston Public High Schools: Academy of Public Service, Economics and Business Academy, Tech Boston Academy, Burke, Excel, Monument, and Odyssey. Discussions are underway with Tech Boston Academy to create a university course component within the school's course of study.

Funding

The Admissions Office and the pre-collegiate programs provide staff for coordination; the pre-collegiate programs provide funds for books, materials, and academic support. The expansion of the program to the broader Dorchester Education Complex is partially supported by the Nellie Mae Partnership for College Success grant. Tech Boston Academy is interested in buying seats in courses for their students and plans to support this with general operating funds.

Outcomes

The pre-collegiate programs track student enrollment and success in the university courses, progress though high school, college application, enrollment, matriculation, and graduation. The Dorchester Education Complex is in the process of putting a system in place to track the progress of their students in university courses and in postsecondary education.

NEW HAMPSHIRE

Although New Hampshire has no dual enrollment legislation, and perhaps the strongest culture of local control in New England, there is evidence of interest in supporting the existing program run by the New Hampshire Community and Technical College System: the New Hampshire Higher Education Assistance Foundation Network Initiative for the Advancement of Postsecondary Education. The NHHEAF Network has funded a pilot study of former Running Start students' postsecondary attendance and two new special projects that will be implemented in 2005. Fast Track will provide one year of college credit through Running Start to high school seniors at two sites and another high school will offer Running Start courses outside of the traditional day. (See www.nhctc.edu for more information.)

New Hampshire Community and Technical College System

Statewide

Program Name: Project Running Start

Number Served: 2,263 students participated statewide in 2003-2004 academic year from 61 high schools

Program Summary

In 1998, a new Community College Commissioner decided to provide seed money to New Hampshire's seven community college campuses in order to begin Project Running Start. The Board of Trustees voted to authorize the program in December 1998. The intent of the program is to make college an option for more New Hampshire high school students, and the seed money provided initial funding for each college to hire part-time program coordinators. In the 2003-2004 academic year, 61 out of 78 high schools offered at least one Running Start course. Over 2,200 students participated in 329 courses.

High school teachers who want to participate must first be approved as adjunct faculty by the college. This means they must have a Master's degree in order to teach most general education courses and other specific qualifications to teach technical programs. Teachers work with college faculty partners to teach college-approved courses at the high schools. Upon completion of a course, the student receives three college credits and the high school teacher receives a voucher for one free course at the college. College faculty partners receive small stipends.

If a high school wants to offer a course that is not available at the local college campus, it can establish a partnership with a campus that does. Although the Running Start coordinator for each campus is responsible for marketing the program to the high schools in his or her geographic region, it is up to the high school to make the program happen.

Staff of the New Hampshire Community and Technical College System consider Running Start to be a "pure" model of dual enrollment. At this point, they are exploring the feasibility of hybrid courses that utilize on-line capabilities and/or video-conferencing systems.

The biggest limitations are the requirements the high school faculty must meet in order to teach the courses and, in some regions of the state, the $100 fee students must pay for the course. New Hampshire is a local control state, and low-income communities tend to have lower pay scales and schools with fewer Master's-level faculty. These tend to be the same communities in which youth have trouble raising the $100 to take the course. For a short time, Verizon provided tuition support for these students, but that funding has ended. Frequently vouchers given to high school faculty have been given to students.

Population

Students are registered with the colleges, are eligible for all student services, and may use college facilities. New Hampshire's community technical colleges recently became accredited under the Commission on Institutions of Higher Education. Running Start includes both general education courses and career/technical courses. Students who are academically more marginal and may not be thinking about college as an option tend toward the career and technical courses.

Support

Running Start participants are considered NHCTC students and have all student privileges.

Community Partnerships

The NHCTC system is working to make Running Start a feeder for its institutions on both the general education and career/technical sides. Beginning in fall 2005, a common introductory course in automotive technology will be offered statewide as a Running Start course. This course will be accepted for credit at each of the five NHCTC industry specific automotive programs.

Funding

Students signing up for the course must pay $100; the rest of the cost for participation is covered by the NHCTC system. Program staff and NHCTC administrators see the program as an opportunity to improve the college matriculation rate, particularly among those who might not otherwise be thinking about attending college.

Outcomes

To date, 320 former Running Start participants have matriculated at NHCTC. A pilot study is underway to track the post-secondary attendance and outcomes of former Running Start students.

RHODE ISLAND

The Rhode Island Board of Governors for Higher Education's 2002-05 Goals and Priorities include piloting a dual enrollment program. Currently, there is no dual enrollment legislation in the state. Some postsecondary institutions offer courses for high school students: for example, the Accounting Department at Rhode Island College offers business courses in high schools. Neither Rhode Island College nor the University of Rhode Island provides information on their Web sites about credit-bearing programs for high school students.

Community College of Rhode Island

Providence, Rhode Island

Program Name: City Campus Program

Number Served: 100 students in fall 2004

Program Summary

The City Campus Program emerged out of an identified need to improve access to higher education for disadvantaged Rhode Island students. It was originally envisioned as a transition program for students moving from the Community College of Rhode Island to the University of Rhode Island or Rhode Island College. However, program staff saw a need to focus on the transition from the secondary level to the community college in order to address problems of college readiness and success. They spearheaded the effort to recast the program as a partnership between CCRI and secondary schools in the Providence area. One important result was the co-location of the City Campus Program on-site at CCRI and a focus on the basic skills of reading, writing, and math across the curriculum.

The program, now in its second semester of operation, includes a partnership with three high schools: the Metropolitan Career and Technical School, Textron Chamber of Commerce Charter School, and the New Feinstein High School.

The City Campus Program is in high demand. In fall 2004, 100 students were enrolled; staff estimate that this represented two-thirds of interested students from the partner high schools. Additional high schools have expressed interest in participating, and Program Director Kathy Mallon hopes to expand it in the near future.

For the fall 2004 semester, students could chose among five thematic courses in the areas of business, health, and design. Students can take one course per semester at CCRI; those who pass receive three college credits. The rest of a student's high school curriculum is in accordance with his/her high school institution. Students who do not reach college level still receive a certificate of completion (without the credits) and high school credit.

The courses take place at CCRI, and students from all three high schools take the courses together. The City Campus Program is for high school students, so the courses are not

open to CCRI students. Students across the three high schools appear to be forming strong communities and networks of support, a critical factor for the program's success.

Courses are team-taught. In what appears to be the best model, three teachers are assigned to each course: one high school teacher, one CCRI professor, and one adjunct faculty member from the professional realm. In addition, a CCRI faculty member serves as an academic consultant to all of the courses. This structure has worked well because the high school teachers bring an understanding of the student population, while CCRI faculty bring content knowledge and employers bring access to the real world for learning and career exposure.

The members of the teaching staff meet every other week to exchange information about students, share ideas on course content and structure, and build a strong network of support. This integration of college and high school faculty is one of the important and innovative features of the program.

All City Campus Program participants take ACCUPLACER as a way of benchmarking their college-readiness. The program hopes to test all tenth graders in the three participating high schools in 2005-06 as a way to attain more information about the skill levels of potential City Campus students.

Population

All three partner schools serve a population that is diverse, urban, and generally of limited economic means. Many come from homes where English is not the first language and where students are the first in their families to contemplate going to college.

Students are selected by their high school for participation. The three schools have slightly different selection processes, but they are starting to collaborate to develop a common method. In general, the process begins when the high school announces the program to its students. Students then express their interest and write an essay to explain why they are interested and what they would hope to get out of participation. Finally, the schools meet to determine the number of slots available to each school and assign students accordingly.

For the spring 2006 semester, the program plans to add an interview component so that teachers can meet students prior to admitting them into their courses. This will provide teachers with an opportunity to express concerns about individual students and get those addressed up front.

In fall 2004, both the Met and Textron allowed students of all academic skill levels to enroll in the program. Feinstein allowed only its higher-performing students to enroll because the school joined the partnership late and did not offer dual enrollment credit that semester. Feinstein students are participating on their own time, in addition to their academic load at the high school. These students miss classes at their high school in order to participate and must take responsibility for making up the work. For spring 2005, Feinstein plans on restructuring its schedule and opening the program up to a broader group of students.

Supports

Each high school has committed at least one faculty member to the program. If a problem arises with a particular student, that faculty member is the first point of contact and works within the structure of the secondary school to address the problem. This may mean handling the problem directly with the student or involving the high school counselor or principal, depending on the high school's protocol.

Students are responsible for their own transportation to CCRI. One of the high schools is across the street, but the other two are not near the campus. For the most part, this has not posed a significant barrier. The course schedule was developed in consultation with each of the high school's schedules. The earliest course starts at 12:30 and the latest starts at 3:30.

College Readiness

The program is designed to help prepare inner-city, academically marginal students for college-level work. As the program continues to evolve, individualized instruction and goal setting will become more and more integral. This will allow more students to emerge from the program ready to enter and succeed in college.

Community Partnerships

The program is a highly collaborative effort among CCRI and the three high schools. Beyond these entities, the health course gained the interest of a corporate partner, LifeSpan. The hospital's human resources/community liaison has taken a personal interest in City Campus because he sees these young people as a future workforce. So far, students have spent three days in the hospital, and there are discussions about setting up internship opportunities for some students.

Funding

The high schools pay the college tuition costs for their students and the salary of participating faculty. Two of the schools are using grant funds to pay for the program; the third has included it as a line item in its budget. Program Director Kathy Mallon has applied for a Rhode Island Higher Education Partnerships Grant. If obtained, these grant dollars would fund the staff managing the program as well as faculty development. An overall program goal is to become financially sustainable, but this is a challenge.

Outcomes

The program is too new to have reported outcomes. For the future, because all participants take the ACCUPLACER, the program can track the academic development of every participant. Teachers will be able to measure a student's progress during the semester by referring back to the ACCUPLACER.

Although the program is new, early indications are positive for student outcomes. There have been no dropouts from the program, and, in general, the program operators have found that students are rising to the level of expectations set for them. This is an academically challenging program for a population that is eager for a chance to succeed in an environment beyond high school.

In the works is an evaluation of the program's impact on the academic self-image of students. A part-time CCRI employee who is a Master's candidate at Boston University is taking the lead.

Additional Information

CCRI sees the City Campus Program as a way to help eliminate the need for developmental education. By creating partnerships with secondary schools and addressing the college readiness skills of high school students before they get to college, CCRI hopes to make its developmental education pro-

grams, viewed as a financial "loser" for the institution, obsolete. Making stronger community connections will be important for this goal to become a reality. Currently, the program lacks the ability to reach out into the community.

One reason for the early successes of the program might be that students have been consulted in the design of the courses. A panel of three students listened to faculty proposals for courses in fall 2004 and provided honest feedback. The messages were clear: don't make this easy, and make it something special. The students rejected an idea for a course based on reality TV; the faculty was excited about the idea, but the students called it "dumb." The course was eliminated.

City Campus program staff have gone out of their way to garner support for the program across the institution, understanding that staff in other parts of the college play an important role in making the program function smoothly in the interest of students. They also understand the importance of thanking those staff. City Campus program staff have hosted luncheons for CCRI staff who provided support to the program over the past semester. Staff from admissions, the registrar's office, and campus services, among others, have attended.

Indications are that the program will not expand significantly, either in terms of the number of students or the number of high schools it serves. Because high schools must provide a faculty member to co-teach at least one course, union issues may arise with Providence Public Schools. Of the schools currently involved, Feinstein is the only one operated by the public school system. As a small alternative school, union issues have not been a limitation on the program. Robin McGuire, the coordinator/teacher at Textron, felt that larger schools might not be in the same position. In fact, Hope High School participated in a similar program last year with CCRI and had to pull out of the partnership this year due to union issues.

Textron Charter School
(in partnership with Community College of Rhode Island)

Providence, Rhode Island

Program Name: City Campus Program

Number Served: 33 students in fall 2004

Program Summary

Of the 50 students in Textron's senior class, 33 participate in the program. The program offered five courses in fall 2004, and Textron students enrolled in four of them: leadership, intro to health, intro to business, and jewelry design. No Textron students chose to enroll in the product design courses.

A Textron faculty member is teaching the intro to health class primarily because many students from the high school expressed interest in this topic. The teacher does not have expertise in health care, but she has established a strong partnership with the CCRI professor with whom she co-teaches the class. Although health is the context for the course, the focus is on developing thinking, writing, and math skills.

Population

Textron allowed students of all academic skill levels to enroll in the program in fall 2004. The school serves students with a multitude of skills and abilities. More than half of the student body tests below grade level. Of the 33 City Campus participants, only 5 placed out of remedial education on ACCUPLACER.

Supports

As a result of the student population the program serves, student success elements are an integral part of all course offerings. The college considers the classes to be part of developmental education. As the semester progressed, City Campus staff identified three tiers of students: students who were doing well and on a college track; students who were succeeding but needed a lot of support; and students with low skills and low motivation. Yet even the five students in this last category want to stay in the program. They tended to be actively engaged in the class but didn't have the follow-through skills needed to complete homework assignments, etc.

The program is committed to meeting the needs of all three groups of students and is in the process of adding mandatory study sessions and other supports. Ultimately, the program is heading toward individualized education plans for each student, with the goal of bypassing or reducing the time that students spend in remedial education once they get to college.

College Readiness

See section under CCRI.

Community Partnerships

See section under CCRI.

Funding

Textron is paying the tuition costs for each of its students and the salary of its participating faculty member.

Outcomes

See section under CCRI.

VERMONT

In the 2001-02 legislative session, the Senate Education Committee of the Vermont General Assembly introduced dual enrollment legislation that would have allowed high school students to enroll in up to two courses in a postsecondary institution if the student was accepted and if the secondary school did not offer the course or courses. The bill saw no further legislative action and has not been reintroduced in subsequent legislatures. Dual enrollment has been on the agenda of the Vermont Human Resources Investment Council, which seeds innovations to improve career opportunities.

Community College of Vermont

Multiple Locations

Program Name: Intro to College Studies

Number Served: 101 students enrolled in ICS in fall 2004; 116 in spring 2005

Program Summary

For several years, the Community College of Vermont has worked with about 12 high schools to offer dual enrollment courses. One key component of these partnerships has been Intro to College Studies, a 13-week course taught by CCV faculty at CCV campuses. ICS is designed to help students develop strategies for college success. Students do not receive college credit for ICS, but they do get high school credit for ICS. In addition, high school students are encouraged to meet with a CCV academic advisor to discuss goals and enrollment in appropriate courses.

The overall goal of this course is to reduce the time between when students graduate from high school and when they return to college; a secondary goal is to increase the number of high school students pursuing postsecondary education. CCV is the only community college in the state and the major dual enrollment provider.

For 2004-05, 101 students were enrolled in ICS in the fall semester, and 116 in the spring. These numbers include several contracted sections of the class for particular high school cohorts, sections at a correctional facility, and one section offered for students completing their GED. Beginning with fall 2005, to meet the growing demand for this course, CCV will offer ICS at each of its 12 locations at least once per semester, and more where demand is higher. Fall enrollment levels will not be known until early October.

Also, in fall 2004, 197 students ages 17 and under were enrolled in CCV college credit courses in addition to ICS. Although CCV does not specifically track for dual enrollment, many of these students appear to be receiving both college credit from CCV and high school credit from their respective high schools.

Population

CCV targets students who comprise the "middle majority"—those who have not been successful in school, are working below potential, are at-risk of not continuing their education, and are unable to learn well in traditional school environments for the ICS program.

CCV obtained a federal grant for the 2004-05 academic year for expanding access to ICS for alternative student populations. For example, CCV is working with the Vermont Department of Education to establish a transition program in Montpelier that focuses on students with disabilities. The program will pay for eleventh graders to take ICS and an additional high-interest course in the twelfth grade. Career counselors provide wraparound services for students, and students will have the opportunity to explore and think about post-high school plans. At a corrections facility in Springfield, ICS is offered to inmates as they complete their requirements for their high school diploma and begin to think about postsecondary options. CCV is also investing energy in identifying and working with adults who have relationships with "vast middle" students who aren't finishing high school or pursuing postsecondary options. This means CCV is going beyond connections to high school guidance counselors and working with alternative school programs, youth serving programs, and social service organizations (e.g., local parent-child centers) to access their target populations. As part of a partnership with Vermont Adult Learning, CCV provided ICS to 17 students who had just completed the GED.

Supports

Several site coordinators work in a decentralized fashion to keep students in the program and address academic and other barriers as they arise.

College Readiness

The ICS course provides students with the skills they will need upon entering college. It is also a gatekeeper course: all high school students enrolling in courses at CCV are encouraged tp take ICS first. This ensures that students have a base of success skills, such as note- and test-taking, time and stress management, decision-making, communication and financial management, prior to entering credit-bearing courses.

Community Partnerships

CCV makes ICS available to an array of students throughout the state. Thus, CCV has formed partnerships with a variety of institutions, as funding has allowed.

Funding

Absent funding to support a systemic approach, CCV pieces together a variety of sources, including grants and institutional funding, to support ICS.

Outcomes

The program does not currently have outcomes available but has developed an evaluation plan for which the state is seeking funding support.

APPENDIX A

Dual Enrollment Survey Results

Overall

Jobs for the Future disseminated 3,400 surveys to secondary schools and two- and four-year colleges in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. JFF received a total of 85 completed surveys.

Postsecondary Institutions

There are 392 colleges throughout New England; 33 colleges responded to the survey. Of the respondents, 11 were community colleges.

Has dual enrollment program	19
Grants high school and college credit for dual enrollment program	12
Collects data on student rates of participation	7
Collects data on the academic performance of student	8
Has dual enrollment program geared towards high school students at risk of not graduating high school	3 Community College of Vermont Cape Cod Community College Manchester Community College
Answered yes to one or more of the questions regarding state legislation	1 University of Southern Maine
Has eligibility requirements for participation in dual enrollment program	15
Partners with schools	12
Provided demographics	5 (2 were vague)
Interested in starting dual enrollment program	6

Secondary Schools

There are 1,056 secondary schools in New England; 52 responded to the survey.

Has dual enrollment program	33
Grants high school and college credit for dual enrollment program	28
Collects data on student rates of participation	9
Collects data on the academic performance of student	9
Has dual enrollment program geared towards high school students at risk of not graduating high school	3 Beverly High School, MA Danvers High School, MA Hartford High School, VT
Answered yes to one or more of the questions regarding state legislation	7 Ansonia High School, CT Amesbury High School, MA Brunswick High School, ME Deering High School, ME Camden Hills Regional High School, ME Gardiner Area High School, ME Kearsarge Regional High School, NH
Has eligibility requirements for participation in dual enrollment program	23
Partners with schools	27
Provided demographics	17
Interested in starting dual enrollment program	7

APPENDIX B

Dual Enrollment Survey

Institution Name: _____

Contact Name: _____

Contact Address: _____

Email: _____ Telephone: _____

"Dual enrollment program" is defined as an education program that enables high school students to take college-level courses while still in high school and receive credit for these courses in both high school and college.

1. Does your institution offer high school students the opportunity to engage in college-level courses as part of a dual enrollment program?	☐ Yes ☐ No *(Skip to Question 20)*
Are the courses dual credit? (Enable high school students to receive, simultaneously, both high school and college-level course credit)	☐ Yes ☐ No ☐ It varies
Explain:	
How many high school students are currently enrolled in dual credit courses?	
2. Who has oversight of the dual enrollment program in your institution?	
Who coordinates the day-to-day operations?	
In which department is the program located?	
3. Does your institution have a formal dual enrollment program geared specifically towards high school students who are in danger of not graduating from high school?	☐ Yes ☐ No
If no, did your institution ever have a dual enrollment program for those high school students?	☐ Yes ☐ No
Please explain why it no longer exists:	
What is the primary goal of the dual enrollment program for those high school students? (Check all that apply)	☐ Tech prep ☐ Increase high school completion ☐ Increase college enrollment rate ☐ Other, specify:
How many of those high school students are currently enrolled in your dual enrollment program?	
4. Which of the following most closely resembles the typical pattern of high school enrollments in the dual enrollment program(s)? (An academic term could be a semester, quarter or trimester)	☐ High school student took one college course per academic term ☐ High school student took two college courses per academic term ☐ High school student took three or more college courses per academic term ☐ The number of college courses high school students took varied significantly
5. What is the maximum number of courses per academic term (e.g., semester, quarter) that a high school student is permitted to take as part of the dual enrollment program(s)?	☐ One course per academic term ☐ Two courses per academic term ☐ Three or more courses per academic term ☐ No maximum number per academic term
6. How many college credits per course are high school students permitted to accumulate?	

7.	Does your institution partner with a specific high school or college to offer the opportunity for students to earn college credit while in high school?	☐ Yes ☐ No
	If yes, with which secondary/post secondary institutions? *Institution(s):* *Contact(s):*	
8.	Who are the instructors for the dual enrollment courses?	☐ Postsecondary instructors only ☐ High school instructors only ☐ Both high school and postsecondary instructors ☐ Adjunct faculty
	What, if any, specific qualifications must instructors meet? *Qualifications:*	
9.	Where are the dual enrollment courses taught?	☐ On college campus ☐ At high school ☐ Both high school and college campus ☐ Distance education (i.e., audio, video, or internet) ☐ Other (Community based organization, please list)
10.	Does your institution provide support services for high school students enrolled in the dual enrollment program (s)? *(Check all that apply)*	☐ Tutoring ☐ Academic advising ☐ Study skills workshops ☐ College application/ selection counseling ☐ Transportation ☐ Financial aid counseling ☐ Social support (including life counseling and crisis intervention) ☐ Other, specify:
11.	What are the eligibility requirements for high school students to participate in your institution's dual enrollment program (s)? *(Check all that apply)*	☐ No academic eligibility requirements (open enrollment) ☐ Teacher recommendation ☐ Minimum high school grade-point average *(Specify average)* ☐ Minimum score on a standardized test (such as SAT) *(Specify test and score)* ☐ Minimum grade levels (i.e., juniors, seniors) *(Specify grade level)* ☐ Other, *specify*:
12.	Does state legislation on courses for dual enrollment determine the following?	
	Student eligibility/entrance requirements for enrollment in courses taken for dual credit	☐ Yes ☐ No ☐ DNK
	Maximum number of courses students can take for dual credit per semester or academic year	☐ Yes ☐ No ☐ DNK
	Tuition and/or fees districts pay for students to participate in course for dual credit	☐ Yes ☐ No ☐ DNK
	How postsecondary credit is awarded to students taking courses for dual credit	☐ Yes ☐ No ☐ DNK
	Qualifications of high school teachers who teach courses offered for dual credit	☐ Yes ☐ No ☐ DNK

13. Does your institution's policy/ legislation on courses for dual enrollment determine the following?

Student eligibility/entrance requirements for enrollment in courses taken for dual credit	☐ Yes	☐ No	☐ DNK
Maximum number of courses students can take for dual credit per semester or academic year	☐ Yes	☐ No	☐ DNK
How postsecondary credit is awarded to students taking courses for dual credit	☐ Yes	☐ No	☐ DNK
Qualifications of high school teachers who teach courses offered for dual credit	☐ Yes	☐ No	☐ DNK

14. Which resources pay for students to participate in college-level courses taken as part of the dual enrollment program(s)? *(Please check all that apply)*

☐ High schools/public school districts
☐ Postsecondary institution
☐ The state
☐ Student's family
☐ Other, specify:

15. Please provide the demographics (in numbers) of current dual enrollment high school students for the following:

- Ethnicity
- Gender
- Free lunch eligible
- First member in family to go to college
- Any other relevant characteristics

16. Is data collected on student rates of participation? ☐ Yes ☐ No

17. Is data collected on the academic performance of students who take part in dual enrollment courses? ☐ Yes ☐ No

If yes, is the data compared to students who do not go on to college through the dual enrollment program? ☐ Yes ☐ No

18. What do you consider to be the greatest challenge to offering opportunities for dual enrollment?

19. Are you aware of other dual enrollment programs in your state? ☐ Yes ☐ No

If yes, what do you know about these programs?
Program(s): *Contact(s):*

20. Would you be interested in starting a dual enrollment program to increase the number of high school students, who continue their education beyond high school? *(Disregard this question if you've answered yes to question 1)* ☐ Yes ☐ No

To submit your completed questionnaire, please use the self-address and stamped envelope included with this questionnaire.
Thank you for your time and help.

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JOBS FOR THE FUTURE
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for Educational and Economic Opportunity

JOBS FOR THE FUTURE seeks to accelerate the educational and economic advancement of youth and adults struggling in today's economy. JFF partners with leaders in education, business, government, and communities around the nation to: strengthen opportunities for youth to succeed in postsecondary learning and high-skill careers; increase opportunities for low-income individuals to move into family-supporting careers; and meet the growing economic demand for knowledgeable and skilled workers.

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