

DUAL CREDIT FINANCE SURVEY RESULTS
(For the purpose of evaluating New Mexico Policy)

NOVEMBER 2006

Survey questions asked of community college system offices...17 responded.

New Mexico...by statute, the state provides both public school average daily attendance and college FTE for dual credit students. The public school shall transfer the tuition and fees to the college for any dual credit student (not enforced or universally practiced). Colleges do not realize tuition as revenue as it is taken as a credit against the formula.

1. Is it your state dual credit policy that the student does not pay college tuition and fees? If so, who is responsible for paying dual credit student tuition and fees?

No consistent policy found. States vary in their approach as follows:

Utah – Students do not pay tuition and fees. The state provides funds which are shared by both public and higher education. The amount is less than regular tuition.

North Carolina – Students using dual enrollment and another program NC has for college level courses on community college campuses pay no tuition.

Minnesota – There is no cost to students to participate in what Minnesota calls Postsecondary Enrollment Options (PSEO). The Minnesota Department of Education sends a portion of a district's ADA to the college or university at which the student is taking courses.

Georgia – Students do not pay tuition and fees. Tuition and mandatory fees are paid through the state ACCEL program, ultimately from state lottery proceeds.

Alabama – The student is responsible for paying dual credit student tuition and fees. However, some students receive scholarships locally for tuition, fees and other costs.

Mississippi – The state has no state policy that dual credit students do not pay college tuition and fees. In some cases the local K-12 district picks up the cost, in others there are reduced tuition and fees, however, in most cases the student picks up the full amount of tuition and fees.

Connecticut – State statute actually requires the payment of tuition for college courses. They waive (using an accounting entry) or use state appropriation to pay tuition for dual enrollment students. In last session, the state did get specific funding to support tuition payments for dual enrollment students taking college math, science and technology courses. The state also sponsors a high school partnership program that allows high school students to attend community colleges without a tuition payment.

Kentucky – The state does not have a policy. This decision is left to individual postsecondary institutions. In some cases tuition and fees are waived by the institution in which case they absorb the cost.

Virginia – With some exception, students and families pay very little to participate in dual enrollment.

Washington – For the state’s dual enrollment program, Running Start, students and their families do not pay tuition and fees. The colleges do not collect tuition for Running Start students and most fees are waived.

Michigan – The dual credit student does not pay for tuition and fees. The home high school pays the tuition and fees and receives full state aid for the student.

Oregon – Not a state policy but a local institutional decision. Local colleges view dual credit as a partnership with their local school districts and don’t charge “traditional” tuition. Dual credit students may pay a transcribing fee.

Wyoming – BY statute, K-12 school districts may develop agreements (usually MOUs) with a community college to offer postsecondary courses. The student is not assessed tuition and fees.

California – There is no tuition and fees for dual credit students.

Arkansas – There is no state policy other than if tuition is not paid by someone, then the student cannot be counted for the funding formula.

Massachusetts – Has no policy on who pays dual credit tuition and fees so it varies by institution...sometimes waived.

Louisiana – There is no state policy that addresses who pays college tuition and fees for dual enrollment.

2. Is tuition collected by the colleges in your state realized as net revenue for operations (in NM, tuition is taken as a credit against the annual appropriation received by the colleges)?

Unlike New Mexico, most states keep tuition collected as revenue for operations. This complicates the issue in New Mexico as to who pays tuition as it would be considered a net loss for the college if not collected.

Utah – As the state provides funds for this purpose, the fund does not impact state funding received for regular FTE.

North Carolina – All tuition is remitted to the state general fund and in turn reappropriated to the community college system and its colleges for their operation.

Minnesota – Tuition in the state higher education is considered dedicated revenue to the college or university that collects it.

Georgia – Tuition is considered as net revenue for the colleges in the state.

Alabama – Tuition collected by the colleges in the state is not considered as net revenue for operations.

Mississippi – Tuition income is considered as local funds for the colleges and is not considered against state appropriations.

Connecticut – Tuition payments for their math/science dual enrollment program is retained at the college.

Kentucky – Tuition revenue generated by the colleges is maintained by the colleges and used for operations.

Virginia – No response to this question.

Washington – The state pays colleges to serve a specific number of students. The college serves those students and enrolls Running Start students in addition to the state-supported students. The funding that Running Start brings to the colleges (less than 4% of a college budget) is realized as net revenue for operations.

Michigan – Tuition for any student is realized for operations.

Oregon – All tuition is set, received and accounted for at the local college level.

Wyoming – Tuition and fees are considered revenue in their funding model.

California – No response to this question.

Arkansas – It only counts partially against the state board minimum tuition.

Massachusetts – Tuition collected goes back to the general fund for redistribution.

Louisiana – Tuition collected by the colleges in the state is realized as net revenue for operations.

3. Who is responsible for paying other costs such as books, tools, and any other costs related to instruction beyond tuition and fees?

While there is no consistent policy, the student generally pays for these costs.

Utah – Students are charged a one-time application fee. The school districts provide the texts. Students may pay for consumables in certain circumstances.

North Carolina – It is the student's responsibility, but in some counties, the counties are paying for costs and fees out of their budgets.

Minnesota – Students may not be charged fees, textbooks, materials, support services as defined in statute, or other necessary costs of the course or program in which the PSEO pupil is enrolled. All texts and equipment provided to the student are provided by the college and become their property. Previously, high schools were responsible for providing textbooks, but the statute was changed several years ago to make the college/university responsible.

Georgia – Students pay all other costs of instruction.

Alabama - Students pay all other costs of instruction but again some students receive local scholarships to cover these costs.

Mississippi – In some cases the local K-12 system pays for these costs, but in most cases the student pays.

Connecticut – The school district or the student is responsible for transportation to the college and for the cost of books and supplies.

Kentucky – In some cases, these costs are waived by the institution...otherwise, paid by the student.

Virginia – With some exception, students and family pay very little but it is unclear how these costs are handled.

Washington – Running Start students and their families pay for books and transportation. Some colleges' foundations offer scholarships to cover such expenses.

Michigan – Under compulsory education rules, the home school district pays.

Oregon – If there is a college textbook needed, the high school pays for and keeps the textbook.

Wyoming – The school district pays.

California – Students must pay for all materials or lab fees.

Arkansas – Who pays for these costs varies depending on the arrangement with the high school.

Massachusetts – The student generally pays for these costs.

Louisiana – It depends since there is no set policy. There are various agreements across the state between postsecondary institutions and secondary school districts as to who is responsible for related dual enrollment courses.

4. Does the state pay for both the public school average daily attendance (ADA) and the college FTE for the dual credit student?

In most cases, in states where the policy has been developed, both entities recognize financial benefits for participating in the program.

Utah – Public education is able to collect their WPU for the students. Higher Education is not funded for the FTE generated.

North Carolina – Yes. This program is viewed as an inducement to the public schools to encourage additional rigor in their programs and an inducement to the colleges to aggressively pursue opportunities to teach high school students.

Minnesota – Yes and as previously noted, with a portion of the ADA sent to the participating college/university instead of the school district unless there is a contract between the district and college/university.

Georgia – No, the state does not pay for both, which causes some opposition by local school systems to dual/joint enrollment (as opposed to AP program).

Alabama – ADA is reported in the K-12 system and is part of their funding process. Community colleges are not funded by FTE in Alabama.

Mississippi – Yes, this is written into the dual enrollment statute.

Connecticut – Yes, the high school is counted in the ADA and is also included in the college FTE. However, Connecticut community colleges do not receive state funding on an FTE basis.

Kentucky – Dual credit students are counted as high school students and therefore generate ADA and are counted as postsecondary enrollment as well and are included in the college FTE count.

Virginia – Runs dual enrollment as a wash financially. They count FTE for state aid purposes.

Washington – No. Colleges are reimbursed by the K-12 districts whose students participate in Running Start. For 04-05, colleges received a statewide standard rate \$90/credit for academic programs and \$106/credit for vocational programs.

K-12 districts retain 7% of the state funds for counseling and overhead.

Michigan – The state pays the state school aid. Community colleges are not reimbursed by college FTE for any students but are reimbursed under other funding formulas.

Oregon – Yes.

Wyoming – Yes.

California – Both K-12 and colleges receive apportionment for the student if the student attends K-12 for the minimum day standard.

Arkansas – Yes, although the higher education formula is not fully funded so there is not a direct dollars per FTE benefit.

Massachusetts – Being proposed in the higher education budget but dual credit in the state is not fully developed.

Louisiana – If part of the agreement between the college and the secondary school is that the student is receiving Carnegie Unit credit and college credit at the same time, the student is calculated in both formulas.

5. Are there any other costs that are offset or program incentives provided by the state or other source and if so what are they?

Connecticut – The state appropriation being received to pay for math-science dual enrollment for high school students is serving as a very powerful incentive for their colleges to be engaged with the high schools. The colleges are seen as providing a great opportunity for high school students and are creating new opportunities to discuss high school to college curriculum alignment.

Louisiana – There are now two state programs that offset the costs to institutions for dual enrollment. They are the Louisiana Office of Student Financial Assistance (LOFSA) TOPS Tech Early Start Program and the Board of Regents (BoR) Dual Enrollment Pilot Program, both funded by the state. TOPS became effective after the 2005 legislative session. BoR became effective following the 2006 legislative session.

No other states responded affirmatively to this question.

6. If not answered above, what is the primary aspect of your finance policy for dual credit that seems to be working?

Utah – The arrangement is a great deal for students and parents. The overall program does save the state money; however, higher education ends up subsidizing the program.

North Carolina – Their enrollment in these programs is growing rapidly, an indication of a successful strategy to increase rigor in the high school curriculum and to give high school students a jump start on college and an inducement to enroll in college after graduation.

Minnesota – Clearly, the Minnesota approach primarily benefits students and their parents. Some changes in statute (including courses according to agreement – payment may be based on per credit, per student, or per course cost – and the change in responsibility for textbooks) reflect complaints and concerns expressed by school districts. In addition, colleges and universities in the state are prohibited by statute from promoting PSEO on the basis of cost savings, even though this is one of the primary reasons for its popularity.

Georgia – Paying for tuition.

Alabama – The current dual credit system works well in Alabama. At the local level, it receives quite a bit of support from businesses. It is not unusual for high school students to receive support, through scholarships from local businesses, to attend college courses.

Mississippi – No response.

Connecticut – see response to # 5.

Kentucky – They encourage the college presidents to view dual enrollment in the larger context of enrollment management at their colleges. As such, they are advised them to consider each dual credit program individually and make decisions (as listed in previous responses) in the best interests of the college. That is, an approach at college/school may not be the best approach at another.

Virginia – No response.

Washington – The Running Start experience reduces the net tuition costs for students as well as the cost to the state per bachelor's degree. Students who have earned Running Start credits while in high school complete their bachelor's degree with 33 fewer state supported credits than those who do not participate in Running Start.

Michigan – Highly motivated students and supportive parents make the program successful. The school districts don't like losing students because it affects their ability to offer full class size AP and specialized courses. It works best in regions where school districts are smaller and normally look toward the colleges for instructional assistance. Eligible courses are those unique to the offerings of the district, including occupational and education courses.

Oregon – Lists the low fee, the saving in tuition costs for students and their families and the development and high school student connection with a community college.

Wyoming – Because of the financial condition of most school districts due to Wyoming's mineral wealth, dual enrollment has ample financial support. Their problems typically result more from turf and geography.

California – No response.

Arkansas – No response.

Massachusetts – Working on policy and support.

Louisiana – Both TOPS and BoR seem to be working. However, participation data on TOPS has been impacted by the hurricanes of last year and BoR just began this fall.

Conclusions:

Finance policies and what seems to work for dual credit programs are not consistent across states. There are variances in how different entities are funded and this needs to be taken into account. In a CCRC study on dual enrollment approaches, Add and Subtract, it is proposed that funding mechanisms are based on the principal of no costs to students and no harm to partnering institutions. Based on results of this survey, these principles aren't always adhered to in the dual enrollment policies across states that have been established. This is certainly not the case in New Mexico and from the standpoint of "no harm" to participating institutions, perceptions may vary since our formulas generate, not allocate funds to specific programs, and college tuitions generally aren't available as revenue. To really assess the impact of New Mexico's policies it is suggested that clean dual credit participation data be collected and analyzed across the state and that the financing and costs strategies (Expenses vs. Revenues) be audited.

