

DUAL CREDIT

ALABAMA

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New Mexico is looking in more depth at the effectiveness of its dual credit program (where the high school student gets both high school credit and college credit for taking a college course). I would like to know more about related finance policies in your state as follows:

1) Is it your state policy that the student does not pay college tuition or fees?

No.

If so, who is responsible for paying dual credit student tuition and fees?

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

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 our colleges)?

No.

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

See answer to #1.

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

ADA is reported in the K-12 system and is part of their funding process. Two-year colleges are not funded on FTE in Alabama.

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?

No.

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

The current dual credit system works very 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.

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New Mexico is looking in more depth at the effectiveness of its dual credit program (where the high school student gets both high school credit and college credit for taking a college course). I would like to know more about related finance policies in your state as follows:

- 1) Is it your state policy that the student does not pay college tuition or fees?

THERE IS NO STATE POLICY ON THIS ISSUE OTHER THAN IF TUITION IS NOT PAID BY SOMEONE THEN THE STUDENTS CAN NOT BE COUNTED FOR THE FUNDING FORMULA.

If so, who is responsible for paying dual credit student tuition and fees?

STUDENTS PAY, SCHOLARSHIPS ARE AVAILABLE AT SOME COLLEGES AND SOMETIMES THE HIGH SCHOOL PAYS.

- 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 our colleges)?

IT ONLY COUNTS PARTIALLY AGAINST THE STATE BOARD MINIMUM TUITION

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

THIS VARIES DEPENDING ON THE ARRANGEMENT WITH THE HIGH SCHOOL

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

YES ALTHOUGH SINCE THE HIGHER ED FORMULA IS NOT FULLY FUNDED THERE IS NOT A DIRECT DOLLARS PER FTE BENEFIT AND ANY BENEFIT IS NOT REALIZED UNTIL AFTER THE NEXT LEGISLATIVE SESSION.

- 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?

NONE

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

CALIFORNIA

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In California we call it "concurrent enrollment." Both the K-12 and college receive apportionment for the student IF the student attends K-12 for the minimum day standard.

There are no fees - students must pay for all materials or lab fees.

It requires approval of the principal of the sending K-12 school and certain GPA requirements.

The rules governing this were rather loose until 2003 when a scandal reared its head over colleges using "bridge PE courses." While this was not wide-spread it did cause a legislative reaction - there are now much tighter limitations on the sort of courses (academic and college prep only) that can be taken at the college.

CONNECTICUT

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There is no specific state policy in Connecticut but we were successful in the last legislative session to get funding to support tuition payments for dual enrollment students taking college math, science, and technology courses. We also sponsor a high school partnership program that allows high school students to attend community colleges without a tuition payment. We actually waive the tuition (it is a revenue loss for us) - this program has been in existence since the mid 80's and is done with a formal agreement between the school system and the community college. Students must have a B average and be recommended by the sending school district. The school district/student is responsible for transportation to the college and for the cost of books and supplies.

The new math/science program is run the same way with the difference being a State Appropriation to pay for the college tuition and fees.

* We do have a written policy implementing the program that I will send you if you want that level of detail. Just let me know.

GEORGIA

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1. Yes. Tuition and mandatory fees are paid through the state ACCEL program, ultimately from state lottery proceeds.
2. Yes, as net revenue.
3. Student pays other costs.
4. No, the state does not pay for both, which causes some opposition by local school systems to dual/joint enrollment (as opposed to AP programs).
5. No.
6. Paying for tuition.

KENTUCKY

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New Mexico is looking in more depth at the effectiveness of its dual credit program (where the high school student gets both high school credit and college credit for taking a college course). I would like to know more about related finance policies in your state as follows:

- 1) Is it your state policy that the student does not pay college tuition or fees?

The state (KY) does not have a policy; this decision is left to individual institutions of postsecondary education.

If so, who is responsible for paying dual credit student tuition and fees?

In some cases tuition and fees are waived by the institution. If tuition and fees are waived, in essence the institution is absorbing the cost.

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 our colleges)?

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

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

Same answer as 1) above

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

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

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?

NA

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

We encourage the college presidents to view dual credit enrollment in the larger context of enrollment management at their colleges. As such, we advise them to consider each dual credit program individually and make decisions addressed above in the best interests of the college. That is, an approach at one school may not be the best approach at another school.

LOUISIANA

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Louisiana Community and Technical College System Response to Fiscal Policies Impacting Dual Enrollment at the State Level

1) Is it your state policy that the student does not pay college tuition or fees?

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

If so, who is responsible for paying dual credit student tuition and fees?

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 our colleges)?

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?

It depends. There are various agreements across the state between postsecondary institutions and secondary school districts as to who is responsible for books, equipment, and any other costs related to instruction beyond tuition and fees.

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

It depends. If as a part of the agreement between the postsecondary institutions and the secondary school district the student is receiving Carnegie unit credit and college credit at the same time, the student is calculated in both funding 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?

Yes. There are two statewide programs that offset the costs to the institutions for dual enrollment opportunities. They are the Louisiana Office of Student Financial Assistance (LOSFA) TOPS Tech Early Start program and the Board of Regents (BoR) Dual Enrollment Pilot program. Both programs are funded by the state. TOPS Tech Early Start program became effective following the spring 2005 Legislative Session. BoR Dual Enrollment Pilot Program became effective following the spring 2006 Legislative session.

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

Both TOPS Tech Early Start and the BoR Dual Enrollment Pilot programs seem to be working. However, participation data on the TOPS Tech Early Start program has been impacted by both hurricanes Rita and Katrina. BoR Dual Enrollment Pilot Program began this fall.

Note: The Board of Regents and the LCTCS have policies that provide for tuition waivers that can be used for dual enrollment opportunities.

MICHIGAN

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New Mexico is looking in more depth at the effectiveness of its dual credit program (where the high school student gets both high school credit and college credit for taking a college course). I would like to know more about related finance policies in your state as follows:

1) Is it your state policy that the student does not pay college tuition or fees?

For dual and direct credit, the student does not pay tuition or fees. We do have a number of high school and home school students who enroll in college courses for college credit independent of their high school studies. In that case, they pay the tuition and fees.

If so, who is responsible for paying dual credit student tuition and fees?

The home high school pays the tuition and fees. They also can count the student as a full-time student and receive full state aid.

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 our colleges)?

Yes, just like any other student.

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

Under compulsory education rules, the home school district.

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

The state pays the state school aid; community colleges are not reimbursed by college FTE for any students. The colleges are reimbursed under other funding 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?

No offset costs or program incentives.

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

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 the school districts are smaller and normally look toward the colleges for instructional assistance. Eligible courses are those unique to the offerings of the school district, including occupational education courses.

I believe that the Community College Research Center (CCRC) of Teachers College, Columbia University, has some studies of dual and direct credit offerings in states.

MINNESOTA

Minnesota State Colleges and Universities Response to Questions on Dual Credit Sent to the CC State Directors' Listserv

The Minnesota State Colleges and University system is comprised of all 25 public two year community and technical colleges in the state and the seven public state universities. The statutory requirements of PSEO also apply to the University of Minnesota which is not part of the Minnesota State Colleges and University System.

Additional questions may be addressed to : Cyndy Crist, System Director for P-16 Collaboration, cyndy.crist@so.mnscu.edu.

1) Is it your state policy that the student does not pay college tuition or fees?

In Minnesota, there is no cost to students to participate in what we call Post-Secondary Enrollment Options (PSEO).

If so, who is responsible for paying dual credit student tuition and fees?

We have essentially two forms of providing and paying for PSEO in Minnesota. For the "original" form, usually involving students traveling to a college or university campus to take one or more courses, 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; a specific amount per credit hour is specified in statute. In addition, our colleges and universities receive funding for these students as part of our allocation from the state. Until recently, we received 50% of the "normal" student allocation for PSEO students. However, a recent change in the way the state funds our institutions removes enrollment as the basis for the state's appropriation, so the relationship between PSEO enrollment and the funding we receive will no longer be direct. For the second form, called "courses according to agreement" in our PSEO statute, a district and a college or university negotiate a contract for PSEO program delivery. Under these contracts, payment may be based on a per credit, per student, or per course cost. Most often, though not always, the services provided under this contract are in the form of what is referred to in our colleges and universities as concurrent enrollment (college/university courses offered in a high school and delivered by a high school teacher selected and mentored by the college/ university whose course is being offered).

In this case, a portion of the cost is covered by the district as specified in the contract; the remaining funds are included in the system's allocation as noted above.

2) Is tuition collected by the colleges in your state realized as net revenue? for operations?

No, tuition in our system is considered dedicated revenue to the college or university that collects it. State appropriation is allocated separately to each college or university at the beginning of each fiscal year.

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

Minnesota students may not be charged for fees, textbooks, materials, support services as defined in statute, or other necessary costs of the course or program in which the pupil is enrolled; the exception is for equipment purchased by the pupil that becomes the property of the pupil. If students are taking a course for postsecondary credit only, they can be charged for fees, textbooks, and materials. All textbooks and equipment provided to the pupil are the property of the college/university providing them and therefore are provided by the college/university. Previously, high schools were responsible for providing textbooks, but the statute was changed several years ago to make the college/university responsible.

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

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

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?

No.

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

Clearly, the Minnesota approach primarily benefits students and their parents. Some changes in statute (including courses according to agreement and the change in responsibility for textbooks) reflect complaints and concerns expressed by school districts. In addition, colleges and universities in Minnesota 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.

MISSISSIPPI

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New Mexico is looking in more depth at the effectiveness of its dual credit program (where the high school student gets both high school credit and college credit for taking a college course). I would like to know more about related finance policies in your state as follows:

1) Is it your state policy that the student does not pay college tuition or fees?

[Mississippi has no state policy that students do not pay college tuition or fees.](#)

If so, who is responsible for paying dual credit student tuition and fees?

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 our colleges)?

[There are many different arrangements between the local K-12 systems and the community and junior colleges. In some cases no tuition or fees are charged with the local K-12 system picking up all cost, in others there are reduced tuition and fees, however, in most cases the students pick up the full amount of tuition and fees. In all cases this income is considered as local funds and is not considered against state appropriations.](#)

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

[In some cases the local K-12 system pays these cost, however, in most cases the students pay.](#)

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

[Yes, this is written into the dual enrollment statute.](#)

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?

[No](#)

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

NORTH CAROLINA

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New Mexico is looking in more depth at the effectiveness of its dual credit program (where the high school student gets both high school credit and college credit for taking a college course). I would like to know more about related finance policies in your state as follows:

- 1) Is it your state policy that the student does not pay college tuition or fees?

Students using dual enrollment and another program NC has for college level courses on CC campuses pay NO tuition.

If so, who is responsible for paying dual credit student tuition and fees?

- 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 our colleges)?

All tuition is remitted to the state general fund and in turn reappropriated to our System and its colleges for their operation.

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

It is the student's responsibility, but in some counties, the counties are paying these costs and fees out of their budget. How they are paid is not a concern of ours.

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

Yes. This is seen as an inducement to the public schools to encourage additional rigor in their programs and as an inducement to our colleges to aggressively pursue opportunities to teach high school students.

- 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?

No.

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

Our 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.

OREGON

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New Mexico is looking in more depth at the effectiveness of its dual credit program (where the high school student gets both high school credit and college credit for taking a college course). I would like to know more about related finance policies in your state as follows:

- 1) Is it your state policy that the student does not pay college tuition or fees?

Not state policy, but local institutional decision. Student does not pay college tuition or fees, but may be charged a transcription fee.

If so, who is responsible for paying dual credit student tuition and fees?

Local colleges see dual credit as a partnership with their local school districts and don't charge for "traditional" tuition.

- 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 our colleges)?

No - the tuition is set, received and accounted for at the local college level.

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

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

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

Yes

- 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?

No

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

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.

UTAH

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1. Students do not pay tuition or fees. The state provides funds which are shared by both public and higher education. The amount is less than regular tuition.
2. The fund does not impact state funding received for regular FTE.
3. Students are charged a one-time application fee. The school districts provide the texts--students may pay for some consumables in certain circumstances.
4. Public Education is able to collect their WPU for the students. Higher Education is not funded for the FTE generated.
5. None.
6. 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.

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Frank: In Virginia, we run dual enrollment as a wash financially. We count the FTE for state aid purposes--but with some exception, students and families pay very little. There are some local variances--but you'll find most within the parameters above.

WYOMING

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New Mexico is looking in more depth at the effectiveness of its dual credit program (where the high school student gets both high school credit and college credit for taking a college course). I would like to know more about related finance policies in your state as follows:

- 1) Is it your state policy that the student does not pay college tuition or fees?

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 or fees.

If so, who is responsible for paying dual credit student tuition and fees?

The school district is responsible for paying all costs associated with the course.

- 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 our colleges)?

Tuition and fees are considered revenue in our current funding model and comprise one part of a triad of funding that includes local property taxes and state aid.

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

The school district.

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

Yes

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?

None that are directly related to concurrent enrollment

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

Because of the financial condition of most school districts due to Wyoming's mineral wealth, concurrent enrollment has ample support financially. Our problems typically result more from turf and geography than funding.

WASHINGTON

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Washington State's Running Start Program

1) Is it your state policy that the student does not pay college tuition or fees?

According to a state statute established in 1990, Running Start students do not pay tuition or fees.

Running Start is a program that allows 11th and 12th grade students to take college courses at Washington's 34 community and technical colleges, and at Washington State, Eastern Washington and Central Washington universities, The Evergreen State College and Northwest Indian College. Students earn both high school and college credits for these courses. Running Start students and their families do not pay tuition or fees, but they do buy their own books and provide their own transportation. Students receive both high school and college credit for these classes,

If so, who is responsible for paying dual credit student tuition and fees?

The colleges do not collect tuition for Running Start students. Some fees are paid directly by Running Start students and other fees are waived by the colleges.

- 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 our colleges)?

The state pays colleges to serve a specific number of students. The colleges serve those students and enroll Running Start students in addition to the state-supported students. Since Running Start enrollment has been increasing at a predictable rate, colleges are able to forecast their enrollment and plan for the appropriate number of class sections to be offered. The funding that Running Start brings to a college (less than 4 percent of a college budget) 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?

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

Running Start does not fund any pre-college course work. If students are not ready for college-level work, they are encouraged to return to their high school for further preparation.

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

No. Colleges are reimbursed by the K-12 districts whose students participate in Running Start. For the 2004-05 academic year, colleges received a statewide standard rate of approximately \$90 per credit for academic programs, and \$106 per credit for vocational programs. K-12 districts retain 7 percent of the state funds for counseling and overhead.

When students earn credit for high school and college simultaneously, the state and students pay to support this education only once.

- With 9,794 full-time students in 2004-5, Running Start saved Washington taxpayers \$38.7 million.
- Students and their parents also save because Running Start classes are offered tuition-free. In the last academic year, this resulted in a savings of about \$24.9 million in tuition.
- The total amount saved by taxpayers, parents and students in 2004-05 is estimated at more than \$63 million.

- 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?

Some colleges' Foundations offer scholarships to cover books and transportation costs.

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

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 and enter universities as freshmen.