Texas Education Agency

Commissioner Mike Morath

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Statewide Dual Credit Goals

House Bill 1638 (85th Legislature, Regular Session), as codified in Texas Education Code, Section 28.009 (b-1) and (b-2), required the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA) to collaboratively develop statewide goals for dual credit programs in Texas.

These goals provide guidance to institutions of higher education (IHEs) and independent school districts (ISDs) on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. The statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

All dual credit programs are required to establish a memorandum of understanding (MOU) between the IHE and ISD that details the terms of the partnership. HB 1638 requires that on or after September 1, 2018, any new, revised, or renewed dual credit MOU or articulation agreement must include the following:

- A description of how the goals of the dual credit program align with the statewide goals;
- A course equivalency crosswalk or other method of equating high school courses with college courses that identifies the number of credits that may be earned for each course completed through the dual credit program;
- A description of the academic supports and guidance that will be provided to students participating in the dual credit program;
- A description of the ISD and IHE respective roles and responsibilities in providing for and ensuring the quality and instructional rigor of the dual credit program; and
- A description of the sources of funding for dual credit courses offered under the program including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the dual credit program.
- On or after September 1, 2018, and each subsequent year, all dual credit MOUs, regardless if new, revised, or renewed, must be posted each year to the ISDs and IHEs respective websites.

Goal 1: Independent school districts and institutions of higher education will implement **purposeful and collaborative outreach efforts** to inform all students and parents of the benefits and costs of dual credit, including **enrollment** and **fee policies**.

Measures of Implementation:

- Documentation summarizing collaboration and outreach efforts of IHEs and secondary school partners will be readily available and posted.

Examples of items to include in documentation:

- Collaboration between ISDs and IHE partner(s) to host informational sessions for students and parents on dual credit opportunities, benefits and cost
- ISD and IHE dual credit webpages reflect the most current dual credit program information including enrollment and fee policies

- Hosting dual credit 101 sessions for high school counselors
- Collaboration between ISDs and IHE partner(s) on a marketing campaign

Goal 2: Dual credit programs will assist high school students in the **successful transition to** and **acceleration through postsecondary** education.

Measures of Implementation:

- Analysis of measures in enrollment in and persistence through postsecondary education, disaggregated by student sub-population.

Examples of items included in analysis:

- Student enrollment in postsecondary after high school
- Time to degree completion
- Semester credit hours to degree

Goal 3: All dual credit students will receive **academic and college readiness advising** with access to student support services to bridge them successfully into college course completion.

Measures of Implementation:

- Analysis of measures in enrollment and degree completion, disaggregated by student sub-population.

Examples of items included in analysis:

- Student enrollment in postsecondary after high school
- Time to degree completion
- Decrease in excess number of semester hours beyond required hours to degree completion

Goal 4: The **quality and rigor** of dual credit courses will be sufficient to ensure student success in subsequent courses.

Measures of Implementation:

- Analysis of performance in subsequent course work.

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Dual Credit: K-12 Landscape

Dual credit looks different across the state. The table below details the key differences.

	**Locations vary**	• High school campus • Institution of Higher Education campus (IHE) • Virtual
	**Costs vary**	• Tuition/fee waivers differ across the state • Textbooks (limited use of Open Educational Resources) • Transportation
	**Instructors vary**	• High school teacher qualified and employed by IHE • Full time or Adjunct IHE instructor • Co-teach via remote with local proctor
	**Delivery varies**	• Physical classroom • Online (synchronous) • Online (asynchronous)
	**Models vary**	• Traditional high school with dual credit • Innovative High Schools (ECHS, P-TECH, T-STEM)) • Independent
	**Classmates vary**[1]	• Dual credit students only • Dual credit and Advanced Placement students mixed • Dual credit and traditional college students mixed • Dual credit and non-dual credit students mixed*
	**Eligible Courses**[2]	• Core Curriculum courses • Career and Technical Education courses • Foreign Language courses

[1] allowed under limited circumstances

[2] exemptions in TAC §4.85

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College Ready vs. Dual Credit Eligibility

High school students must be either college ready or dual credit eligible to take freshman-level college courses. Students can demonstrate college readiness or dual credit eligibility in a variety of methods.

College Ready[1]	Dual Credit Eligible[2]

Demonstrate College Readiness*
 Passing score on:
• TSI Assessment (TSIA)
• SAT
• ACT
• STAAR EOC (4000)
  ◦ English III and
  ◦ Algebra II (4000)
* exemptions in TAC §4.85
	Demonstrate dual credit eligibility:
	• PSAT-MNSQT/Aspire
	• English II EOC (4000)
	• Algebra I EOC (4000) and Algebra II course (grade A, B, or C)

[1]70% likelihood of achieving A, B, or C in an entry-level college-credit course

[2]Not meeting the college readiness benchmark, but can ENROLL in a college-level course (by subject area)

College, Career, and Military Readiness Indicators for High Schools, K-12 and Districts

College, Career, and Military Readiness Indicators have been included in the state A-F Accountability system since 2017. Graduates have multiple opportunities to be college ready as detailed in the table below.

College, Career, and Military Ready

- Meet criteria of 3 on AP or 4 on IB examinations
- Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics
- Complete a course for dual credit
  - 9 hours or more in any subject or
  - 3 hours or more in ELAR/mathematics
- Earn an associate degree
- Complete an OnRamps course

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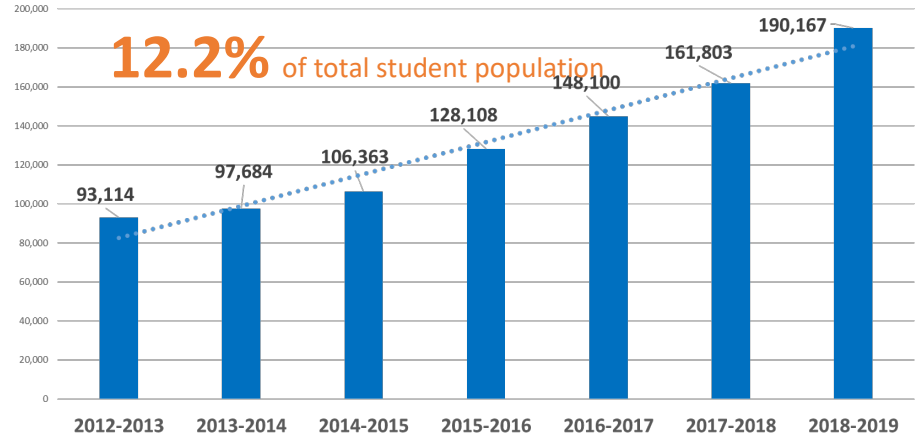
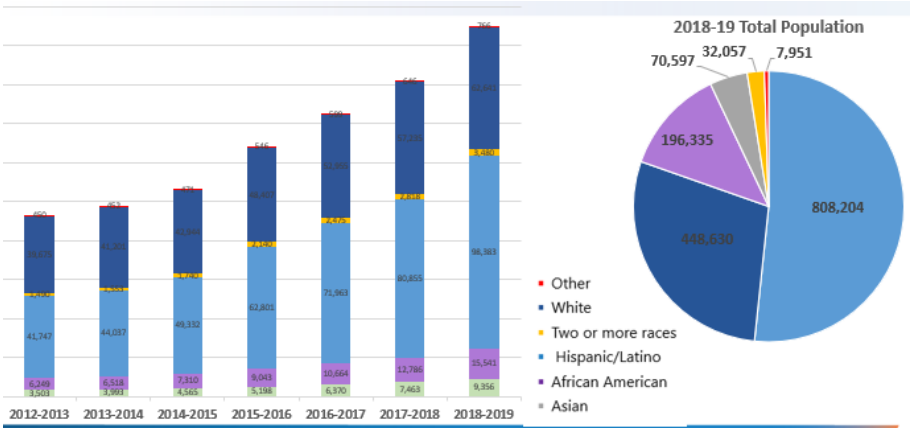
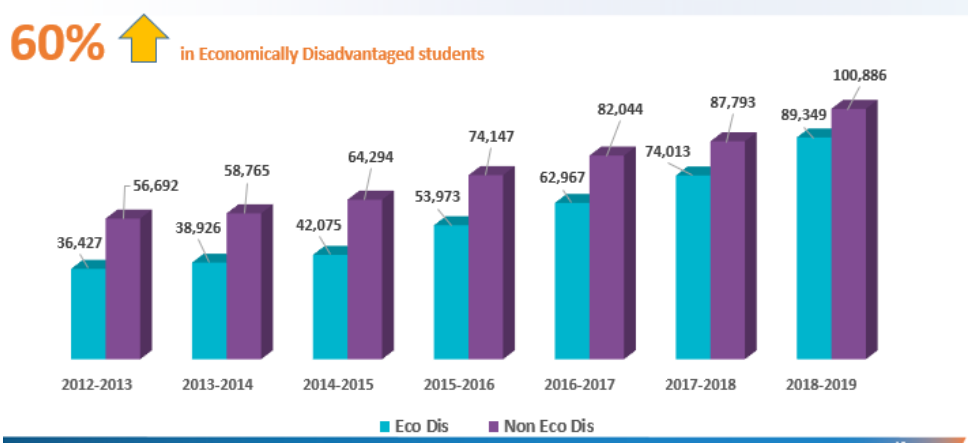
Students completing a college course to earn dual credit has more than doubled in the last 5 years



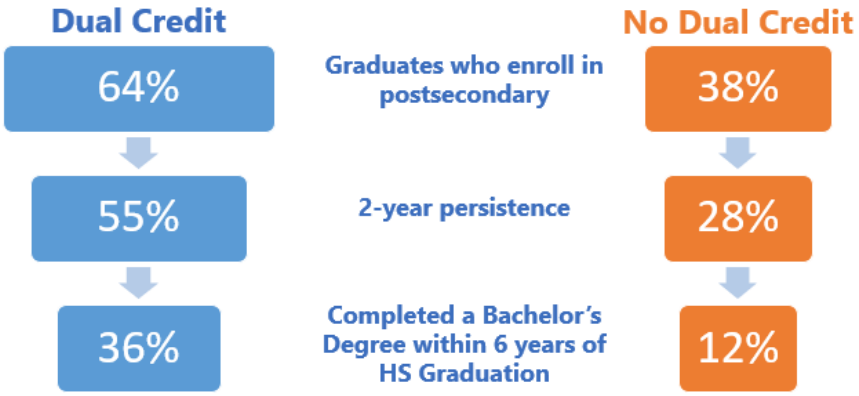
Students completing college course to earn dual credit by school year and ethnicity



Economically disadvantaged status of dual credit students



Postsecondary Persistence & Completion



Best Practices

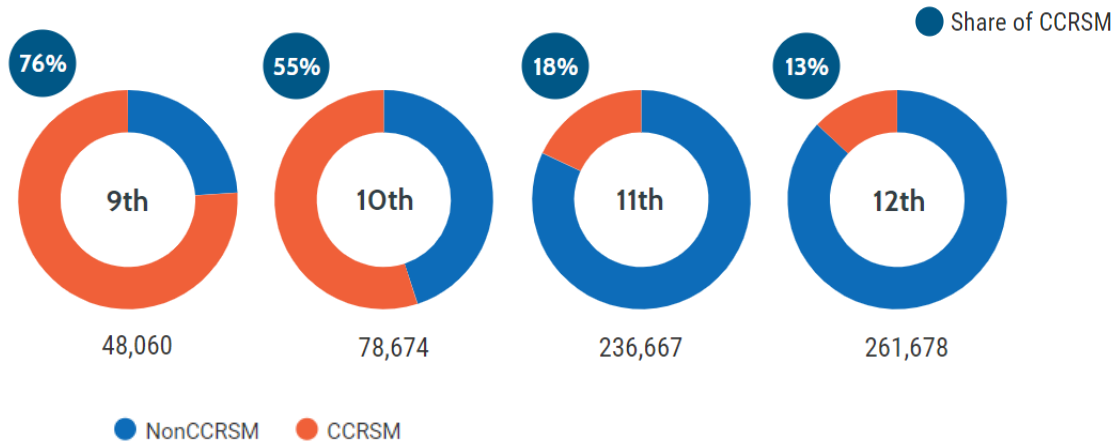
The College and Career Readiness School Models (CCRSM) are open enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths.

The statewide CCRSM network is comprised of 430 campuses implementing one or more of the following models: Early College High School (ECHS), Pathways in Technology Early College High School (P-TECH), and Texas Science, Technology, Engineering and Math (T-STEM) Each model is unique in providing students with the opportunity to earn postsecondary credentials and degrees.

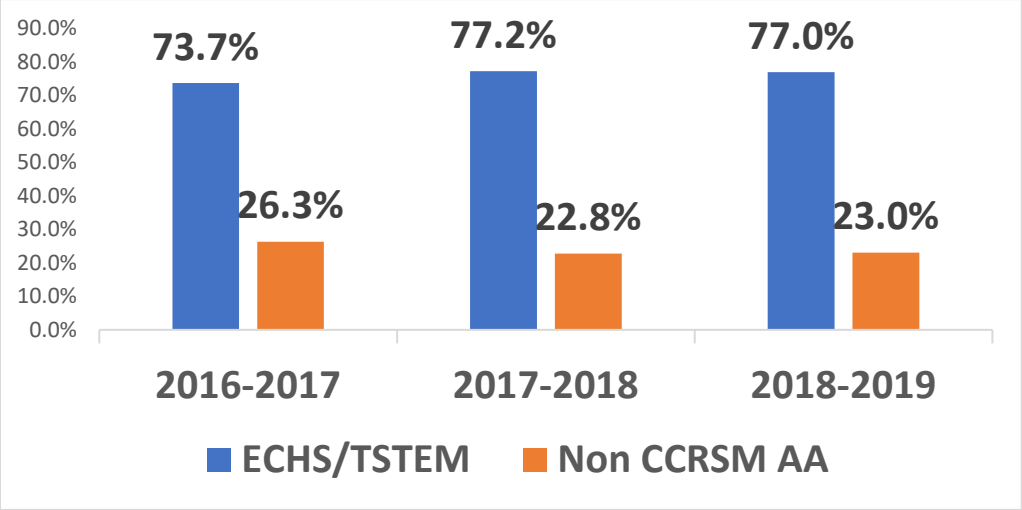
ECHS TEXAS EARLY COLLEGE HIGH SCHOOL	• grades 9-13 • Earning Associate Degree/60 college credit hours by HS graduation
P-TECH PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL	• grades 9-14 • Earning Associate Degree/60 college credit hours and/or a certification by HS graduation
T-STEM TEXAS SCIENCE, TECHNOLOGY, ENGINEERING & MATH	• grades 6-12 • Earn 15 college credits and/or certification by HS graduation

CCRSM Share of Dual Credit Enrollment

For the 2016-2019 school years, 25% of dual credit enrollment was from CCRSM campuses. CCRSM campuses account for the majority of dual credit earned by freshmen and sophomores.



Dual Credit Student Outcomes: Associate Degree Attainment



HB 3 and Dual Credit

HB 3 supports dual credit in K-12 by providing:

- CCRSM Outcomes Bonus
  - Use bonus to fund dual credit
- Funding for P-TECH and New Tech innovative models
  - $50 per student
- Funding for students to take ACT/SAT/TSIA

- Funding for students to take an Industry Based Certification
- FAFSA/TASFA graduation requirement

Dual Credit Successes and Opportunities

Successes	Opportunities
Coordination/Collaboration ▪ Cross-sector meeting and communication amongst THECB, TEA, UT System, TACC, and Educate Texas **SB 25- TEC §51.4033** ▪ Transferability-core 42 ▪ Degree plan at 15 hours **Cost of dual credit** ▪ Textbooks • Greater access to Open Educational Resources • Use is still limited	**Transferability-Core 42** ▪ Core courses are different across institutions ▪ Degree applicability vs. elective ▪ Articulation Agreements ▪ Common Course Numbering System **Cost of Dual Credit** ▪ Instructors ▪ Tuition/fees ▪ Textbooks ▪ Sustainability