

New Jersey Department of Education



Dual Enrollment Toolkit



High school students who participate in dual enrollment are more likely to:

**Benefits of
dual
enrollment**



**Earn higher
grades in
high school**



**Graduate
from high
school**



**Attend a post-
secondary
university**



**Earn a post-
secondary
degree**

These outcomes are even more likely among students who are traditionally less likely to finish high school and attend or complete college.

Other
benefits of
dual
enrollment

High school students who participate in dual enrollment are more likely to:

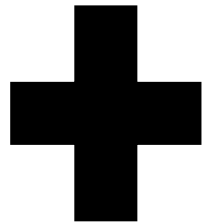
Earn college credits at a much lower or no cost to their families.



Stay in college through graduation, and may be able to graduate sooner than they would have otherwise.



Earning college credits and having a positive postsecondary experience while in high school make degree and/or credential attainment more likely for students.





Dual
Enrollment
Toolkit

This guide is intended to help local education agencies (LEAs) and institutions of higher education (IHEs) develop and expand existing partnerships to offer dual enrollment courses to students while still in high school.

Equity: Broaden opportunity and accessibility to higher education and other post-secondary opportunities.

Building a Dual Enrollment System

Step 1:



Step 2:



Step 3:

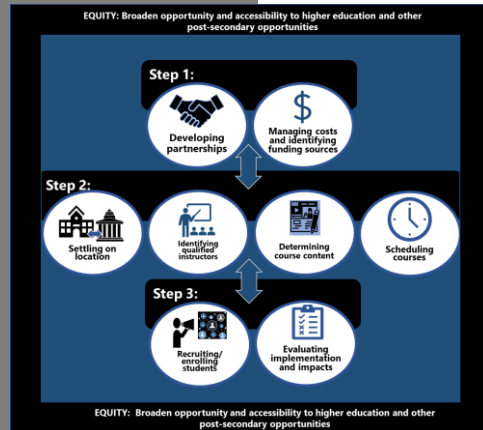


Develop a Memorandum of Understanding (MOU).

Step 1:



The LEA and the participating IHE(s) should draw up a Memorandum of Understanding (MOU) or Memorandum of Agreement (MOA). The document should clearly articulate all program aspects and confirm that all parties involved are in alignment with the proposed program.

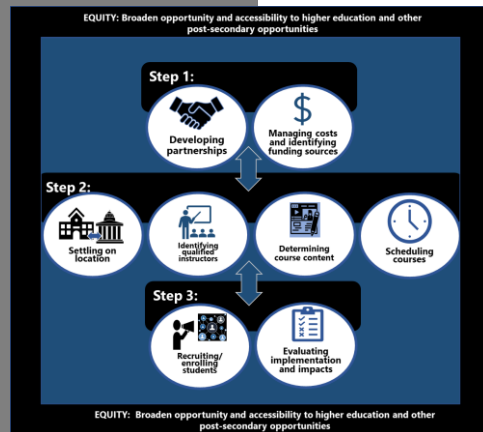


To Do List:

- Describe program goals, such as how many students will participate over what period of time, and how organizers will measure program success.
- Ensure that all logistical, cost, and support questions have been considered and resolved to the satisfaction of all partners.
- Draft an MOU/MOA that captures all responsibilities and details of the program.
- Have all partners review, revise, and sign the MOU/MOA.
- Review the MOU/MOA at appropriate points (i.e., after the first semester, at the end of the school year).

Understand the costs.

Step 1:

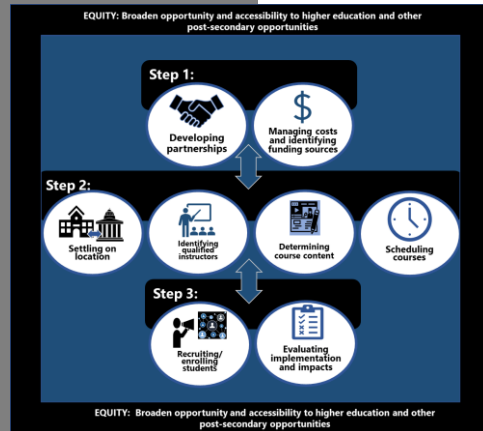


- While cost effective for students (i.e., students can usually earn college credits for less than what they would pay enrolling full-time in college), dual enrollment programs are not free and can be expensive to implement and sustain.
- To control costs, many LEAs and/or colleges and universities limit the number of credits a student can earn through dual enrollment.
- While there is often money to initiate a dual enrollment program, program partners should consider the costs of sustaining the program long-term.
- If money needs to come out of the LEA's general operating funds, then leaders should plan to incorporate the costs into operating budgets.

Identify available funding sources.

Step 1:

Options include:



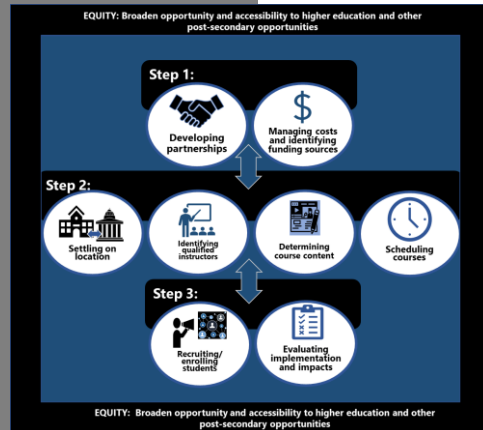
- The LEA, possibly with Federal funds (e.g., Title I or Title IV under the Elementary and Secondary Education Act);
 - For examples of ways to use federal funds to support dual enrollment programs, see the [NJDOE Maximizing Federal Fund's Career Readiness webpage](#).
- A college or university;
- Families (i.e., pay per credit hour for dual enrollment course(s) in which their child is enrolled);
- The state and/or county government using Federal or state funds

Note:

Many dual enrollment programs also provide additional financial support to students who qualify for free or reduced-price school lunch programs who might not have the family support to pursue dual enrollment or postsecondary education. This financial support can cover tuition costs, but also expenses such as books, materials, and transportation.

Step 1:

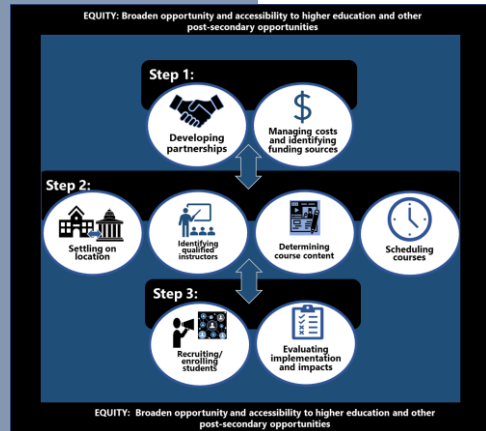
To do list (costs/funding):



- Create a comprehensive budget for a dual enrollment program. Consider the costs of:
 - Instructors
 - Space
 - Transportation
 - Books/materials
 - Technology
 - Credit hours at respective IHEs
 - Staff to administer the program
 - Staff to support students while taking courses
- Identify:
 - Who will be responsible for the costs (e.g., school district, IHE, other)?
 - Available funding sources; consider short- and long-term funding sources, which may be different.
 - Other stakeholders, such as the school board, and enlist them early to support and sustain a dual enrollment program.
- Decide whether to limit the number of credits a student can earn.

Step 2:

Consider the pros and cons of location choice.



Option 1: At the high school

- Students take courses in their high school.
- Classes are generally taught by a high school teacher approved by the partnering college.
- The course schedule aligns to the high school schedule.

Pro:

Easiest for students because they don't have to disrupt their normal high school day.

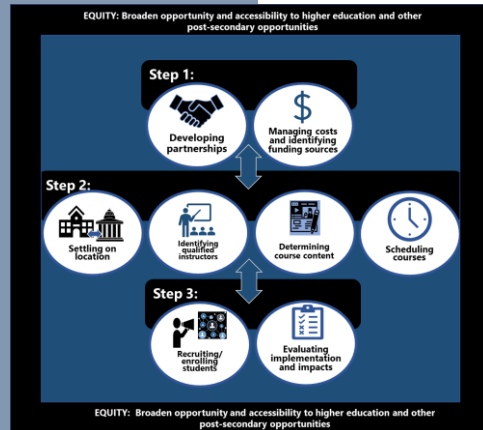


Con:

Students don't experience in-person classes with college students.

Step 2:

Consider the pros and cons of location choice.



Option 2: On the college campus

- Students take courses on the college campus, typically along-side college students.
- Classes are taught by a college instructor.
- Students often report to their high school in the morning and the college in the afternoon/evening.

Pro:

Easier for colleges because high school students attend like typical college students.

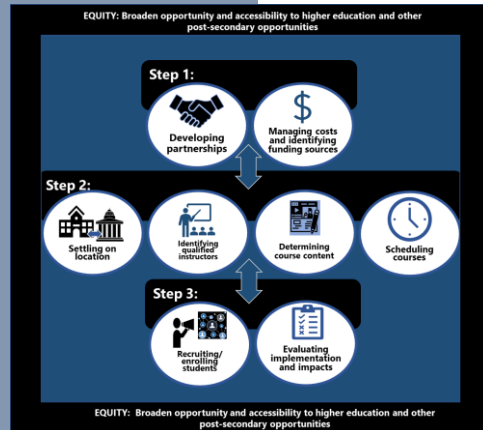


Con:

Transportation may be a challenge for students, especially those without access to a car.

Step 2:

Consider the pros and cons of location choice.



Option 3: Hybrid model

- Students may take college courses virtually while on site at their high school.
- Course may include college students or just high school students.
- Usually taught by college instructors.

Pro:

May be easier for students logistically.

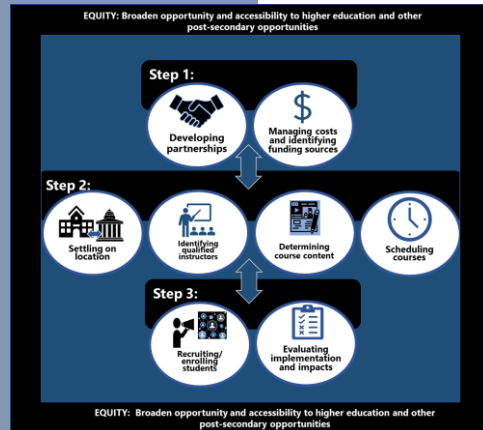


Con:

Scheduling may be an issue and instructors must teach fully online.

Step 2:

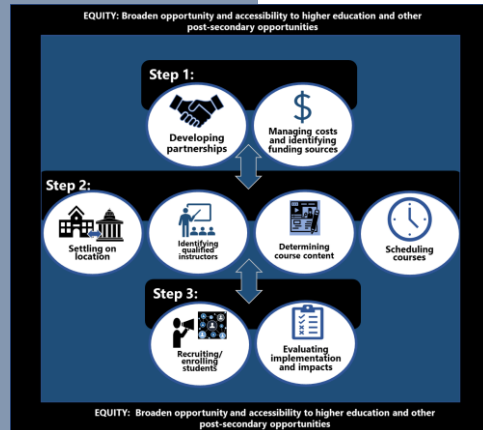
To do list (location choice):



- Decide where students will take courses: on the college campus, at the high school, hybrid, or in another location.
- Confirm availability of space at the time(s) necessary for location.
- Determine what transportation students will need to get to the class. Ensure this is as easy and time-efficient as possible for all participating students.
 - Ensure that transportation costs are not a barrier for students by including transportation fees are included in the covered costs.

Step 2:

Decide who teaches the dual enrollment courses

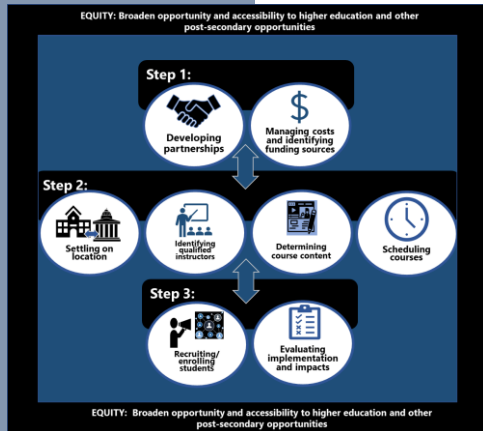


Dual enrollment programs can be staffed by high school teachers, college professors/faculty, or both. Consider the following:

- Colleges generally require their instructors to have a doctorate in the subject they are teaching or a related field.
 - At many high schools, teachers may not have terminal degrees or degrees in a particular subject area. When feasible, colleges may consider identifying alternative instructor requirements (such as experience teaching advanced placement (AP) courses coupled with an advanced degree outside the subject area).
- Finding high school teachers who are willing to teach dual enrollment courses can be challenging, but stipends and adjunct standing in colleges could be meaningful incentives.

Step 2:

To do list (deciding who teaches):



Questions to consider when deciding who will teach dual enrollment courses:

If college faculty teach:

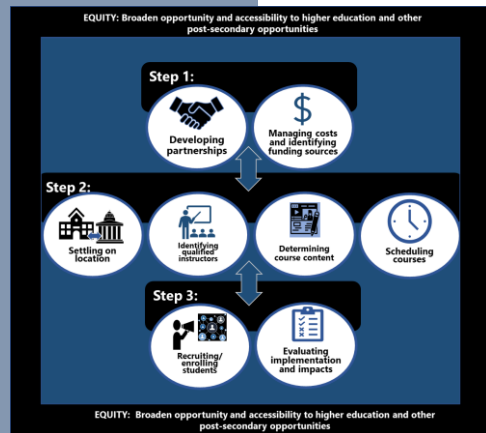
- Will they have room in their schedules to teach additional courses?
- Are there issues regarding contractual course load and/or travel time? If so, will they receive a stipend or additional compensation?
- Will high school and college students take classes together, or will the classes be for high school students only?
- Can they tailor their courses to reflect high school students' background knowledge and understanding?
- Will they need additional training or supports to understand high school students' learning needs?

If high school teachers teach:

- Will they have room in their schedules to teach additional courses?
- Will they receive a stipend?
- Will they need training to learn about the college's (1) standards and course requirements; (2) administrative systems?
- Will college faculty share their syllabi, assignments, and/or exams?
- Will the college consider them to be adjunct college faculty?
- Will they have to meet certain degree requirements (e.g., advanced degree in a particular content area) that the college requires for all its instructors?

Step 2:

Programs can be narrow or expansive in scope.



Depending on the interests of the participating partners, programs can be narrow or expansive in scope. For example:

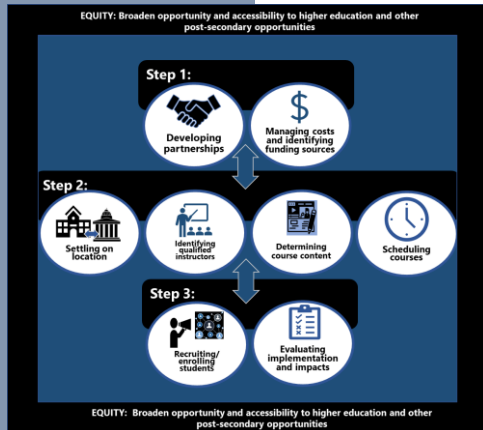
- An LEA cannot staff specific world language classes and so it coordinates with a college or university, even in another state, to allow high school students to participate in language classes virtually.
- A high school allows students to leave campus early to take an accelerated math or college freshman English course at the local college.
- An LEA develops a multiyear career development program (e.g., in hospitality and management) that allows high school students to take a sequence of classes at the high school taught by selected high school teachers under the auspices of the college or university.

Step 2:

To do list (scope):



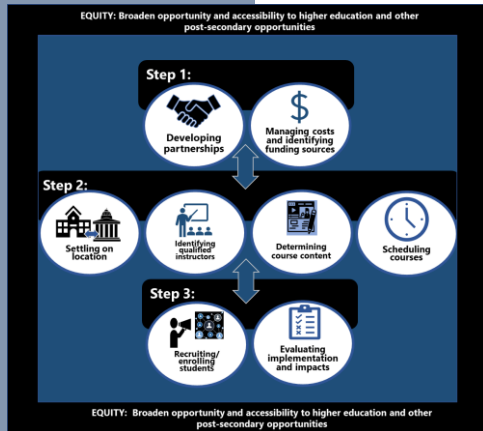
Determine course content



- Are there specific subject areas that a high school is struggling to staff that student(s) could take through dual enrollment?
- Is there a particular course that a student(s) would like to take that the high school could offer through dual enrollment?
- Are there students who have exhausted the course options at the high school and are ready for more accelerated classes?
- Is there a particular career field that students could pursue through dual enrollment courses?
- Are there specific certifications or licenses that students could work towards through dual enrollment courses?
- Will the dual enrollment program offer many classes sequenced over multiple semesters, with a specific end goal (such as an Associate's degree), or will it be focused on individual courses, as needed?

Step 2:

Scheduling courses can be challenging.



- Scheduling can present significant logistical challenges for developing a successful dual enrollment program. For example:

In colleges:

- Classes may only meet two or three times a week but always at the same time.
- Classes may run for 60-120 minutes.
- Semesters may start in mid-August and end in early December and then a second semester with new courses may start again in mid-January and end in May.

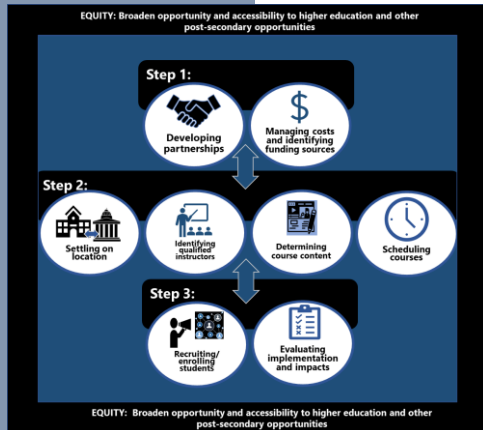
In high schools:

- Schedules may or may not have the same class at the same time every day.
- Classes often meet daily or almost daily.
- Classes may run for 45-50 minutes.
- The semester usually starts in early September and ends later in December, and then early-January into June, with courses often running a full year.

- Successful dual enrollment programs acknowledge these challenges and work to streamline schedules. This may mean:
 - Scheduling classes in the late afternoon/evening hours.
 - Holding classes at the high school when taught by high school teachers, to better align with the high school schedule.
 - Allowing students to take classes virtually from home or in the evenings.

Step 2:

To do list (scheduling courses):



- Decide on the length of the dual enrollment course and whether the number of weeks follow the LEA calendar or the college calendar. Consider:
 - Start/end dates as well as vacations/break schedules.
 - Whether the dual enrollment course runs for half a year or a full year. Colleges typically operate on semesters; high schools generally schedule classes for a full year (unless using block scheduling).
- Decide how frequently the dual enrollment course needs to meet and how that aligns with high school students' schedules.
 - High school courses usually occur every day or every other day.
 - College classes occur every day, two or three days/week, or sometimes once/week.
 - If a course is offered after school or in the evenings, try to coordinate with students' activities and athletics schedules.
- Decide whether dual enrollment classes will be the same length of time as high school courses (i.e., 45-50 minutes) or college courses (i.e., 60-120 minutes)?

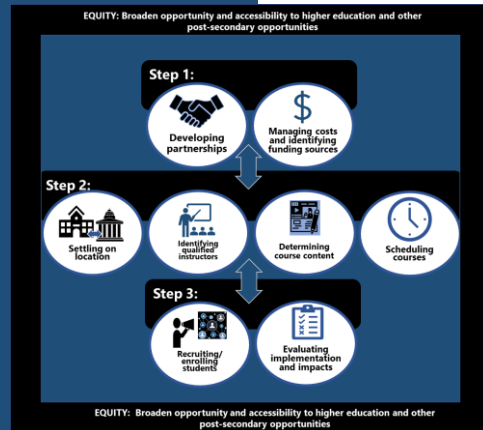
Step 3:

Develop a plan for student recruitment/enrollment.



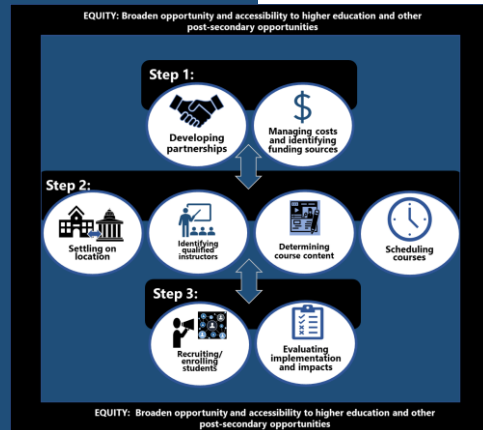
Dual enrollment programs succeed when students participate! Program partners should develop a plan to recruit students and communicate with participating families.

- Communications should be explicit about the benefits and limitations of dual enrollment programs. For example:
 - Students and families should understand that dual enrollment course credits may be transferable to some, but not all colleges.
 - Information about course costs should be made clear, particularly when financial support is available.
- Schools should help students start thinking about and planning for dual enrollment early. For example:
 - Some programs restrict dual enrollment participation to only 12th graders, but others support students as young as 8th grade.
 - Students may need to successfully complete some prerequisites to enroll in a dual enrollment course.
 - Many colleges require that high school students take the PSAT, SAT, or Accuplacer tests before enrolling in a dual enrollment program.



Step 3:

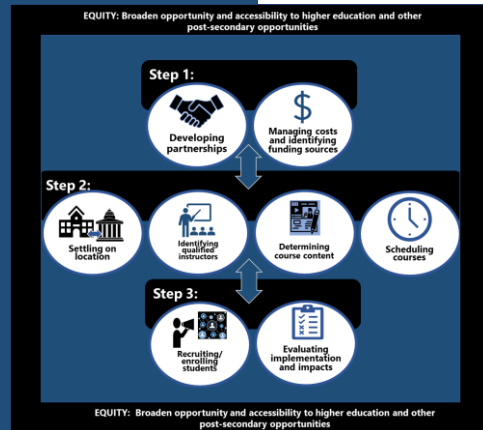
To do list (plan for recruitment/enrollment):



- Find ways to inform students about dual enrollment options such as through information sessions, emails, flyers, and [videos](#).
 - Emphasize that dual enrollment is available to all eligible students.
 - Consider requiring counselors to review dual enrollment options with every student.
 - Ensure that families are aware of dual enrollment options. Whenever possible, translate information into home languages.
- Discuss dual enrollment options as early as 9th grade and backwards map so that students understand and are prepared to take advantage of dual enrollment courses when they become eligible.
- With the IHE partner, identify whether participants are required to take standardized tests, such as the PSAT, SAT, ACT, or Accuplacer, before enrolling in a dual enrollment course. Consider whether:
 - There is flexibility in minimum required scores (compared to traditional college students) to broaden access to dual enrollment classes.
 - Students and families understand the testing requirements and have ample time to register for needed tests. Wherever possible, cover the costs of such tests.

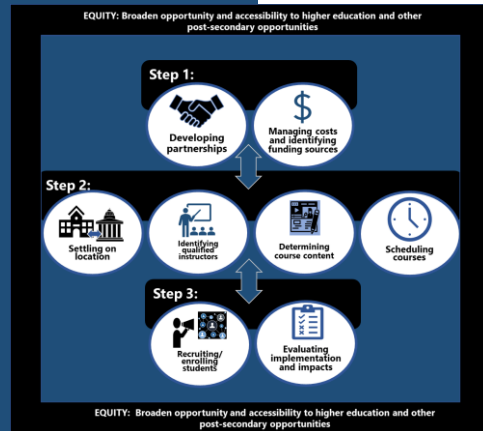
Step 3:

To do list (recruitment/enrollment) (cont.):



- Be clear about any drawbacks to dual enrollment classes. For example:
 - A dual enrollment credit may be transferable to any community college or public in-state higher education institution but may not be transferrable to private or out-of-state schools.
- Help students and families understand the pros and cons to dual enrollment classes versus AP and/or International Baccalaureate (IB) classes that the high school may offer.
- Consider engaging students in helping to create a dual enrollment program.
 - Encourage students to identify course topics that could be taken through dual enrollment, that aren't offered at the high school, such as sign language or marine biology.

Step 3: Include evaluation in the project plan.



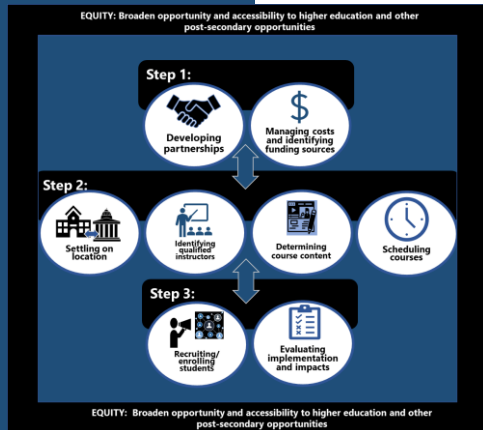
To ensure that the dual enrollment program is meeting the goals set out in the MOU/MOA, program organizers should build an evaluation component into the project plan and MOU/MOA.

Step 3:

To do list (evaluation):



Evaluate
implementation
and impacts



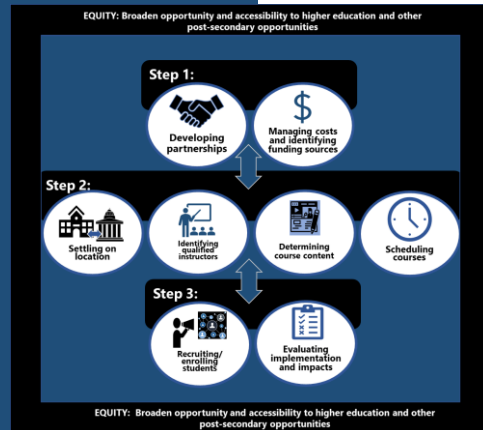
- Set quarterly meetings for all program partners to reflect on progress and where changes could be made.
 - By mid-year, begin planning for the fall, including hiring staff and developing course options.
- Collect data on:
 - Program administration and participation, including the number of students who:
 - ✓ Inquired about dual enrollment courses, and
 - ✓ Began and/or completed courses; enrolled in subsequent courses.
 - Program outcomes, including student grades, standardized test scores, attendance and graduation rates, and any other objective outcome measures.
 - ✓ Consider factors such as how long students take to graduate and how much debt students incur.

Note:

Disaggregate data by student characteristics; if larger percentages of students of a particular ethnicity or income level inquire but do not enroll in courses, more research should be done to understand why.

Step 3:

To do list (evaluation)(cont.):



- Compare test scores, rates of high school graduation, college-going, and college graduation for students who participated in dual enrollment programs versus those who did not.
 - Compare grades, graduation rates, and other outcomes to those of traditional college students.
- Collect feedback from participating students, especially at the beginning of a program, to understand what worked and what could be improved.
- Consider surveying parents and families to understand how well they understood dual enrollment options and benefits.



Thank You!



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