

## CTE and Dual Enrollment

### The Changing Face of “Readiness”

Too often, there is a false choice between being “college” ready and being “career” ready. With over two-thirds of jobs requiring education and training beyond high school, the reality is that college is now a part of any student’s career pathway.<sup>1</sup> At the same time, with about 86 percent of Career Technical Education (CTE) graduates enrolling in postsecondary after graduation, CTE is increasingly part of a student’s college pathway as well.<sup>2</sup> The overlap between “college” and “career” readiness is particularly clear when considering the increase in dual enrollment courses among CTE students.

### Dual enrollment

*is when a high school student takes a credit-bearing postsecondary course, be it on a college campus, within a high school taught by college faculty or a high school teacher who qualifies as a college adjunct, or online through distance education.*

### The Facts

- The latest data shows that about 1.5 million high school students participate in dual enrollment courses. Some students participate in more than one dual enrollment course, bringing the total dual enrollment count to a little over two million.<sup>3</sup>
- At last count, over **600,000 dual enrollment credits were earned in CTE courses**, totaling about a third of all dual enrollment credits earned.<sup>4</sup>
- This percentage may be underestimated, given many “academic” dual enrollment courses may count toward students’ CTE programs of study, such as economics, anatomy or computer science.
- Participation in dual enrollment varies across states: For the 2015-16 school year, Washington reported more than 180,000 high school students participated in dual credit courses, with about 110,000 of students engaging in CTE coursework – nearly double the combined number of students taking AP and IB.<sup>5</sup>
- In addition to the credits earned by students, 15 percent of postsecondary institutions report having awarded certificates, and 17 percent associate degrees, to high school students through dual enrollment programs, such as early college high schools, in 2010-11.<sup>6</sup>

### States and Students Reaping the Benefits

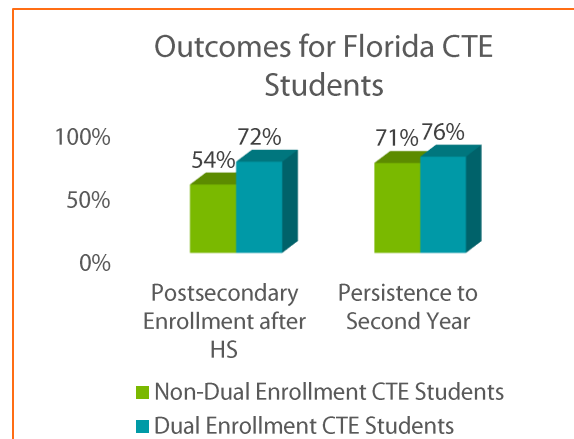
- A 2017 analysis of rigorous dual enrollment studies found that dual enrollment programs have positive effects on **postsecondary degree attainment, college access and enrollment, credit accumulation, high school completion** and **academic achievement**.<sup>7</sup>
- According to a study of 2015 graduates, dual credit students at the University of Texas were more likely to complete college and had higher GPAs than their peers.<sup>8</sup>
- Many states, districts and/or institutions cover most or all of the cost of dual enrollment participation. Indiana’s statewide community college system, Ivy Tech Community College, has estimated savings of \$55 million in tuition costs by enrolling high school students in dual credit courses.<sup>9</sup>

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- A study of CTE students in Florida taking dual enrollment courses found they were **significantly more likely to attend postsecondary** (72 percent of dual enrollment students compared to 54 percent for non-dual enrollment CTE students) and **persist to their second term**.<sup>10</sup>

### A Radical Redesign

In 2012, Kansas recognized a need to improve education through CTE to ensure students would graduate college and career ready. When Governor Sam Brownback called on the Kansas Legislature to help him enact an initiative to expand CTE in Kansas, the legislature passed Senate Bill 155, which covers **tuition for high school students taking postsecondary CTE classes** and provides incentives to districts to encourage students to earn industry-recognized credentials.



Shortly thereafter, Kansas funded a public information campaign to promote the availability of tuition dollars for CTE courses. Kansas's multi-faceted approach has led to a more than **200 percent increase in CTE dual enrollment**, with students earning an estimated **347,000 college credit hours** between 2012 and 2017.<sup>11</sup>

### Reshaping the High School Experience

Dual enrollment is a key component of a high-quality program of study, helping to ease the transition from secondary to postsecondary education. When students graduate high school having already earned college credits in their field of focus, it gives them a leg up in pursuing postsecondary opportunities. For example, Vista PEAK Preparatory – a 2016 **Excellence in Action** award winner from Aurora, Colorado – has established dual credit opportunities as part of its core educational model. Students in the program can earn **up to 18 postsecondary credit hours** and can elect to stay in the program for an additional fifth year to earn an associate degree. As a result, **60 percent of students in the 2014-15 school year earned postsecondary credit**.<sup>12</sup>

<sup>1</sup> [https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES\\_Web.pdf](https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES_Web.pdf)

<sup>2</sup> <https://nces.ed.gov/surveys/ctes/tables/h131.asp>

<sup>3</sup> Represents the 2010-11 school year: <https://nces.ed.gov/pubs2013/2013001.pdf>

<sup>4</sup> *Ibid*

<sup>5</sup> Defined as "Tech Prep" [http://reportcard.ospi.k12.wa.us/DualCredit\\_2.aspx?domain=DualCredit&year=2016-17&schoolId=1&reportLevel=State&yrs=2016-17&waslCategory=1](http://reportcard.ospi.k12.wa.us/DualCredit_2.aspx?domain=DualCredit&year=2016-17&schoolId=1&reportLevel=State&yrs=2016-17&waslCategory=1)

<sup>6</sup> <https://nces.ed.gov/pubs2013/2013002.pdf>

<sup>7</sup> [https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc\\_dual\\_enrollment\\_022817.pdf](https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_dual_enrollment_022817.pdf)

<sup>8</sup> <https://data.utsystem.edu/sites/default/files/upload/UTSystem-DualCreditStudy.pdf>

<sup>9</sup> <https://www.ivytech.edu/dual-credit/11377.html>

<sup>10</sup> <http://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-research-overview.pdf>

<sup>11</sup> [http://www.kansasregents.org/workforce\\_development/excel\\_in\\_career\\_technical\\_education\\_initiative\\_senate\\_bill\\_155](http://www.kansasregents.org/workforce_development/excel_in_career_technical_education_initiative_senate_bill_155)

<sup>12</sup> [https://cte.careertech.org/sites/default/files/Vista\\_PEAK\\_Final.pdf](https://cte.careertech.org/sites/default/files/Vista_PEAK_Final.pdf)

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