

# Dual Enrollment Funding Models: Where Does Your State Stand?

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be posted on the MHEC  
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# Guest Presenter



- Jennifer Zinth  
*Zinth Consulting, LLC*

# Where we're headed today

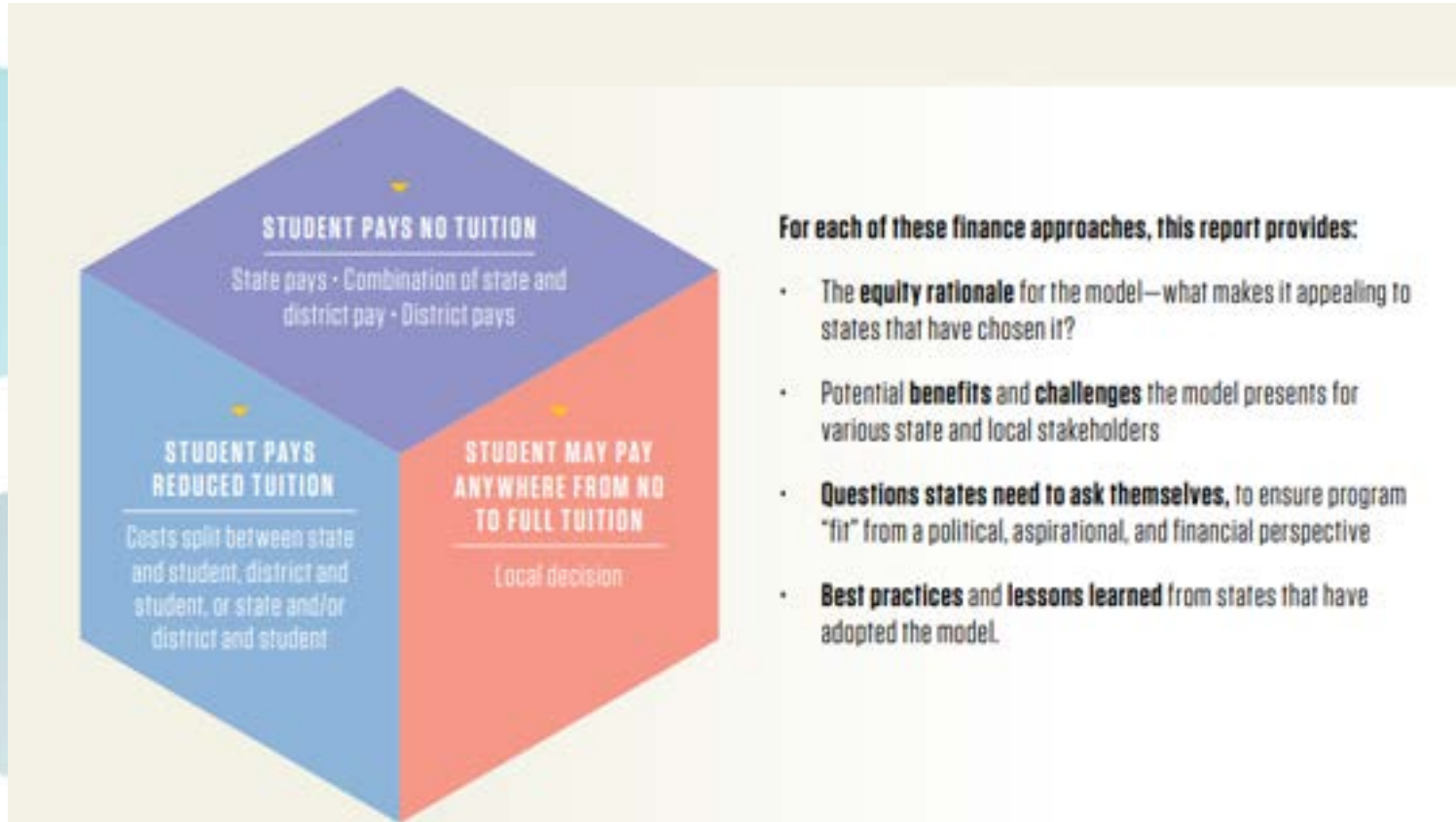
- Overview of updated Funding for Equity [report](#)
- National landscape of state-level dual enrollment funding models
  - Trends, changes since 2019 [report](#)
- Considerations for states making revisions to their dual enrollment funding model



A College in High School Alliance [report](#) developed in partnership with NACEP



# Three funding approaches, seven models



# A few notes about the report...

Reflects funding models in place as of **September 2024**

- Policy has already changed in AR ([Act 340](#)): Students/parents cannot be charged for tuition, fees, materials for concurrent credit courses

Rigorous methodology for state policy research

A number of states have  $\geq 2$  DE funding models

- Each funding model is categorized separately in those states



# A few notes about the report...

Addresses only which **entity** is **responsible** for covering DE **tuition**.

## Does not include:

- Funding models for **private/home school students**
- Whether institution or school district receives **same state funding** for DE student as they receive for a regular PS or HS student
- The **tuition amount** the PS institution receives compared to the tuition the institution would receive for a regularly matriculated student
- Who pays for **textbooks, fees**, etc.
- **Early college/middle college HS** funding models

# State Funding Trends Since 2019

- State funding models possibly biggest (and most impactful) area of dual enrollment state policy change over last 5+ years
- State policy changes aimed at offering equal access, opportunity
  - “State pays” model
  - Institutions reimbursed directly by state agency (eliminates district or student paperwork burden)
  - Program reporting requirements
- New state appropriations
- Greater use of federal funds for dual enrollment



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# State Pays

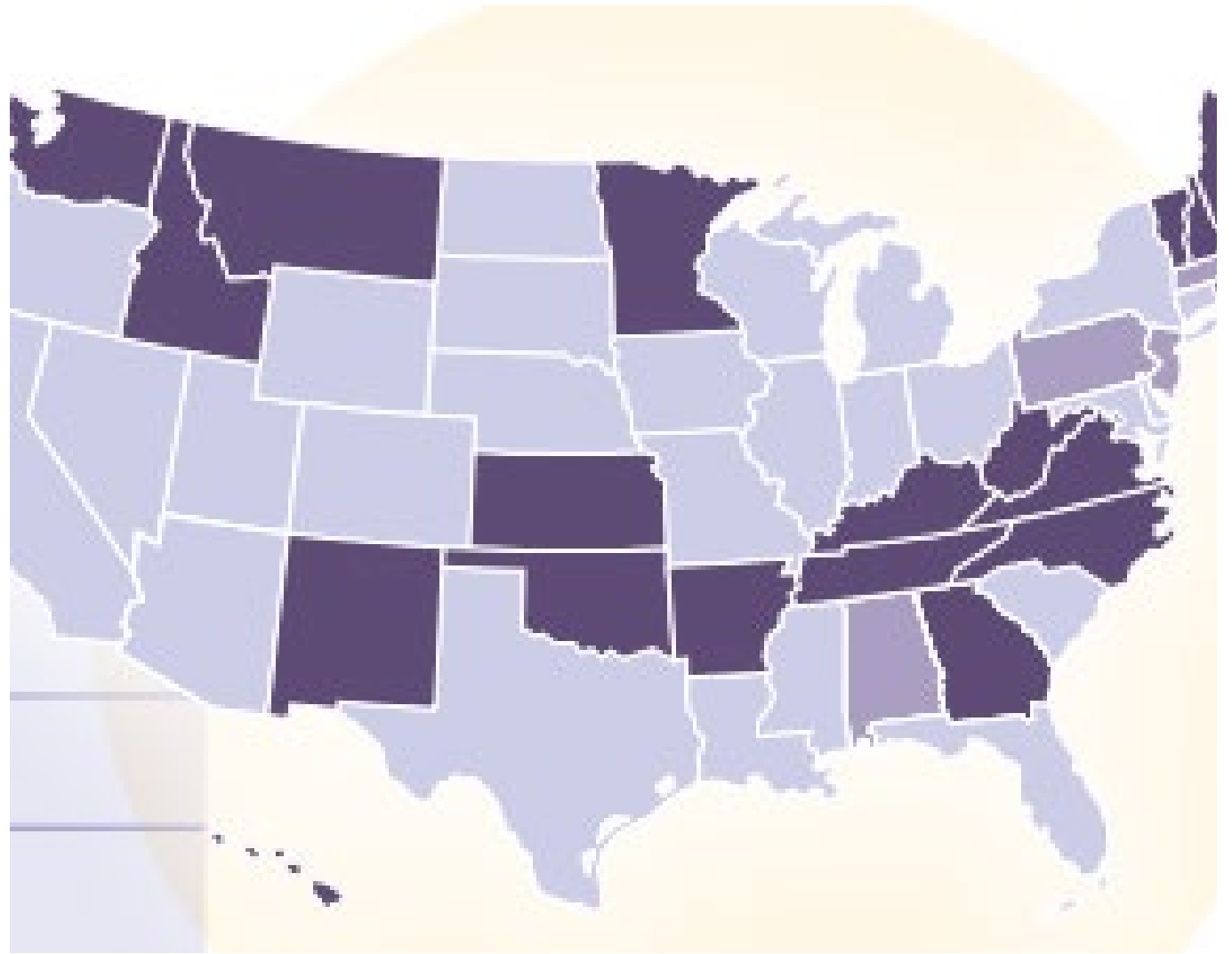
State pays student DE tuition  
regardless of family income

2024: **19 states**

New states since 2019: AR, DC,  
HI, MT, RI, WA, WV

State funding approach differs in  
each “State Pays” state

AL, NJ, MA, PA subsidize tuition  
for some but not all students



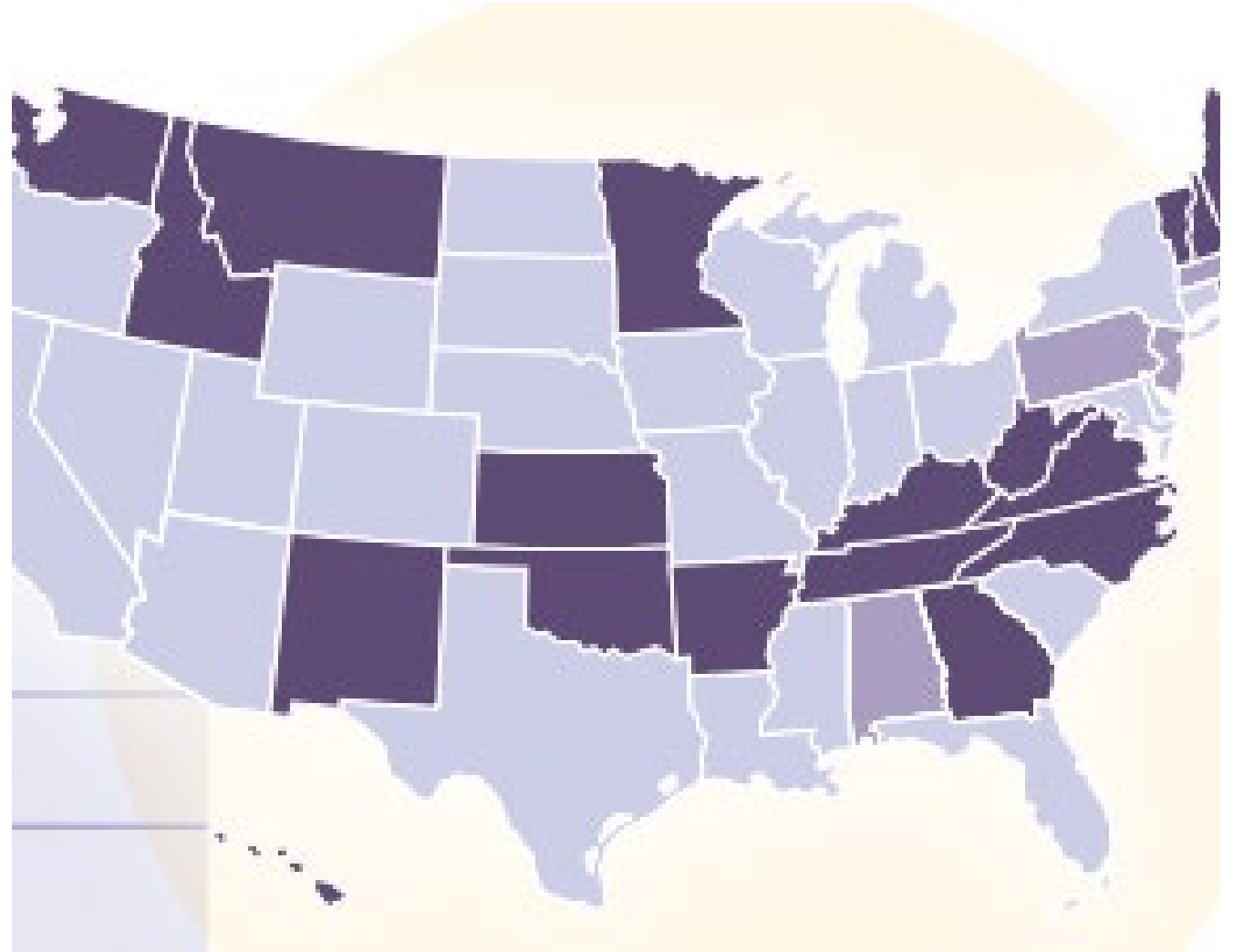
# State Pays

## NOTE:

States included here may cover tuition only for:

- Limited # of courses/credit hours
- Limited grade levels
- Limited course types (e.g., CTE)
- Limited delivery model (e.g., CE) or institution type (e.g., CCs)

In some states, once students complete state-funded credit hours (or if students take courses outside state-funded parameters), student and/or school district may be responsible for covering tuition for additional courses

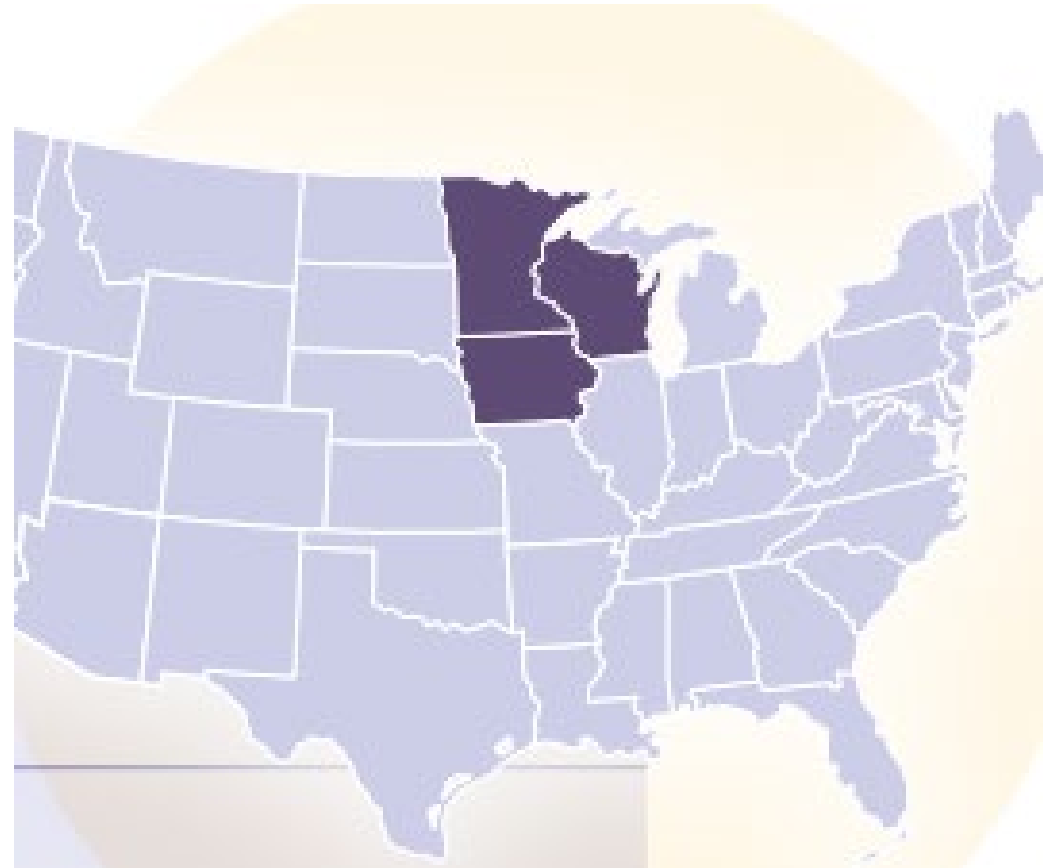


# Model to Consider: Idaho

- **Program funded via recurring appropriation:** Not subject to the vagaries of annual legislative appropriations
- **Same tuition support for all public school students**
  - \$4,625 account for all public school students in grades 7-12
  - Statewide tuition rate of \$75/credit hour
- **Removes accounting responsibility from K-12, PS partners**
  - Students enroll in courses through a state portal
  - State disburses account funds to PS institution

# Combination of State and District Pay

- 2024: 3 states
- 2019: 5 states (RI and WA Running Start were reclassified in 2025 update)



# Model to Consider: Iowa

- **Local control:** Districts, IHEs establish local agreements including the tuition amount the district will pay IHE
- **Simple funding mechanism:** Districts receive additional weight in state funding formula the following year based on the portion of the school day each student was enrolled in contracted PS courses.  
**Funding tied to participation rates, not appropriation**
- **Accounts for higher cost of offering CTE courses:** Districts receive additional weight of .5 for liberal arts, .7 for CTE courses

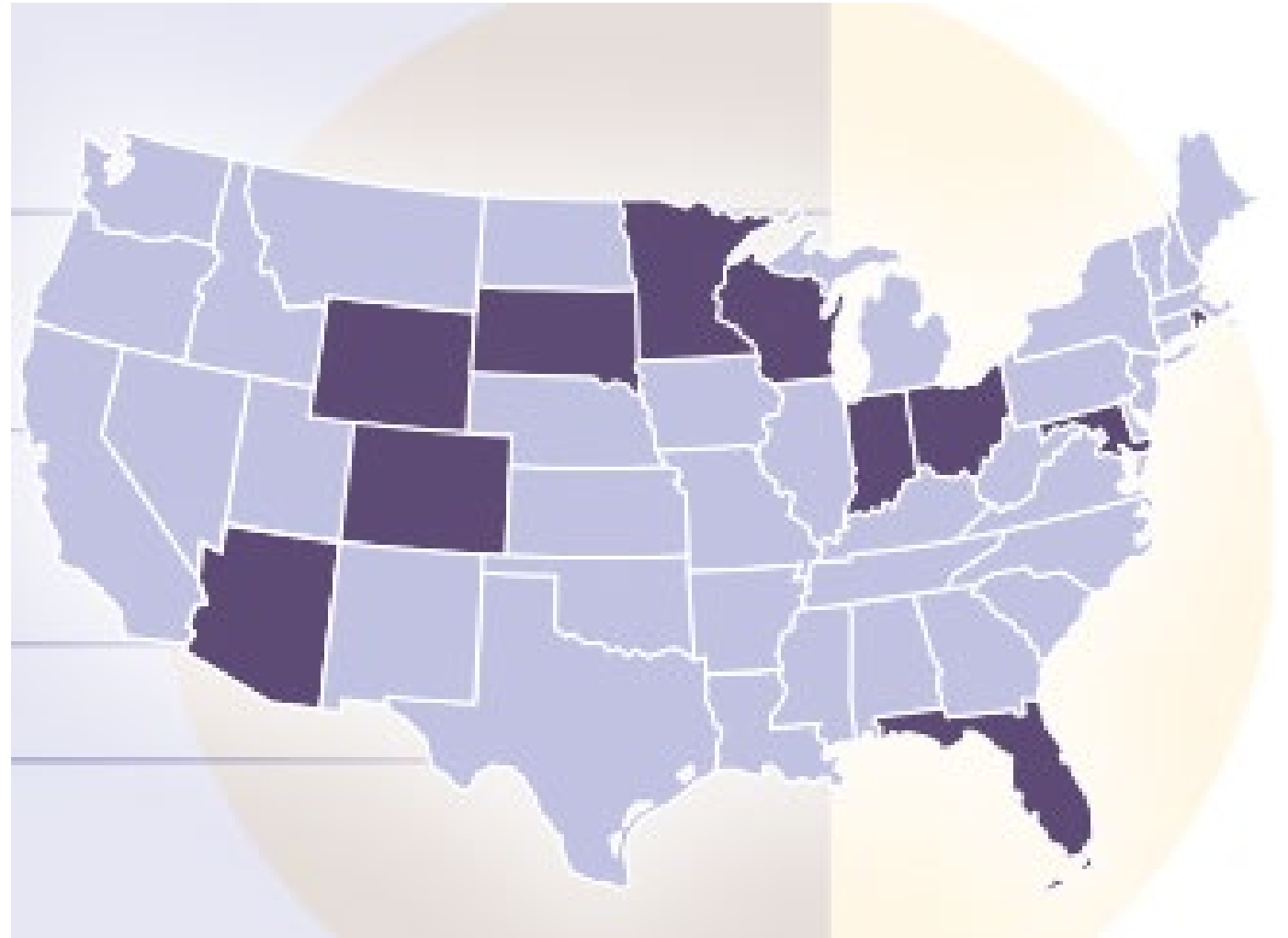
# District Pays

## 2024: 11 states

- IN: Only for courses offered by Ivy Tech institutions on the college campus

## 2019: 8 states

- Two state models (IL and IA PSEO) removed
- Five state models added (IN, MD, MN PSEO by contract, RI full-time DE at CC, SD when university faculty travel to teach at school district)





# Costs Split Between State & Student, District & Student, or State, District, & Student

## State and Student Share Payment

State	For Eligible Courses Completed Through
Indiana	Dual Credit (priority liberal arts and approved CTE courses taught at the high school by an approved high school instructor; applies only to students not eligible for free or reduced-price lunch)
Utah	Concurrent Enrollment (courses offered at the high school or postsecondary institution, via interactive videoconferencing [IVC], or online)



## District and Student Share Payment

State	For Eligible Courses Completed Through
Michigan	Dual Enrollment (courses completed at the postsecondary institution through Postsecondary Enrollment Options or the Career and Technical Preparation Act). The district may pass onto the student any costs the school district is not required to cover.



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# Costs Split Between State & Student, District & Student, or State, District, & Student

Either State and Student, District and Student, or State, District and/or Student Share Payment	
State	For Eligible Courses Completed Through
Alabama	Dual Enrollment. Combination of state and local decision, for community college courses supported by a legislative appropriation. A college may choose to use its state dual enrollment appropriation to defray or cover dual enrollment tuition costs. If the college does not use its allocation to pay dual enrollment tuition costs, the student is responsible for tuition costs unless such costs are covered by another source.
Oregon	Dual Credit. Tuition responsibility may be split between state and district, state and student, or state, district, and student.
Pennsylvania	Combination of state and local decision. Responsibility for tuition that is not covered by state dual credit grant funds is locally determined.
South Carolina	Tuition responsibility may be split between state and student or district and student. High school students dually enrolled in South Carolina Technical College System courses may apply for Lottery Tuition Assistance grants after applying all other state aid.
South Dakota	Combination of state and district or state and student, for courses taken through the State Subsidized High School Dual Credit Program for 11th and 12th graders. A district is authorized but not required to pay any portion under the student's share not covered by state funding.
Washington	Running Start (courses offered at the postsecondary campus and online). Combination of state, district, and student pay (for non-low-income students)
Wisconsin	Early College Credit Program (ECCP) (courses taken for college credit only at a University of Wisconsin, Tribal, or private institution)



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# Model to Consider: Indiana [State/student pay]

**Funding incentive for students to enroll in broadly transferable, applicable courses.** For priority and CTE dual credit courses:

- Low-income students don't pay
- Many institutions waive dual credit tuition for \*all\* students

**Funding incentive for IHEs to offer broadly transferable, applicable courses:**

- Every biennium, IHEs receive partial reimbursement based on reported credit hours earned in priority and CTE dual credit courses

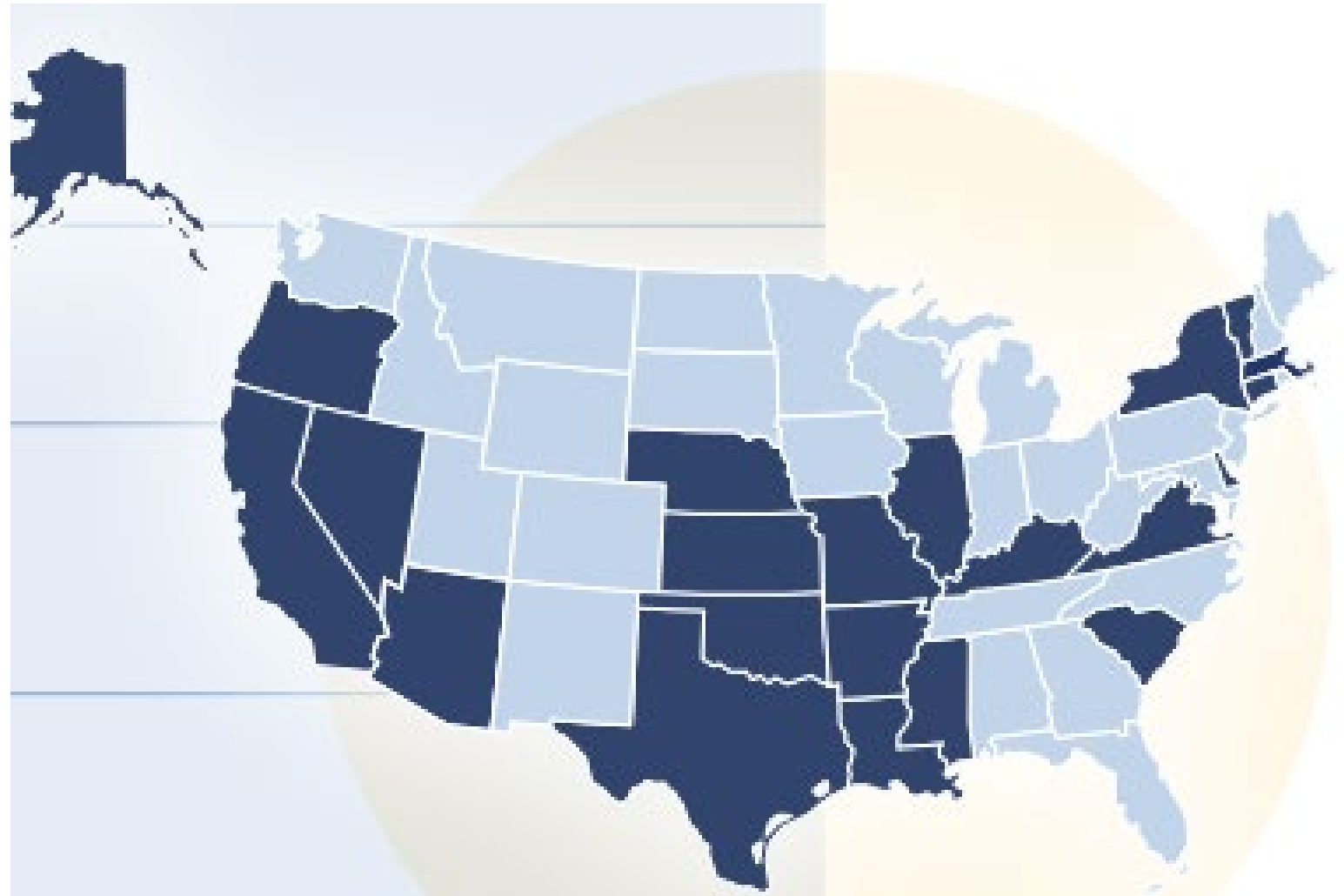
# Local Decision or Policy Silent

## 2024: 24 states

Includes states in which it is locally determined who pays tuition after a student completes state-paid courses

- CA: Per CCAP policy, students may not be charged tuition In practice, CCs waive tuition for CCAP and special part-time or full-time HS students.
- TX: Does not include FAST program students (FAST participants must be FRL-eligible in any of the 4 years preceding enrollment in DC course)

2019: Did not include in the report





# But Wait, There's More!

## Leading State Models to Consider

There is significant variation in approaches to funding dual enrollment, with each state developing a customized approach to whether and how it supports these programs. The following states have funding models that appear to meet both state and program needs, support program growth, and provide specific funding to support dual enrollment access and success. States interested in making changes to their dual enrollment funding model are recommended to begin with looking at the different funding approaches of these states, as they seem most promising.

State	Brief Summary	Key Features
Iowa	A recurring appropriation creates a fund of \$4,825 for each public school student in grades 7-12. (Using a statewide portal, students may use account funds for several purposes, including dual credit tuition.) Participating public and private institutions adhere to a statewide dual credit tuition rate of \$75 per credit hour.	<ul style="list-style-type: none"><li>• State pays (no tuition expense for school districts or families)</li><li>• Eliminates school district responsibility of issuing tuition payments to postsecondary partner</li><li>• State-funded at a level to allow students to complete most of an associate's degree upon high school graduation</li><li>• Eligible general education courses transfer statewide</li><li>• Statewide reduced tuition rate makes it unnecessary for districts to "shop around" for the lowest dual credit tuition rate</li><li>• Centralized, streamlined tuition payment process</li><li>• Empowers parents and students—gives them choice in how to apply state funds</li></ul>
Indiana	<p>State-supported dual credit courses are offered in high schools by approved high school teachers. Published in a statewide list reviewed annually, eligible courses are general education ("priority") courses transferable to public two- and four-year institutions statewide, and CTE courses leading to credentials in high-demand occupations in the state.</p> <p>Statute requires that tuition for priority dual credit courses be waived for low-income students. While statute permits non-low-income students in priority courses to be charged up to \$25 per credit hour, in practice many institutions waive tuition for all dual credit students regardless of family income.</p> <p>Every biennium, public institutions receive a partial reimbursement from a legislative appropriation based on reported credit hours earned in priority and CTE dual credit courses.</p>	<ul style="list-style-type: none"><li>• In most instances, state pays (no tuition cost for districts, little to no tuition expense for non-low-income families, no tuition expense for low-income families)</li><li>• Designates state entity, not the school district, responsible for issuing tuition payments to postsecondary partner—thus minimizing district-borne staffing and resource burden associated with program participation</li><li>• Eligible general education courses transfer to public (and some private) institutions statewide</li><li>• Eligible CTE courses lead to credentials in high-demand occupations in the state</li><li>• Incentivizes financial incentives for public postsecondary institutions to offer—and for students to complete—CTE and general education courses that will apply towards attainment of their postsecondary and career goals</li><li>• Does not impose a state funding barrier on the number of eligible courses eligible students may complete.</li></ul>



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# But Wait, There's More!

## Alphabetical Listing of States and Funding Approaches

The table below lists state funding approaches as codified in state policy that apply to **dual enrollment students in public high schools** regardless of family income. **This listing does not include state funding approaches for middle college and early college high school models, including P-TECH.**

Instances where there is evidence that practice statewide deviates from policy are identified below. **Dual enrollment funding models for students in private school or home school settings may differ from those listed below.** Policies providing tuition reductions or waivers for economically disadvantaged public school students are listed in Appendix 3, "Low-Income Student Pays Reduced to No Tuition."

State	Program Name <sup>1</sup>	Funding Approach
Alabama	Dual Enrollment	Combination of state and local decision. The Alabama Community College System allocates an annual appropriation to the 23 system colleges offering dual enrollment. Colleges prioritize these Dual Enrollment Scholarship funds to meet the needs of local partnerships and maximize their benefits to the optimal number of participants. Scholarship funds may be applied to include tuition, materials, and supplies as determined by local agreements. Dual enrollment expenses not covered by the scholarship are the responsibility of the student.  2023 S.B. 98; Chancellor's Procedure for Policy 801.02: Admission: Dual Enrollment/Dual Credit for High School Students; Alabama Community College System Policy 801.02; Ala. Admin. Code r. 290-3-1-.02(11)
Alaska	Dual Enrollment	Local decision. While state policy designates the student/parent as responsible for dual enrollment tuition costs, in practice external funders (e.g., school districts, tribal organizations, municipalities) pay tuition on the behalf of the majority of students.  Reverts' Policy P10.05.015, University Regulation R10.05.015(A), (C)
Arizona	Concurrent Enrollment (on postsecondary campus)	District pays  <u>A.R.S. § 15-901.07</u>
Arizona	Dual Enrollment (community college courses at high school)	Local decision  <u>A.R.S. § 15-1821.02(1)(b)</u> , <u>A.R.S. § 15-101(1)</u>
Arkansas	Concurrent Enrollment (for courses funded through Concurrent Challenge Scholarship Program)	State pays. Each academic year lottery funds are awarded to eligible applicants in grades 10–12 to cover the lesser of (1) \$125 for each eligible course the student is enrolled in at an approved institution of higher education, for up to two eligible courses a semester, or (2) the actual tuition and mandatory fees for up to two courses a semester. Eligible courses are transferable endorsed concurrent enrollment courses in English, math, science, or social studies that meet certain statutory requirements, or courses in a certificate program.  A.C.A. § 6-85-401 through -406; ADHE Concurrent Challenge Scholarship <a href="#">webpage</a> Also see Arkansas in Appendix 3: Low-Income Student Pays Reduced to No Tuition



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# But Wait, There's More!

## Low-Income Student Pays Reduced to No Tuition

The states listed below provide tuition reduction or elimination measures for low-income students. Note that in some states listed below, a scholarship or tuition waiver for low-income students may be limited to a certain number or type of dual enrollment courses or credit hours or be designated exclusively for students in certain grade levels. In addition, some approaches listed below are awarded on a first-come, first-served basis, meaning that not all eligible low-income applicants receive dual enrollment scholarships.

Tuition reduction policies listed below defray but do not fully cover dual enrollment tuition for low-income students. In states adopting a tuition reduction, the district, postsecondary partner, or student may be required to pay any tuition costs not covered by the tuition reduction.

State headers designate instances in which student-borne tuition costs are reduced or eliminated under just one of two or more state-designated funding models.

### Arkansas—Endorsed Concurrent Enrollment Courses

Low-income students enrolled in endorsed concurrent enrollment courses (postsecondary offerings in English, math, science, and social studies that adhere to statutory requirements) must be offered waived tuition and fees for up to six credit hours of endorsed concurrent enrollment coursework.

A.C.A. § 6-16-1204(a)(3)(A)

### Delaware

No student shall be denied access to dual credit or dual enrollment courses because of the student's or family's inability to pay. [14 Del. Admin. Code 508.3.1.5](#)

Since 2014, the Delaware legislature has made an appropriation for college access funding, which includes a line item covering tuition and other participation expenses for low-income students. Districts are automatically awarded funds based on the percentage of low-income dual enrollment students reported to the Department of Education for the previous school year.

### Hawaii—Running Start

The Running Start GEAR UP scholarship covers tuition, fees, and books for one 3–4 credit course (taken on a University of Hawaii campus) per semester for applicant low-income Running Start juniors and seniors. Low-income applicants who have not previously received a scholarship are prioritized in scholarship awards; seniors are prioritized over juniors. [University of Hawaii Running Start webpage](#); [Hawaii State Department of Education GEAR UP Hawaii Running Start financial aid webpage](#)

### Indiana

Public institutions must waive dual credit tuition for low-income students.

[IC 20-14-8-1](#)

### Maryland

Funds for the Early College Access Grant program are provided to the Maryland Higher Education Commission in the Governor's annual budget. A student demonstrating financial need may be awarded a grant under the Part-Time Grant Program. [MD Code, Education, § 18-1401](#) [MD Code, Education, § 18-14A-01](#) and [-02](#)



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# Questions for states considering revisions to their dual enrollment funding model

Has my state identified the **intended participants, student outcomes, goals**, etc. of dual enrollment participation?

- If so: Are there reliable data that bear out that dual enrollment programs are serving the intended participants and producing intended outcomes?
- If not: States might consider identifying intended participants, student outcomes, goals, etc. before considering revisions to their DE funding model

What **disparities** in dual enrollment participation by **student subgroup, geography**, etc. have state data identified?

Could a revision to the dual enrollment funding model be **one part of addressing these challenges?**



# State approaches to revisiting DE funding model

## State-level dual enrollment task force

- Examples: Georgia, Kentucky, Ohio
- Charged with recommending policy revisions across DE topics
  - Caveat: Task forces need to have appropriate participants, charge, etc. to yield actionable (or any) recommendations

## Third-party DE landscape and recommendations report

- Example: Arkansas 2024 [report](#)
- Key state agency staff use findings to advocate for policy change

## State staff charged with proposing changes

- Examples: Colorado, Rhode Island



# Discussion, Q&A

- What questions do you have about state dual enrollment funding models?
- Are you searching for a solution to a dual enrollment funding challenge in your state?
- Is there pending dual enrollment funding legislation in your state you'd like to discuss?
- Anything else on your mind on this topic?

# Thank you!

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