

MARYLAND PARTNERSHIP FOR TEACHING AND LEARNING, PreK-16

Maryland Higher Education Commission
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**DUAL ENROLLMENT & EARLY COLLEGE ACCESS:
RECOMMENDATIONS FOR MARYLAND**

**Report Prepared by the Early College Access Committee
of the Maryland Partnership for Teaching and Learning, PreK-16**

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Executive Summary

In the spring of 2007, legislation passed the Maryland General Assembly for a Dual Enrollment Grant Program. This legislation is effective from June 1, 2007, through June 30, 2009, at which point it will sunset unless the General Assembly takes further action. Section 18-14A-04.2 (SB 525/Ch. 296, Sec. 2, 2007; HB 538/Ch. 297, Sec. 2, 2007) calls for the Maryland Partnership for Teaching and Learning, PreK-16, to provide the Governor and General Assembly with “a comprehensive list of recommendations that will surmount barriers to dual-enrollment and will facilitate dual-enrollment opportunities.” This report is offered in response to that legislation, and as required, is being submitted on or before November 1, 2007.

The report has been prepared by a committee of the Maryland Partnership for Teaching and Learning, PreK-16, which had begun work to develop recommendations to enhance dual enrollment opportunities in Maryland before the legislation was passed. In 2005, the PreK-16 Leadership Council of the Maryland Partnership charged the PreK-16 Workgroup to study the options for dual enrollment policies in Maryland. A dual enrollment/early college access committee was established and charged with investigating the potential structure, financial implications, and feasibility of an early college access program for the state of Maryland that provides high school students multiple options for earning college credit without placing an undue financial burden on students or their families. Dr. Jackie Haas, Superintendent of Harford County Public Schools, and Dr. George Funaro, education consultant and former Deputy Secretary of Higher Education in Maryland, co-chaired the committee.

Definition--Early College Access:

Early on, the committee found several definitions of “dual enrollment” and decided that “early college access” was a more representative term as it could include the multiple, sometimes competing definitions of “dual enrollment.” For the purposes of this report, “early college access” is used rather than “dual enrollment” to address those concerns expressed by the Dual Enrollment Grant legislation.

A student participating in an **early college access (ECA)** program is a student who is enrolled in:

- a secondary school; and
- an institution of higher education

At the discretion of local education agencies (LEA), credit awarded by an institution of higher education (IHE) may also fulfill high school graduation requirements.

The following are the principal recommendations of the committee:

Program:

- *Encourage IHEs and LEAs to form local and regional partnerships designed to provide students enhanced educational opportunities that include access to college credit-bearing courses.*
- All courses under consideration will be defined as college credit-bearing courses.
- All faculty in early college access (ECA) programs will be qualified to teach college credit-bearing courses through higher education institutions.
- All students will be qualified to take college credit-bearing courses by completing requirements established by the partnering institutions together with recommendations from their principals and/or superintendents.
- Enrollment in such ECA courses does not constitute admission to the college or university offering them.
- Encourage IHEs and LEAs to develop ECA implementation models that would make early college an expectation for all students.
- Involve high school guidance counselors in ECA implementation models to ensure the appropriate selection of college courses by students. Counselors should also participate in overall evaluation of ECA program effectiveness.

Funding:

- *Support State policies that ensure that neither preK-12 nor higher education funding will be negatively affected and that provide funding to students with financial need to ensure broad access to ECA programs.*
- Provide tuition assistance for low-income students so all students have access to enroll in appropriate college courses at the Maryland institutions of their choice.
- Seek financial support from other sources (i.e., community, businesses, foundations, other state and federal grant programs) for ECA programs and student access to them.
- Existing practices that include ECA students in enrollment for funding should continue.

Policy Alignment:

Identify regulatory barriers that interfere with early college access and propose new policies to overcome barriers.

- Compile and analyze all state and local regulations related to early college access.
- Propose COMAR revisions, if necessary, to remove all barriers to student access in early college access programs.
- To facilitate alignment between local practices and State goals of expanded ECA, transfer of credit policies, and AP and IB expansion efforts, develop and implement local memoranda of understanding (MOU) for ECA pathways.

Public Outreach:

- *Develop an intensive information dissemination program to inform students and parents about early college access benefits for career and college preparation, pathways students might use to participate in early college access, and financial assistance available for early college access.*
- Develop a marketing and public outreach campaign for a statewide early college access (ECA) initiative in Maryland.

- Create a website that provides guidance in understanding college pathways, college course requirements, and college course options for ECA.
- Disseminate ECA information through a catalog to middle and high school guidance offices and via website.
- Conduct a survey of all public schools and colleges and universities in the state of Maryland to develop a catalog of all current ECA access opportunities.
- Conduct college preparatory seminars for students and parents that address ECA options.

Evaluation:

- *Collect data to document trends in the early college access entrance of high school students in Maryland.*
- Develop a data tracking system for early college access (ECA) that is integrated in the reporting requirements typical for the Maryland Higher Education Commission (MHEC) and institutions of higher education.
- Structure an ongoing workgroup that examines ECA-related data, including program evaluation data to promote program improvement. The workgroup should include the involvement of high school guidance counselors.
- Assess the impact of ECA efforts by demographic element, credits achieved, postsecondary pathways, costs, and achievement results.
- Continuously reassess variables that influence college student retention and degree completion.

Overview

Early College Access: National Context

What is early college access?

Early college access programs are for students who are taking college courses while still attending high school. Such programs allow high school students to enroll in postsecondary courses, usually for college-level credit (early college), sometimes for both college credit and high school credit (dual enrollment). Students are generally taught by postsecondary faculty, either at the college campus or high school, or through distance education. Some states allow high school students to earn postsecondary credit for these courses, while others do not. In some states, school districts pay for the cost of the postsecondary courses, while in other states, individual students must pay. In other states, student tuition is paid out of a special state fund.

Benefits and Incentives

- Provides additional educational opportunities at the high school level and thereby promotes the completion of rigorous academic programs
- Increases student awareness of and aspirations to attend college
- Saves students time, and sometimes money, through the acceleration of progress toward the college degree
- Enables and encourages greater collaboration between high school teachers and college faculty
- Builds closer ties between postsecondary institutions and their communities
- Eases the transition between pre-K-12 and postsecondary education for students.
- Demonstrates to qualified students that they can succeed in college, as college faculty have reported

Challenges and Barriers

- Course restrictions or difficulty transferring courses to colleges other than the sponsoring college, especially when local high school-college agreements are made without substantial higher education faculty involvement
- Financial and administrative burdens of program coordination
- Financial barriers for low-income high school students in areas where no tuition assistance or financial aid is available
- Lack of information for parents, students, and school personnel about program availability and requirements
- School districts' or colleges' reluctance to promote early college access because State funding policies may not support per-pupil funding for either the school district or postsecondary institution
- Reduction in the number of high school students in Advanced Placement (AP) or International Baccalaureate (IB) programs, potentially leaving fewer academic options for other students.

	<ul style="list-style-type: none">• Variation among institutions of higher education regarding dual enrollment policies• Resistance from some college faculty to have high school students enrolled in their classes
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Early College Access: Maryland Context

Underlying Principles for Early College Access in Maryland

- A high school diploma is no longer sufficient to ensure personal fulfillment and career success in the state’s competitive economy.
- We can improve graduation rates and increase postsecondary success in college and careers for all students, regardless of race/ethnicity and socioeconomic status, by judiciously implementing an early college access policy within a preK-16 framework and a high school reform initiative.
- The successful implementation of an early college access program requires the involvement and support of all stakeholders throughout the high school years – particularly the acceptance and commitment of students themselves.

<i>Identified Barriers</i>	<i>Committee Recommendations</i>	<i>Implementation Strategies</i>
<p>There are currently no statewide models, policies, or parameters for early college access partnerships or their local implementation in Maryland.</p>	<p>Institutions of higher education and local education agencies in Maryland are encouraged to form partnerships designed to provide students enhanced educational opportunities, including access to college credit-bearing courses.</p>	<ul style="list-style-type: none"> • All courses under consideration will be defined as college credit-bearing courses. • Postsecondary courses for dually enrolled students will not compete with other options for early college credit (AP, IB, etc) available to the students at their home high school. • All faculty who teach in these programs will be qualified to teach college credit-bearing courses through institutions of higher education. • All students will be qualified to take credit-bearing courses by completing requirements established by the local partnering institutions. • Institutions of higher education and local education agencies are urged to develop early college access implementation models that would make early college an expectation for all students. • Early college access implementation models should include consistent and intensive involvement and collaboration of both high school and college counselors to ensure the appropriate selection of college courses by students. Counselors should also participate in the overall evaluation of program effectiveness. • Tuition, books, and fees for college classes should be the responsibility of the students who can afford to pay. Need-based grant funds should be available to the students for whom early college would otherwise not be an option.

		<ul style="list-style-type: none">• Develop and implement memoranda of understanding (MOU) signed by state officials, local coordinating officials, and their local counterparts.• Compile and analyze all state and local regulations related to Early College Access.• Propose COMAR revisions as needed to remove any barriers to student access in early college access programs[ns1].
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Underlying Principles for Early College Access in Maryland (continued)

<i>Identified Barriers</i>	<i>Committee Recommendations</i>	<i>Implementation Strategies</i>
<p>Financial support for early college access students and programs is not addressed by the state’s current preK-12 or higher education funding models or by financial aid systems. (The current grant program for dual enrollment was authorized for just two years.)</p>	<p>Support State policies to ensure that neither preK-12 nor higher education have financial disincentives for encouraging early college access.</p> <p><u>PreK-12 Funding Guidelines:</u> One full-time equivalent student course load may include postsecondary courses in the required course load.</p> <p><u>Higher Education Funding Guidelines:</u> Maintain current funding structures for both community colleges and four-year institutions. Treat early college access students like other college students.</p> <p><u>Financial aid:</u> Provide tuition assistance for low-income students.</p>	<ul style="list-style-type: none"> • Early college access students should be included as part of the enrollment numbers that would be used when four-year higher education institutions report progress toward reaching enrollment targets. Also, the State policy for community colleges, which already includes these students as part of the FTE count for community colleges when calculating state support, should be reaffirmed. • Seek and encourage financial support from other sources (i.e., community, businesses, foundations, and other state and federal grant programs). • Renew legislation for a need-based dual enrollment/early college access grant program and ensure funding for it.

Underlying Principles for Early College Access in Maryland (continued)

<i>Identified Barriers</i>	<i>Committee Recommendations</i>	<i>Implementation Strategies</i>
<p>The public at large, including students, parents, and guidance counselors, is generally unaware of early college access opportunities. There is no single source of information on successful models and local policies related to early college access.</p>	<p>Develop an intensive information program to inform students and parents about the academic work that is required to prepare for college, gain admissions, obtain financial aid, and graduate with a degree prepared to pursue a career.</p>	<ul style="list-style-type: none"> • Work with the existing statewide transfer and articulation committee to develop and sustain such a site. • Develop a marketing and public outreach campaign for a statewide early college access initiative in Maryland. • Disseminate information through a catalog and Web site to middle and high school guidance offices. • Develop an informational Web site where school systems and higher education institutions can go for models of good practice and implementation. • Survey Maryland public schools and colleges and universities to develop a catalog of all current early college access opportunities. • Focus on career and college awareness/access through curriculum delivery and community outreach initiatives K-12. • For some communities, an LEA central office point person to coordinate of college/business collaborations may be helpful.
<p>The state's current data reporting systems are not set up to track early college access students because of the current incompatibility between the K-12 and higher education data systems.</p>	<p>Establish a P-20 data collection system capable of collecting data to document trends in the early college access of high school students in Maryland.</p>	<ul style="list-style-type: none"> • Develop a data tracking system for Early College Access that is integrated in the reporting requirements for the Maryland Higher Education Commission and institutions of higher education. • Structure an ongoing workgroup that examines data related to early college access, including program evaluation to promote program improvement. The group should include the involvement of high school guidance counselors. • Assess the impact of early college access efforts by demographic element, credits achieved, postsecondary pathways, costs, and achievement results. • Continuously reassess variables that influence college student retention and degree completion.

Dual Enrollment/Early College Access JCR Report

I. Introduction, National Context, and Background

Introduction

In September 2005, the co-chairs of the PreK-16 Leadership Council, Chancellor William Kirwan, Superintendent Nancy Grasmick, and Maryland Higher Education Secretary Calvin Burnett, charged the PreK-16 Workgroup to examine the feasibility of pursuing early college access and dual enrollment in Maryland. Peter Blake, Virginia's Secretary of Education, was invited to present the recent changes that have been made in that state surrounding high school reform that included a model program that allows high school students the opportunity to earn college degree credit and high school credit at the same time. In Virginia, all high school students are eligible and courses can be taken through Advanced Placement, International Baccalaureate, or dual enrollment. All of the state's two and four-year public institutions (except Virginia Military Institute) and 24 of its private institutions participate. Those involved in this endeavor include the Governor's Office, State Council of Higher Education for Virginia, Virginia Department of Education, Virginia Community College System, Council of Independent Colleges in Virginia, and Institutional Administrators.¹

During that year, the PreK-16 Committee on Early College Access gathered data on issues and questions related to advising, location of courses, and credentials of those teaching dual enrollment courses, financial implications, data on enrollment and allocation of full-time equivalent (FTE) counts, and the transfer of credits. The Committee also recommended thinking in terms of "early college access" programs rather than the narrow definition of "dual enrollment" so as to include all courses that are taken for both high school and college credit and any other credit-bearing postsecondary courses taken by high school students. This broader definition was used in the legislation authorizing the current dual enrollment grant program, which the Maryland Higher Education Commission renamed as the Early College Access Grant Program.

In December 2006, representatives from Achieve, Inc., presented a paper to the PreK-16 Leadership Council on "Preparing Today's High School Students for Tomorrow's Opportunities." According to the Achieve data, Maryland graduates 74% of all ninth-graders in the state but only sees 19% of them earn a college degree in Maryland.² The PreK-16 Early College Access Committee was asked to take this information into consideration in their deliberations and make recommendations on how to increase the number of Maryland students who earn postsecondary certificates and degrees in Maryland.

¹ For more information, see <http://www.education.virginia.gov>.

² Achieve, Inc. (December 2006). *Preparing Today's High School Students for Tomorrow's Opportunities*. Paper presented to the Maryland PreK-16 Leadership Council.

One of the major challenges associated with early college access is that different sectors of the education community--K-12, community colleges, and four-year institutions -- have some different goals and purposes in mind for these programs. Among other goals, K-12 schools implement early college access to increase academic rigor, expand educational opportunities, provide strategies for students from groups traditionally underrepresented to view college as a realistic option, and promote college attendance among high school students. In addition to these goals, community colleges often structure these programs for building their student pipeline and increasing enrollments including some programs that focus on students for whom attending a postsecondary educational institution is not likely. In comparison, four-year colleges and universities often implement early college access programs to recruit high-achieving college-bound students into their institutions. The challenge is how the State of Maryland can create a coherent, high-quality early college access policy framework that addresses all of these goals and meets the needs of the broad population of high school students at the same time.

National Context and Background

According to a policy analysis prepared by the Education Commission of the States in 2001, many states are offering high school students the opportunity to take postsecondary courses in state two- and four-year institutions. According to generally accepted definitions, “dual” or “concurrent” enrollment is when a high school student is enrolled in a postsecondary institution for credit while still in high school. In some contexts, “dual enrollment” refers specifically to courses that count for both high school and college credit, while “concurrent enrollment” includes those courses for which students receive only college credit. These concurrent and dual enrollment programs are encouraged and implemented for a variety of reasons, including:

- To promote rigorous academics and to provide more educational options;
- To save students time and money on a college degree;
- To accelerate student progress towards a degree in order to free up additional space on campus to meet the increased demands for college access by the children of the “baby boom” generation;
- To eliminate artificial barriers that impede students from moving “seamlessly” between K-12 and postsecondary systems;
- To provide greater academic opportunities for students at small rural schools;
- To enable greater collaboration between high school and college faculty, including aligning outcomes and expectations in curriculum areas;
- To increase student aspirations to go to college;
- To build closer ties between colleges and their communities;
- To build a stronger focus on academics by students in their senior year of high school when they are prone to “senioritis.”³

³ ECS Center for Community College Policy. (July 2001). Postsecondary Options: Dual/Concurrent Enrollment.

A recent policy analysis, *The College Ladder*, prepared by the American Youth Policy Forum last year, recommends that states should expand the access to various programs that link secondary and postsecondary education in order to increase the rigor and motivate students, (especially first generation, low-income, and low performing students) to increase entry to and retention in postsecondary education.⁴

Cliff Adelman's recent research on college completion rates states that having earned "less than 20 credits by the end of the first calendar year of enrollment (no matter in what term one started, whether summer, fall, winter, or spring) is a serious drag on degree completion."⁵ Adelman asserts that helping students get a head start on earning college credit while in high school is a positive move: "It is all the more reason to begin the transition process in high school with expanded dual enrollment programs offering true postsecondary coursework so that students enter higher education with a *minimum* of six additive credits to help them cross that 20-credit line. Six is good, nine is better, and 12 is a guarantee of momentum."⁶

Postsecondary options programs vary from state to state. Some states allow students to earn postsecondary credit for postsecondary classes while others do not. In some states, school districts pay for the costs of postsecondary courses, while in other states the student must pay. Tuition is paid out of a special state fund in some states. The following broadly defined categories give an overall view of postsecondary options programs:

- **College High Programs:** Agreements between high schools and postsecondary institutions to offer college-level courses at the high school, typically for credit (secondary, postsecondary or both secondary and postsecondary credit). Curriculum content and standards are jointly agreed upon when credit is given for both college and high school. For various reasons, there may be provisions that when courses are taught by high school faculty, they should hold the same credentials as postsecondary faculty.
- **Tech Prep or 2+2 Programs:** These programs provide an articulated high school/community college curriculum for professional or technical fields. The courses often reduce duplication between high school and college, thereby helping students move seamlessly between the systems. Courses may be taught either by high school or community college faculty.
- **Advanced Placement:** Overseen by the College Board, Advanced Placement (AP) courses are offered at high schools and taught by high school faculty. The AP

⁴Lerner, J. L., & Brand, B. (2006). *The College Ladder: Linking Secondary and Postsecondary Education Success for All Students*. Washington, DC: American Youth Policy Forum.

⁵ Adelman, C. (2006, February). *The Toolbox revisited paths to degree completion from high school through college*. Washington, DC: US Department of Education, 24.

⁶ Adelman, 2006, p. 26.

curricula are standardized and the exams are administered nationally in May each year. Students with scores of 3 or better, out of a total score of 5, may earn college course credit and/or advance to higher-level courses at the colleges and universities where they enroll, depending on the policies and practices of the individual institutions.

- International Baccalaureate (IB): Offered at high schools, IB has a rigorous and specific curriculum with several required areas of study. The comprehensive curriculum fulfills the requirements of various national education systems. Upon successful completion of a series of national examinations and a research project, students earn an IB diploma and may receive college credit when admitted to a college or university.
- College Level Examination Program: The College Level Examination Program (CLEP) permits students to test out of beginning level college courses at colleges and universities differentiated by type of exam and score.

The American Youth Policy Forum drew a number of conclusions from its national study of secondary/postsecondary learning options.⁷ Unfortunately, not enough data were available for the American Youth Policy Forum to draw conclusions about course grades and GPAs, college retention, degree attainment and time to degree, cost savings, or job market outcomes; however, they did arrive at the following findings:

- The secondary/postsecondary learning options are viewed as strategies to increase postsecondary access for underserved populations.
- Funding formulas must distribute dollars fairly so the institutions are paid based on the amount of service they provide to students (p.116).
- Secondary/postsecondary learning options need to ensure they provide college-level courses and work. Several program elements include location, faculty preparation, prerequisites and program length.
- An important aspect of secondary/postsecondary learning options is the transfer of credit earned.
- Data on students moving through the pipeline is essential to assessing the success of the programs, but most states do not have adequate data systems in place to fully understand the impact of the programs (p.123).

Most recently, a new report, *The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States*, issued by National Research Center for Career and Technical Education, University of Minnesota (2007) provides one of the most comprehensive analyses to date of dual-enrollment programs, which allow students to take college classes for both high school and college credit. The study used longitudinal data to examine how the programs worked for students in two locations: the state of Florida and the city of New York. According to the findings, once in college, former dual-enrollment students were more likely to stay enrolled and to have significantly higher grade point averages, even after two years in college.

⁷ American Youth Policy Forum, 2007

II. Barriers and Incentives

While many states' dual enrollment programs are highly successful and offer incentives for students to take postsecondary courses, some states' policies have had unintended consequences, and some present barriers to students. In general, it is easier to access postsecondary learning options where there are statewide policies, either by statute or board policy. When institutions establish their own individual policies, the opportunities are more difficult to access and disseminate.

Policies that include the following factors can provide incentives for students to enroll in early college access courses:

- Tuition and fees paid by the state, school district or college;
- Easy transfer of course credit; and
- Few or no course restrictions.

Some barriers that students encounter in enrolling in early college access courses include:

- Student responsibility for paying early college access (college) tuition and fees; (This practice might exclude low-income students from such programs when no tuition assistance or financial aid is available.)
- Difficulty in transferring courses;
- Inconsistent or unclear IHE policies relating to transfer of college credit earned through early college access
- Course restrictions; and
- Lack of information about the availability of, eligibility for, and requirements of postsecondary options programs.

Concerns about early college access courses have been raised by college faculty, school districts, parents and policymakers. Some of these concerns include:

- The quality and rigor of dual/concurrent enrollment courses;
- Dual/concurrent enrollment agreements made between community colleges and high schools without the involvement of four-year institutions or input of faculty, thereby creating problems with transferring community college credits to the four-year institutions;
- The financial and administrative burdens of the dual/concurrent enrollment programs;
- A perceived "double dipping" when paying for student enrollment at the secondary and postsecondary levels (without accounting for other benefits) and the related loss, in some states, of per-pupil funding either by the school district or the college when students participate in early college access; and
- Early college access programs may reduce the number of high school Advanced Placement enrollments, which in turn may result in the loss of AP courses, thus leaving fewer options for students.

Dual and concurrent enrollment programs receive support from parents, students, colleges, school districts and policymakers for the following reasons:

- Savings in time and money for postsecondary courses leading to a degree;
- A stronger focus on academics by students in their senior year of high school when they are prone to “senioritis”;
- Closer ties between colleges and their communities; and
- Elimination of artificial barriers that impede students from moving “seamlessly” between K-12 and postsecondary systems.

According to the analysis done by the American Youth Policy Forum, college-going rates for participants in what they call secondary/postsecondary learning options (SPLOs), i.e., early college access programs, were higher than for non-participants, especially middle- and low- achieving students.⁸ College-going rates are one indicator that these types of programs increase access and participation in higher education for historically underserved student populations.

⁸ Lerner & Brand, 2006.

III. Two State Models: Virginia and Florida

In addition to hearing from Maryland educators, the ECA committee closely examined a number of different state models including Virginia and Florida.

Virginia: The Virginia Initiative comprises three primary program elements: Senior Year Plus, Virginia Virtual AP School, and the Commonwealth College Course Collaborative (CCCC). The last element offers a coordinated approach that dictates some learning options while respecting institutional diversity. Statewide education leaders defined three core subjects eligible for dual credit: Biology, U.S. History I and II, and Psychology. All qualified secondary students may pursue these subjects through dual enrollment, Advanced Placement, and International Baccalaureate, and may earn as many as 13 college credits.

CCCC also encourages institutions to identify other courses for which they will award credit to high school students. As a result, students may earn up to 20 additional degree credit hours in subjects such as composition, economics, math, physics, and the arts. A Virginia high school graduate can start higher education with as many as 30 credits.

State appropriations “hold harmless” both secondary and postsecondary institutions for early college access. That means high schools continue to receive full average daily attendance (ADA) funding, and community colleges receive full time equivalent (FTE) funding for participating high school students even if they attend college classes during the normal K-12 school day. However, consistent with state policy to allow individual colleges some flexibility, there are no uniform policies governing costs. Higher education institutions are encouraged to offer dual enrollment at no charge to students, but some choose to charge tuition. The AP picture is similarly variable: the Early College Scholars program pays tuition and exam fees for eligible students, but other students may have to pay. Televised AP courses are free to all students, but an exam fee is charged. Some colleges offer subsidies for AP courses and exams, and the state’s Department of Education offers financial assistance to some students.⁹

The PreK-16 Early College Access Committee recommended that Maryland not restrict its program to this limited context, but work toward the goal of having most students leave high school with 12-15 transcribed credits.

Florida: Florida has a strong history of supporting a variety of dual enrollment programs. Florida law encourages collaboration between K-12 and postsecondary systems, including requiring all community colleges and four-year state universities to offer dual enrollment classes to high school students. Legislation also sets aside funding to ensure that classes are available to students at limited or no cost. Additionally, Florida has engaged in substantial longitudinal research, including data on dual enrollment courses offered at or through community colleges, to study issues of preparedness for subsequent courses, impact of instructor type on course grades, and credit transferability.

⁹ Jump Start on College, p 28.

Much of the credit offered through community colleges is for programs that allow qualified high school faculty to offer courses for both high school and community college credit in their classrooms. Research on the Florida programs has been instrumental in providing guidance on improving the statewide program, including improving the statewide course numbering system to ease the transfer of credits among postsecondary institutions.

Participation in dual enrollment is free for all qualified students in Florida (AYPF 28), and most dual enrollment classes with community colleges are offered in high school classrooms and taught by high school teachers; students can also enroll in dual enrollment programs housed on a community college campus. In Florida, dual enrollment students who have taken one college course or more enroll in higher education at rates “significantly higher than students who do not enroll.” The data are particularly strong for African American and Hispanic students. Approximately 70% of African American and 69% of Hispanic dual enrollment students enrolled in higher education as opposed to 45% of African American and 54% of Hispanic students who were not dual enrollment students.¹⁰

Florida has one of the most sophisticated data systems to track students through the pre-K-16 pipeline and into the workforce. They are a model of what is considered the “gold standard” for educational data systems.

¹⁰ Florida Department of Education. (2004). *Dual enrollment students are more likely to enroll in postsecondary education*. Tallahassee, FL.: Florida Department of Education. Retrieved July 7, 2007, from http://www.fldoe.org/news/2004/2004_03_10/DualEnrollStudy.pdf.

IV. Context in Maryland Formation of the PreK-16 Committee on Early College Access

In 2005, PreK-16 Leadership Council charged the workgroup to study the options for dual enrollment policies in Maryland. The Early College Access Committee was established and charged with investigating the potential structure, financial implications, and feasibility of an early college access program for the state of Maryland that provides high school students multiple options for earning college credit without placing an undue financial burden on students or their families. The charge to the committee included a request for recommendations to be brought to the K-16 Leadership Council for approval, and following the approval of the Council, the development of an action plan supported by all PreK-16 stakeholders. Included in the charge were these specific elements:

- Defining and describing types of early college, dual enrollment programs that are available in Maryland and other states,
- Assessing the financial implications and feasibility of early college and dual enrollment programs,
- Making recommendations to the K-16 Leadership Council with respect to next steps on early college and dual enrollment. (See Appendix 1 for complete charge.)

The PreK-16 Committee on Early College Access (ECA) was constituted according to an agreement that included representatives of two-year colleges, four-year colleges, and K-12 schools. The committee was co-chaired by Dr. Jackie Haas, Superintendent of Harford County Public Schools and Dr. George Funaro, Education Consultant and former Deputy Secretary of Higher Education in Maryland. The ECA committee met regularly over the course of 24 months, reporting regularly to the PreK-16 Leadership Council.

The committee reviewed national reports and studies, identified national models, invited regional and local experts to make presentations, and conducted surveys of local school districts and community colleges and colleges to collect data on the status of dual enrollment programs in Maryland. (See Appendix 2 for a complete list of meetings.)

Proposed goals included: increasing the number of students who define themselves as candidates for college admission and/or career pathway programs, increasing the number of students who aspire to go to college, increasing the number of high school students who enter higher education with college credits, and developing consistent statewide policies and standards for acceptance of early college access (ECA) credits.

The committee also proposed implementation strategies to reach the above goals. They proposed that the Leadership Council:

- recommend consistent statewide policies and standards for ECA initiatives,
- pilot and evaluate a core set of courses and outcomes,
- recommend the inclusion of the ECA plan in the strategic/master plans of participating colleges, universities, and local school systems,
- establish a state-level data collection system, and
- support a default college preparation curriculum for all Maryland high schools.

Maryland has a rich and diverse array of early college access programs. In spite of multiple attempts to catalogue all the early college access programs in Maryland, there is no master list, nor is there a single source for information on how many students are enrolled in these programs. The PreK-16 ECA Committee attempted to survey two-year and four-year higher education institutions to determine the types of different programs, and came up with a reasonable approximation, but it is clear that the list is not yet complete or comprehensive (see Appendix 3).

Maryland has traditionally ECA left policies and decisions in the hands of local school systems and partner postsecondary institutions, allowing participating partners to decide who can take college courses for credit and who pays the college tuition. The ECA Committee affirmed the local control of these partnerships, but offered recommendations that would facilitate and encourage institutions to enter such partnerships, and encourage students to take advantage of the various postsecondary learning options.

A number of programs in Maryland are geared toward high-achieving students, providing academic acceleration and enrichment, such as Montgomery College's (MC) partnership with Montgomery County Public Schools, the *Gateway to College*, and the recently signed MOU between the University System of Maryland and Montgomery County. But Maryland colleges and universities are also in partnerships with local school districts to provide programs that increase postsecondary access for underserved populations. One example of this type of program is the Community College of Baltimore County (CCBC) *College Readiness Program* that encourages lower-achieving students to consider college and prepares them for more rigorous academic study.

The committee recognized that many students in AP already see themselves as college-bound; and the Leadership Council confirmed that early college access programs such as AP and dual enrollment should not be put in competition with each other. Rather the early college access goals are to provide multiple alternative pathways to postsecondary learning options with the goal of encouraging broader participation in college-level work.

The intended audience of expanded opportunities for early college access is all high school students, but especially those who may not have thought of themselves as college-bound.

Appendix 3 is a document developed in response to a survey sent to community colleges during the ECA Committee deliberations. The report describes the variety of dual enrollment partnership projects among Maryland community colleges and demonstrates the diversity of programs and fiscal arrangements.

Maryland also has a strong portfolio of tech prep programs that are fully articulated programs between public secondary schools and two- and four-year colleges. Programs like "Project Lead the Way" build pipelines into undergraduate engineering programs at

community colleges and four-year colleges and universities. Universities review the certificates of completion before awarding credit.

A 2005 Maryland Association of Community Colleges (MACC) survey of dual enrollment programs in the state's 16 community colleges found the following:

- 14 of 16 community colleges had dual enrollment programs in coordination with their local high schools, with statewide headcount in these programs estimated at over 3,000 students; most community colleges limit these programs to students in grades 11 and 12;
- high school and college credit is provided in all of these programs, with students typically taking one course at a time;
- admission criteria generally differ from requirements for typical community college students, including GPA thresholds, high school guidance counselor or administrator approval, and parental consent/commitment to the program;
- classes are taught at both the community college and high schools in half of the programs; the rest are solely community college-based; and one program is primarily distance learning;
- seven community colleges allow high school teachers (approved as instructors) to teach dual enrollment courses;
- the majority of dual enrollment programs are full cost for high school students, with five discounting tuition by 50%, one discounting tuition by 25%, and one waiving tuition and fees for courses taught at the high school;
- nine community colleges have institutional financial aid available for dual enrollment students; and
- five community colleges offer dual enrollment programs for at-risk students, with the statewide enrollment of at-risk students estimated at over 1,000.

Because Maryland does not yet have a comprehensive P-20 data system, the committee encountered challenges in trying to determine how many early college programs currently exist; how many students are enrolled in such programs, and how these programs are funded. Currently, there is no single database that tracks students in these programs; the information resides in local school district offices and college admissions offices.

One recommendation of the Early College Access Committee is that a comprehensive database be developed to track participants from high school into college and beyond, into the workforce, in order to have a better understanding of the real costs and benefits of these programs.

V. Implications for Funding and Fiscal Impact

The Abell Foundation report also did an extensive analysis of funding models for early college access programs.¹¹ According to their report, depending on the definitions of early college access used, between 38 and 40 states have instituted policies, regulations, and/or funding to guide college access practices. Legislative mandates vary widely. Support service systems range from minimal offerings for singleton programs to a full menu of academic, social, and support services in enhanced comprehensive programs. Most early college access programs rely, at least in part, on tuition paid by parents and students.

In its comprehensive surveys of early college access programs across the country, the National Center for Educational Statistics (NCES) identified a range of funding mechanisms, even as some states were reviewing their policies and considering change.¹² Federal funding for students is limited because Pell grants cannot be used by high school students to attend college classes. In light of the declining value of Pell grants—they currently cover only 40 percent of a public four-year education, compared with 84 percent in 1980—and considering the growing federal deficit, a change in this funding policy is unlikely. Recognizing that individual institutions or school systems may use multiple funding sources for their initiatives, researchers report the following from surveys of higher education institutions. Nearly two-thirds of all higher education institutions offering dual enrollment reported that students or their parents paid at least a portion of tuition, and 20 percent reported that families assumed the full cost of tuition.

- 38 percent reported that colleges contributed actual dollars or tuition waivers.
- 37 percent reported that high schools and school districts provided funding.
- 26 percent reported that state governments were a source of funding.
- 9 percent used other sources, such as grants, and scholarship funds from businesses and foundations.

The financial arrangements in Maryland vary from programs where students pay tuition, books and fees (The College Institute, Montgomery College [MC]) half the cost of tuition, books, and fees (Essence Dual Credit/Enrollment Programs, Hagerstown CC and Parallel Enrollment Program, CCBC) and programs where students are not required to pay any of the costs (Gateway to College, MC and College Readiness Program, CCBC).

The way the costs are covered also varies. In some programs the cost is split between the college and the school system (CCBC), whereas in others, state funding subsidizes

¹¹ Abell Foundation. (June 2007). *A “Jump Start” on College: How Early College Access Programs Can Help High School Students in Baltimore City*. Baltimore, MD: Author.

¹² Waits, T., Seltzer, J. C., & Lewis, L. (2005). *Dual Credit and Exam-Based Courses in U.S. Public High Schools: 2002-2003*. NCES Quarterly, Vol. 7, Issues 1 & 2. Washington, DC: National Center for Education Statistics.

students' costs through a need-based grant program and still in others the community college is absorbing the costs within its own budget (Hagerstown CC).¹³

The PreK-16 Early College Access Committee recommendations regarding funding recognize that in order to encourage both secondary and postsecondary participation in these partnership programs, the state would benefit from policies that hold both public schools and colleges and universities harmless in any fiscal arrangement, while at the same time, providing students with financial need some additional resources to cover the cost of tuition.

Various options for financial support for students in the programs in Maryland are also difficult to pin down. Some programs are supported entirely by counties and school systems, such as Montgomery College's College Institute. In the past, some community colleges have used a portion of State Part-Time Grant Program funds to support high school students (who are not yet eligible for Pell Grants until they graduate from high school). This is no longer possible because of legislative changes in 2007.

As a result of the 2007 Maryland General Assembly, a new need-based, decentralized grant was created, the Dual Enrollment Grant Program. The Maryland Higher Education Commission has renamed this the "Early College Access Grant Program" to be consistent with the goals and nomenclature of the PreK-16 Partnership. This program was established for the purpose of providing financial assistance for students concurrently enrolled in a secondary school in Maryland and an institution of higher education in Maryland. The program was enacted into law (MD Code Ann. §18-14A-01 through §18-14A-04) providing the Maryland Higher Education Commission (MHEC) with the authority to establish guidelines and regulations necessary for administering the program. According to statute, the program provides funds to Maryland public and independent colleges and universities based on the number of high school students who are taking at least one course at a Maryland higher education institution with priority given to students who demonstrate financial need. The legislation includes a sunset clause that limits this program to two years. The same legislation requires that a report be submitted to the legislature by November 1, 2007.

The new legislation for the program removes dually enrolled students from those who are eligible for the Part-Time Grant Program, which used to provide institutions with the choice of using up to 10 percent of its funds to provide financial assistance to Maryland residents who received credit at the college and at a high school for courses taken at a college. The new Early College Access program expands eligibility to students taking college credit courses that do not simultaneously count for high school credit.

MHEC administers the Early College Access (originally Dual Enrollment) Grant Program in cooperation with institutions of higher education. Program funds are allocated to institutions of higher education based on the number of eligible enrolled high

¹³ Abell Foundation, 2007.

school students at each institution. Institutions that receive program funds must submit an annual report to MHEC.

The college institutional financial aid office will identify the enrolled students who are eligible to receive the award. Each financial aid office is responsible for establishing institutional guidelines for making the awards, with priority given to students who demonstrate financial need. The minimum annual award given is \$200, and the maximum annual award is \$1,000. Each institution is responsible for awarding its allocation to eligible students. If an institution is unable to award all of its funds for a fiscal year, the remaining funds are returned to MHEC for reallocation to other institutions.

The following eligibility conditions apply to prospective recipients of this grant:

1. must be a permanent resident of Maryland according to guidelines established by the Commission;
2. must be attending a secondary school in Maryland;
3. must not be a home school student;
4. must be attending a public or independent institution of higher education in Maryland;
5. must meet any other condition for the award as established by the institution, and
6. is not required to receive credit from a secondary school and an institution of higher education at the same time for courses completed under this program.

At this time, however, the Early College Access Grant Program is unfunded. It is unclear if funds will be available for FY 2008, and the legislation now precludes colleges from using up to ten percent of the Part-Time Grant Program funding for dually enrolled students. It is hoped that funds will be available for FY 2009.

VI. Early College Access (ECA) Committee: Findings and Recommendations

On March 6, 2007, the ECA Committee co-chairs made a formal presentation of recommendations to the PreK-16 Leadership Council. They prefaced their report with a statement of purpose and a description of the guiding principles that shaped the work of the committee.

The ECA Committee began with the premise that the high school learning experiences should be academically rigorous. The presentations by invited educators and community members presented to the committee confirmed the research studies that support the claim all students benefit from high expectations, and expanding opportunities for students to have postsecondary options. The committee reviewed research findings indicating that high school students who have taken one or more college course(s) have higher college enrollment and completion rates than do other students.¹⁴ The co-chairs emphasize that whether college courses are offered at high schools, on college campuses, or via the Internet, Maryland educators can, if we choose, make early college an expected pathway for a student working to achieve a high school diploma and to provide equal access for all Maryland students to a college degree or a postsecondary certificate.”¹⁵

Maryland’s economic security is dependent on highly educated, highly skilled workforce, and by expanding opportunities to extend education beyond high school, the state is investing in that workforce.

During the year of research and outreach, the Committee endorsed the following statements in their original report, which have also been incorporated here (see above, and see the introductory tables):

- that a high school diploma is no longer sufficient to ensure personal fulfillment and career success in today’s competitive economy;
- that we can improve graduation rates and increase postsecondary success in college and careers for all students, regardless of race/ethnicity and socioeconomic status, by judiciously implementing an early college access policy within a PreK-16 framework and a high school reform initiative¹⁶;

¹⁴ Lerner, J.L., & Brand, B. (2006). *The college ladder: Linking secondary and postsecondary education for success for all students*. Washington, D.C.: American Youth Policy Forum. Retrieved July 7, 2007, from <http://www.aypf.org/projects/LuminaProjectonSPLos.htm>

¹⁵ ECA Committee Report, March 6, 2007; PreK-16 Leadership Council page 1

¹⁶ According to Clifford Adelman, “The first year of postsecondary education has to begin in high school . . . If all traditional aged students entered college or community college with a minimum of 6 credits of the ‘real stuff’ not fluff, their adaptation to the critical first year will not be short circuited . . .” (p. 115.)

¹⁶ Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. Washington: D.C.: U.S. Department of Education

- that the successful implementation of the early college access program requires the involvement and support of all stakeholders throughout the high school years - particularly the acceptance and commitment of students themselves.

The Early College Access Committee identified four goals for a statewide program:

- increase the number of postsecondary education and career options for all students,¹⁷
- save families' time and money by decreasing time to degree,¹⁸
- facilitate a stronger focus on academics by students in their senior year of high school,
- encourage closer ties between colleges and their communities; and
- promote the elimination of artificial barriers that impede students from moving “seamlessly” between PreK-12 and postsecondary systems.

Finally, and most importantly, we recognize that the credibility of these efforts is dependent, in large part, on the ability of those who design, implement, and evaluate these programs to maintain the highest academic standards consistent with a rigorous and quality educational experience.

Definition--Early College Access:

A student participating in an early college access (ECA) program is a student who is enrolled in:

- a secondary school; and
- an institution of higher education

At the discretion of local education agencies (LEA), credit awarded by an institution of higher education (IHE) may also fulfill high school graduation requirements.

Definition--Full Time Equivalent (FTE):

A student will be considered one full (100%) FTE in the LEA if s/he is enrolled in a total of four courses for the year at either the high school or the institution of higher education regardless of the proportion of the load being taken at either institution as long as at least one course is taken at the high school.

Implementation Recommendations:

#1 The Program: IHEs and LEAs are encouraged to form partnerships designed to provide students enhanced educational opportunities including access to college-credit bearing courses. The development of these partnership programs will be guided by the following considerations:

¹⁸ Adelman, Toolbox Revisited, 2006, p.116. (See citation above).

- All courses under consideration will be defined as college-credit bearing courses.
- All faculty will be qualified to teach college-credit bearing courses through higher education institutions.
- All students will be qualified to take college-credit bearing courses by completing requirements established by the partnering institutions together with recommendations from their principals and/or superintendents.
- Enrollment in such courses does not constitute admission to the college or university offering them.
- IHEs and LEAs are urged to develop early college access implementation models that would make early college an expectation for all students.¹⁹
- Early college access implementation models should include consistent and intensive involvement/collaboration of both high school and counselors to ensure the appropriate selection of college courses by students. Counselors should also participate in overall evaluation of ECA program effectiveness.

#2 Funding: Establish or maintain State policies that ensure that neither PreK-12 nor higher education funding will be negatively affected.²⁰

A. PreK-12 Funding Guidelines. The per-pupil funding at the high schools provides support and advisement for students in early college access to ensure successful completion of the early college access programs. This funding is necessary so secondary schools can provide adequate transition and follow through (supervision/advising) for students in early college access/career pathways. Without adequate support for advising, schools are less likely to encourage participation in early college access programs.

B. Higher Education Funding Guidelines. Maintain current funding guidelines for higher education institutions, while providing sufficient State need-based grant support to high school students enrolled in college courses. Support for students enrolled in the ECA program would be derived from a combination of funding options.

Recommendation 1. Early college students should be included as part of the enrollment numbers that would be used when four-year higher education institutions report progress

¹⁹ An illustration of such a partnership, the planning agreement between Prince George's County Public Schools and Prince George's Community College, is attached.

²⁰ Similar funding models have been endorsed by the American Youth Policy Forum in "The College Ladder: Linking Secondary and Postsecondary Education for Success for All Students." The authors, Lerner and Brand (2006) say:

"The ideal scenario, according to many participating systems, is for the K-12 system to maintain its full average daily attendance funding for students participating in secondary-postsecondary learning options (SPLOs) (despite their being out of the school building for a period of time each day) and for the institution of higher education to be able to count these students as part-time students in their full-time equivalent headcount for state reimbursement" (p. x)

toward reaching enrollment targets. Also, the state policy for community colleges, which includes early college students as part of the FTE count for community colleges when calculating the state support for community colleges, should be reaffirmed.

Recommendation 2. Provide tuition assistance for low-income students so all students have access to enroll in appropriate college courses at the Maryland institutions of their choice.

Recommendation 3. Seek and encourage financial support from other sources (i.e., community, businesses, foundations, other state and federal grant programs)

3 Policy Alignment: Identify regulatory barriers that interfere with early college access. Implementation strategies include, but are not limited to, the following:

- Develop and implement regional and local memorandums of understanding (MOU) signed by State officials, coordinating officials, and their local counterparts, or, alternatively, establish regulations that provide guidance for establishing early college access programs.
- Compile and analyze all state and local regulations related to early college access.
- Propose COMAR revisions to remove all barriers to student access in early college access programs.

4 Public Outreach: Develop an intensive information program to inform students and parents about the academic work that is required to prepare for college, get admitted to college, gain financial aid, and graduate with a degree, prepared to pursue a career. Implementation strategies include, but are not limited to the following:

- Develop a marketing and public outreach campaign for a statewide early college access initiative in Maryland.
- Create a website that provides guidance in understanding college pathways, college course requirements, and college course options for early college access.
- Disseminate information through a catalog to middle and high school guidance offices and via Web site.
- Conduct a survey of all public schools and colleges and universities in the state of Maryland to develop a catalog of all current early college access opportunities.
- Conduct college preparatory seminars for students and parents.

#5 Evaluation: Collect data to document trends in the early college access entrance of high school students in Maryland, with the following considerations:

- Develop a data tracking system for early college access that is integrated in the reporting requirements consistent with Maryland Higher Education Commission (MHEC) and MSDE reporting requirements
- Structure an ongoing committee within the PreK-16 Council to examine early college access related data, including program evaluation data to promote

program improvement. The taskforce (or work group?) should include the involvement of high school guidance counselors.

- Assess the impact of early college access efforts by demographic element, credits achieved, postsecondary pathways, costs, and achievement results.
- Continuously reassess variables that influence college student retention and degree completion.

Conclusion

This report summarizes the research and outreach that led to the recommendations described above. The benefits of a state-supported early college access policy have been documented in both national and statewide reports. These programs share common elements of strong academics keyed to postsecondary standards, increased student engagement through interesting classes, exposure to college expectations, and are often accompanied by supports to ensure student success. Implementation strategies that have a broad impact include:

- Establishing a comprehensive P-20 data system;
- Establishing fair funding models so that institutions are paid based on the amount of services they provide to students, and students have access to need-based financial aid;
- Establishing support for multiple pathways to postsecondary learning options which do not create competition among pathways (i.e., AP vs. dual or concurrent enrollment); and
- Establishing benchmarks and outcomes to assess the success of various programs

Early college access programs are flourishing in Maryland. The goal of the early college access policies should be to enhance and expand those programs so that more Maryland students will be prepared for tomorrow's opportunities.

Appendices

Appendix 1: Charge to the PreK-16 Committee on Early College/Dual Enrollment

Maryland Partnership for Teaching and Learning, K-16 K-16 Workgroup – Early College/Dual Enrollment Committee

Background

One of the key recommendations coming out of the 2004 K-16 Action Plans is an exploration of early college access opportunities for Maryland high school students. At the first K-16 Leadership Council meeting of 2005, Chancellor Kirwan announced that a key initiative for this year's work will be to prepare recommendations related to early college and dual enrollment in Maryland.

The research on college access has led to three major conclusions: (1) More education is better for individuals and society. (2) Access to college is necessary but not sufficient. (3) Targeted investments will help close the "attainment gap" in the rates of college success for underrepresented youth compared to all young people.

The overriding goal of college access and dual enrollment programs is to increase rates of high school graduation, college entrance, and college success.

Definitions:

Early College High Schools are small schools from which students leave with not only a high school diploma but also an Associate's degree or two years of college credit toward a Bachelor's degree. By changing the structure of the high school years and compressing the number of years to college degrees, Early College High Schools have the potential to improve graduation rates and better prepare students for entry into high-skill careers. This approach helps people acquire the education and experience they need to succeed in life and a family-supporting career.

Dual Enrollment refers to the arrangements by which high school students take college courses during the junior and senior year. According to proponents of the strategy, dual enrollment also has the potential to save money for families and taxpayers and shorten time to degree.

College Access means providing early academic advising and appropriate financial aid to encourage and help individuals successfully complete education beyond high school. The goal is to help more students go on to college. College access programs include support systems focused on creating and sustaining community based college access organizations. Since passage of the Higher Education Act of 1965, the U.S. higher education system has focused on increasing access to college, with particular attention to raising the percent of low-income high school graduates entering college.

Key issues to be considered by the committee include:

- Defining and describing types of early college, dual enrollment programs that are available in Maryland and other states,

- Assessing the financial implications and feasibility of early college and dual enrollment programs,
- Making recommendations to the K-16 Leadership Council with respect to next steps on early college and dual enrollment.

Charge

The committee is charged with investigating the potential structure, financial implications, and feasibility of an early college access program for the state of Maryland that provides high school students multiple options for earning college credit without placing an undue financial burden on students or their families. Recommendations will be brought to the K-16 Leadership Council, and following the approval of the Council, the committee will develop a specific action plan for adoption that is supported by all K-16 stakeholders.

Membership

The Early College/Dual Enrollment Committee membership will include:

- Two co-chairs, one each representing K-12, the other, higher education. The co-chairs will serve as representatives of the Committee on the K-16 Workgroup,
- Equal representation among K-12 and higher education; and, in addition,
- At least one member of the committee will represent the Intersegmental Coordinating Committee

Committee Reporting and Next Steps

- The co-chairs of the Early College/Dual Enrollment Committee will provide status reports on the work of the Committee to the K-16 Workgroup as deemed appropriate by the Committee's co-chairs and as requested by the K-16 Workgroup co-chairs.
- The committee may be asked to provide a status report to the K-16 Leadership Council as requested by the K-16 Leadership Council or Workgroup.
- The work of the Early College/Dual Enrollment Committee will come to a conclusion at the end of the year, with a final report to the K-16 Leadership Council at the last meeting of the year. A decision will be made at the conclusion of the school year as to whether this committee will be on-going and if so, with what modifications to charge and membership.

Appendix 2: Early College Access Committee Membership and Timeline PreK-16

Early College and Dual Enrollment Committee

Revised: January 24, 2008

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Early College Access Committee Timeline

October 2005- Leadership Council charges the Early College Access (ECA)/Dual Enrollment (DE) Committee

October 17, 2005- ECA/DE Committee Meeting

January 24, 2006- ECA/DE Committee Meeting (with presentations from local school district personnel and community college partners).

February 7, 2006- ECA/DE Committee Meeting

February 8, 2006- Update to the K-16 Workgroup

February 21, 2006- ECA/DE Committee Meeting- Subcommittee Formed

March 8, 2006- ECA/DE Committee Meeting

April 2006- First Draft of Report Completed

May 2006- Draft circulated among ECA/DE subcommittee for revisions

May 23, 2006- Draft Progress Report circulate to committee

June 7, 2006- Update to the K-16 Leadership Council

June 20, 2006- Report Revised

July 6, 2006- Request made to Higher Education Registrars for Information on ECA/DE numbers

July 7, 2006- Conference Call between ECA/DE Chairs

July 26, 2006- Draft Progress Report circulated to the committee

August 31, 2006- Report Revised

September 11, 2006- ECA/DE Committee Meeting

September 21, 2006- Conference Call between ECA/DE Chairs

October 9, 2006- Conference Call between ECA/DE Chairs

October 10, 2006- Goal Statement drafted and revised

October 19, 2006- ECA/DE Committee Meeting

October 25, 2006- Draft of Introduction to Report

October 31, 2006- Conference Call between ECA/DE Chairs

November 8-9, 2006- Subcommittee reviewed and revised report and recommendations

November 14, 2006- Presentation to K-16 Workgroup

November 22, 2006- Conference Call between ECA/DE Chairs

December 6, 2006- Presentation to the K-16 Leadership Council

January 12, 2007- Conference Call between ECA/DE Chairs and Subcommittee

January 18, 2007- Presentation to the K-16 Workgroup

February 2007- Research and Discussion about COMAR Language via email between chairs and subcommittee

March 6, 2007- Presentation to the K-16 Leadership Council

March 30, 2007- Conference Call between ECA/DE Chairs and Subcommittee

April 19, 2007- ECA/DE Committee Meeting

April 26, 2007- Conference Call between ECA/DE Chairs and Subcommittee

May 7, 2007- ECA/DE Committee Meeting

May 22, 2007- ECA/DE Subcommittee Meeting

May 30, 2007- ECA/DE Chairs Met with the LC Chairs

June 6, 2007-ECA/DE Updated Report to PreK-16 Leadership Council

June 19, 2007- Report Revised

August 7, 2007- Letter to request data from LEAs drafted

August 8, 2007- Report Revised

August 22, 2007- Conference Call between ECA/DE Chairs and Subcommittee

August 22, 2007- Letter requesting data from LEAs sent to MSDE

Appendix 3: Profiles of Community College Early Access Programs



Profiles of Community College Early College Programs

Allegany College

A high school student (age 16 or older) may be permitted to enroll at Allegany College of Maryland, with their principal's approval, either as a full-time (if they have completed all high school graduation requirements except for English) or part-time. As a reward for their interest in furthering themselves through education, early college students receive a 50 percent tuition discount.

Anne Arundel Community College

AACC offers high school students several options for attending the institution:

- Concurrent Enrollment allows qualified students to enroll in a limited number of courses at the college while completing high school graduation requirements.
- Jump Start College is a program jointly sponsored by Anne Arundel Community College and the Anne Arundel County Public High Schools. This program allows seniors who have completed the majority of their high school graduation requirements to explore college-level courses and programs while they are still in high school. Jump Start participants qualify for reduced tuition--eligible participants will receive a 50% reduction in tuition costs. Eligible students may take regular college classes during specified times (typically during the day) that will complement their high school schedules. Evening, weekend, online, telecourse, summer- and winter-term courses are not eligible for the reduced tuition.
- Early Admission allows high school students with a minimum 3.0 grade point average at the end of their junior year to apply to Anne Arundel Community College with permission from their high school. Requirements for high school graduation may be completed at the college during the summer term following the junior year or may be fulfilled by successfully completing the first year of college, including the required courses.
- The Tech Prep partnership program allows students to earn AACC college credit, at no cost, for courses taken in high school. Tech Prep programs offer a sequence of courses in a career and technology field beginning in high school and continuing at AACC.

Baltimore City Community College

Baltimore City Community College's Early College Institute is intended to provide early awareness of college education opportunities to individuals who might otherwise not consider continuing into post-secondary education. The PASS program, established in 1999, was a collaboration with the Baltimore City Public School System that identified and offered English and math remedial courses to high school students not on pace to graduate with the necessary skills for college. Selected students take BCCC's placement test, and BCCC provides the remedial instruction at their schools. BCCC replaced PASS in Summer 2003 with a more ambitious plan for students' remediation before their arrival at BCCC. With the promise of numerous community partners, ancillary resources and new supports for participating students (intensive five-day-a-week classes, counseling, clubs, summer camps, graduation ceremonies, etc.), the program was called the Early College Institute. The new program began in Baltimore City middle schools in Spring 2004, and was implemented later in high schools. The high school component uses Academic Systems' developmental software; because BCPSS lacks funding and middle schools are poorly equipped technologically, the middle school portion of the program is taught traditionally using textbooks.

Carroll Community College

High school students can choose to attend Carroll Community College part time with permission from their high school, or full time through Early Admission. An Early Admission student chooses to by-pass the traditional senior year of high school, with the approval of their secondary school. An "early admission" student is expected to show an above average achievement record, typically defined as a "B" grade point average.

CCBC

The Community College of Baltimore County has an articulation agreement with BCPS, in which CCBC grants college credit to students completing specified programs of study while in high school. To create this integrated Tech Prep program, college and high school faculty work to match upper level high school courses with introductory level college courses. If a student completes the high school program – and after graduation – the corresponding high school credits articulate to college credits at CCBC. "Career Completer" programs at the 25 Baltimore County public high schools relate to many associate's degree programs at CCBC. "Career clusters" include Construction and Development, Manufacturing Engineering Technology, Health and Biosciences, Business and Finance, and Human Resource Services.

Cecil

Cecil Community College has several options for students who have not yet completed high school:

- Concurrent enrollment allows qualified students (age 16 or older) to enroll in a limited number of courses at the College while still enrolled in high school. Students must take the appropriate college skills assessment and meet the College standards for enrollment.
- The On-Site College Program is jointly sponsored by Cecil Community College and Cecil County Public Schools. This program allows academically prepared students age 16

or older to begin exploring college-level courses and programs while they are still enrolled in high school. Eligible students may take regular college classes at their home high schools that will complement their high school schedules. These courses are taught during the students' regular daytime schedules and allow students to get a jumpstart on required college courses. Students must take the appropriate college skills assessments and meet the college standards for enrollment.

- Under the College Campus Program, students age 16 or older may enroll in college courses as long as their college schedule does not conflict with their required high school schedule. Students typically enroll in college courses that meet after their high school day is completed, such as evening or weekend classes. Students must take the skills assessments and meet the College's standards for enrollment.
- The Gifted and Talented Program is the only program in which students under age 16 may be eligible to take college credit courses. This program is for students who have been identified as having exceptional academic talent. Students under 16 years of age who have completed seventh grade or the equivalent may be able to take college-level classes in subjects not available at their high schools. Students and parents/ guardians are required to meet with the Director of Admissions or their designee.
- The Senior Waiver Program allows Cecil County Public School students to waive all or part of their senior year and still graduate with their high school class. Permission is required from the school system and the parents of the student. Students should contact their high school counselor to initiate the approval process.

Chesapeake

Dual Enrollment is a program that allows high school juniors and seniors 16 years of age and older who have a cumulative high school grade-point average of at least 2.5 to earn college credit while still in high school, with their high school's permission. Chesapeake College's program, which offers a 25 percent tuition reduction to participants, is available to high school students in Caroline, Dorchester, Kent, Queen Anne's, and Talbot counties. The college credit earned by Dual Enrollment students can often be applied toward high school graduation requirements. In all cases, the credits earned at Chesapeake will be part of the student's permanent college record.

College of Southern Maryland

- The college's Part-Time Early Admission Program allows high school juniors and seniors the opportunity to enroll in college during the fall semester, spring semester, and/or summer sessions, at times that do not conflict with their high school schedules. Registration is limited to a maximum of 11 credits per semester. Students may select any college-level course numbered 1001 or above as long as the prerequisites are met and space is available. To be eligible, a high school student must have completed the tenth grade and must have maintained a minimum high school grade point average of 2.50. (The school system may require a higher grade point average.) Students are responsible for paying all tuition and fees and purchasing textbooks. Scholarships for Early Admission students are available through the J.N. Carsey Scholarship.
- The college's Full-Time Early Admission Program offers high school seniors the opportunity to attend the college on a full-time basis by enrolling in a minimum of 12 credits per

semester during the fall and spring semesters of their senior year of high school. Students selecting this program will not attend high school but will earn college credits that will apply toward high school graduation. To be eligible, the high school senior must have maintained a minimum high school grade point average of 2.50. (The school system may require a higher grade point average.) Students are responsible for paying all tuition and fees and purchasing textbooks. Scholarships for Early Admission students are available through the J.N. Carsey Scholarship.

- Through the Enrichment program, high school students or equivalent homeschooled students may register for up to four college credits a semester outside of their normal school hours (including the summer session). To participate in this program, students must, through skills survey scores or other means, demonstrate the ability to profit from the instruction.
- The Gifted and Talented Students program provides that the college may accept for special admission certain underage students who are designated by their school as gifted or talented but who are not yet recipients of a high school diploma or a high school equivalency certificate. Students who are under the age of 16 and who have completed at least the seventh grade may be considered for admission on a case-by-case basis. Students will be considered for such admission if they demonstrate the ability to profit from instruction based on evidence of gifted and talented status as defined by their local school system or through other evidence of exceptional academic or fine arts talent.

Frederick

Frederick Community College has the following alternatives for students who have not completed high school:

- High School Students/Open Campus Program allows qualified students to enroll in courses at the college while concurrently enrolled in high school (administrative waiver program of the FCPS). Students who seek such enrollment must first gain approval from their high school. Students enrolled under the open campus program are subject to the same assessment and placement policies as other students.
- The college may accept for special admission certain underage students who are designated as “gifted and talented” but who are not yet recipients of a high school diploma or a high school equivalency certificate. Students who are under the age of 16 and who have completed at least the seventh grade may be considered for admission on a case-by-case basis. Students will be considered for such admission if they demonstrate the ability to profit from instruction based on a set of specific criteria.
- Students who are home schooled and under the age of 16 must follow the procedures set forth in "Gifted & Talented Students under 16 Years of Age." Home- schooled students who are 16 years of age or older must follow the requirements for new student admissions. Alternatively, home-schooled students who seek to enrich their learning but not obtain college credit should contact Continuing Education for learning opportunities in the sciences, foreign languages, and English.

Garrett

Garrett College has the following opportunities for students who have not completed high school:

- Dual-enrolled: High school students may be admitted to specific college courses and earn both high school and college credit upon satisfactory completion of the course(s). Dual enrollment courses are usually offered via distance learning or through arrangement with the Board of Education and participation in select Academies, such as the Information Technology Academy. Students must evidence readiness for these courses through completion of the college placement indicators. Dual enrolled high school students are held to the rules, regulations, and standards of the college regardless of their physical location at the time the course is offered.
- ECAP: The Early College Admissions Program is administered by the Board of Education in conjunction with Garrett College. Admission is selective. Participating students spend their senior year taking courses at Garrett College, enrolled full-time.
- Students may, upon approval of the Board of Education in conjunction with Garrett College, enroll in a mixed schedule whereby they spend part of their day at the high school and part of the day at Garrett College. To qualify for this opportunity, students must be enrolled as full-time students in the Garrett County public school system as indicated by the Board of Education. Admission is subject to Board approval.
- Students who are enrolled in high school while attending Garrett College are eligible for a 50% discount on the first eight credits taken at the College each semester; \$5 of the combined student fee is waived.
- Under the newly-implemented Commissioners Scholarship Program, certain students, identified as Joint-Enrolled students as approved by the Board of Education and according to the Program's dictates, may be eligible for the Commissioners Scholarship Program to cover the cost of tuition and combined fees. Program restrictions apply.
- Students under the age of 16 may apply to the College for admission as Gifted and Talented students. Admission is selective and must be validated through a series of certified instruments as well as by the Office of the Dean of Academic Affairs. However, such students may not matriculate into a degree program or certificate until they are at least 16 years of age.

Hagerstown

The ESSENCE Program is designed to give high academic achievers, who are over 15 years old and residents of Washington County, the opportunity to earn up to twelve college credits while still in high school or home school. High school students enrolled through the ESSENCE Program receive a fifty percent reduction in HCC's regular in-county tuition rate. Financially needy students attending WCPS may be eligible to receive funds to cover the remaining fifty percent tuition with an ESSENCE scholarship through the HCC Foundation and the Community Foundation of Washington County.

The tuition discount available through the ESSENCE program is available to high school students who are either dually enrolled or not. Students may obtain both high school and college credits in selected courses with the permission of their high school and parents, have a minimum GPA of 2.5 and/or passing COMPASS (HCC entry test) test scores of reading (91), English (71)

and math (dependent on curriculum), and have a minimum GPA of 2.75 in core and specialized courses related to the area of study.

Harford

High school juniors and seniors have four options by which they may attend Harford Community College. Before selecting any of these options, students should consult with their parent(s)/guardian(s) and the high school guidance counselor.

- **Waiver of Senior Year** — Students may waive all of their senior year and still graduate with their high school class. Students must contact the high school guidance office to complete the Harford Public Schools Application for Waiver of Senior Year, which requires a student letter explaining reasons for applying for this waiver and a parent letter supporting the application. Students may be required to take HCC courses that match high school requirements that have not been met at the time the application for the waiver is submitted. Upon completion of the first year at HCC when the student has earned 24 college-level credits, the student will receive a high school diploma.
- **Dual Enrollment** — Students may enroll in college credit courses and use these courses for high school graduation credit as well as college credit. Students must contact the high school guidance office to complete the Harford County Public Schools Application for Dual Enrollment at Harford Community College and to receive enrollment guidelines. Generally, students will be limited to earning two high school credits through HCC courses.
- **Part-Time Attendance** — Students may enroll in college courses that meet during the regular school day and spend only a part of each day at the high school. When choosing this option, the HCC courses would not be used for high school transfer credit. Students must contact the high school guidance office to complete the Harford County Public Schools Application for Part-Time Attendance.
- **Concurrent Enrollment** — Students may enroll in college courses that meet beyond the regular school day but choose not to use these courses for high school transfer credit. A Harford County Public Schools application is not required. Some restrictions exist for students under the age of 16.

Howard

- **The Early Entrance Program** helps high school students who want to enroll in HCC courses during their junior or senior years. The program enables students to plan their high school and HCC schedules at the same time and complete all or most procedures, including application, testing, and registration well in advance of general registration periods.
- **The EMS Pathways Program**, a partnership between the Howard County Public School System, Howard County Fire and Rescue, and Howard Community College is a program that allows students articulating into Howard's Emergency Medical Services A.A.S degree program to begin their college coursework in their senior year of high school.

Montgomery

Montgomery College (MC) partners with Montgomery College Public Schools (MCPS) in delivering a variety of college for credit offerings to high school students:

- The College Institute is a partnership between Montgomery College and Montgomery County Public Schools. The Institute currently provides an opportunity for identified high achieving seniors (based on G.P.A. and/or test scores) at [John F Kennedy](#), [Gaithersburg](#), [Seneca Valley](#), and [Wootton](#) High Schools to earn college credits on a high school campus during a regular school day. The Montgomery College courses enhance and supplement advanced placement classes offered at the high schools. The courses are Montgomery College credit courses and are taught by Montgomery College faculty. They include general education courses, a foundation course, or are beginning courses in a professional series, such as engineering and business. Students are required to pay for all tuition, fees and books (financial assistance is available through Montgomery College). There were approximately 325 students enrolled in over 30 sections during the Spring 2006 semester. Students in this program are counted for State funding by both MCPS and Montgomery College.
- The Gateway to College© program at Montgomery College serves at-risk youth, 16 to 20 years old, who have stopped attending Montgomery County Public High Schools and for whom high school completion is at risk. The program gives students the opportunity to earn a high school diploma while transitioning to a college campus. Students may simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward an associate degree or certificate. In addition to reading, writing, and math, cohort students take a career development class to help focus their academic goals, and a college survival and success class, to learn how to take effective notes, study for tests, and juggle school, work, and family life. The entire program is delivered on the campuses of Montgomery College using Montgomery College faculty. The program was started with support from Portland Community College, a national intermediary of the Bill and Melinda Gates Foundation and its partners the Carnegie Corporation of New York, The Ford Foundation, and the W.K. Kellogg Foundation.

The program is currently funded primarily through Montgomery College and our partners in student success, Montgomery County Public Schools. Approximately 250 students are served through this program as cohorts of about 50 students move through. Portions of this program are offered through the Workforce Development and Continuing Education area of Montgomery College. Students in this portion of the program are counted for State funding only by MCPS. Students in the credit portion of the program are counted for State funding only by Montgomery College. They are dually enrolled, receiving both high school and college credit.

- The new Institute for Global and Cultural Studies (IGCS) at Wheaton High School will offer an opportunity for students to earn up to 15 college credits before graduating from high school, through Montgomery County Public Schools' partnerships with the University

of Maryland, Baltimore County (UMBC) and Montgomery College (MC). The program is scheduled to open in the fall of 2006.

IGCS students will participate in specialized research projects, summer enrichment experiences, and courses on learning strategies. They will travel to college campuses and benefit from added support from mentors and tutors. The Institute's rigorous program will provide a series of college classes for juniors and seniors held at Wheaton High School and taught by professors from the partner institutions. High school students will be able to earn as many as 15 college credits before graduation from high school. Summer college residency programs for students entering their senior year in high school also will be among the offerings of this unique partnership.

- Students who complete the program successfully and who meet admissions requirements will be guaranteed admission to UMBC and MC. There is an anticipated enrollment of between 60 and 100 students to start the program with growth expected. Both MCPS and Montgomery College will count students for State funding.
- Montgomery College provides support of various kinds to Academies and Signature programs throughout Montgomery County Public Schools. In the Fall 2006 semester, the College has plans for thirteen for credit sections in three high schools with a minimum of 10 students per section. We anticipate this number growing as Montgomery College is in discussion with five other schools for potentially adding credit classes to their academies. Both MCPS and Montgomery College count students for State funding.

PGCC

Prince George's Community College has three options for high school students who want to matriculate before secondary school completion:

- The Concurrent Enrollment Program is for those 16 or older who wish to take courses from the college while still enrolled in high school or an approved home study program. Students must be high school seniors or, if in an approved home study program, provide documentation of the completion of junior-level work. In addition, each student must have a cumulative grade-point average of 2.50, be approved for participation by their high school.
High school juniors may be eligible for participation provided they are 16 years of age and have completed all high school coursework in a particular field with a 2.50 cumulative grade-point average and a 3.00 in the field in question. Concurrent enrollment students may take no more than two courses each semester.
- The Early Admission Program is for those who wish to complete their high school graduation requirements by attending the college as full-time students during the senior year. Since students must first meet all high school requirements for participation in this program, each student should contact a high school counselor to determine his or her eligibility before contacting the college.
- The Talented and Gifted Program is for underage students who do not yet have a high school diploma or GED and who cannot meet the grade-level or age requirements for

concurrent enrollment. Such students must meet one or more of criteria identifying them as gifted and talented. Any student who wishes to enroll under this program must, in addition, pass the college's placement tests. Students allowed to enroll under this program will be limited to two daytime courses per semester, with continuance dependent upon satisfactory performance in all previous semesters.

Wor Wic

Wor-Wic Community College and the Worcester County Board of Education entered into a new dual enrollment arrangement whereby Wor-Wic will offer statistics and English classes for high school students at Stephen Decatur, Pocomoke and Snow Hill high schools, beginning in the fall of 2005. Dual enrolled students from Wicomico and Somerset counties also attend Wor-Wic, but on the Wor-Wic Community College campuses. High school juniors or seniors must be 16 years old or older at the start of the class, have at least a 2.5 cumulative grade point average and obtain a passing score on the college's diagnostic assessments. Dual enrolled students pay 75 percent of Wor-Wic's regular tuition rate.

Appendix 5: Dual Enrollment Definitions

Charge to the Pre K-16 Dual Enrollment Committee:

“The committee is charged with investigating the potential structure, financial implications and feasibility of an early college access program for the State of Maryland that provides high school students with options for earning college credit and postsecondary certificates without placing an undue financial burden on students or their families.”

COMAR Title 13B Maryland Higher Education Commission:

.07.01.02 Definitions:

B. (10): “Dual enrollment student” means a secondary student who is enrolled in college courses and receives both high school and college credit for the courses completed.

Senate Bill 525:

18-14A-01,

- A . “Dually enrolled student” means student who is dually enrolled in:
1. A secondary school in the State; and
 2. An institution of higher education in the State
- D. For courses completed under the program, a recipient of a dual enrollment grant is not required to receive credit from a secondary school and an institution of higher education at the same time.

Bailey, T. and Karp, M. (2003). “A review of credit-based transition programs. USDOE, Office of Vocational and Adult Education.

“Unlike Advanced Placement or International Baccalaureate programs, dual enrollment courses are actual college courses—rather than college-like or college level—and usually result in students’ progress being recorded on a college transcript from a postsecondary institution.”

“Dual enrollment is an opportunity for high school students to attend college and simultaneously earn high school and college credit. The credits earned in college count toward the student’s high school diploma, but may also be applied toward a degree at the post secondary institution.” (Potter, AACC)

“The College Ladder: Linking Secondary and Postsecondary Education for Success for All Students,” American Youth Policy Forum: 2006:

“Often dual enrollment and concurrent enrollment are considered together, but there is an important distinction between the two. Dual enrollment describes courses from which students receive both high school and college credit simultaneously. Concurrent enrollment represents college courses for which students only receive college credit and are ineligible for credit from their high school.”

“Add and Subtract: Dual Enrollment as a State Strategy to Increase Postsecondary Success for Underrepresented Students,” Jobs for the Future, 2005:

“Dual enrollment—the arrangements by which high school students take college courses during the junior and senior year—is a promising ‘next best thing’ for states wishing to increase the number of under-represented students gaining a postsecondary credential.”

Appendix 6: SB 525: Higher Education—Dual Enrollment Grant Program

CHAPTER 296

(Senate Bill 525)

AN ACT concerning

Higher Education – Dual Enrollment Grant Program

FOR the purpose of requiring certain money carried forward from a previous fiscal year to be used for dual enrollment grants, in addition to certain other financial aid programs; repealing certain provisions of law relating to the inclusion of dually enrolled students in a certain part-time grant program; requiring the Maryland Higher Education Commission, in cooperation with certain institutions of higher education, to establish and administer a grant program for dually enrolled students; requiring a recipient of a dual enrollment grant to be a resident of the State and, be a dually enrolled student, and demonstrate financial need; providing that, for courses completed under the program, a recipient of a dual enrollment grant is not required to receive credit from a secondary school and an institution of higher education at the same time; requiring the Commission to administer funds for the Dual Enrollment Grant Program and to distribute funds to an institution of higher education on behalf of a dual enrollment grant recipient allocate funds to an institution of higher education based on the number of dually enrolled students receiving credit for certain courses; requiring funds for the Dual Enrollment Grant Program to be as provided in the annual budget of the Commission by the Governor; requiring the Commission to establish guidelines for the awarding of dual enrollment grants to dually enrolled students; requiring the Commission to adopt certain regulations; requiring the Governor to include certain funds in the State budget for certain fiscal years for the Dual Enrollment Grant Program requiring an institution of higher education that receives certain funds for dual enrollment grants to provide the Commission with a certain annual audit; requiring a certain council to provide certain recommendations to the Governor and the General Assembly on or before a certain date; providing for the termination of this Act; defining a certain term; and generally relating to the Dual Enrollment Grant Program.

BY repealing and reenacting, with amendments,

Article – Education

Section 18–107(b) and 18–1401

Annotated Code of Maryland

(2006 Replacement Volume)

Ch. 296 2007 LAWS OF MARYLAND

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BY adding to

Article – Education

Section 18–14A–01 through 18–14A–03 18–14A–04 to be under the new subtitle

“Subtitle 14A. Dual Enrollment Grant Program”

Annotated Code of Maryland

(2006 Replacement Volume)

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Article – Education

18–107.

(b) (1) Except as otherwise provided in this title, money appropriated under this title that is not used by the end of the fiscal year may not revert to the State Treasury.

(2) All money retained under paragraph (1) of this subsection shall be used to make awards to students during subsequent fiscal years as provided in §§ 18–301, 18–706(f), 18–1401, **18–14A–01**, and 18–1501 of this title and § 13–613(d)(1) of the Transportation Article and may not be used for administrative expenses. 18–1401.

(a) In this section, “part–time student” means a student who is[:

(1) Enrolled] **ENROLLED** in a degree–granting program at an eligible institution and taking at least 6 but no more than 11 semester hours of courses each semester[; or

(2) Dually enrolled in a secondary school in the State and an institution of higher education].

(b) [(1)] In cooperation with the institutions of higher education in the State, the Commission shall establish and administer a grant program for undergraduate part–time students.

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[(2) Each institution of higher education that participates in the grant program shall establish criteria for awarding a grant or waiver to dually enrolled students.]

(c) A recipient of a part–time grant shall:

(1) Be a resident of the State; and

(2) [(i)] Have demonstrated a definite financial need according to criteria established by the Commission[; or

(ii) Be a dually enrolled student].

SUBTITLE 14A. DUAL ENROLLMENT GRANT PROGRAM.

18–14A–01.

(A) IN THIS SECTION, “DUALLY ENROLLED STUDENT” MEANS A STUDENT WHO IS DUALLY ENROLLED IN:

(1) (I) A SECONDARY SCHOOL IN THE STATE; OR

(II) A PROGRAM OF SECONDARY SCHOOL INSTRUCTION IN THE STATE; AND

(2) AN INSTITUTION OF HIGHER EDUCATION IN THE STATE.

(B) THE IN COOPERATION WITH INSTITUTIONS OF HIGHER EDUCATION IN THE STATE, THE COMMISSION SHALL ESTABLISH AND ADMINISTER A GRANT PROGRAM FOR DUALY ENROLLED STUDENTS.

(C) A RECIPIENT OF A DUAL ENROLLMENT GRANT SHALL:

(1) BE A RESIDENT OF THE STATE; AND

(2) BE A DUALY ENROLLED STUDENT; AND

(3) DEMONSTRATE FINANCIAL NEED ACCORDING TO CRITERIA ESTABLISHED BY THE COMMISSION.

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(D) FOR COURSES COMPLETED UNDER THE PROGRAM, A RECIPIENT OF A DUAL ENROLLMENT GRANT IS NOT REQUIRED TO RECEIVE CREDIT FROM A SECONDARY SCHOOL AND AN INSTITUTION OF HIGHER EDUCATION AT THE SAME TIME.

18–14A–02.

(A) FUNDS FOR THE DUAL ENROLLMENT GRANT PROGRAM SHALL BE:

(1) ADMINISTERED BY THE COMMISSION; AND

(2) DISTRIBUTED TO AN INSTITUTION OF HIGHER EDUCATION ON BEHALF OF A DUAL ENROLLMENT GRANT RECIPIENT ALLOCATED BY THE COMMISSION TO AN INSTITUTION OF HIGHER EDUCATION BASED ON THE NUMBER OF DUALY ENROLLED STUDENTS RECEIVING CREDIT FOR COURSES COMPLETED AT THE INSTITUTION.

(B) FUNDS FOR THE DUAL ENROLLMENT GRANT PROGRAM SHALL BE AS PROVIDED IN THE ANNUAL BUDGET OF THE COMMISSION BY THE GOVERNOR.

18–14A–03.

THE COMMISSION SHALL:

(1) ESTABLISH GUIDELINES FOR THE AWARDING OF DUAL ENROLLMENT GRANTS TO DUALY ENROLLED STUDENTS; AND

(2) ADOPT ANY OTHER GUIDELINES OR REGULATIONS NECESSARY FOR THE ADMINISTRATION OF THIS SUBTITLE.

18–14A–04.

AN INSTITUTION OF HIGHER EDUCATION THAT RECEIVES STATE FUNDS UNDER THIS SUBTITLE SHALL PROVIDE THE COMMISSION WITH AN ANNUAL AUDIT OF THE USE OF THE FUNDS.

SECTION 2. AND BE IT FURTHER ENACTED, That, beginning with the fiscal year 2009 State budget and each year thereafter, the Governor shall appropriate to the Maryland Higher Education Commission for the administration of the Dual

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Enrollment Grant Program established under Title 18, Subtitle 14A of the Education Article, as enacted by Section 1 of this Act, an amount not less than 10% of the amount

appropriated to the Commission for the administration of the Part-Time Grant Program established under Title 18, Subtitle 14 of the Education Article.

SECTION 2. AND BE IT FURTHER ENACTED, That on or before November 1, 2007, the Maryland Partnership for Teaching and Learning PreK – 16 Council shall provide the Governor and, in accordance with § 2-1246 of the State Government Article the General Assembly, a comprehensive list of recommendations that will surmount barriers to dual-enrollment and will facilitate dual-enrollment opportunities.

SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall take effect June 1, 2007. It shall remain effective for a period of 1 year 2 *years* and 1 month and, at the end of June 30, 2008 2009, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

Approved by the Governor, May 8, 2007.

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