

Purposeful Pathways: Leveraging FAST and HB8 to strengthen the impact of dual credit

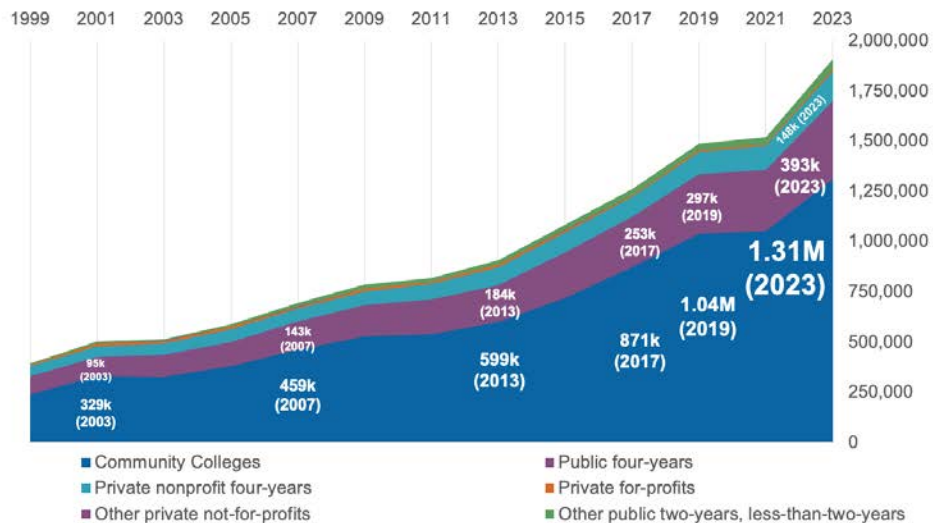
John Fink, Community College Research Center

Dr. Marissa Moreno, Lee College

Talent Strong Texas Pathways Institute #1: November 13, 2025

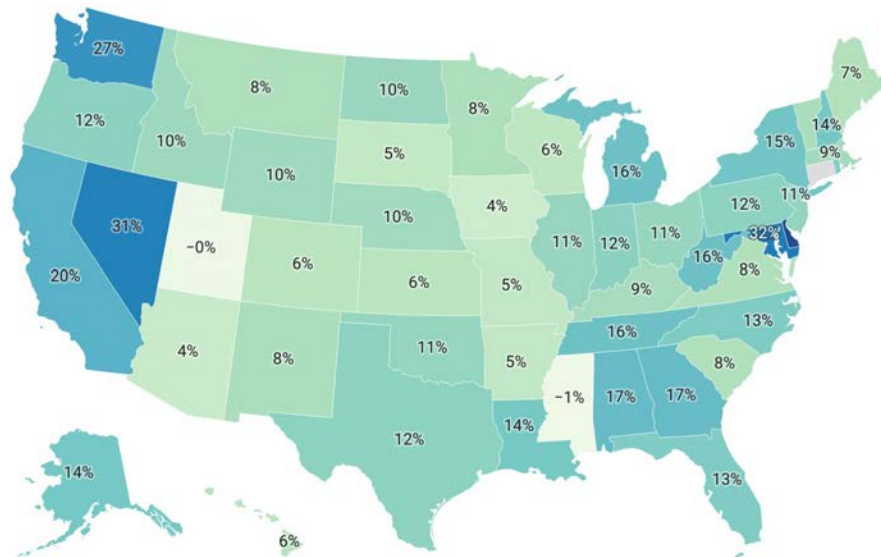
Dual enrollment has doubled in the past decade and grew 13% in the past year from 2.5 to 2.8 million

Growth of Dual Enrollment, Fall Enrollments 1999-2023



One-Year Growth of Dual Enrollment, 2022-23 to 2023-24

Change from AY2022 to AY2023
-1% 44%

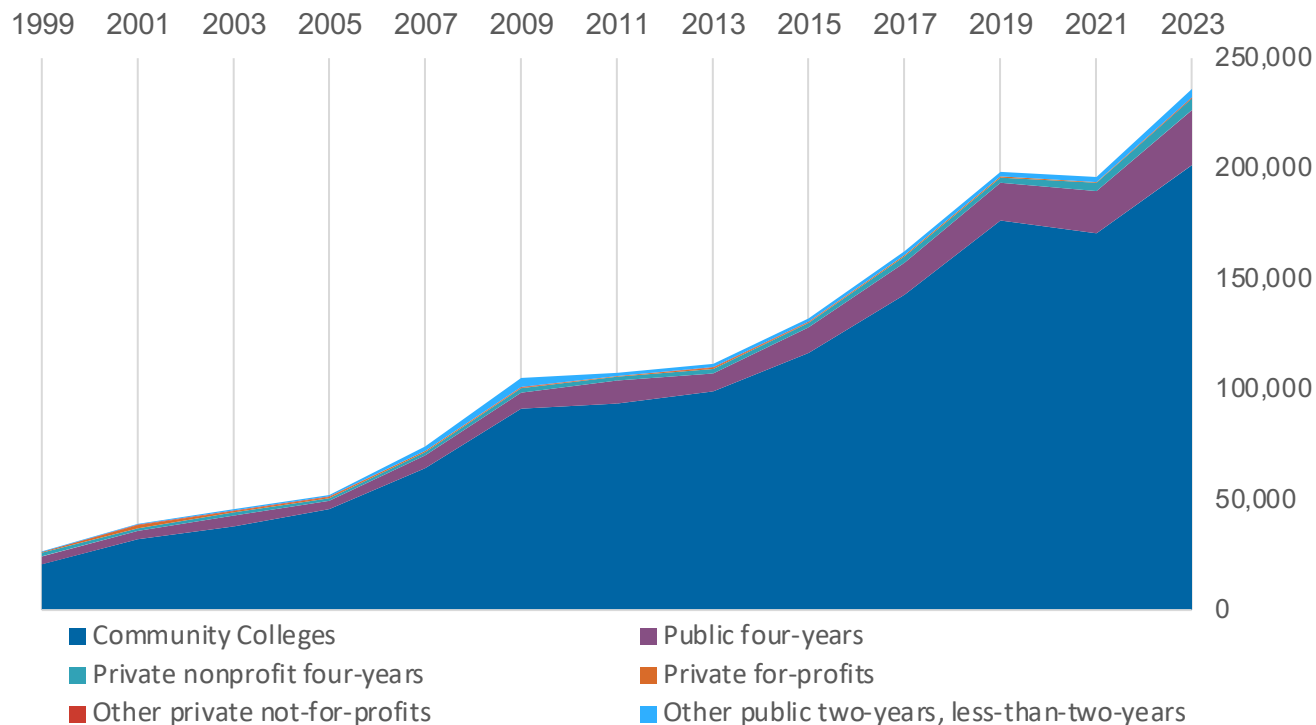


Connecticut excluded from this analysis due to known issues with underreporting in AY2022 that appear to be corrected in AY2023

Texas Dual Credit 1999-2023

IPEDS Fall Enrollments

*Fall Undergraduate Enrollments among
Students Aged 17 or Younger*



Expansion of Texas Dual Credit Concentrated at Community Colleges

New research on the college and earnings trajectories of Texas high school students who take accelerated coursework

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Teachers College, Columbia University



TEXAS
The University of Texas at Austin

With the support of



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Promising Combinations of Dual Enrollment, AP/IB, and CTE

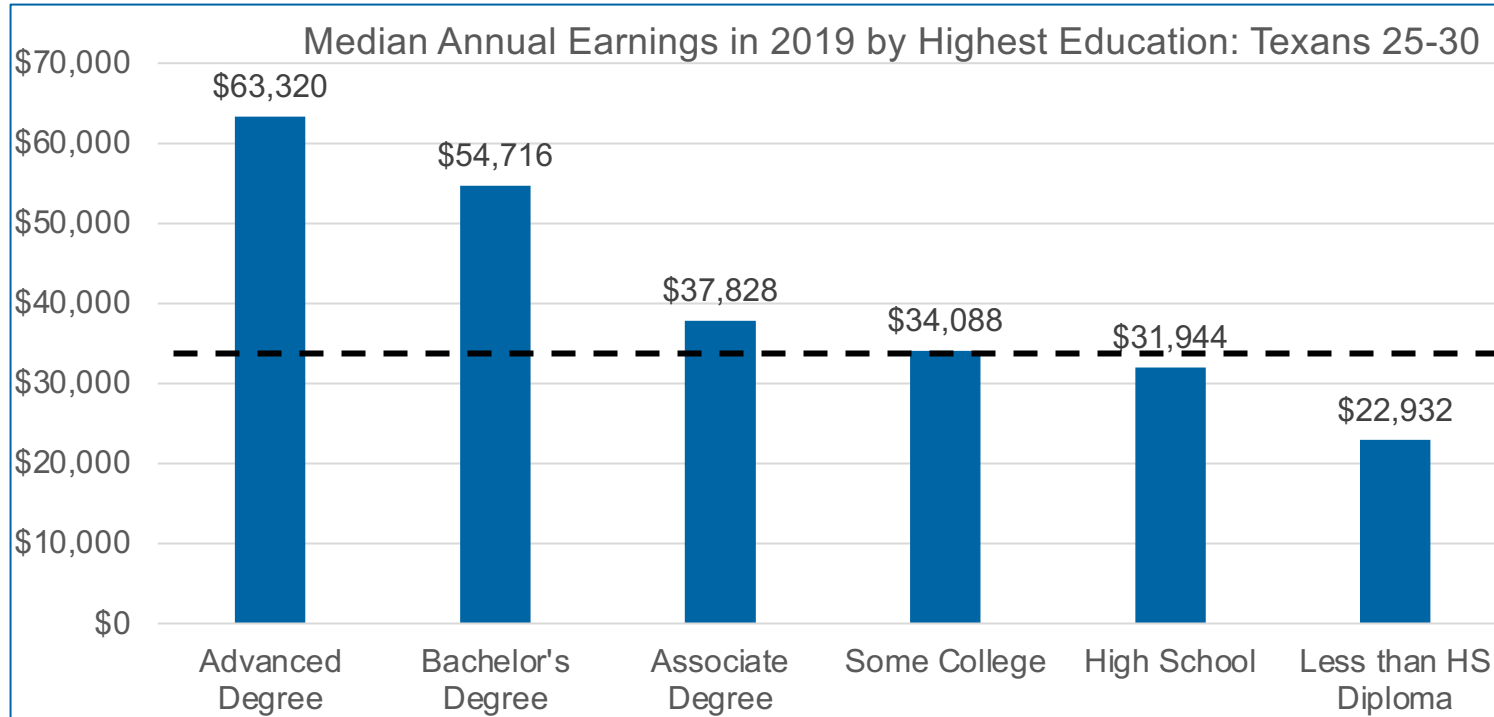
The College and Earnings Trajectories of Texas High School
Students Who Take Accelerated Coursework

Tatiana Velasco | Wonsun Ryu | Lauren Schudde | Karissa Grano | Davis Jenkins | John Fink



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Teachers College, Columbia University

Even at entry-level, family-supporting, career-path jobs in Texas require at least an AAS, if not a bachelor's degree.



TX avg. living-wage=\$34,900 (2019\$)

High school students have access to diverse college-and-career accelerated coursework options, and prior research shows these can lead to different outcomes post-high school.



High school students can take:

- ✓ A la carte Dual Enrollment (DE)
- ✓ Career and Technical Education (CTE) courses
- ✓ Advanced Placement and International Baccalaureate (AP/IB)
- ✓ Early College High School / P-TECH

And these
courses can
shape student
trajectories

In postsecondary education

- Increased postsecondary enrollment
- Increased credential completion
- Shorten time to a credential

In the workforce

- Better earnings
- Increased employment
- Better chances of a good job

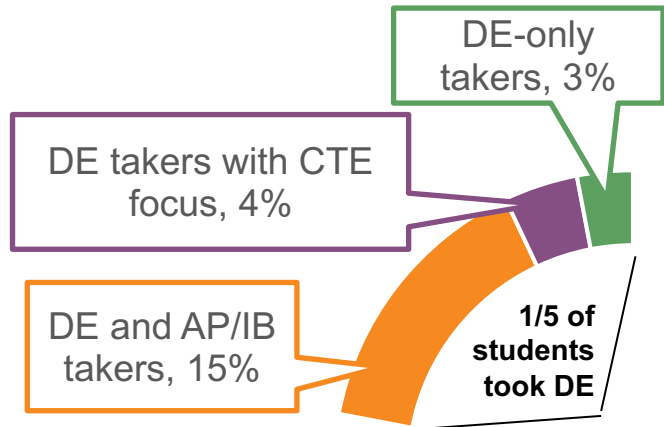
We defined six college-and-career accelerated coursework as mutually exclusive categories characterizing how students combined DE with AP/IB and CTE courses.

Profile name	Accelerated Coursework		
	Attempted		
	DE (1+ course attempted)	AP/IB (1+ course attempted)	CTE focus (10+ courses attempted)
DE-only takers	X		
DE takers with CTE focus	X		X
DE and AP/IB takers	X	X	Some
AP/IB takers, no DE		X	Some
CTE focus only			X
No acceleration			

Texas Public High School Students

- Cohorts expected to graduate in 2015–16 and 2016–17
- Tracked college attainment and earnings up to 6 years after high school

Promising Combinations, Untapped Potential



Texas High School
Class of 2022 (n=374k)

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Promising Combinations of Dual Enrollment, AP/IB, and CTE

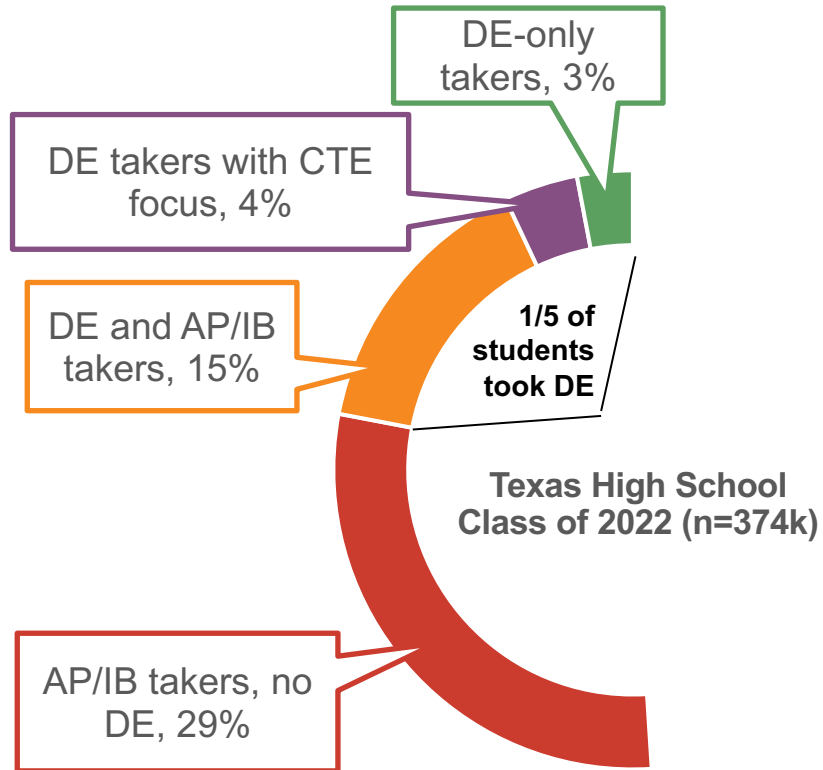
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[Velasco et al., 2025](#)

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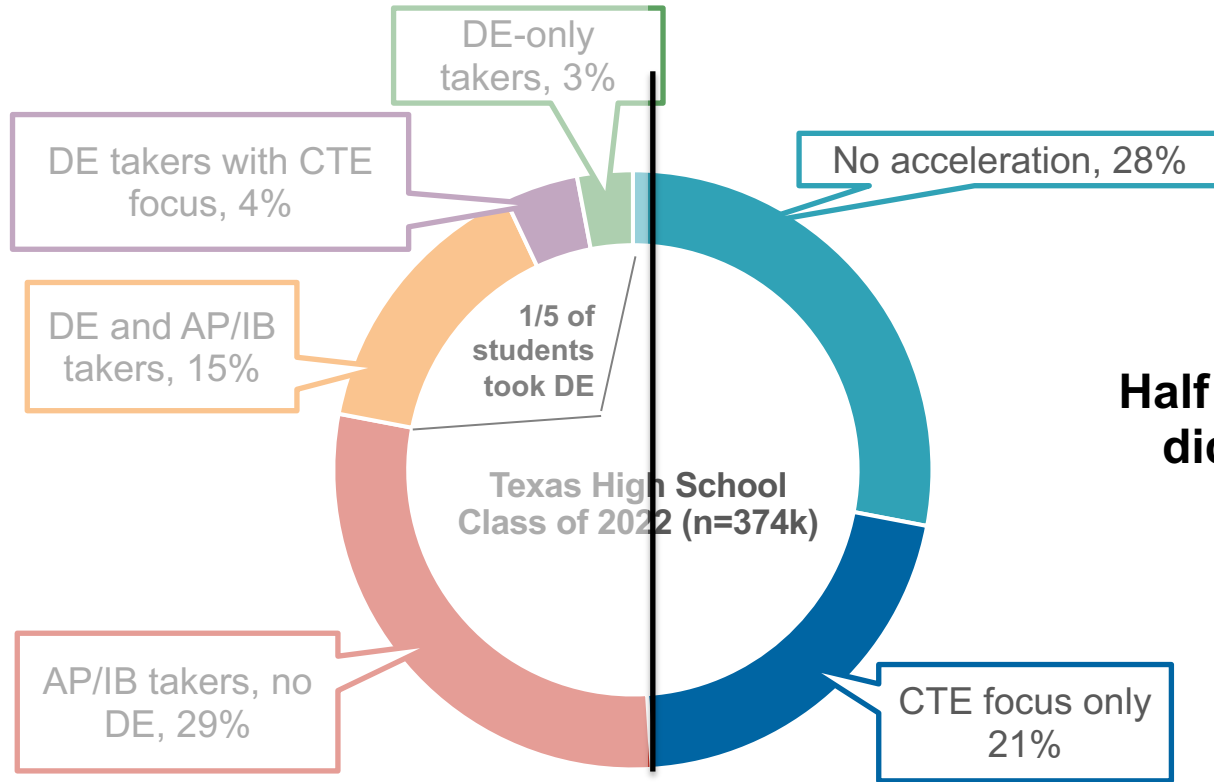
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[Velasco et al., 2025](#)

Half of Texas HS Students did not take DE or AP/IB

Overrepresented:

Men, Black, & low-income students

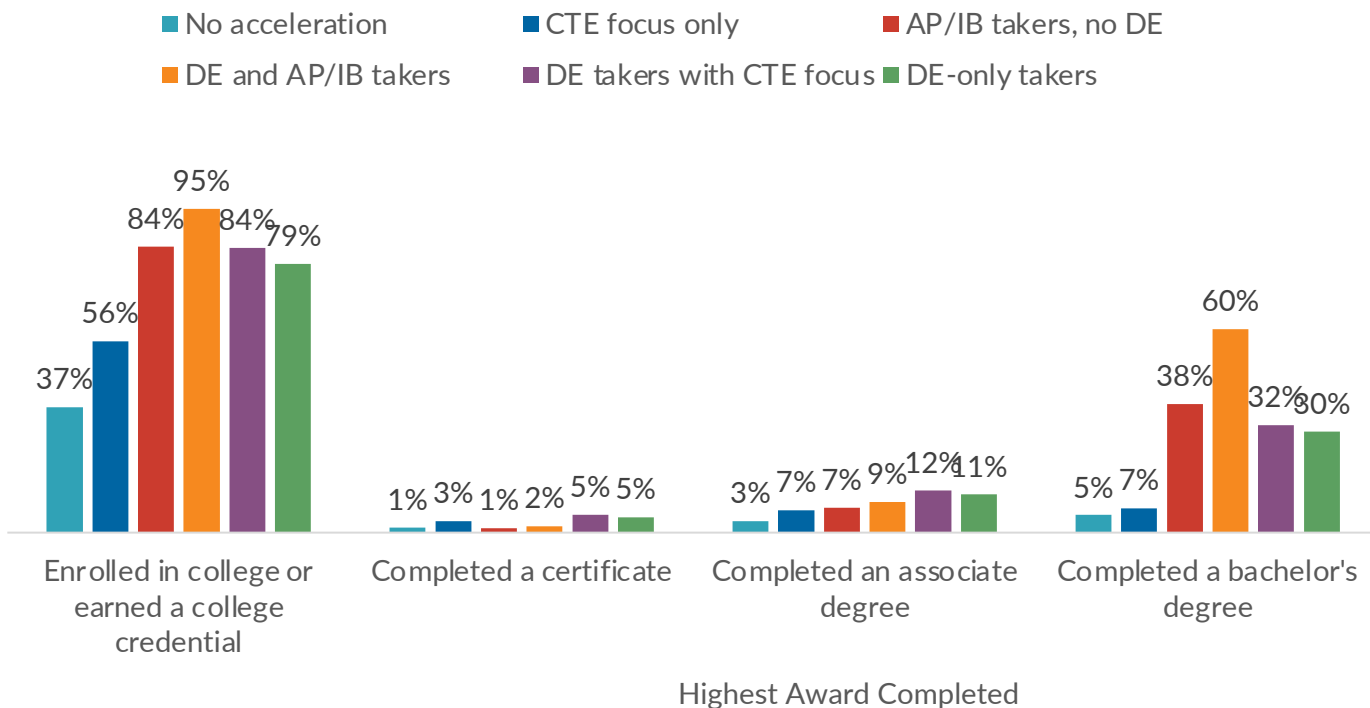
56-57% men (51% baseline)

14-18% Black (13% baseline)

62-65% low-income (54% baseline)

Students who took college-and-career accelerated coursework have high postsecondary attainment by age 24, especially when combined with DE.

College Enrollment and Highest Postsecondary Attainment Among Texas Public High School Students by Age 24

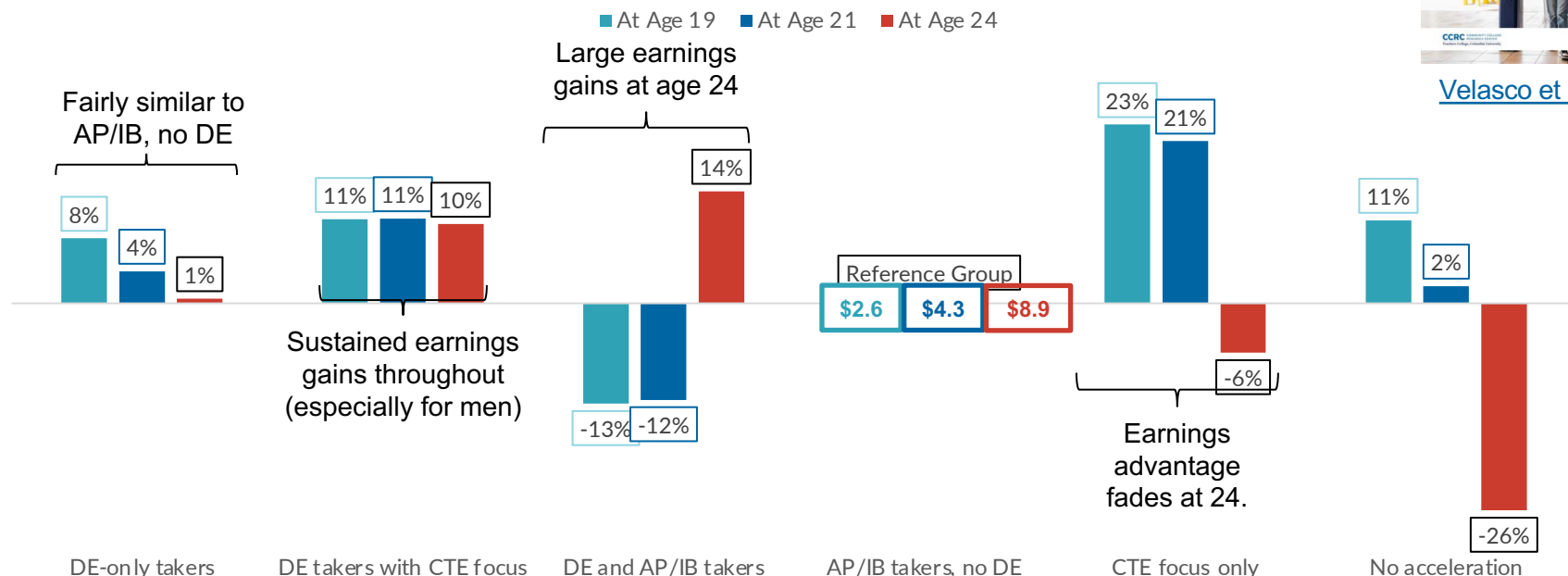


By age 24:

- Only 10% of students with no accelerated coursework had accrued a credential. This rate is lower among men (8%), Black and Hispanic students (8% each).
- 60% of DE and AP/IB students earned a bachelor's degree – the highest of all groups.
- 32% of DE takers with a CTE focus had earned a bachelor's, compared to 7% among the CTE focus only.

DE in combination with other accelerated coursework is associated with significant earnings gains by age 24

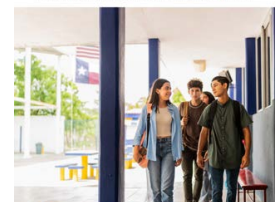
Regression-adjusted Differences in Quarterly Earnings by Coursetaking Profiles



REPORT | OCTOBER 2025

Promising Combinations of Dual Enrollment, AP/IB, and CTE: The College and Earnings Trajectories of Texas High School Students Who Take Accelerated Coursework

Talena Velasco | William Ray | Lauren Schulte | Karissa Grimes | David Jenkins | John Pyle



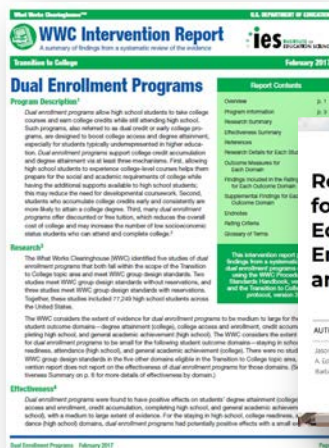
[Velasco et al., 2025](#)

Regression-adjusted estimates of the average quarterly earnings by each age group. All estimates are in reference to “AP/IB takers, no DE” earnings. Controls: gender, race, income background, TAKS test scores, student ranking, and high school characteristics.

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A large body of research shows that DC works as a lever for expanding college access & attainment...

...and that shows that DC benefits underserved students.



Reviews & Meta-Analyses

Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice

Chapter 3 A Review of Empirical Studies on Dual Enrollment: Assessing Educational Outcomes

Brian P. An and James L. Taylor

3.1 Introduction

More than ever, high school students in the United States have educational goals. That is, most high school students expect to attend college. Furthermore, while there are qualitative literature reviews relating to dual enrollment and student outcomes, there has not been a quantitative synthesis of literature relating to the findings of this research. Accordingly, we conduct a quantitative literature review involving the academic outcomes of higher education enrollment, persistence, performance, and degree attainment. Using meta-analytic techniques, we find that across the 162 study effect sizes included in our analysis, participation in dual enrollment programs was positively associated with grade point average (GPA), total earned college credits, college enrollment, early persistence, degree attainment, and full-time attendance. Also, we find negative associations between dual enrollment and time to graduation and total semesters enrolled in college, indicating these programs can help students graduate college more quickly.

The transition from high school to college therefore is not successful for many students. Although high schools often maintain a "college for all" ethos, many

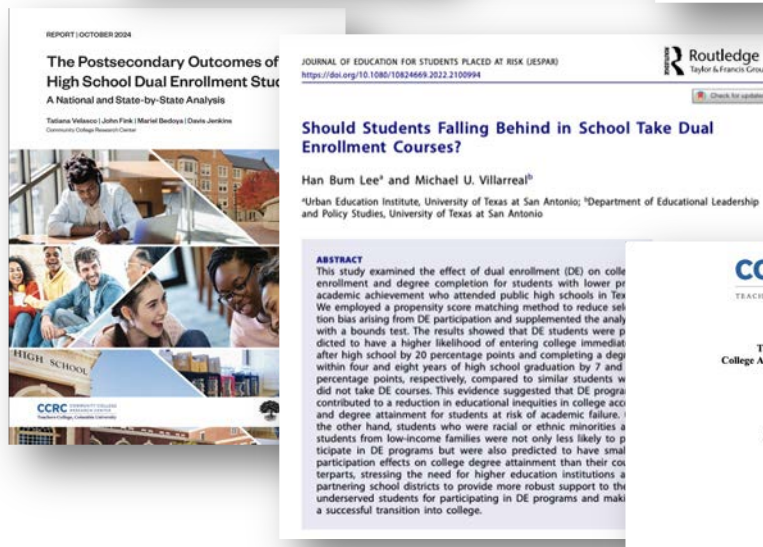
Article

A Systematic Review and Meta-Analysis of Dual Enrollment Research

Tracey King Schaller¹, P. Wesley Routon¹, Mark Allen Partridge¹, and Reanna Berry¹

Abstract

Given the current surge in student participation in dual enrollment programs, an updated synthesis of literature relating to how these programs impact students is warranted. Furthermore, while there are qualitative literature reviews relating to dual enrollment and student outcomes, there has not been a quantitative synthesis of literature relating to the findings of this research. Accordingly, we conduct a quantitative literature review involving the academic outcomes of higher education enrollment, persistence, performance, and degree attainment. Using meta-analytic techniques, we find that across the 162 study effect sizes included in our analysis, participation in dual enrollment programs was positively associated with grade point average (GPA), total earned college credits, college enrollment, early persistence, degree attainment, and full-time attendance. Also, we find negative associations between dual enrollment and time to graduation and total semesters enrolled in college, indicating these programs can help students graduate college more quickly.



Should Students Falling Behind in School Take Dual Enrollment Courses?

Han Bum Lee^a and Michael U. Villarreal^b

^aUrban Education Institute, University of Texas at San Antonio; ^bDepartment of Educational Leadership and Policy Studies, University of Texas at San Antonio

ABSTRACT

This study examined the effect of dual enrollment (DE) on college enrollment and degree completion for students with lower pre-academic achievement who attended public high schools in Texas. We employed a propensity score matching method to reduce selection bias arising from DE participation and supplemented the analysis with a bounds test. The results showed that DE students were predicted to have a higher likelihood of entering college immediately after high school by 20 percentage points and completing a degree within four and eight years of high school graduation by 7 and percentage points, respectively, compared to similar students who did not take DE courses. This evidence suggested that DE programs contributed to a reduction in educational inequities in college access and degree attainment for students at risk of academic failure. The other hand, students who were racial or ethnic minorities or students from low-income families were not only less likely to participate in DE programs but were also predicted to have small participation effects on college degree attainment than their counterparts, stressing the need for higher education institutions or partnering school districts to provide more robust support to the underserved students for participating in DE programs and make a successful transition into college.

Can Dual Enrollment Algebra Reduce Racial/Ethnic Gaps in Early STEM Outcomes? Evidence from Florida

Summary Research Report

Coronica Minaya

February 2021

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

The Impact of Dual Enrollment on College Application Choice and Admission Success

Vivian Yuen Ting Liu
The City University of New York

Venonica Minaya
Community College Research Center
Teachers College, Columbia University

Du Xu
University of California, Irvine

December 2022

CCRC Working Paper No. 129

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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Reflection Questions

- What are your big-picture goals for dual credit? What are you trying to achieve for your students and communities?
- What challenges do you face in expanding access to high-quality dual credit offerings connecting to pathways?
- What new opportunities or challenges have emerged with the implementation of HB8 and FAST?

Our Research Focus: Expanding College Access and Success Through Dual Enrollment

The Dual Enrollment Playbook

A Guide to Equitable Acceleration for Students

THE AMPLIFY INSTITUTE
COLLEGE ENROLLMENT PROGRAM

THE AMPLIFY INSTITUTE
EDUCATION & SOCIETY PROGRAM

CCRC COMMUNITY COLLEGE
RESEARCH CENTER

The Dual Enrollment Playbook:
A Guide to Equitable
Acceleration for Students
(October 2020)

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RESEARCH CENTER

Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School

By John Poth and David Jordine

In this report, we present a model for rethinking dual enrollment—through which over 1.5 million high school students take courses for college credit each year—as a more equitable on-ramp to college degree programs that prepare students to secure well-paying, career-path employment in their 20s. We describe emergent efforts by early adopter institutions of whole-college guided pathways reforms to expand access to dual enrollment for students from groups underserved in college and to redesign dual enrollment offerings and supports so that students can more readily pursue a postsecondary degree program in a field they are interested in directly after high school. This model, which we call dual enrollment equity pathways (DEEP), reflects a change in mindset from colleges' and high schools' conventional approach to dual enrollment. Conventional dual enrollment programs are sometimes described as "programs of privilege" because of access, course and barrier to participation as "random acts" because of inefficient institutional design and inaccessibility in terms of where the coursework can fit into postsecondary pathways aligned to students' interests.

We present a conceptual model for DEEP and the research to support its four main areas of practice: (1) outreach to underserved students and schools; (2) alignment to college degrees and careers in fields of interest; (3) early career and academic exploration, advising, and planning; and (4) high-quality college instruction and academic support. It is worth noting that DEEP practices reflect the current scholarship and evidence supports evident in early college high schools, which research has shown to be effective in increasing college-going and completion among students from underserved groups. The DEEP approach applies these elements to the much more common 1-2 course form of dual enrollment coursework, with the potential to benefit hundreds of thousands of students each year. We conclude by pointing to growing investments and opportunities for colleges, schools, and state systems to implement DEEP practices at scale and by identifying costs associated with DEEP implementation.

The DEEP model equips access to dual enrollment for underserved students and redesigns offerings and supports so that students can pursue a postsecondary degree program directly after high school.

Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School
(October 2023)

REPORT | OCTOBER 2023

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DEEP Insights

Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity

John Poth, Sarah Griffin, Audrey Garcia Talbot, David Jordine, Maggie P. Fay, Cal Rimmer, Lauren Schuchler, Jessica Strager

DEEP Insights: Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity (October 2023)

RESEARCH BRIEF

Community College Research Center | September 2024

What Do Dual Enrollment Students Want? Elevating the Voices of Historically Underserved Students to Guide Reforms

By Audrey Garcia Talbot

Nearly 2.5 million students in the United States are taking college courses in high school through dual enrollment (DE) (Poth, 2024). Research suggests DE participants increase the likelihood of attending college and obtaining a degree, missing opportunities for historically underserved communities to gain access to higher education (Poth & Jordine, 2023; Skrine, 2022). Yet, exclusionary policies, practices, and perceptions—such as course policies that limit funding for DE and course cost burdens to families, insufficient institutional outreach to underserved communities, and assumptions about where DEs should fit—have led to an underrepresentation of low-income, American Indian, Black, Hispanic, Pacific Islander, and multiracial students (Poth & Jordine, 2023; Taylor et al., 2022). Educators, educators, policymakers, and others have begun to promote equity in DE. Nevertheless, they are collaborating increasingly to investigate inequitable DE policies and practices (Taylor et al., 2022), and they are generating promising reforms such as those described in the dual enrollment Playbook (Poth et al., 2023) and the dual enrollment equity pathways (DEEP) framework (Poth et al., 2023), which aim to redesign DE to increase access and supports for underserved students.

Educators, policymakers, and others have begun to prioritize equity in dual enrollment. They are calling on researchers to examine practices, and they are promoting reforms aimed at increasing access and supports for underserved students.

What Do Dual Enrollment Students Want? Elevating the Voices of Historically Underserved Students to Guide Reforms (September 2024)

From “Random Acts” to Purposeful Pathways

Conventional Approach

Who is it designed for?	Primarily students who are already headed to college after high school
What courses are offered?	Primarily gen eds or whatever is easy to offer based on teacher availability
What is the approach to teaching?	Reliance on qualified HS teachers with limited quality control and professional development
What academic supports are provided?	Ad hoc, if students reach out for help
What college advising is provided?	Advising from the college available to students who seek it out
Business model	Lower costs, lighter supports, less re-enrollment after high school

From “Random Acts” to Purposeful Pathways

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DEEP Approach

All students, especially those who might not otherwise pursue further education after high school

Foundational coursework (including general education courses) aligned to college degree programs in fields of interest to students

Strong quality control and professional development through collaboration with college faculty and programs

Unavoidable and proactive academic support, frontloaded for new DE students

College-provided advising for all students at key checkpoints to help explore interests and create an individualized post-high school learning plan

Higher costs, more supports, greater downstream revenues

DEEP Framework Extends Guided Pathways to High School through Dual Enrollment



Outreach

Outreach to Underserved Students & Schools



Support

Support Students by Delivering High-Quality Instruction



Alignment

Align DE to College Degrees & Careers



Advise

Advise Students to Explore Interests and Develop Plans

Outreach to Underserved Students and Schools

Focus outreach on underserved high schools, students, and communities.

Start outreach before high school.

Leverage community connections to build awareness.

Build trust with and educate parents and families.

Use high school grades as an alternative to placement testing for eligibility.

Background Image: Miami Dade College

Big Brother Big Sister Kickball Game and Dual Enrollment Information Session

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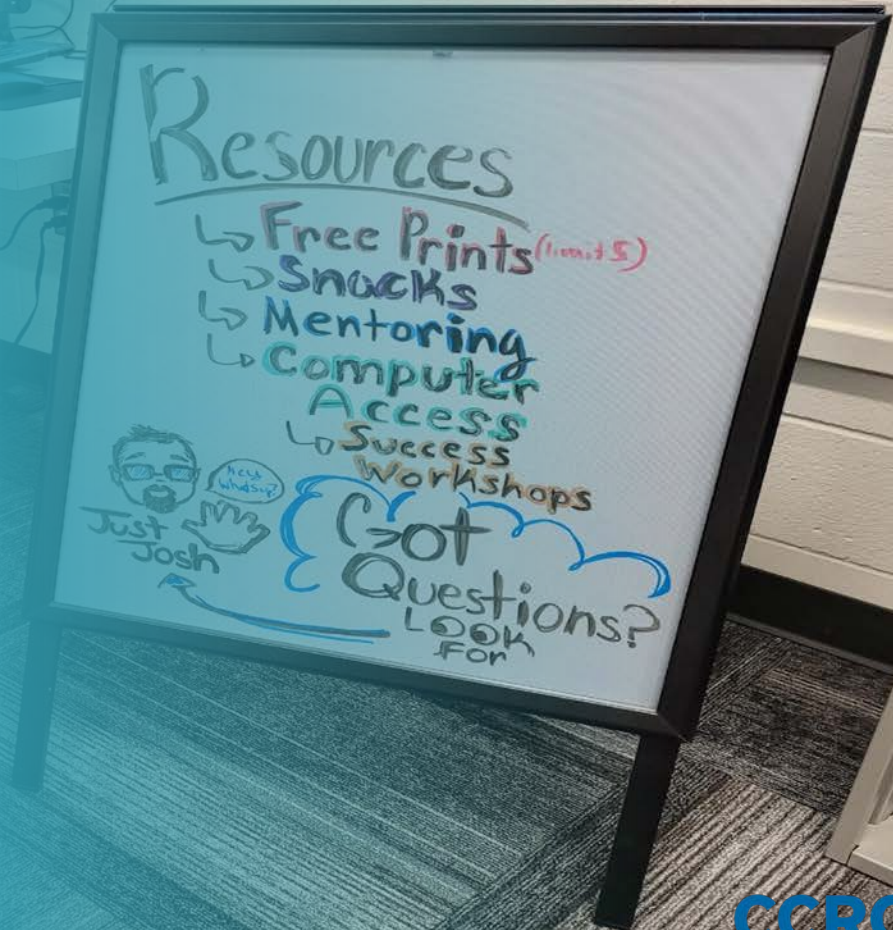
Support Students by Delivering High-Quality Instruction

Scaffold coursework and front-load supports.

Respond quickly when students are struggling.

Provide additional, structured support for online classes.

Support DE instructors and monitor quality.

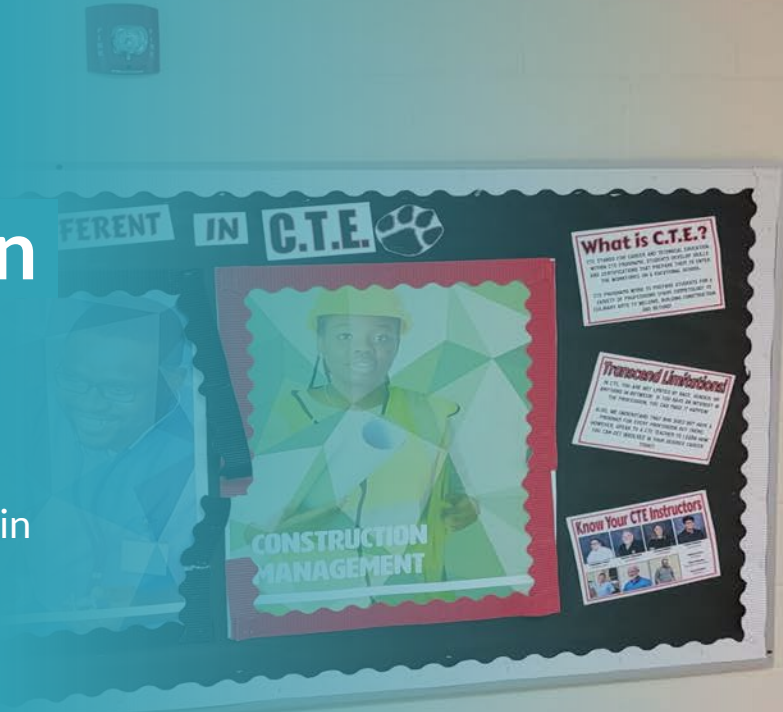



Align DE to College Degrees and Careers in Fields of Interest

Inventory current DE offerings.

Map DE offerings to college degree programs in fields of interest.

Embed DE offerings in career-connected high school programs.



The background image shows a bright, modern college lounge or common area. In the center, two students are sitting at a wooden table, engaged in conversation. The room features a kitchenette with dark cabinets and a stainless steel refrigerator. There are several blue armchairs and a patterned carpet. A string of autumn-themed decorations hangs across the room. The overall atmosphere is casual and supportive.

Advise Students to Explore Interests and Develop Career Path Plans

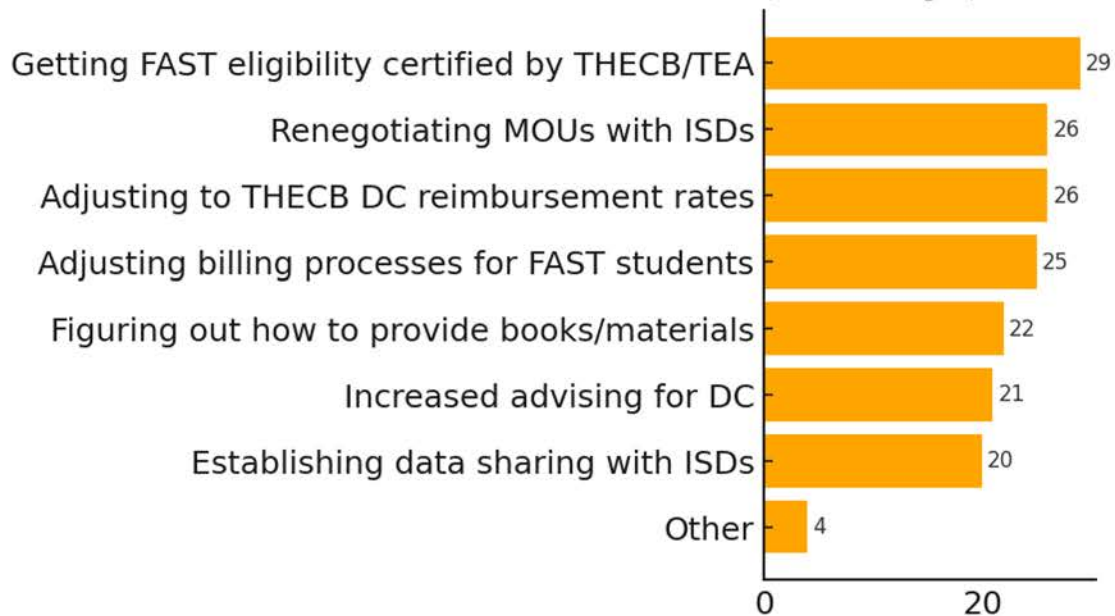
Showcase DE to support exploration.

Coordinate advising roles across sectors.

Help students develop a college program plan and provide checkpoint advising.

How are colleges responding to FAST?


Q31 - Which of the following has happened or is happening at your college as part of implementing House Bill 8's FAST program?
(N=32 colleges)



Leveraging State Policy Changes to DEEPen the Impact of Dual Credit



Dr. Marissa Moreno
Associate Vice President of
Transfer & Educational
Partnerships,
Lee College



School & College Partnerships
Dr. Priscilla Sanchez
psanchez@lee.edu | 281-425-6580

Dual Credit Non Degree Seeking Onboarding & Enrollment Plan

Purpose
To ensure dual credit students, particularly those who are strategically onboarded, placed in appropriate course instruction begins. This plan bridges enrollment process ensuring students are set up for success from the moment support throughout the student's enrollment.

1. Joint Investment Framework
Success in dual credit requires coordinated responsibility between students/families.

Lee College Will:

- Provide clear pre-enrollment guidance on course sequencing, and onboarding at Lee College
- Deliver rigorous instruction with alignment to dual credit standards
- Assign faculty liaisons and division chairs to monitor academic progress and dual credit term
- Share student progress reports and support services with dual credit students
- Monitor engagement, student attendance, and academic advising, onboarding, standards.

ISD Partners Will:

- Supply timely student data and facilitate enrollment
- Identify and refer eligible students to dual credit programs
- Provide structured time, space, and resources for dual credit students
- Support Lee College by connecting with dual credit students
- Align dual credit course selections to dual credit standards
- Communicate support expectations at enrollment steps
- Actively engage in dual credit course sequencing
- Take ownership of their academic success
- Transition to degree-seeking at 15 SC toward a credential or transfer goal.

2. Key Onboarding Components

A. Academic Readiness Orientation

- Overview of college-level expectations, dual credit standards
- Explanation of standardized assignments, and consistency plan (Appendix A)

B. Support Services Introduction by Dual Credit Programs

- Clear guidance on when and how to request academic help
- Direct sign-up for early intervention programs for students identified as at-risk
- Live demos of Writing Center, Math Lab, tutoring booking systems

C. Technology Access & Training by Dual Credit Programs

- OneLogin, Blackboard navigation, and email setup
- Accessing course syllabi, rubrics, and grading policies
- Submitting assignments and checking grades online

D. Student Commitment Agreement

- Signed acknowledgment of rigor expectations, attendance requirements, and intervention participation.
- Commitment to proactive communication with faculty and advisors.

3. Engagement & Support Timeline

Phase	Timeframe	Actions	Responsible Parties
Application & Admissions	3-4 months before start	Process applications, verify eligibility, collect parent consent	ISD Counselors & LC DCP
Pre-Advising Data Collection	3 months before start	Share academic history, prior DC credits, assessment data	ISD Counselors
Course Selection & Placement	2-3 months before start	Match students to appropriate courses	LC DCP & ISD Counselors
Onboarding Session	2-4 weeks before start	Academic readiness, tech training, support services, student agreement	LC & ISD Joint
First Week Readiness Check	Week 1	Confirm college course access, roster verification, flag any barriers	LC DCP
Early Engagement Check-in	Week 2	Quick advisor touchpoint to confirm course engagement, review attendance, & student support to address early issues (e.g., text book access, food, transportation, schedule)	LC DCP Advisors
First Progress Report	Week 4	Faculty submit progress notes, interventions for low-performing students	Faculty & LC DCP Advisors
Mid-Term Engagement Check-in	Week 8	Faculty submit progress notes, DC Advisor meeting with flagged students; adjust support plan if needed	Faculty & LC DCP Advisors
Transition Communication	Week 10	Discuss transition of status to degree-seeking with students approaching 15 hours, set educational plan, address readiness.	LC DCP Advisors
Final Engagement Check-in	Week 12	Review attendance, coursework completion, and readiness for finals	LC DCP Advisors
End-of-Term Review	Final Week	Gather final grades, identify patterns for next term's onboarding, submit data to shared groups	LC DCP & Academic Affairs

Additional Built-In Supports:

- Mandatory Lee College Advisor Meetings** for students flagged at progress report checkpoints
- Tutoring Referrals from Instructor** tied to course pre-assessment and faculty feedback
- Faculty-DC Advisor Collaboration** through Academic Support Referrals (ASR)
- Parent/Guardian Communication** of supporting dual credit students and expectations of college students

Dual Credit Onboarding & Enrollment Plan | 2

Access Lee College's Non-Degree Seeking Plan



FAST Scholarship + HB8 Performance Funding + Non-Degree Seeking TSI Exemption



Access Lee College's Non-Degree Seeking Plan



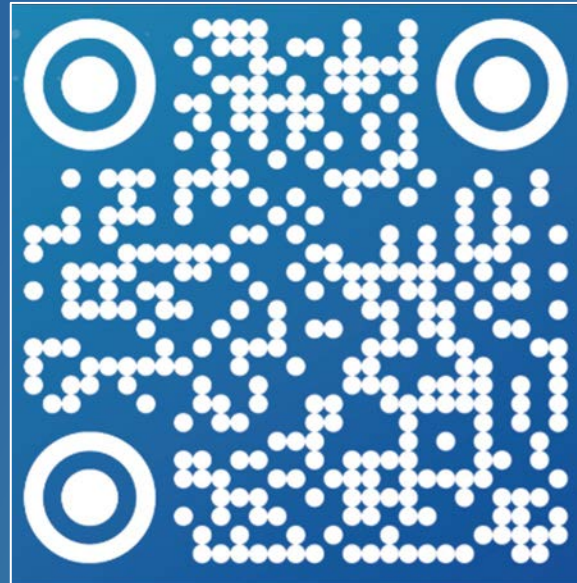
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**How Are We Going to Pay
For This?**

A New Business Model

New Research From CCRC



Find the report at ccrc.tc.columbia.edu.

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Conventional Versus DEEP Approaches

DEEP Practice Area	Example Practice	Associated Costs
Outreach efforts to promote dual enrollment	Proactive marketing and recruitment to underserved K-12 schools and communities	Adequate staff to provide single point of contact and support for numerous partner high schools
Alignment of dual enrollment coursework	DE offerings mapped to postsecondary CTE degrees and bachelor's major pathways	Adequate staff time to plan course offerings and instructor availability by high school to avoid "random acts"
Advising provided by the college	College provides advising to all students in collaboration with high school counselors;	Adequate staffing to provide individualized advising and planning assistance
High-quality instruction and support	DE students exposed to instruction by college faculty on college campuses and where possible in classes with post-high-school students Proactive academic and nonacademic support for DE students	Extensive quality control, professional development, and support for instructors who are high school teachers Faculty or staff time to proactively identify and support struggling students Learning management, early alert, and online tutoring systems for DE students
Close working partnerships with K-12	Day-to-day communication with K-12 partners to support planning, operations, and troubleshooting	Adequate staff time to coordinate planning and operations and to troubleshoot with numerous, often widely dispersed schools

Potential Incentives for DEEP Investments

K-12 schools

- Can offer new and attractive programs in partnership with colleges
- Can attract students and families looking for college acceleration options
- Improved high school graduation, college-going and other student outcomes, particularly for underserved populations and schools
- Gains in state performance reporting and funding

Employers

- “Grow-your-own” talent development strategy: Generates a reliable supply of employees with specific knowledge and skills catered to industry needs that also better reflect the specific make-up of the local community
- Helps students gain early awareness and exploration of career opportunities that can promote better matching with jobs, more career advancement opportunities, and less employee turnover

Colleges

- Expands the pool of potential college-going students after high school
- Downstream benefits to retention, completion, and statewide performance funding by increasing re-enrollment of former DE students after high school
- Reputational benefits (generating public support to sustain or increase local funding)

Conventional DE and DEEP Business Models



Lower costs: Minimal investments made to cover DE program operations

Lighter supports, designed for students who are already college-bound

Less re-enrollment after high school means lower downstream revenues



Higher costs: More investments to scale DEEP practices to implement DE as an on-ramp to college and career pathways

More supports, designed for all high school students

Greater downstream revenues from more students re-enrolling after high school instead of not pursuing any postsecondary education and training

Key Strategies

1. Establish a “DEEP” mindset by committing to dual enrollment as an accessible pathway to college and careers for every student
2. Leverage the college’s core staff, facilities, and technology resources to support a DEEP experience for students
3. Partner with K-12 schools to maximize available resources for DEEP
4. Strategically invest financial resources to scale DEEP practices

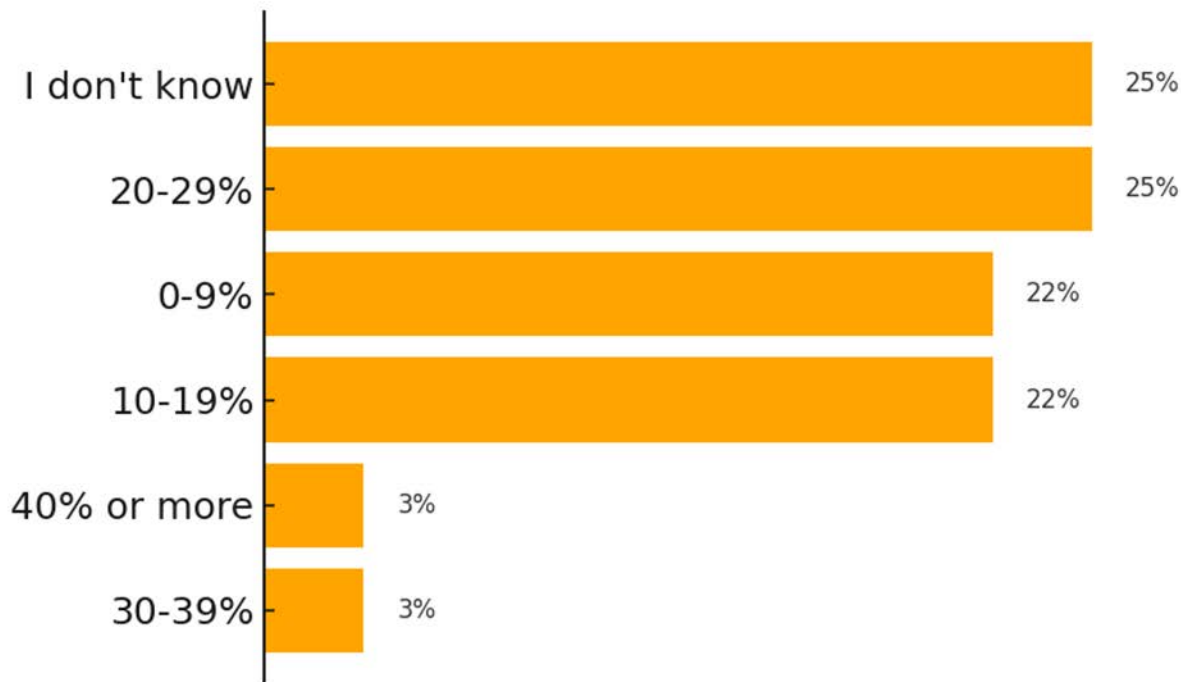
4. Invest financial resources strategically

Such as:

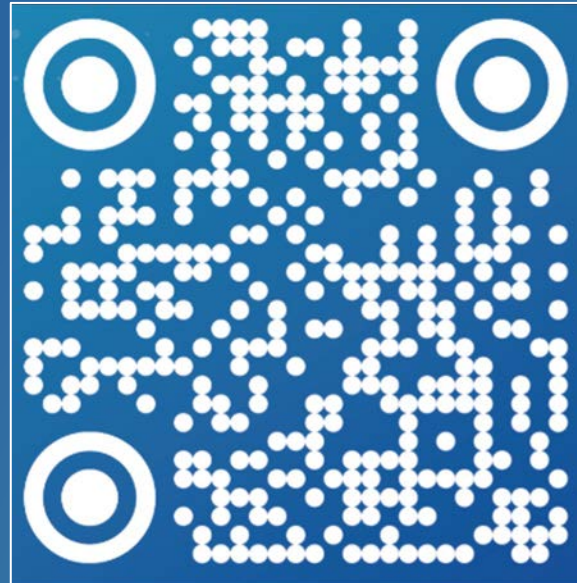
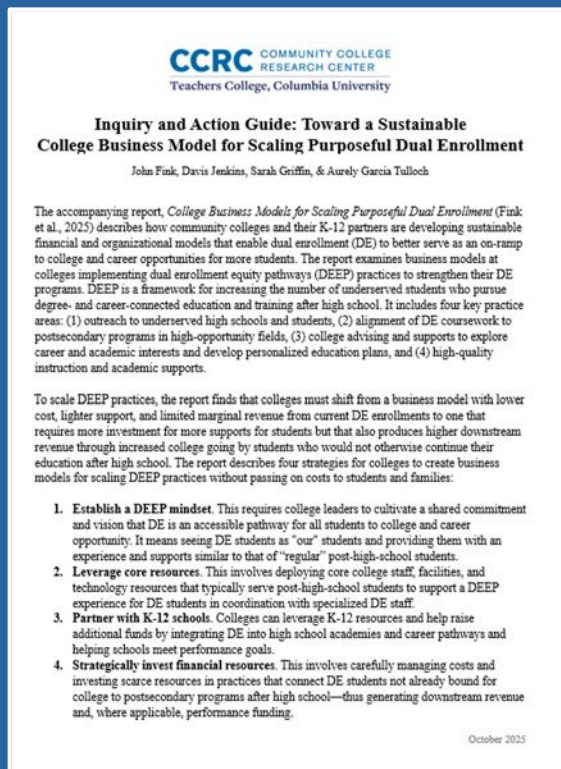
- Measure and closely monitor dual enrollment costs
- Implement a sustainable pricing model that balances variable costs and returns
- Keep costs low and prioritize investments in underserved students and schools
- Capitalize on state and local workforce development funding
- Generate performance funding and reinvest in strengthening dual enrollment program supports
- Generate downstream revenue by increasing post-high-school matriculation of DE students

TX Colleges: Re-enrollment (yield) rates rarely above 30%

Approximately what percent of former DE students reenroll at your college in their first year after high school?
(N=32)



Take Action Using the Inquiry & Action Guide



Find the guide at ccrc.tc.columbia.edu.

CCRC

Overview of Action Steps

Action Steps Presented in This Guide

Phase 1. Self-Study and Gap Analysis to Identify DEEP Implementation Priorities	3
(1a) Produce a snapshot of your college's current DE program, including costs and revenues.	3
(1b) Inventory how dual enrollment is currently organized, staffed, and resourced.	7
(1c) Assess current DE practices using the DEEP framework to help identify priorities for improvement.	8
Phase 2. Planning and Execution of DEEP Practice Implementation Goals	11
(2a) Map resources available and needed for high-priority DEEP practice implementation goals. ...	11
(2b) Identify opportunities to redeploy current college resources.	12
(2c) Generate additional resources needed to scale DEEP practices.	13

Resource Mapping

Table 5. Resource Mapping for DEEP Practice Implementation

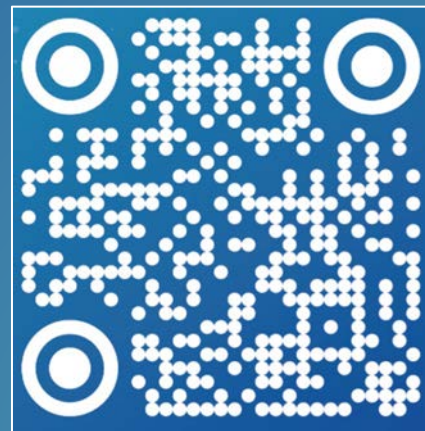
Example responses in italics

DEEP practice implementation goal: <i>We will increase advising and development of college program plans such that more than 80% of our DE students have completely mapped out an individualized college program plan by the end of next academic year.</i>			
Area	Current resources & unmet need	Opportunities to redeploy core college resources	New resources needed
Staffing	<i>Currently, 2 staff advise 2,000 students; need 2–3 more for reasonable caseloads. Most DE students take a college success course, but planning and advising is limited as a part of the course.</i>	<i>College advising office has 10 staff, with declining enrollments and caseloads. College success course could include group advising and planning time.</i>	<i>Hire 2–3 more advisors if we cannot redeploy other college advisors. DE staff and college advisors need time to work with college success course instructors to redesign course elements.</i>
Technology and systems/processes	<i>No system to track DE advising notes.</i>	<i>College advising portal could also be used for DE students.</i>	<i>Need to figure out how to also give access to school counselors.</i>
Facilities or other resources	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

Table 6. Projecting Future Revenues From Dual Enrollment Matriculation After High School

(a) High school graduation year	(b) Observed/ projected	(c) Number of graduates who took DE	(d) Re-enrollment rate	(e) Number of DE students who re-enrolled after high school	(f) Average credits enrolled per student in year 1 post-high-school for (e)	(g) Total tuition/fee revenue for (f)
2022	observed	# graduates	% re-enrolled	# re-enrolled	# credits per student	\$ tuition/fees
2023	observed	#	%	#	#	\$
2024	mixed	# (obs.)	% (proj.)	# (proj.)	# (proj.)	\$ (proj.)
2025	projected	# (proj.)	% (proj.)	# (proj.)	# (proj.)	\$ (proj.)
2026	projected	# (proj.)	% (proj.)	# (proj.)	# (proj.)	\$ (proj.)
2027	projected	# (proj.)	% (proj.)	# (proj.)	# (proj.)	\$ (proj.)
2028	projected	# (proj.)	% (proj.)	# (proj.)	# (proj.)	\$ (proj.)
2029	projected	# (proj.)	% (proj.)	# (proj.)	# (proj.)	\$ (proj.)
Calculations for projections		Prior year number * expected % growth of DE	Expected re-enrollment rate. This can be based on prior years ([e] / [c]) or set as a new target rate.	Projected number of graduates who took DE (c) * expected re-enrollment rate (d)	Total credits enrolled in year 1 post-high-school among (e), observed or projected based on prior years / number of students (e)	Number of students (e) * Avg. credits enrolled per student (f) * tuition/fee revenue per credit

Projecting ROI from scaling DEEP Practices



CCRC Resource: Texas Dual Credit Data Dashboard

The Texas Dual Credit Dashboard tracks Texas high school students':

- Access to DC
- DC course location and modality
- DC course pass rates
- DC credit and gateway course momentum
- Post-HS college enrollments and persistence

The Dashboard's Homepage

Introduction Summary College-HS Pair Table DC Coursetaking DC Outcomes

Texas Dual Credit Data Dashboard

Beta Version 03/27/2025

The purpose of this dashboard is to support college and K12 improvement planning to further strengthen dual credit. The dashboard was developed by CCRC (John Fink) and UT (Wonsun Ryu & Lauren Schudde) and draws on statewide, longitudinal, student-level data from the Texas Education Research Center (ERC). Per the requirements of the ERC, results with small cell sizes or otherwise identifiable combinations of released data have been suppressed for privacy. As a result, some results may appear blank or otherwise be masked.

What students are included in this dashboard? This dashboard includes data on two cohorts of 9th grade students entering Texas public high schools in fall 2018 and fall 2019 (e.g., the HS classes of 2022 and 2023). Note that for DC Outcome in the first year after high school, the dashboard only shows results for the class of 2022.

Link to Inquiry Guide to support college planning: <https://tinyurl.com/CCRC-UT-DC-Dashboard-Guide>

Link to dashboard with statewide results: <https://tinyurl.com/CCRC-UT-DC-Dashboard-Statewide>

Link to prior version (2023): <https://tinyurl.com/CCRC-UT-DC-Dashboard-2023>

The dashboard is divided up into four tabs:

Summary. Select your college and see an overview of results for your dual credit students in terms of access and participation in dual credit by student group, top dual credit course enrollments, and top college destinations and majors after high school.

College-HS Pair Table. View results specific to dual credit students from your high school partners, ranked by the number of dual credit students enrolled at your college.

DC Coursetaking. This tab shows information about dual credit students and their coursetaking patterns and outcomes for the selected college, ISO, and high school pair.

DC Outcomes. This tab shows college completions in high school and college enrollments among former dual credit students within one year of graduating high school.

Go to Summary

Go to Pair Table

Go to Coursetaking

Go to Outcomes

Data Definitions

Data Element	Definition
High school student cohort	Class of 2022 and 2023. Number of students ever enrolled at the HS within 4 years from HS entrance (2018-2019 HS Freshman cohort).
Dual Credit participation	Percent of students—in the HS cohort—who attempted any dual credit (DC) courses through the HS-CC pairing within 4 years from HS entrance.
CTE Dual Credit participation	Percent of students—in the HS cohort—who attempted any CTE DC courses through the HS-CC pairing within 4 years from HS entrance.
AP/IB/DC participation	Percent of students—in the HS cohort—who attempted any AP, IB, or DC courses through the HS-CC pairing within 4 years from HS entrance.
Results disaggregated by student characteristics:	
Gender	Student sex (male/female) as provided by TEA.
Race/ethnicity	Student race or ethnicity as provided by TEA.
Income	Students categorized as low-income if they were ever eligible for Free or Reduced Price Lunch, as provided by TEA.
Among students who took DC courses via the high school-community college (HS-CC) pairing:	
Pct. of DC by Location	DC credits attempted at the college, high school, or another location (e.g., multi-institution teaching center) as a percent of DC credits attempted through the HS-CC pairing.
Pct. of DC by Modality	DC credits attempted face-to-face, online, or hybrid as a percent of DC credits attempted through the HS-CC pairing.
DC Course Pass Rates	Percent of DC courses completed (Pass, C, or above) among DC courses attempted via the HS-CC pairing.
Completed 15+ CL Credits in DC	Percent of high school students who took any DC who completed 15 or more college-level DC credits in the HS-CC pairing prior to HS graduation.
Completed CL English in DC	Percent of high school students who took any DC who completed a college-level English DC course in the HS-CC pairing prior to HS graduation.
Completed CL Math in DC	Percent of high school students who took any DC who completed a college-level math DC course in the HS-CC pairing prior to HS graduation.
Avg. Credits Attempted in DC per Student	Average number of DC credits attempted via the HS-CC pairing per student in the HS-CC pairing.
Attended any college post HS	Percent of high school students who took any DC via the HS-CC pairing who enrolled at any postsecondary institution after HS by the end of the first academic year.
Re-enrolled at DC college	Percent of high school students who took any DC via the HS-CC pairing who enrolled at the same DC college by the end of the first academic year after HS graduation.
College persistence in first year	Percent of college-going high school students who took any DC via the HS-CC pairing who continued enrolling in through the end of the first academic year after HS graduation.
Top College Destinations	Top colleges that high school students who took any DC via the HS-CC pairing enrolled at during the first academic year after HS graduation.
Top College Majors	Top majors that high school students who took any DC via the HS-CC pairing enrolled in during the first academic year after HS graduation.

Dashboard: <https://tinyurl.com/TXDualCreditDashboard>

How to Navigate the Dashboard

1 Select a tab (or focus area) from the top of the Dashboard.

Introduction Summary College-HS Pair Table DC Coursetaking DC Outcomes

Examine and Benchmark Texas Community College Dual Credit Metrics

Texas Public High School Students, Classes of 2019 and 2020

CCRC COMMUNITY COLLEGE RESEARCH CENTER
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

The University of Texas at Austin
College of Education

Dual Credit Participation and Outcomes

Select a College

Alamo Colleges, Northwest

Select a District

All ISD Partners

Select High School Partners with 5+ DC students

All HS Partners

2 Select Outcome Type
Access Outcomes

3 Disaggregate by
Race/ethnicity

Alamo Colleges, Northwest Vista College & All ISD Partners, All HS Partners (2,940 dual credit students)

Access Outcomes: Percent of high school cohorts who took dual credit, AP, or IB

Outcome Name	All	Asian	Black	Hispanic	Other ra...	White
Took Dual Credit courses	4%	12%	3%	4%	5%	5%
Took Dual Credit CTE courses	≤1%	≤1%	≤1%	≤1%	≤1%	≤1%
Took AP, IB, or DC courses	37%	64%	26%	36%	36%	38%

Top Courses & Colleges: Highlight Results

All Black Hispanic Low income

Top 10 Dual Credit Courses Taken (If blank, not in top 10 for this group)

2,940 students from All ISD Partners: All HS Partners who took a dual credit course at Alamo Colleges, Northwest Vista College

Course Name	All	Black	Hispanic	Low income
ENGL-1301	2,133	111	1,227	679
MATH-1414	1,666	65	817	394
ENGL-2332	1,653	98	906	469
HIST-1301	1,224	71	718	363
MATH-2413	629	18	301	140
BIOL-1406	362	15	156	66
GOVT-2305	353	15	178	112
SPAN-2311	332	19	194	95
BIOL-2406	191	8	95	51
MATH-1442	169	8	62	
ENGL-1302		8		33

Benchmark to other Texas Colleges by State Geography

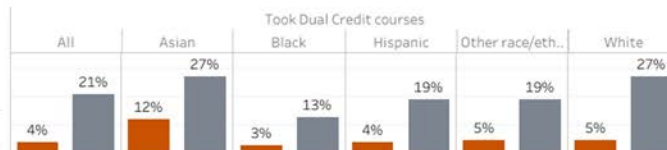
Select Outcome to Benchmark
Took Dual Credit courses

Benchmark Region
Statewide

Benchmark Locale
All Settings

Selected College Benchmark Colleges

Selected Benchmark: Statewide, All Colleges



Dual Credit Student College Attendance 1-year After High School

Texas Public Postsecondary Institutions

Top 10 First College Destinations, 2,940 Alamo Colleges, Northwest Vista College dual credit students



Top 10 College Majors, Alamo Colleges, Northwest Vista College dual credit students from All ISD Partners, All HS Partners (N=2,940)



1. Select the area you want to explore from the tabs at the top of the dashboard.
2. Select a college partner.
3. Select an ISD and the high school or high schools of interest.



What questions do you have?



Thank you!

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