

Summary of Dual Credit Recommendations of Texas Studies and Reports



This matrix was prepared by the University of Texas System and the Texas Association of Community Colleges to illustrate alignment among recommendations and goals issued in 2018 by: the report of the Dual Credit Task Force, Where College Meets High School; the UT System Dual Credit Study, Dual Credit and Success in College; the Dual-Credit Education Programs in Texas Phase II 2018 AIR Study; and the statewide dual credit goals issued by the THECB and TEA in response to House Bill 1638.

Stakeholder Engagement	Access & Equity	Funding	Alignment	Advising	Data/Other	Communication	Quality/Rigor
<p>DUAL CREDIT TASK FORCE</p> <p>2018</p> <p>Establish and fund a dual credit advisory committee with stakeholders from K-12, higher education, and workforce, including TEA, THECB and TWC.</p>	<p>The dual credit advisory committee should establish equity goals distinct to dual credit and in support of the targets and strategies in 60x30TX, specifically for economically-disadvantaged, African-American, Hispanic and male students.</p> <hr/> <p>Incentivize IHEs to adopt open educational resources (OER) to eliminate or significantly reduce the high costs of college textbooks.</p>	<p>The Legislature should create a new need-based grant program to make financial aid awards to eligible students enrolled in dual credit programs.</p> <hr/> <p>Increase Career and Technical Education (CTE) funding for equipment, faculty training, and workforce alignment.</p>	<p>High schools and IHEs should align dual credit courses to endorsements, established by HB 5 (2013 Legislative Session), as well as Field of Study Curricula for academic transfer courses, and Programs of Study for career and technical courses.</p>	<p>Require colleges to provide advising to dual credit students upon entry and at 15 SCH.</p>	<p>THECB and TEA should provide disaggregated dual credit participation data to school districts and IHEs through an existing reporting mechanism, such as The Texas Public Higher Education Almanac or Texas Public Education Information Resource (TPEIR), to identify and measure opportunity and achievement gaps.</p>	<p>THECB, TEA, and TWC should develop online and print resources for counselors, students and families that clearly communicate types of dual credit (CTE and academic), eligibility requirements, and the costs and benefits of participating in dual credit programing.</p>	
<p>UT SYSTEM STUDY</p> <p>2018</p> <p>Establish a list of dual credit-related policies, empirical dual credit research findings, and dual credit practices that can be communicated to staff at the UT System institutions. ** Also in Communication</p>	<p>Continue to monitor and research the relationship between dual credit and student success.</p>		<p>Improve dual credit program alignment among high schools, two-year and four-year institutions.</p>		<p>Improve student record-level data collection for students participating in Texas dual credit programs.</p>	<p>Enhance dual credit communication with students and families to enable informed decisions.</p> <hr/> <p>Establish a list of dual credit-related policies, empirical dual credit research findings, and dual credit practices that can be communicated to staff at the UT System institutions. ** Also in Stakeholder Engagement</p>	<p>Encourage UT System academic institutions' dual credit programs to conduct program evaluation.</p>
<p>AIR STUDY</p> <p>2018</p>	<p>Continue to close the gaps in dual-credit participation rates across race and ethnicity.</p>	<p>Strive to guarantee that costs neither serve as a barrier for students to participate in dual-credit education nor inhibit higher education institutions from offering affordable and high-quality dual-credit education programs.</p>		<p>Improve the advising processes and ensure equitable access to high-quality advising for dual-credit students.</p>			<p>Encourage institutions to continue developing and implementing processes to ensure dual-credit courses remain as rigorous as college-only courses.</p> <hr/> <p>Ensure that students are adequately prepared to succeed in and have the necessary supports to benefit from dual credit education programs delivered in traditional high schools.</p>
<p>THECB/TEA GOALS</p> <p>ISDs and IHEs will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies. ** Also in Data/Other</p>			<p>Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.</p>	<p>All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.</p>		<p>ISDs and IHEs will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies. ** Also in Stakeholder Engagement</p>	<p>The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.</p>