



What Are Dual Credit Courses?

A dual credit course is taught on a college campus, online, or at a high school, and allows a student to earn both high school and college credit at the same time. The curriculum is the same as that of the college or university and is offered through a partnership agreement between the school district and the institution.

What Types of Financial Assistance Are Available?

Kentucky's Dual Credit Scholarship pays for

- ➔ **General education courses: Up to two courses each year during a student's junior and senior years (maximum of four).** General education dual credit courses are core courses that transfer between colleges under the statewide transfer policy. These typically include subjects such as English, mathematics, biology, chemistry, physics and history.
- ➔ **Career and technical courses: Up to two courses each year of a student's high school experience (maximum of eight).** These courses are taken as part of a Career and Technical Education (CTE) pathway approved by the Kentucky Department of Education.

Link to scholarship information on KHEEA's website:



Kentucky's Goal and Progress

Kentucky's 2030 goal is for 50% of high school seniors to graduate with a grade of "C" or better in at least one dual credit course.

- ➔ **We are less than four percentage points away from our goal,** meaning 46% of public high school graduates in the Class of 2023 graduated with a "C" in at least one dual credit course.
- ➔ **Translating this percentage to student numbers, nearly 23,000 Kentucky public high school seniors in the Class of 2023 had participated** by the time they graduated.
- ➔ **To put growth of the program into context, the percentage of students participating has more than doubled when comparing to the 2016 high school cohort,** which graduated prior to development of the Statewide Dual Credit Policy and dual credit scholarship.

Why Have a Goal?

Dual credit helps Kentucky students enroll in college, succeed academically, save money on tuition and graduate faster. By continuing to expand access, the state can meet its 60x30 goal and ensure more students begin college with postsecondary credits and valuable experience already earned.

| | Students Who Don't Participate | Students Who Participate | Difference |
|---|--------------------------------|--------------------------|--------------------|
| Likelihood of college enrollment | 52.7% | 71.6% | 18.9pp increase |
| Average first-year GPA | 2.38 | 2.92 | .54pp increase |
| Average first-year unmet need | \$6,033 | \$4,351 | \$1,682 in savings |
| Average first-year credit hours attempted | 12.9 | 14.0 | 1.1 more hours |

CPE's Role in Strengthening Dual Credit Success

- ➔ **Strong State Policy and Collaboration** – CPE works with institutions and state leaders, as well as consults with national organizations, on strengthening dual credit policies, partnerships and transfer agreements. The Council also serves as a strong legislative advocate for retention and expansion of the state's dual credit scholarship program.
- ➔ **Quantitative Data and Qualitative Feedback Analysis** – As part of its accountability system, the Council monitors state and district dual credit trends. Methods include utilizing longitudinal data systems and input from stakeholders, such as the Dual Credit Community of Practice.
- ➔ **Statewide Communications, Resources and Professional Development** – To assist practitioners and advisors, CPE coordinates several professional development resources, including webinars, professional learning and online resource repositories.

Advising Toolkit



Early Postsecondary Opportunities Toolkit



Dual Credit Policy and Information



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