

TITLE: Amendments to the Kentucky Dual Credit Policy

RECOMMENDATION: The Academic and Strategic Initiatives Committee recommends the Council approve the proposed amendments to the Kentucky Dual Credit Policy.

PRESENTERS: Karyn Hoover, Chair of the ASI Committee

COMMITTEE REVIEW & APPROVAL

The ASI Committee reviewed and approved the proposed revisions to the Dual Credit Policy at its March 21, 2023, meeting.

PROPOSED AMENDMENTS

Repurposed/Reorganized sections:

- “Guiding Principles” section: The Vision for Kentucky’s Dual Credit Program
- Reorganized responsibilities sections into Key Roles and Responsibilities section

New Sections added:

- Dual Credit Attainment Goal
- Definitions
- Dual Credit Teacher Credentialing and Responsibilities
- Dual Credit Review and Revision Process

New Section and Requirement:

- Annual Reporting

SUPPORTING INFORMATION

The Kentucky Council on Postsecondary Education (CPE) is directed by *KRS 164.098* to collaborate with the Kentucky Department of Education (KDE) and the Kentucky Education Professional Standards Board (EPSB) to develop guidelines for dual credit programs offered in Kentucky.

The Dual Credit Policy (2016) provided guidance to postsecondary and secondary schools by defining roles and responsibilities. Student eligibility and teacher credentialing were also clearly defined. Since the establishment of the policy, the Kentucky General Assembly created the Dual Credit Scholarship, removing financial barriers from high school students to take two dual credit courses at no cost and additional courses at a subsidized rate. Since 2016, dual credit enrollment has increased by 75% (CPE, August 2020) and currently 42% of high school seniors are graduating with college credit earned through early postsecondary opportunities.

In September 2021, the Commonwealth Education Continuum (CEC) identified updating the dual credit policy as a top priority. The CEC emphasized the need to revisit the policy and seek ways to increase enrollment from a more diverse population of students.

CPE staff convened multiple stakeholders representing the KDE, Kentucky Community and Technical College System (KCTCS), the eight public universities, the Association of Independent Kentucky Colleges and Universities (AIKCU), and the Kentucky Higher Education Assistance Authority (KHEAA) for feedback and ways to strengthen the policy. The CPE staff also engaged in conversations with iterative feedback loops with key stakeholders and stakeholder organizations, including members of the Commonwealth Education Continuum (CEC) and the Early Postsecondary Opportunities Work Group; the KCTCS dual credit coordinators; Kentucky's Faculty Advisor Network; Kentucky's College Chief Academic Officers; and other focus groups and individuals.

Through the support of a grant provided by the [College in High School Alliance](#) (CHSA), Alex Perry, served as an advisor and facilitator of this process. The CHSA is a coalition of national, state, and local organizations collaborating to positively impact national and state policies and build broad support for programs that enable high school students to enroll in authentic, affordable college pathways toward postsecondary degrees and credentials offered with appropriate support.

The agency partners reviewed Kentucky's dual credit data and research, provided by the KDE, CPE, KCTCS, and KYSTATS. The significant data and research review allowed the team to examine existing progress related to dual credit access and success, determine areas of challenge, and review Kentucky's existing secondary and postsecondary goals.

Based on the current data and desire to increase access for students, priority goals of Kentucky's dual credit system and the populations currently underrepresented in dual credit coursework were identified. In order to reach the goal of increasing access to more students, the development of an actionable dual credit attainment goal was added to the policy. The first of its kind nationally, Kentucky's Dual Credit Attainment Goal would emphasize the importance of access to dual credit for all underserved populations; create expectations for the level of dual credit access students should have; set aspirational participation and success levels for Kentucky; and set aspirational participation and success levels for specific populations of students.