



Written Testimony for the Joint Interim Hearing of the Senate Higher Education and Senate Education Committees

Interim Hearing – May 24, 2010

*Charge: **Dual Credit***

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Dual Credit Funding

I. Sources of Funding - Funding of dual credit courses is complex in that it involves both state and local sources of revenue for its support. Funding is provided to both independent school districts (ISDs) and community colleges or universities for each dual credit course offered.

A. State Funding Mechanisms

- i. Community College Contact Hour Formula Funding – Funding is provided based upon the number of contact hours each student generates in a dual credit course.
- ii. General Academic Instruction and Operations Credit Hour Formula Funding – Funding is provided based upon the number of credit hours each student generates in a dual credit course.
- iii. K-12 Average Daily Attendance Formula Funding (ADA) – Funding is provided based upon the number of students who are in attendance a minimum of 4 hours of instruction during the school day, either high school or dual credit.
- iv. Virtual School Network Dual Credit Pilot Project Funding – Funding is provided based upon the number of courses that are successfully completed by a student through the Virtual School Network with the district receiving \$80 and the provider of the course receiving \$400.
- v. High School Allotment Funding – Starting in 2006, the Legislature provided an additional \$275 per student in ADA for use in a variety of programs including dual credit. Some districts use a part of the allotment to support dual credit programs.

B. Local Funding Mechanisms

- i. Community College Taxing District Property Tax Revenue – Community colleges may use local property tax revenue to subsidize students from the taxing district who are taking dual credit.
- ii. Independent School District Property Tax Revenue – School districts may use local property tax revenue to support students taking dual credit courses.
- iii. Tuition Charged to Students – Students may be charged tuition for the dual credit courses, although it is often provided at a free or reduced rate.
- iv. Private, foundation, and other scholarships are often used to assist in paying the costs of dual credit students with demonstrated need.

II. Dual Credit Agreements – For each dual credit course, the ISD and the institution of higher education must enter into an agreement establishing the manner in which the course will be offered. The following items are often contained in such agreements:

- a. Location of the course – Whether the course will be offered on the high school campus, the college campus, another location, or electronically.
- b. Faculty – Whether the faculty member is a full-time college instructor, a high school teacher qualified to instruct at the college level, or an adjunct faculty member.
- c. High School Credit Authorized – What high school credit will be granted to the student upon successful completion of the dual credit course.
- d. Cost – Whether the institution of higher education or the ISD will pay for the course, or whether it will be a combination.
- e. Tuition – Whether the students in the course will be charged tuition and the amount of tuition to be charged.
- f. Textbooks – Whether the student, the ISD or the community college will pay for the textbooks.
- g. Length of the Course – Whether the course will be a semester or two semesters in length.