

DUAL ENROLLMENT RESEARCH FUND STUDY

Expanding access to high-quality dual enrollment through a unique teacher qualification model

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Executive Summary

States have long grappled with how to expand access to dual enrollment, or college credit in the high school, due in part to the limited number of high school teachers who are qualified to teach these courses (Zinth et al., 2022). Typically, to teach dual enrollment, high school teachers must have the same instructor qualifications as college faculty members who teach the course, which often means having graduate credit or a degree in the specific dual enrollment course discipline. By contrast, most high school teachers have a bachelor's degree in a content area of expertise and a master's degree in education or teaching, not a graduate degree or coursework in a specific non-education discipline.

Oregon has worked to expand access to dual enrollment through a unique teacher qualification model called sponsored dual credit. This model originated in rural Oregon decades ago as a direct response to not having enough teachers qualified to teach dual credit courses in the high school. Sponsored dual credit is now widely used in Oregon and has grown faster than the dual credit model (where high school teachers have the same qualifications as college faculty members teaching the course). In 2023–24, 28 percent of college credit in the high school courses in Oregon were sponsored dual credit, representing 1,429 courses and more than 28,000 students taking these courses.

This is the first study of sponsored dual credit. The study draws on policy documents and interviews with postsecondary and high school educators to document the history and implementation of sponsored dual credit. The study also uses a novel K–12 and postsecondary integrated dataset that identifies high school student enrollment in sponsored dual credit and dual credit to provide policy-relevant evidence on the impact of a dual enrollment model with unique teacher qualification requirements.

What sets sponsored dual credit apart from dual credit?

There are five teacher qualification standards that are unique to the sponsored dual credit model. First, while dual credit teachers typically have a graduate degree in the dual credit course discipline, teachers qualified through sponsored dual credit meet academic credential requirements in other ways. Second, teachers qualified through the sponsored dual credit model must engage in more professional learning and interaction with college faculty members than teachers qualified through dual credit. Third, sponsored dual credit has standards that provide guidance on college and high school instructor roles and responsibilities. Fourth, the program has standards for how college faculty members provide feedback to high school teachers for continuous improvement. Finally, to ensure course quality and alignment, high school teachers must have access to essential resources that are comparable to those available to college faculty members.

To what extent has sponsored dual credit increased access to college credit in the high school?

Sponsored dual credit is achieving a key goal of expanding access to college credit in the high school, particularly in rural areas of the state. Since 2020–21, the share of students who enrolled in at least one dual credit or sponsored dual credit course has increased from 36 percent to 43 percent. In 2023–24, total participation in college credit in the high school is estimated to be 10 percentage points higher than it would have been in the absence of sponsored dual credit.

However, some participation gaps have widened slightly over the same period. Specifically, there are participation gaps between students who were and were not classified as English learners and between students who did or did not have an individualized education program. This suggests that other factors, beyond course availability, impact participation for these groups.

Do dual credit and sponsored dual credit have differential impacts on student outcomes?

Examining data from 2018–19 to 2023–24, the positive impact of sponsored dual credit is equal to the positive impact of dual credit. In other words, regardless of how teachers are qualified to teach college credit in the high school in Oregon, high school students are experiencing similar benefits of exposure to college courses.

Notably, while the study found that only a small share of students who take sponsored dual credit or dual credit courses register for the corresponding college credits, among the students who were in these courses, rates of college registration and credit-earning rates are identical.

Students who enroll in sponsored dual credit or dual credit are more likely to attempt advanced coursework in the subsequent academic year, graduate from high school on time, and enroll in postsecondary education in the following year than students who do not, and positive impacts are the same regardless of taking sponsored dual credit or dual credit.

Implications

Oregon’s sponsored dual credit model has demonstrated that reimagining teacher qualification requirements for dual enrollment can help expand access to college credit in the high school, and standards that require substantive interaction between college and high school faculty members can support high-quality dual enrollment.

States that are grappling with how to expand their dual enrollment educator pipeline—and particularly states that have gaps in access between rural and nonrural areas—should view sponsored dual credit as an equity lever for reducing access gaps. To support positive student outcomes, faculty standards for college

credit in the high school should not only focus on faculty credentialing but also on K–12 and postsecondary interaction and professional learning.

To facilitate continuous learning in Oregon, the state could identify specific sponsored dual credit partnerships with strong and equitable participation rates and outcomes and then document the professional learning practices of these partnerships. Specifically, the state may want to focus on how each partnership nurtures or embeds the values of connection, collaboration, mutual respect, and shared goals between K–12 and postsecondary educators.

Finally, expanding availability of college courses in high school alone has not remedied all access barriers for students in Oregon. Addressing structural barriers that hinder certain groups of students from enrolling in college credit in the high school and developing common practices and mindsets about who belongs in these programs should contribute to more equitable access and opportunities for students.

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Study purpose

Dual enrollment is a promising strategy to support high school students' transition to college and postsecondary education attainment (Hodara & Pierson, 2018; Taylor et al., 2022; Velasco et al., 2024). Although the benefits of dual enrollment are well documented, states have long grappled with how to expand access, due in part to the limited number of high school teachers qualified to teach dual enrollment courses (Zinth et al., 2022).

Dual enrollment is a nationally recognized term for college courses that high school students can take to earn college credit. In Oregon, these courses are called **dual credit**, and they are taught in the high school by high school teachers. Oregon also uses the terms **college credit in the high school** and **accelerated learning** to refer to the variety of models that give high school students the opportunity to earn college credit.

Typically, to teach dual enrollment courses, high school teachers must have the same instructor qualifications as college faculty members who teach the course: graduate credit or a master's degree in the specific dual enrollment course discipline (Williams & Perry, 2024; Zinth et al., 2022). By contrast, most high school teachers have a bachelor's degree in a content area of expertise and a master's degree in education or teaching, not a graduate degree or coursework in a specific discipline (Zinth et al., 2022). To become qualified to teach dual enrollment, many high school teachers must take additional graduate-level courses or complete a master's degree in a non-education discipline, which is time- and resource-intensive for working teachers.

The challenge with expanding access to dual enrollment is more pronounced for low-income, rural, and small high schools. A report from the Government Accountability Office (2018) found that low-income high schools (schools where more than half the students are eligible for free or reduced-price lunch) and small high schools (those with less than 200 students, regardless of student income background) are much less likely to offer dual enrollment courses than their larger or higher-income counterparts. Low-income schools and small schools, many of which are in rural areas, may not have the same level of access to high school teachers with the academic qualifications to teach dual enrollment, and thus students have inequitable access to opportunities to earn college credit and prepare for college.

To address these challenges, Oregon has worked to expand access to dual enrollment through a unique teacher qualification model called sponsored dual credit, in which the high school teacher does not have to meet the same instructor qualifications to teach the course as the college faculty member and instead qualifies via participation in intensive, ongoing professional learning and training with a sponsoring postsecondary institution. While other states have explored similar strategies, Oregon is unique in that the sponsored dual credit model has scaled across the state and is growing at a faster rate than other models of college credit in the high school.

This is the first study of sponsored dual credit and is intended to provide policy-relevant evidence about the effectiveness of a college credit model with unique teacher qualification requirements. This study describes how teachers are qualified to teach through sponsored dual credit, to what extent innovation around teacher qualification has increased access to college credit in the high school, and whether there are differential impacts of models with different teacher qualification requirements.

Study methods and data sources

This is a mixed-methods study that draws on many data sources and quantitative and qualitative methods to tell the story of sponsored dual credit in Oregon.

Exploring sponsored dual credit implementation

We draw on document review of Oregon postsecondary institutions' "self-study" submissions and interviews with high school teachers and postsecondary partners to describe how teachers become qualified to teach through the sponsored dual credit model.

Self-study documents. Oregon's state higher education agency, the Higher Education Coordinating Commission (HECC), maintains state standards and provides oversight for all college credit in the high school models. Oregon community colleges and public universities that offer college credit in the high school must participate in state-level self-study and peer review. The process begins with a self-study submission to HECC. The self-study is a set of documents due every six years that outline how the community college or university is meeting state standards. These documents include a narrative summary and artifacts of evidence for each standard and are reviewed through a peer review cycle.

To conduct this study, HECC requested and received permission to share self-study documents with the Education Northwest research team from the 16 community colleges and universities with approved sponsored dual credit courses in 2023–24. We then conducted an in-depth document review and analysis to understand how sponsored dual credit is implemented in practice, focusing on the faculty standards that make sponsored dual credit distinct from dual credit.

Qualitative data. We collected a small amount of qualitative data in late 2025 to better understand how postsecondary institutions qualify teachers to teach college credit in the high school and the experiences of high school teachers teaching dual credit and sponsored dual credit. We also worked with Eastern Oregon University (EOU), the institution that was one of the first to develop the sponsored dual credit model over 15 years ago (see section "History of Sponsored Dual Credit"), to interview high school teachers that they sponsor across their region. EOU only offers the sponsored dual credit model, so all teachers were in this model regardless of their education credentials.

The qualitative data collection included the following number and types of participants:

10 Number of high school teachers interviewed	6 Number of postsecondary partners and faculty mentors interviewed	4 <i>3 rural, 1 urban</i> Number of postsecondary institutions represented
7 <i>5 rural, 2 urban</i> Number of high schools represented	3 Number of high schools that offer the same course through both models	Computer science, education, English, math, Spanish Dual credit course subjects

We analyzed qualitative data for common themes and examples of how high school teachers meet sponsored dual credit faculty standards.

Examining sponsored dual credit’s impact on access and outcomes

We developed a novel, integrated dataset to understand the extent to which sponsored dual credit has increased access to college credit in the high school and whether dual credit and sponsored dual credit have differential impacts on student outcomes. Prior Oregon research on dual credit has relied on student-level course transcript data from Oregon’s public postsecondary institutions to identify participation in college courses among high school students (e.g., Hodara & Pierson, 2018; Pierson et al., 2017). However, those data only capture students who register for college credit, which represents only a fraction of high school students who participate in college credit in the high school in Oregon.

This study instead uses course-level data from HECC, collected through the state’s self-study and peer review process since 2018–19, which identifies the model—dual credit or sponsored dual credit—through which each college credit in the high school course is approved. Using course and teacher information, we matched these course-level data to K–12 course enrollment records to identify every high school student enrolled in a college credit in the high school course and the model under which that course was approved. This data linkage provides a more complete picture of high school students participating in college credit in the high school and helps address empirical questions regarding the extent to which students enroll in different college credit in the high school models and whether there are differences in impact based on the college credit in the high school model. Overall, our study dataset includes course-level and student-level data from multiple K–12 and postsecondary data sources. See table 1 for an overview of the study’s data sources.

Table 1. Overview of quantitative data sources

Type of data	Data description	Data source
<p>Approved college courses offered in the high school</p>	<p>Course-level information on every approved college course offered in Oregon public high schools, including:</p> <ul style="list-style-type: none"> • High school details: course code and title (as listed on the high school transcript), teacher name, school, and term when the course was offered • Partnership model: assessment-based learning, dual credit, sponsored dual credit • Postsecondary details: institution name, course prefix, code, and title (as listed on the postsecondary transcript for students who register for credit) 	<p>Higher Education Coordinating Commission (HECC) Course Partnership Data</p>
<p>High school courses</p>	<p>Course-level data on every course offered in Oregon public high schools, including:</p> <ul style="list-style-type: none"> • Course code and title • Teacher name • School • Term when the course was offered 	<p>Oregon Department of Education (ODE) course-level data</p>
<p>Grades 9–12 student-level demographic, course enrollment, and outcome data</p>	<p>Student-level information, including:</p> <ul style="list-style-type: none"> • Demographics • Statewide math and reading assessments • Course enrollment records • High school graduation and exit data 	<p>ODE student-level data</p>
<p>Oregon public postsecondary student-level outcome data</p>	<p>Postsecondary outcomes at public institutions, including:</p> <ul style="list-style-type: none"> • Dual credit course registration and credits earned • First-year grade point average (GPA) • First-year credits attempted and earned • Attempting and passing college math and English courses 	<p>HECC student-level data</p>
<p>National postsecondary student-level outcome data</p>	<p>Postsecondary enrollment beyond Oregon’s public system</p>	<p>National Student Clearinghouse</p>

Source: Authors’ analysis of Higher Education Coordinating Commission, National Student Clearinghouse, and Oregon Department of Education data sources.

We used descriptive methods to explore the extent to which sponsored dual credit has increased access to college credit in the high school. Using our integrated dataset, we calculated the share of students each year (from 2018–19 to 2023–24) who enrolled in at least one dual credit course (a group that may also include sponsored dual credit takers) and students who only enrolled in sponsored dual credit. This approach allowed us to estimate the number of students who would not have participated in any college-credit course were it not for the availability of sponsored dual credit, providing a proxy measure of how the model expands access.

Examining differential impacts of teacher qualification models

We used regression methods to examine whether dual credit and sponsored dual credit have differential impacts on student outcomes. Using the entire sample of Oregon high school students from 2018–19 to 2023–24, we estimated the relationship between student participation only in dual credit, only in sponsored dual credit, in both, or in neither and students' high school and postsecondary outcomes. We compared estimates across the four groups to see whether outcomes for students who only took dual credit were statistically different from outcomes for students who only took sponsored dual credit. While this analysis has the benefit of using the entire sample of high school students in the state, it is not a rigorous test of impact because there are factors that may cause students to only take dual credit or only take sponsored dual credit that can also explain student outcomes (e.g., larger, more resourced high schools might offer many college credit in the high school courses through both dual credit and sponsored dual credit).

To more precisely test whether outcomes differ by teacher qualification model, we narrowed the sample to students at a subset of high schools that offered multiple sections of the same dual credit course in the same year that differ only in whether the course was taught by teachers who were qualified through sponsored dual credit or dual credit. Because students do not know how their teacher is qualified to teach dual credit, this natural experiment allows for comparisons among otherwise similar students and provides a causal estimate of the impact of participation in sponsored dual credit compared to participation in dual credit.

Study organization

This report has four sections. We begin by describing the history of sponsored dual credit in Oregon, what sets it apart from dual credit in terms of teacher qualification standards, and college and high school educator experiences with these standards. Next, we explore the extent to which sponsored dual credit has expanded access to college credit in the high school, which is the key intent of the model. Third, we address the impact of college credit in the high school on student outcomes, and if there are any differences in impacts for sponsored dual credit and dual credit. We conclude the report with implications and next steps, including recommendations for other states who may wish to explore a sponsored dual credit model and recommendations for how Oregon can continue to strengthen and scale up the model statewide.

Oregon's implementation of a unique dual enrollment teacher qualification model

Sponsored dual credit was created nearly 20 years ago as a direct response to not having enough qualified teachers to offer dual credit courses in high schools in rural Eastern Oregon. As the model began to spread to other areas, the state created standards to guide its implementation. As of the 2025–26 academic year, 16 postsecondary institutions were approved to offer college credit in the high school through the sponsored dual credit model.

History of sponsored dual credit

In this section, we describe the origins of sponsored dual credit and how it scaled across the state.

Sponsored dual credit began in rural Oregon and expanded across the state through state funding

The sponsored dual credit model was created in rural Eastern Oregon around 2010 to expand access to college credit opportunities for rural Oregon students (Pierson & Hodara, 2016). School districts in Eastern Oregon struggled to offer college credit in the high school due to the lack of high school teachers who met college faculty standards for teaching. The innovative model, called Eastern Promise, replaced the academic credential requirements to teach dual credit with intensive cross-sector, discipline-specific professional learning communities (PLCs). In these PLCs, faculty members teaching the college course came together with teachers from local high schools to establish a shared curriculum and assessments for college credit in the high school. Participation in the PLC ensured that the courses high school teachers delivered at the high school were equivalent to the corresponding courses taught at the college or university by the faculty members running the PLC.

Eastern Promise was made possible through cross-sector partnerships between the region's K–12 education service districts (InterMountain Education Service District and Malheur Education Service District), school districts, and three postsecondary institutions (Blue Mountain Community College, Eastern Oregon University, and Treasure Valley Community College). These K–12 and postsecondary institutions developed shared policies, provided the necessary resources and infrastructure to implement and sustain the model, and committed to supporting the postsecondary success of the region's high school students.

Based on promising early results for Eastern Promise, the state developed a grant program to replicate the model. In the 2013–2015, 2015–2017, and 2017–2019 biennia, the Oregon State Legislature allocated funding to the Oregon Department of Education to award "Regional Promise" grants to regional consortia of school districts, education service districts, community colleges, and universities to expand access to college credit in the high school (Pierson & Hodara, 2016, 2018; Riggs et al., 2020).

Regional Promise grantees had to commit to following five pillars adopted from the Eastern Promise program:

- Ensuring underserved students have access to and enroll in college credit opportunities
- Building a college-going culture
- Improving and expanding accelerated college credit offerings
- Using cross-sector partnerships to achieve goals
- Implementing cross-sector PLCs for faculty members from postsecondary institutions and teachers from local high schools to establish an appropriate curriculum and shared assessments for dual credit classes

Regional Promise successfully increased the number of high school students who had access to college in the high school opportunities in Oregon and was associated with positive high school and postsecondary outcomes for its participants (Pierson & Hodara, 2016, 2018; Riggs et al., 2020).

The state created standards to ensure quality and alignment of all college credit in the high school models

Parallel and in response to the implementation of Regional Promise grants, in 2016, HECC adopted standards for three partnership models: dual credit; sponsored dual credit, which expanded from Eastern Oregon to other regions of the state with Regional Promise funding; and assessment-based learning, which emerged from a partnership based at Western Oregon University and also began with Regional Promise funding. Oregon standards for dual credit are aligned with the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards. Oregon standards for sponsored dual credit and assessment-based learning are unique to Oregon, and they promote the high-impact practices that are represented in the NACEP national standards.

Figure 1. Timeline of sponsored dual credit in Oregon

“Eastern Promise” created in Eastern Oregon to address the challenge of expanding access to dual credit in rural schools

16 of 22 postsecondary institutions that offer college credit in the high school are approved to offer sponsored dual credit



Oregon State Legislature invests in “Regional Promise,” facilitating expansion of the Eastern Promise model across the state. In 2016, HECC adopts and updates NACEP-aligned standards for college credit in the high school models.

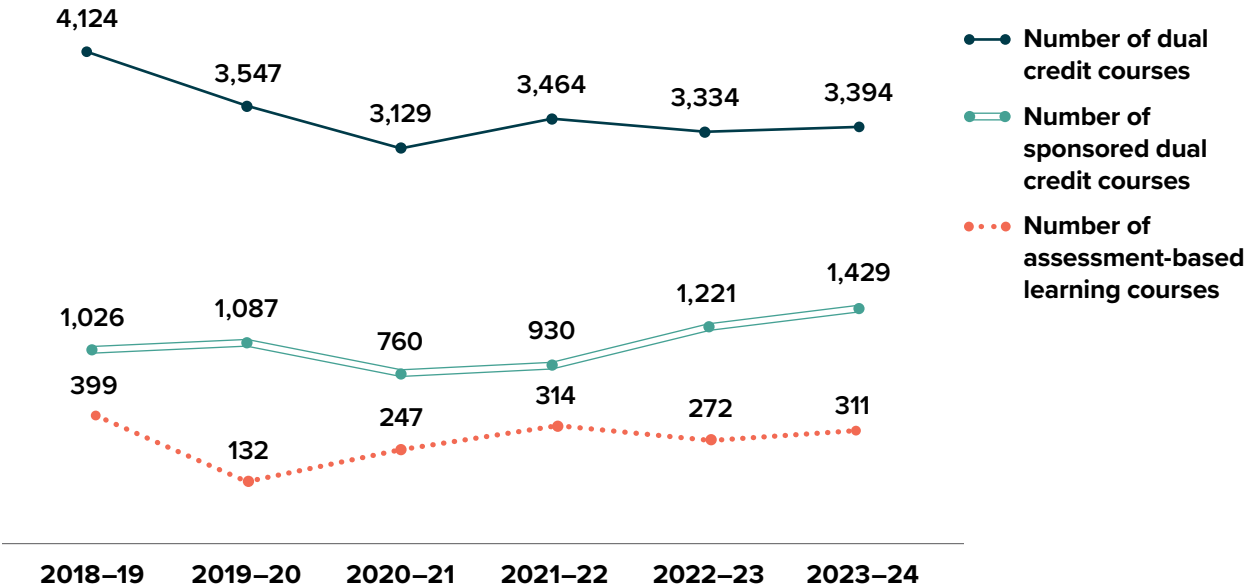
Source: Authors’ analysis of prior literature and Higher Education Coordinating Commission policy documents.

Sponsored dual credit is a widely used model of college credit in the high school and has grown at a faster rate than other models

Over time, the number of sponsored dual credit courses has increased, despite the end of Regional Promise grant funding in 2018–19 and a significant drop in the number of courses offered in 2020–21, when Oregon high schools and postsecondary institutions operated remotely due to the COVID-19 pandemic. During that time fewer faculty members and high school teachers were available to participate in sponsored dual credit partnership activities, which are required in the Oregon standards for sponsored dual credit, and the requirements in the standards were not suspended or modified during the pandemic.

From 2021–22 to 2023–24, there has been an increase in the number of sponsored dual credit courses compared to no growth in the number of dual credit and assessment-based learning courses. In 2023–24, there were 1,429 sponsored dual credit courses offered in Oregon and more than 28,000 students taking these courses (appendix A, table A1).

Figure 2. The number of sponsored dual credit courses offered each year has increased over time and at a faster rate than other college credit in the high school models



Source: Authors’ analysis of Higher Education Coordinating Commission course partnership data.

Discounting the dip caused by the COVID-19 pandemic, the model’s share of all college credit in the high school courses offered in Oregon has grown from 18 percent in 2018–19 (1,026 of 5,549 total college credit in the high school courses) to 28 percent in 2023–24 (1,429 of 5,134 total college credit in the high school courses).

What sets sponsored dual credit apart from dual credit?

Sponsored dual credit has five faculty standards that set it apart from dual credit (table 2). Sponsored dual credit and dual credit both have standards about high school teacher academic requirements (faculty standard 1) and collegial interaction (3), but these two standards have important distinctions and are key to understanding the sponsored dual credit model. Three additional faculty standards, teaching roles (5), feedback for continuous improvement (6), and access to essential resources (7), are unique for sponsored dual credit. The two faculty standards about training and orientation (2) and addressing non-compliance (4) are the same across dual credit and sponsored dual credit models.

Table 2. Dual credit and sponsored dual credit faculty standards

Faculty standard	Dual credit	Sponsored dual credit
1	High school teachers meet the academic requirements for faculty and instructors teaching in the college or university.	High school teachers are approved and authorized by the sponsoring college or university in accordance with corresponding institutional policies, procedures, and practices.
2	The college or university provides high school teachers with training or orientation before certifying teacher to teach.	The college or university provides high school teachers with training or orientation before they begin to teach.
3	Continuing collegial interaction must occur before teaching the course and at least annually.	Regular, ongoing, and substantive interaction between high school teachers and college or university faculty members occurs at least once a quarter/semester.
4	Policies address instructor non-compliance with the college's or university's expectations for courses offered through the dual credit program.	Policies address teacher non-compliance with the college's or university's expectations for courses offered through sponsored dual credit programs.
5	No standard.	The aggregate of the teaching roles within the partnership provides appropriate expertise in the content or professional area and performs the duties, responsibilities and functions of traditional faculty members. Sponsoring faculty members have clearly defined authority and responsibility and exercise a major role in the design, approval, and implementation of the teaching partnerships.

Faculty standard	Dual credit	Sponsored dual credit
6	No standard.	High school teachers receive feedback for continuous improvement to ensure that student learning outcomes, course content, and assessment are consistent with the sponsoring college’s or university’s course.
7	No standard.	High school teachers have access to essential academic resources comparable to those used in the same courses offered by the sponsoring college or university.

Source: Authors’ adaptation of Oregon standards for college credit partnerships. <https://www.oregon.gov/highered/about/Documents/High-School-College/ALL%20Oregon%20Standards%20for%20Accelerated%20College%20Credit.pdf>

High school teachers qualified through sponsored dual credit are not required to have the same academic credentials as the college faculty members teaching the course

To teach dual credit in Oregon, the high school teacher must have the same academic credentials as the college faculty members who teach the course. Until recently and during the time period of this study, this meant that, at Oregon community colleges, instructors teaching lower division collegiate courses have a master’s degree in the course discipline or a Presidential waiver, and at universities, instructors have a master’s degree or doctorate, sometimes in the specific or related discipline (page 59, “Self-Study and Peer Review Guide” Frequently Asked Questions on Oregon Instructor Qualifications, Higher Education Coordinating Commission, 2025–2026).¹

A key standard (faculty standard 1) that sets sponsored dual credit apart from dual credit is that high school teachers are not required to have the same academic credentials as the college faculty members teaching the course. Instead, college departments determine the education credentials required to teach dual credit. Thus, sponsored dual credit academic qualifications vary by institution and within each sponsoring institution (e.g., math and English courses might have different requirements), and not all departments within a college participate in sponsored dual credit.

¹ These credential requirements do not apply to career and technical education courses where qualifications include a combination of education and industry experience as required in the content area.

Institutions and departments generally approve high school teachers to teach sponsored dual credit for specific courses through a combination of one or more of these three qualifications:

- Having a minimum of two or three years of experience teaching the course in the high school in the same subject as the college course
- Having a bachelor’s degree in the subject matter
- Having a master’s degree in education, teaching, or another subject area

All the sponsored dual credit teachers we interviewed had a bachelor’s degree in their content area and a master’s degree in teaching or education and expressed passion for the content area they taught. Many viewed their pedagogical training from their master’s in teaching or education as valuable for teaching college credit in the high school:

“I think people sometimes forget that there is an art to teaching—how to approach the curriculum, how to help students navigate that—especially when looking at students of various levels and the supports they need, or students who are coming in with different language backgrounds and language proficiency. I feel like my master’s degree is what helped me learn how to teach ... helping students really understand and access curriculum is at the heart of what we do, and part of that is getting a master’s in education to learn how to do that.”

– Sponsored dual credit high school teacher

The postsecondary partners tended to agree that pedagogical training was valuable, with one noting that “The vibe of teaching K–12 is you don’t necessarily need to be a subject matter expert to teach a class really, really well, because you’ve been trained to be a really, really good educator.”

In December 2025, Oregon adopted a new administrative rule for community college personnel to align with university practice and remove the requirement for having a degree in the specific discipline, although institutions and college departments may still require it in their own policies (Docket Item 10.1, Higher Education Coordination Commission, 2025). This means that if community college institutions or departments remove the requirement for having a degree in the specific discipline, more high school teachers may be qualified to teach college credit in the high school through dual credit.

Teachers qualified through the sponsored dual credit model must engage in more frequent professional learning and interaction with college faculty members than teachers qualified through dual credit

High school teachers who are qualified to teach through dual credit are required to meet at least once a year with college faculty members. In contrast, high school teachers qualified through sponsored dual credit are required to meet with college faculty members at least once a term. We found there are three primary

models for providing sponsored dual credit teachers with regular, ongoing, and substantive interaction: PLCs, mentorship, and co-teaching (table 3). These partnership models vary in frequency and design. Some, such as Eastern Oregon University’s model (see box 1), are online or hybrid, allowing partnerships in rural and geographically widespread areas to meet the standards.

Table 3. Three models of regular, ongoing, and substantive interaction

Model	Interaction
Professional learning communities (PLCs)	PLCs are the most common form of interaction and are used by most institutions that offer sponsored dual credit. PLCs often include a summer training and typically meet at least once per term. In a PLC, the sponsoring faculty member for the course provides professional development to a group of high school teachers who are teaching the course. PLC agenda items include alignment of the course syllabi, learning outcomes, and assessments; problems of practice experienced by high school teachers; the sponsoring institution’s registration and grading procedures and other policies; and how to access and use the institution’s learning management system, library, and other college resources, among other topics. In between PLC meetings, the faculty lead and high school teachers communicate asynchronously.
Individual mentorship	Mentorship is used exclusively by a small number of institutions or in combination with PLCs. Mentorship may cover similar topics as PLCs but is more individualized for the high school teacher and occurs in one-on-one meetings. Some sponsoring institutions follow a mentoring process for individual high school teachers that progresses from individual planning meetings to classroom observation and feedback and finally an end-of-term conference.
Co-teaching	Portland State University uses co-teaching for its Senior Inquiry Program. Each Senior Inquiry course is collaboratively taught by two high school teachers and one Portland State University faculty member.

Source: Authors’ analysis of self-study and peer review documents from 16 Oregon public institutions of higher education.

Embedded in these models of regular, ongoing, and substantive interaction (faculty standard 3) is the practice of providing feedback to high school teachers (faculty standard 6). **Norming or calibrating grading** is a common activity embedded in the PLC and mentorship models and a means for providing required feedback. Sponsoring faculty members and high school teachers might simultaneously grade or review graded assignments or assessments during a PLC or mentorship meeting to ensure consistency. Another approach is to have high school teachers submit student assessments or assignments to an online portal and then have sponsoring faculty members grade a subset to ensure alignment. At one community college, for example, if the average difference between cross-graded assignments is greater than half a letter grade,

then the mentor and the high school teacher will review each cross-graded assessment together using a rubric to ensure that graded assignments meet the community college grading standards. The process is repeated until scores are normed to the college's grading standards.

Another means for providing feedback is to have faculty members conduct at least one **classroom observation** per year. This is a common activity embedded in the both the sponsored dual credit PLC and mentorship models. Interviewed high school teachers had mixed experiences with classroom observation—some said it felt like checking a box, others reported never seeing what was written about them, and others reported having a positive experience when it was conducted by a faculty mentor with whom they had established trust. As one high school teacher explained:

“At the end of the year, when we do our debrief, we talk about [the observation] and a lot of it comes from a very constructive, helpful place. That makes it not intimidating. You know, when you sense that someone is coming to your classroom with a genuine desire to help you succeed, it changes the way that observation feels.”

– Sponsored dual credit high school teacher

Box 1. Qualifying dual credit teachers through online professional learning communities in rural Eastern Oregon

As sponsored dual credit originated in Eastern Oregon through a PLC model, Eastern Oregon University (EOU) arguably has one of the longest-running PLC programs to qualify high school teachers to teach sponsored dual credit in the state. EOU only offers sponsored dual credit, meaning regardless of the high school teacher’s education credentials, they take part in a PLC so that dual credit teachers receive extra support:

“Even for teachers who have the necessary credentials to teach a college course, the school decided we would still want them to have some support. We wanted to be able to give them access to one of our faculty members, so they would understand our environment and our educational standards. Sometimes, you just need that extra information to understand how our systems work ... And I find that they almost always take advantage of that opportunity.”

– Postsecondary partner

In the 2025–26 school year, EOU is conducting 12 PLCs—one for each dual credit course or set of courses in the same discipline—across 65 high schools in Eastern Oregon. The largest PLC has 18 teachers, the smallest has one teacher, and the average has five to eight teachers. PLCs meet in the summer, fall, and spring. All PLCs focus on developing a syllabus and submitting it for approval; understanding course content and assessments; planning lessons; submitting proof of student learning; registering students for college credit; and planning for course capstone projects, among other topics.

Most PLCs are conducted online since high school teachers are located hundreds of miles apart. However, some PLCs have an in-person component that involves bringing students to campus. During this time, high school teachers participate in their own in-person professional learning.

All the teachers interviewed for this study spoke positively about their PLC and valued the interaction with other high school teachers and the faculty sponsor. They spoke about planning lessons together in PLCs, exchanging long email threads with teachers and the faculty sponsor to tackle problems of practice, using Google drives to share resources, and forming real friendships with other teachers across the region.

“Just having a PLC with other math teachers is incredible. Getting to talk about what we’re teaching and ways that we’re teaching and some games that we play to help teach or how do you review and what do your tests look like and can they use notes—all that kind of stuff—is very, very helpful.”

“We try to meet at least once a trimester, and we’re always communicating via email. If somebody has a question or anything like that, we communicate through email, just because we’re so far apart in Eastern Oregon.”

“Our school district doesn’t let me share assignments with another teacher from another school district. So, [having the PLC lead] facilitate that for all of us was fantastic and very helpful. All of us have been working with that and getting pieces from each other. We’re much better as a big brain than tiny, small brains.”

Sponsored dual credit requires mutual respect and collaboration between college and high school instructors and shared goals that put students at the center

Our interviews led us to the following conclusions about sponsored dual credit practices and sustainability. Sponsored dual credit generally requires more time and resources than dual credit. Faculty members are compensated and/or have course releases to oversee the high school teacher's discipline-specific orientation and ongoing professional development, the course curriculum and assessments, and course delivery. High school teachers use their planning time and/or receive substitutes from the district to engage in the required professional learning and training activities.

Despite the extra time and resources required, the model is viable, even preferred, when there are two key conditions in place:

- 1 Educators view offering college credit in the high school as an essential student success strategy.
- 2 The interaction between educators is based in mutual respect and collaboration.

First, those committed to offering college credit in the high school through the sponsored dual credit model describe it as a calling and central to improving outcomes for students.

“I feel like our faculty are awesome and want to do it, and they like it as well. I think the only concern is the time and capacity. This is the work they want to be doing. They are excited to do these sponsored dual credit trainings and the mentorship piece ... It’s the work that they really enjoy and resonate with. They understand the need and the importance for sponsored dual credit and reaching our more rural areas that might be considered dual credit deserts, that maybe they don’t have the traditional type credentialing. Students don’t have access to other options because they’re so far away from a campus and can’t drive in. So, I think they understand the importance of sponsored dual credit.”

– Postsecondary partner

High school teachers qualified through the sponsored dual credit model also recognize that it is time-intensive, but they consistently said they were motivated to offer dual credit because it benefits students.

“I don’t know of any dual credit teacher that does it because they get paid to do it. You do it to open the doors for your kids. So, as long as that’s reasonable and kids are getting benefit out of it, I’ll keep doing it. If the kids weren’t signing up, or they weren’t getting benefit, I won’t do it. Or if [the college] wasn’t getting some benefit to it, there’d be no reason to offer the dual credit. It’s a cooperative thing, it’s a collaborative thing, it’s a machine, or it’s an organism now that has morphed from where it started.”

– Sponsored dual credit high school teacher

“In our school district, the Latino/Latinx population is about 70 percent. One of the reasons I offer [Spanish dual credit courses] is with the hopes of them continuing their education ... I see it as an opportunity to encourage them to think about postsecondary education or to even finish high school, to say, ‘Hey, you’re already doing college-level work, you just don’t know it ... like, why not get credit for something that you already know?’”

– Sponsored dual credit high school teacher

“I got to take upper-level math in high school, and I just want to offer that opportunity to other people because our upper-level math is so cool. You just don’t get to see it in high school very often, and I don’t think that’s fair. So, that’s a big reason I wanted to teach it: It’s some of my favorite math to do and to teach. I wanted to give students that opportunity to take the upper-level stuff that made me love math, because I want them to love math.”

– Sponsored dual credit high school teacher

Second, sponsored dual credit teacher qualification requirements are viewed as effective professional learning, but only when the partnership with the college faculty member is based in mutual respect and collaboration. Some high school teachers described their relationship with their college faculty mentor as “a reciprocal, respectful relationship” and “fluid collaboration.” One high school teacher noted that “We both respect each other’s practice, so that has been the most beneficial thing to making the partnership work.”

A faculty mentor explained the importance of mutual respect and the role of the postsecondary institution in improving the nature of interaction between faculty and high school teachers:

“[High school teachers] say that they’ve had very different experiences with how much their mentors reach out and what that interaction looks like for sponsored. So, I think that [the college] is in the process of making that more strategic ... We need to think about mentorship as a true collaborative partnership, because our high school teachers are very experienced in teaching skills and have backgrounds in education ... It’s going to improve the education process for all of us—for high school, for college—when we’re working together and better partnering to understand the college skills students are struggling with.”

– Faculty mentor

The effectiveness of sponsored dual credit may also depend on mutual respect and collaboration between high school teachers. A faculty mentor explained that PLCs are most effective when based in trusting relationships between teachers:

“It’s one thing to provide resources and another for people to access them and another for people to use them. And that’s where I think the [PLC] conversations can sometimes bridge that gap. And the smaller group relationships can bridge that gap better. Some of these teachers are working with one another at their high schools, and some less so. And each high school has a different personality in the group.”

– Faculty mentor

Similarly, some high schools have many dual credit courses and offer similar courses taught by teachers qualified through dual credit and sponsored dual credit. In these settings, high school teachers spoke of the importance of respect and collaboration between teachers who are qualified through the different models.

For example, one sponsored dual credit teacher said, “What made our team successful was ensuring that all the teachers, sponsored or non-sponsored, were working together and had the same expectations. It’s about eliminating that tiered system.”

We consistently heard positive feedback about a professional learning opportunity supported by a large urban district that was open to both dual credit and sponsored dual credit teachers and provided high school teachers with practical resources they could apply in their classroom to improve their practice and support course alignment and quality [see box 2]. Ultimately, the professional learning required or offered through sponsored dual credit is viewed as some of the best professional development high school teachers have experienced when the time spent together is grounded in respect, collaboration, and connection.

Box 2. A professional learning opportunity supported by a large urban district and open to all dual credit teachers

Portland Community College, Oregon’s largest community college system, provided a districtwide symposium to English language arts (ELA) dual credit instructors to explore inquiry and information literacy practices. The district supported the symposium by encouraging all dual credit ELA teachers to participate, providing a facility for the large meeting, and providing substitutes for teachers who participated.

The one-day workshop provided opportunities for dialogue between college and high school English faculty members, walked through sample assignments for college-level writing classes, demonstrated possible ways to work with college librarians to support active research, and provided a crosswalk of standards between high school ELA and college writing courses that high school teachers found extremely helpful. The workshop was widely attended by both sponsored dual credit and dual credit teachers who viewed it as effective professional learning.

“They had people from [the college] come and talk to us about research resources. The research unit is something that basically everybody does, in some sense, and sometimes figuring out the best way to get students into research can be difficult. So, this first one felt really useful, because they gave us a ton of different activities and worksheets and ideas of how to approach research.”

– Sponsored dual credit high school teacher

“I love any opportunity to collaborate with people who are doing the same thing as me across different buildings. I think we get great ideas from each other ... This last one was really useful. They focused on active research, and [the college] brought their faculty in, they brought their librarians in, and they ran a full lesson for us that had to do with the different facets of research. They gave us lots of tools to work with. Those PD opportunities feel productive in a way that our [usual] PD sometimes does not, because there are outcomes from it that we can each embed into our practice to make it better for our kids, and frankly, for us.”

– Dual credit high school teacher

“Honestly, the PD has been great because it’s run by educators, rather than people who run businesses. It’s nice that everyone that’s running the meeting and attending the meeting is working directly with students. That’s better than other PD trainings I’ve attended. And there’s a lot of time to work with whatever it is that’s being talked about or offered. There’s time to apply the information.”

– Dual credit high school teacher

How sponsored dual credit is expanding access to college credit in the high school

The goal of sponsored dual credit is to expand access to college credit in the high school. As we previously showed, the total number of sponsored dual credit courses offered each year has increased steadily—and at a faster rate than the growth of other college-credit opportunities (see figure 2). In this section, we examine whether these increases in course availability translate into greater student enrollment in college credit in the high school courses. Our goal is to assess the extent to which growth in sponsored dual credit is reaching students who might otherwise not take any college-credit courses in high school.

To do this, we examined the share of students during each academic year who enrolled in at least one dual credit or sponsored dual credit course. This overall participation rate estimates how many students are accessing college-credit course options each year.

To understand the contributions of sponsored dual credit specifically, we decomposed the overall participation rate into two groups of students:

- Students who enrolled in at least one dual credit course
- Students who only enrolled in one or more sponsored dual credit courses

The first group includes students who may also have taken a sponsored dual credit course, but importantly, the second group includes students who would not appear in the participation rate at all if it were not for sponsored dual credit. This distinction allows us to better understand the contribution of sponsored dual credit in expanding access to college credit in the high school.

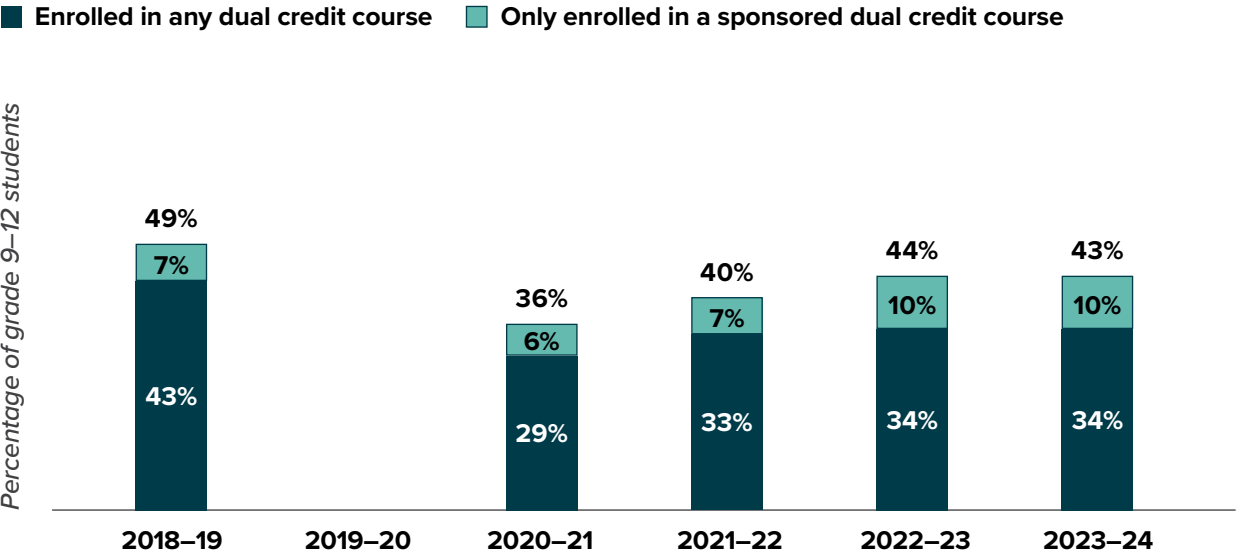
Sponsored dual credit is increasing students' access to college credit in the high school

Since 2020–21, the share of students who enrolled in at least one dual credit or sponsored dual credit course has steadily increased from 36 percent to 43 percent.² During this time period, the share of students who only enrolled in sponsored dual credit courses also increased—from 6 percent in 2020–21 to 10 percent in 2023–24. Together, these patterns indicate that sponsored dual credit is expanding access rather than simply redistributing a relatively fixed number of students across different college-credit options. In 2023–24, total

²This period of growth follows a sharp decline in participation from the 2018–19 year, during which 49 percent of students enrolled in either a dual credit (43%) or sponsored dual credit (7%) course. This decline is a function of the COVID-19 pandemic and the resulting shift to remote work and learning. It was also the last year of Oregon's Regional Promise grants, which provided funding to regional consortia to expand student access to college credit in the high school courses. ODE course data were not collected during the 2019–20 school year.

participation in college credit in the high school is estimated at 10 percentage points higher, representing a nearly 30 percent growth rate relative to the 34 percent participation rate without sponsored dual credit (figure 3; see appendix A, table A2 for more details).

Figure 3. Overall student participation in college credit in the high school is increasing year-over-year



Note: Sample sizes vary by year and include all students in grades 9–12 who were enrolled in an Oregon public school: N = 176,439 (2018–19), N = 179,536 (2020–21), N = 183,348 (2021–22), N = 185,011 (2022–23), N = 184,346 (2023–24). Due to the impacts of the pandemic, ODE did not collect student course data in 2019–20. Participation rates for the two groups may not sum to the overall participation rate due to rounding. See appendix A, table A2 for more details.

Source: Authors’ analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

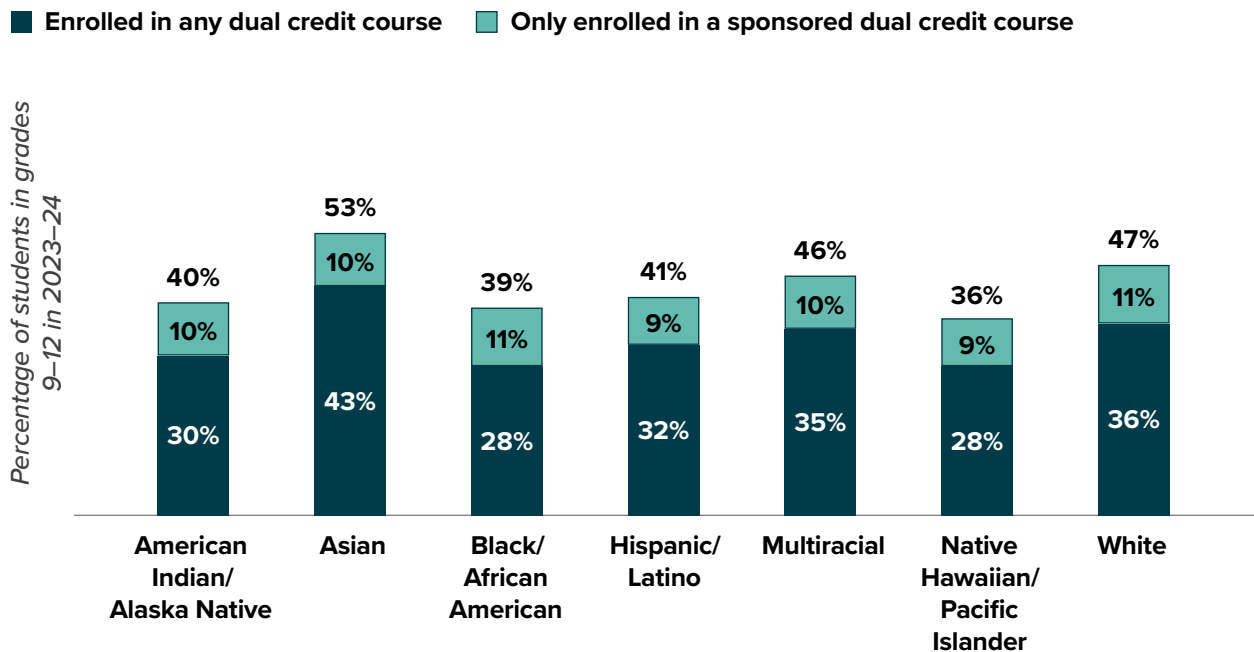
Sponsored dual credit is increasing access for all students, but equity gaps remain

In the most recent year of data, sponsored dual credit is increasing access to college credit in the high school for students across all racial/ethnic groups in our data. For every group available in our data, we see that the availability of sponsored dual credit raises student participation in college credit in the high school by roughly the same rate of 9 to 11 percentage points (figure 4).

Because increases in student participation are approximately equivalent across racial/ethnic groups, inequities in student participation in these courses persist with the addition of sponsored dual credit. For example, students identified as Native Hawaiian/Pacific Islander and Black/African American had the lowest participation rates (36% and 39%, respectively), while students identified as white (47%) and Asian (53%) continued

to have some of the highest participation rates. Sponsored dual credit is expanding access broadly but is not yet narrowing long-standing gaps in which students enroll in college credit in the high school (see appendix A, table A3 for more details).

Figure 4. Across all racial/ethnic groups, sponsored dual credit is increasing students' participation in college credit in the high school in 2023–24



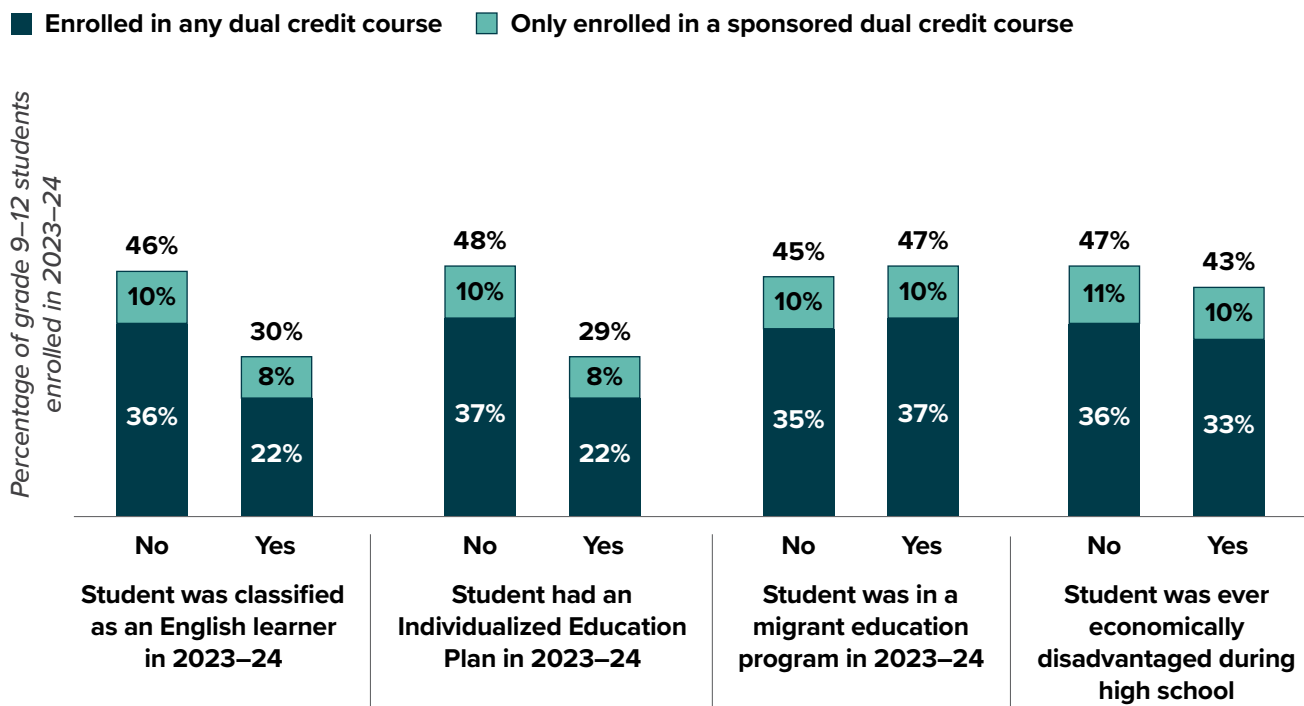
Note: Sample includes all students in grades 9–12 who were enrolled in an Oregon public school in 2023–24: N = 184,346. Participation rates for the two groups may not sum to the overall participation rate due to rounding. See appendix A, table A3 for more details.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

We see similar patterns across other student characteristics, including whether a student was classified as an English learner, had an individualized education program (IEP), was in a migrant education program, or experienced economic disadvantage. Across all these groups, the availability of sponsored dual credit raises student participation in college credit in the high school by roughly 8 to 11 percentage points, with the smallest gains observed for students who were classified as English learners and for students with an IEP (figure 5).

Participation gaps remain meaningful across some of these groups. The largest gaps are observed between students who were and were not classified as English learners (30% vs. 46%) and between students who did or did not have an IEP (29% vs. 48%). Because sponsored dual credit had a slightly larger effect on students who were not English learners and did not have an IEP, these participation gaps widened slightly with the introduction of sponsored dual credit (see appendix A, table A3 for more details).

Figure 5. Across student characteristics, sponsored dual credit is increasing students' participation in college credit in the high school in 2023–24



Note: Sample includes all students in grades 9–12 who were enrolled in an Oregon public school in 2023–24: N = 184,346. Participation rates for the two groups may not sum to the overall participation rate due to rounding. See appendix A, table A3 for more details.

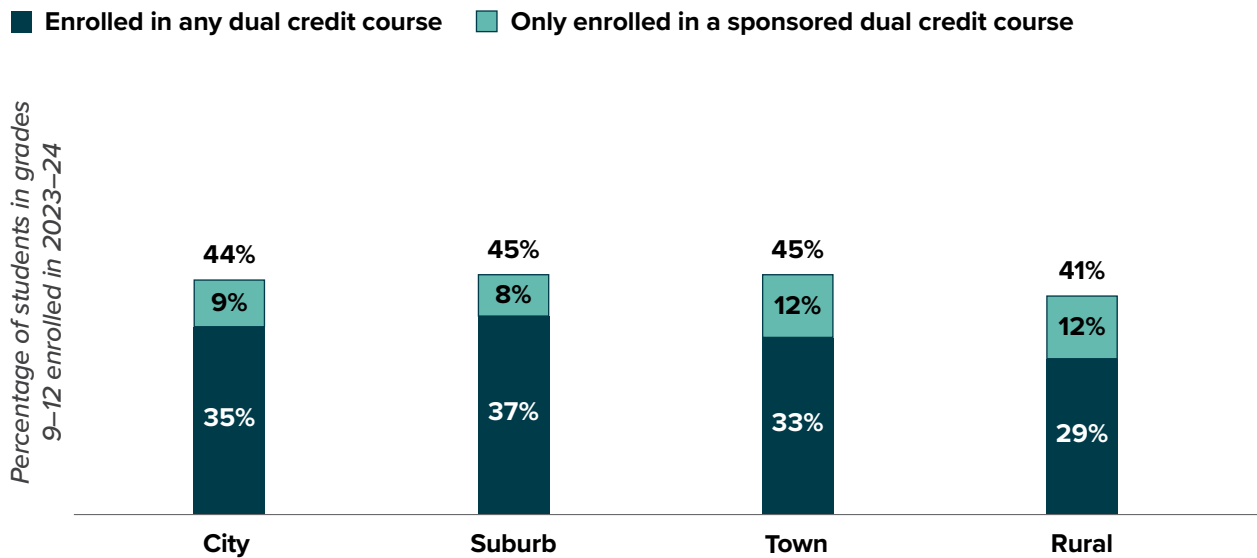
Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

Sponsored dual credit is increasing access for all students in rural parts of the state—narrowing an equity gap between schools in rural and urban areas

In 2023–24, sponsored dual credit had the largest impact on access to college credit in the high school for students in rural parts of the state. Participation in college-credit courses rose by 8 to 9 percentage points for students attending schools in suburban and city locales, compared with a 12-percentage-point increase for students in town and rural locales (figure 6).

Moreover, in the absence of sponsored dual credit, participation rates would have been substantially lower in rural and town areas than in cities and suburbs. For example, participation rates among schools in suburban locales would have been 8 percentage points greater than those in rural locales. With the introduction of sponsored dual credit, this gap narrowed to 4 percentage points, indicating that sponsored dual credit is shrinking long-standing geographic disparities in access to college credit in the high school (see appendix A, table A4 for more details).

Figure 6. Sponsored dual credit is narrowing geographic disparities in access to college credit in the high school in 2023–24



Note: Sample includes all students in grades 9–12 who were enrolled in an Oregon public school in 2023–24 with a non-missing locale code: N = 181,600. City, Suburb, Town, and Rural locales defined by the National Center for Education Statistics. Participation rates for the two groups may not sum to the overall participation rate due to rounding. See appendix A, table A4 for more details.

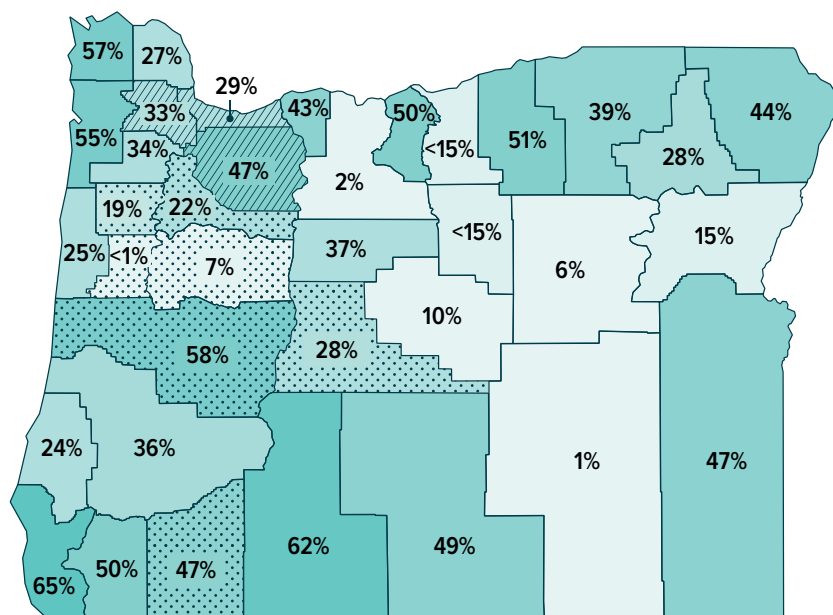
Source: Authors’ analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

The rural trends observed statewide are mirrored across counties throughout Oregon. Sponsored dual credit has driven substantial participation gains in central, eastern, and northern coastal counties, where it has markedly expanded access to college credit in the high school. For example, in rural counties such as Crook, Grant, Harney, and Wasco, fewer than 10 percent of students would have participated in college credit in the high school without sponsored dual credit. With the addition of sponsored dual credit, participation rates in these counties rose substantially, ranging from 14 to 55 percent, with rates exceeding 40 percent in two of the counties (figure 7, see appendix A, table A5 for more details).

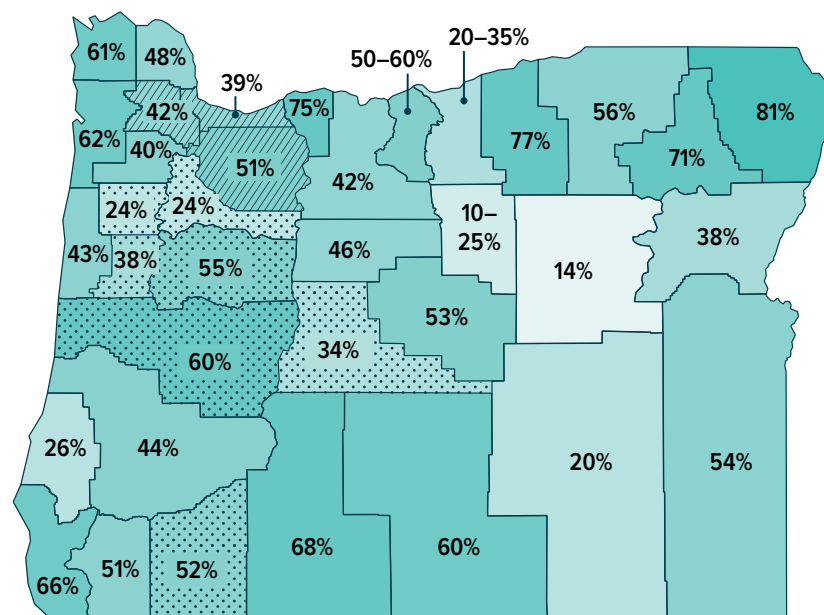
Figure 7. Sponsored dual credit is increasing access to college credit in the high school in predominantly rural counties across the state in 2023–24

Rurality ■ Rural ■ Hybrid ■ Primarily urban

Percentage of all students in the county who enrolled in at least one dual credit course in 2023–24



Percentage of all students in the county who enrolled in dual credit and/or sponsored dual credit in 2023–24



Note: Map shading corresponds to the percentage of students in the county who enrolled in at least one dual credit course (left map) or who enrolled in dual credit and/or sponsored dual credit (right map) in 2023–24, with darker shading indicating a higher percentage. Counties are classified as rural, hybrid (primarily rural but including a city with a population over 50,000), or primarily urban, as defined by The Ford Family Foundation (2025). In the figure, rural counties are shown with no fill, hybrid counties with a dotted pattern, and primarily urban counties with a hashed pattern. Sample includes all students in grades 9–12 who were enrolled in an Oregon public school in 2023–24: N = 181,600. See appendix A, table A5 for more details.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

The impact of college credit in the high school on student outcomes

In this section, we examine two overarching questions to understand the impact of college credit in the high school on student outcomes in Oregon:

1 How do high school and postsecondary academic outcomes differ between students who take dual credit or sponsored dual credit courses and those who do not?

2 Do outcomes differ for students who take sponsored dual credit compared with those who take dual credit?

To answer our first set of questions, we estimated a series of regression models to compare outcomes for four mutually exclusive groups of students, measured either during the academic year or cumulatively across all years a student was enrolled in high school (see appendix B, table B1 for details):

- Students who only took dual credit courses
- Students who only took sponsored dual credit courses
- Students who took both dual credit and sponsored dual credit courses
- Students who took neither dual credit nor sponsored dual credit courses.

We used regression modeling to adjust for observable differences between these four groups, including student demographics, enrollment in other advanced coursework, and academic achievement, and we included high school and academic year fixed effects to ensure comparisons were made among students in the same school and year. Our estimates help to disentangle the relationship between enrollment in courses implemented through dual credit and sponsored dual credit and their outcomes. The estimates are still subject to bias, as students' selection into these four groups is not random and cannot be fully accounted for through observable measures in our data.

We used two different approaches to answer the second question. First, we compared the estimated effects for students who only took dual credit with those students who only took sponsored dual credit, relative to students who took neither. This approach uses the full sample but remains vulnerable to selection bias.

Second, we leveraged a natural experiment in which the *same* college course was offered within the *same* high school and *same* year under both partnership models. Our data include 124 such course pairs (meaning, there is at least one section of the course offered under dual credit and at least one section of the course offered under sponsored dual credit) across 46 schools, enrolling 14,306 students between 2018–19 and 2020–21 through 2023–24. Each course pairing includes at least two sections of the course, and importantly, the only difference between the sections is that some are taught by teachers who are qualified to teach the course under sponsored dual credit and some are taught by teachers who are qualified under dual credit (see table 4 for an example).

To the student, the different section choices are equivalent, as the student does not know how the teacher is qualified to teach the course. Further, our conversations with the state’s dual credit coordinators and interviews with high school teachers suggest that the high school staff members who schedule college credit courses and help students enroll also do not know which sections are taught by a teacher qualified through sponsored dual credit or dual credit.

Table 4. Example of college-credit course pairs

School name	Spring of academic year	ODE course code	ODE course name	Section of course was sponsored dual credit or dual credit	Total students enrolled in sections represented in this row
Roseburg High School	2024	2110	Pre-Calculus	Sponsored dual credit	31
Roseburg High School	2024	2110	Pre-Calculus	Dual credit	51

ODE = Oregon Department of Education.

Source: Authors’ analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

We estimated regressions comparing outcomes for students who enrolled in the sponsored dual credit versus dual credit sections of these paired courses. Our models compare students within the same course pair, school, and year, with and without additional covariate adjustments. See appendix B for more details of analytic methods.

High school outcomes

In this section, we examine a set of outcomes that speak to both the immediate and mid-term implications of participating in sponsored dual credit and dual credit coursework. Specifically, we focus on three outcomes (see appendix B, table B1, for more details regarding outcome definitions, time of measurement, and samples):

- Registering for and earning the associated college credit
- Enrollment in advanced coursework in the following academic year
- On-time high school graduation

Only a small share of students who take sponsored dual credit or dual credit courses register for and earn the corresponding college credits, and among students who took these courses, registration and credit-earning rates were identical

Most students who take these courses do not go on to register for the associated college credits, although nearly everyone who registers earns the college credit. After adjusting for student differences, roughly a quarter of students who enrolled in either a dual credit or sponsored dual credit course registered to earn the college credits associated with the course, and a similar share ultimately earned the credits (figure 8; see appendix B, tables B2 and B3 for more details).

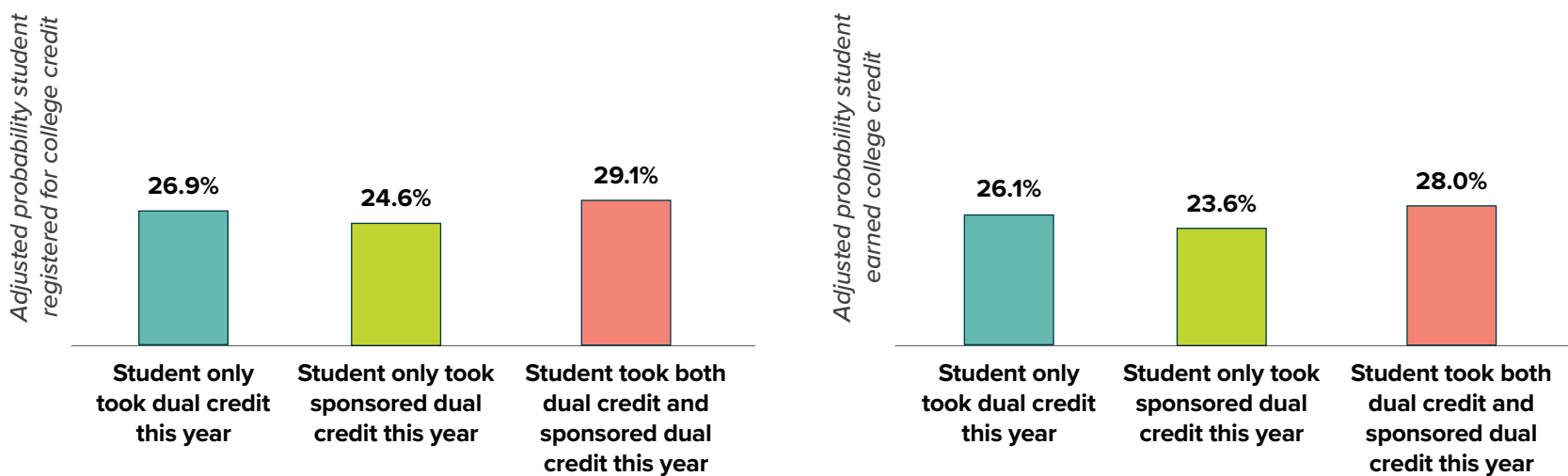
Across both the full sample and course-pairs analyses, we found no statistical differences in the likelihood of registering for or earning the credits based on whether the student enrolled in dual credit, sponsored dual credit, or both types of courses (see appendix B, tables B4 and B5 for more details).

Enrollment versus registration

Enrollment in dual credit or sponsored dual credit is measured as the student having an enrollment record in a high school course, measured through ODE course data, that was identified as a dual credit or sponsored dual credit course, through course-level matching with HECC partnership data. Enrollment does not indicate whether the student also registered to earn the available college credit.

Registration for the college credit available through the dual credit or sponsored dual credit course is measured by the student enrolling in the ODE course and having a corresponding course registration record in the HECC student course enrollment data.

Figure 8. Few students who enroll in sponsored dual credit or dual credit go on to register for and earn the corresponding college credits



Note: Vertical bars represent the regression-adjusted probability that a student registered for and earned college credit, based on their participation in dual credit or sponsored dual credit during the academic year. Regression models adjust for student demographic characteristics, student participation in advanced coursework (including Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit) in the prior academic year(s), the count of individual advanced courses taken in the current academic year, school, and academic year. See appendix B, table B3 for more details.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

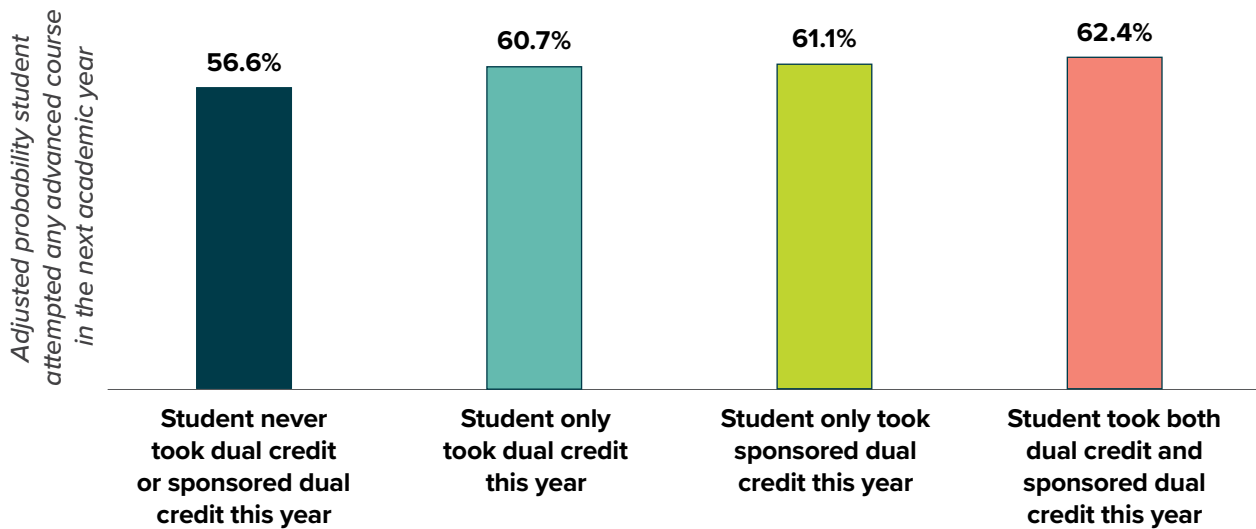
Students who enroll in sponsored dual credit or dual credit are more likely to attempt advanced coursework in the subsequent academic year, and impacts were indistinguishable between the course groups

While most students who enrolled in dual credit or sponsored dual credit courses did not go on to register for the associated college credits (see figure 8), these students were nonetheless more likely to take additional advanced coursework in the following academic year. Before adjusting for differences in any student characteristics between the four participation groups, we found that students who took dual credit or sponsored dual credit courses were 13.5 to 21 percentage points more likely to attempt another advanced course in the following academic year (see appendix B, table B6).

These initial differences likely reflect both selection factors—students in the four groups differ in attributes that influence advanced course taking—and any potential influence of participating in sponsored dual credit or dual credit specifically.

After adjusting for all observable differences in our data, students who enrolled in sponsored dual credit or dual credit coursework remained 4.1 to 5.8 percentage points more likely to attempt an advanced course in the next year (figure 9; appendix B, tables B6 and B7). This finding is driven by students' continued participation in dual credit coursework in the subsequent academic year. After adjusting for observable differences between the four groups, students who took sponsored dual credit or dual credit were no more or less likely than their peers to take Advanced Placement, International Baccalaureate, or sponsored dual credit coursework in the next academic year (see appendix B, table B6).

Figure 9. Students who enroll in sponsored dual credit or dual credit are more likely to attempt advanced coursework in the next academic year



Note: Vertical bars represent the regression-adjusted probability that a student attempted any advanced coursework (including Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit) in the next academic year. Regression models adjust for student demographic characteristics, student participation in advanced coursework the prior academic year(s), the count of individual advanced courses taken in the current academic year, school, and academic year. See appendix B, table B7 for more details.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

Across both the full sample and course-pairs analyses, we found no difference in the likelihood of taking advanced coursework in the next year based on whether the student took sponsored dual credit or dual credit (see appendix B, tables B8 and B9). Both course types had statistically equivalent effects on continued advanced course taking (even on continued enrollment in dual credit coursework, specifically).

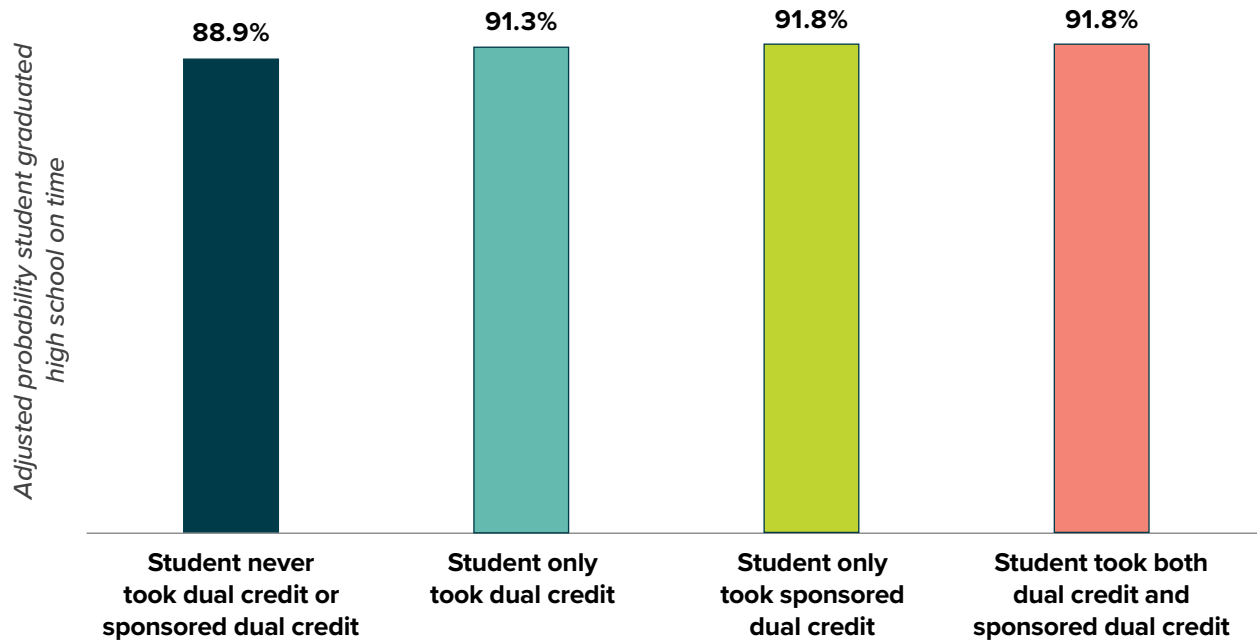
Students who enroll in sponsored dual credit or dual credit are more likely to graduate from high school on time, and impacts were the same between the course groups

Students' experiences with dual credit and sponsored dual credit courses support their continued engagement in school, on through on-time high school graduation. For this set of analyses, we restricted our sample to include only students who reached grade 12 in the expected year, based on when the student first started grade 9.³ We then tested whether on-time graduation varied across the four student groups. Because we limited our sample to students who were already in grade 12, our reported graduation rates were higher than statewide graduation rates, which are based on the entering grade 9 cohort.

Before adjusting for any observable differences across the four student groups, students who took sponsored dual credit or dual credit were 8.6 to 11.7 percentage points more likely to graduate high school on time, compared to their peers who were also in grade 12 yet who had never taken college credit in the high school courses (see appendix B, table B10). After adjusting for observable differences, student participation in sponsored dual credit and dual credit was still linked with a higher likelihood of on-time high school graduation (figure 10; appendix B, table B11).

³ We made this adjustment to reduce the extent to which the treatment categories captured other student characteristics associated with on-time high school graduation. Because sponsored dual credit and dual credit courses are typically taken in grade 11 or grade 12, students who enroll in these courses are, by definition, those who have progressed further in high school and therefore have a higher likelihood of graduating. If the sample were structured by grade 9 entry year, the treatment would be mechanically correlated with persistence to later grades and, in turn, with the outcome. Restricting the sample to grade 12 students helps to mitigate this conflation.

Figure 10. Among students who reach grade 12 on time, those who enroll in sponsored dual credit or dual credit during that year are more likely to graduate on time



Note: Vertical bars represent the regression-adjusted probability that a student graduated high school on time. Regression models adjust for student demographic characteristics, student participation in advanced coursework the prior academic year(s), the count of individual advanced courses taken in the current academic year, school, and academic year. Sample includes all students who reached grade 12 in the expected year, based on their first grade 9 year. See appendix B, table B11 for more details.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

Furthermore, in our full sample and course-pairs analyses, we observed statistically identical effects between students who took dual credit and those who took sponsored dual credit (see appendix B, tables B12 and B13).

To summarize, although relatively few students who took dual credit or sponsored dual credit courses registered for the corresponding college credits, simply enrolling in these courses was connected to other meaningful indicators of academic engagement and progress: Students who enrolled in college credit in the high school courses were more likely to take additional advanced coursework in the next academic year and were more likely to graduate high school on time, compared to similar students who did not take these courses. Importantly, the positive outcomes we observed do not differ based on whether a student took dual credit or sponsored dual credit.

Postsecondary outcomes

To understand the longer-term outcomes associated with participation in these course types, we focused on the following postsecondary outcomes (see appendix B, table B1, for more details regarding outcome definitions, time of measurement, and samples):

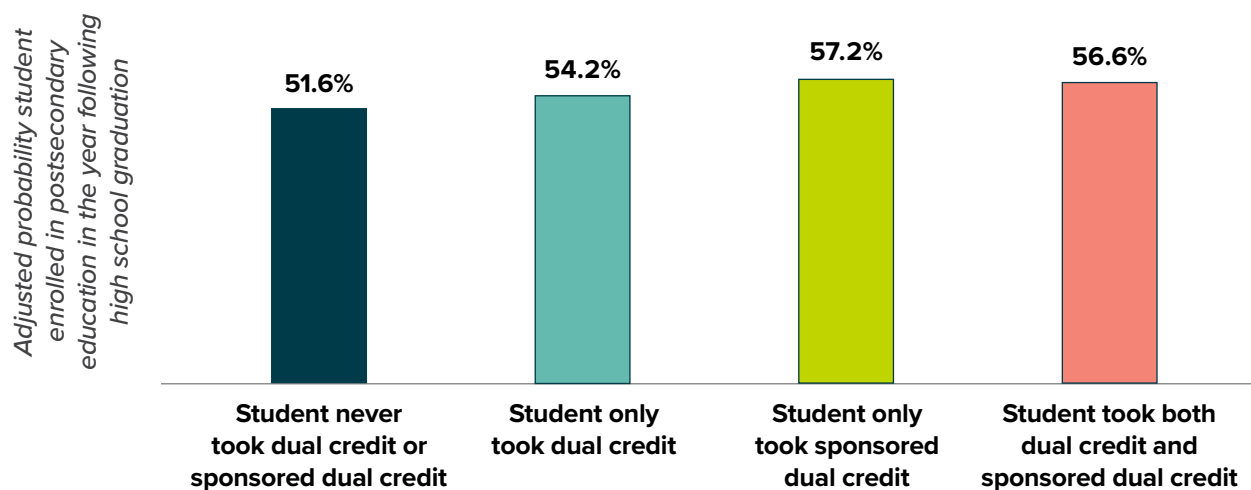
- Enrollment in any postsecondary institution following high school graduation. We measured this outcome for all high school graduates using National Student Clearinghouse data.
- First-year early-momentum indicators, including credits attempted and earned, GPA, and enrollment and completion of math and writing coursework. We measured these outcomes for all high school graduates who enrolled in an Oregon community college or public university. The outcomes were measured in a student's first post-high school academic year.

High school graduates who participated in sponsored dual credit or dual credit during high school are more likely to enroll in postsecondary education in the following year, and the impacts are not meaningfully different between the course groups

Before adjusting for any differences in student attributes, high school graduates who participated in sponsored dual credit, dual credit, or both during high school were 10.5 to 20.6 percentage points more likely to enroll in postsecondary education in the next academic year, compared to their peers who did not participate in either of these course opportunities (see appendix B, table B14).

After adjusting for demographic and academic differences observable in our data, students who participated in these course opportunities during high school were still 2.6 to 5.6 percentage points more likely to enroll in postsecondary education in the next year, compared to observationally similar students who did not enroll in these courses (figure 11; appendix B, tables B14 and B15).

Figure 11. High school graduates who take sponsored dual credit or dual credit courses are more likely to enroll in postsecondary education after high school



Note: Vertical bars represent the regression-adjusted probability that a high school graduate enrolled in any postsecondary institution in the academic year following high school graduation. Regression models adjust for student demographic characteristics, the count of individual advanced courses taken during high school, school, and cohort. See appendix B, table B15 for more details.

Source: Authors' analysis of Oregon Department of Education and National Student Clearinghouse data.

In our full sample analysis, we found that students who took only sponsored dual credit during high school were slightly more likely to enroll in postsecondary education in the year following high school graduation, compared to students who only took dual credit during high school (see appendix B, table B16). However, in our course-pairs analyses, we found no evidence that the effects differed for students who participated in the sponsored dual credit section of the course, compared to peers who participated in the dual credit section (see appendix B, table B17). This suggests that the difference we observed in the full sample may be due to student selection into the different groupings that our modeling could not account for.

After accounting for students' total advanced coursework in high school—including AP, IB, sponsored dual credit, and dual credit—we find no remaining differences in early-momentum outcomes across groups

Prior to making any statistical adjustments, we found that students who took sponsored dual credit or dual credit in high school achieved stronger early-momentum outcomes during their first year at an Oregon public college or university. Specifically, students who had experiences with these college course opportunities during high school earned 2.55 to 6.12 more college-level credits, earned college-level GPAs that were 0.13 to 0.33 points higher, and were 6.0 to 13.0 percentage points more likely to attempt a college-level math course in their first year of postsecondary education after high school, compared to students who did not take sponsored dual credit or dual credit during high school (see appendix B, table B18).

Once we adjusted for important student differences across these four groups—including the total count of each type of advanced course taken by the student during high school—these differences largely disappeared (see appendix B, table B18). One exception was college-level math: Even after adjusting for observable differences, students who enrolled in college credit courses during high school were about 1 to 2 percentage points more likely to attempt a college-level math course in their first year at an Oregon public college or university, and there were no differences by course type (see appendix B, tables B18, B19, and B20).

In the course-pairs analyses, where student participation in the sponsored dual credit or dual credit version of the course is essentially random, we largely found no difference in outcomes between the course types. One exception, again, was college-level math: Students who enrolled in the sponsored dual credit section of the course pair were 4.3 percentage points more likely to attempt college-level math during their first year at an Oregon public college or university compared to students who took the dual credit section of the course pair. This finding only holds, however, in the model that includes additional control variables (not in the baseline model; see appendix B, table B21).

Overall, these findings suggest that what matters most for achieving these early-momentum metrics is not whether a student takes sponsored dual credit or dual credit specifically, but whether they are more broadly engaged in college credit in the high school.

Importantly, these analyses were limited to students who graduated from high school and enrolled in an Oregon public college or university. Our prior findings showed that sponsored dual credit and dual credit, specifically, helped students reach this point, through increased rates of high school graduation and college enrollment, but once students arrived in postsecondary education, the influence of different advanced courses on these metrics started to converge. Nonetheless, the descriptive findings underscore that students who participated in advanced coursework during high school entered postsecondary education with stronger early momentum than those who did not, even if the marginal effects of sponsored dual credit and dual credit were generally indistinguishable.

Study implications and next steps

In many ways Oregon's unique dual enrollment teacher qualification model has been a success and has met its goal of expanding access to college credit in the high school, particularly in rural regions of the state. Importantly, the impact of sponsored dual credit on student outcomes is equal to that of dual credit. In other words, regardless of how teachers are qualified to teach college credit in the high school in Oregon, high school students are experiencing similar benefits of enrollment in and exposure to college courses. A dual credit teacher described the study findings as validating Oregon's unique model of qualifying dual credit teachers:

“I think the data is super fascinating, and I think it’s validating for what we’re trying to do in our building. This means students are getting a common experience regardless of who their faculty member is. On the back end, behind the scenes, that’s getting shored up, and so students don’t feel any kind of difference, and I think that’s incredible.”

– Dual credit high school teacher

The study findings also suggest implications for shifts in policies, practices, and mindsets to scale and improve this unique dual enrollment teacher qualification model within and outside of Oregon.

Recommendations for states

States that are grappling with how to expand their dual enrollment educator pipeline and considering alternative teacher qualification models for dual enrollment could look to Oregon faculty standards as a model. In particular, states that have gaps in access to college credit in the high school between rural and nonrural areas should view sponsored dual credit as a lever for reducing those gaps. To support positive student outcomes, faculty standards for college credit in the high school should be holistic and not just focused on faculty credentialing but also on K–12-postsecondary interaction and professional learning.

Oregon's sponsored dual credit faculty standards provide guidance on frequency of interaction, roles and responsibilities, use of feedback for continuous improvement, and access to essential resources to ensure course quality and alignment. As one postsecondary partner reflected on the study findings, they remarked on the importance of the standards:

“Our Oregon dual credit standards are based upon NACEP best practice ... I really feel that seeing this data showing that the sponsored dual credit teachers are doing well is in part because those NACEP and nationally recognized best practices are baked into the process and the expectations.”

– Postsecondary partner

Different models of interaction between college and high school faculty members, such as the PLC, mentorship, and co-teaching models, provide examples of supporting high-quality college credit in the high school.

To move forward, we suggest states consider the following activities:

- Examine existing professional development practices for college credit in the high school, assess where overlap already exists with the Oregon sponsored dual credit standards, and develop a professional development model to qualify high school teachers to teach dual enrollment
- Pilot the professional development model with high school teachers who do not have the necessary credentials (i.e., the same instructor qualifications as college faculty members teaching the course), allowing them to offer college credit in the high school
- Evaluate the model’s impact on student outcomes
- Develop guidance on effective models of professional development that facilitate greater access to high-quality dual enrollment

These activities mirror what happened in Oregon, where promising findings from the earliest version of sponsored dual credit (Eastern Promise) helped build the case for a statewide grant program to replicate the model, which eventually led to implementing the model at scale. Evaluation of outcomes can help build support and sustainability.

Recommendations for Oregon

Oregon has much to celebrate, given that students who enroll in either sponsored dual credit or dual credit are more likely to attempt advanced coursework in the subsequent academic year, graduate high school on time, and enroll in postsecondary education. In addition, impacts were the same between the three student groups we compared in this study: students who took only sponsored dual credit, students who took only dual credit, and students who took both.

These findings also point to areas for investment and continuous improvement. First, implementation of the sponsored dual credit standards has resulted in professional learning opportunities that high school teachers—regardless of whether they are qualified through dual credit or sponsored dual credit—have found to be some of the best professional development activities they have experienced. In particular, the

PLCs between K–12 and postsecondary educators deserve more investment and could be open to all dual credit teachers, regardless of education background and credentials. This would require providing course releases to the college faculty members who run these PLCs and providing substitutes to the high school teachers who participate in them. If resources allow, additional stipends to participate could incentivize broader participation.

On the other hand, some high school teachers have different experiences with the sponsored dual credit model depending on their faculty mentor. High school teachers consistently emphasized the importance of mutual respect and collaboration between college and high school faculty members. Oregon may want to consider how faculty standards can embed values of respect, connection, collaboration, and trust into educator roles and responsibilities.

To facilitate continuous learning, Oregon could identify specific sponsored dual credit partnerships that have strong and equitable participation rates and outcomes. The state could then document these partnerships in more detail, including their professional learning practices and how the partnership nurtures or embeds the values of connection, mutual respect, collaboration, and shared goals between K–12 and postsecondary educators.

Finally, the expansion of student enrollment in college credit in the high school by 10 percentage points has helped close equity gaps in access between rural and nonrural areas, but not by other student characteristics. Importantly, participation gaps between students who were and were not classified as English learners and between students who did or did not have an IEP widened slightly over the same period. We recommend examining structural barriers that hinder certain groups of students from enrolling in college credit in the high school. For example, prior research has found that reclassification policies and course placement policies are key levers for increasing access to advanced courses for students classified as English learners (Vazquez Cano et al., 2021).

Additionally, Oregon should continue its current efforts related to student advising. The Oregon State Board of Education and HECC recently committed to a state vision for college credit in the high school, which states ***“In support of the state’s education and workforce goals, every student in Oregon will have access to college credit in high school.”***

The advising toolkit is designed to support this vision by encouraging clear messaging across the state that every high school student should have access to a college credit in the high school course that supports their postsecondary goals. The toolkit includes support for family and community outreach, course selection, and messaging designed to support students’ ability to select and complete their first college credit in the high school class.

To further support this vision, Oregon is piloting a new continuous improvement standard in the state. This standard asks institutions to examine their enrollment data and identify at least one equity gap and then develop outreach and supports to close that gap. Providing statewide advising support to develop

common practices, beliefs, and language about who belongs in these programs, while also asking institutions to identify and address local equity gaps, should contribute to more equitable access to college credit in the high school in Oregon.

Conclusion

Oregon's sponsored dual credit model has demonstrated that reimagining teacher qualification requirements for dual enrollment can help expand access to college credit in the high school, particularly in rural areas that may have limited access to high school teachers who have the same qualifications as college faculty members. However, these efforts have not remedied access barriers for some students, including those who are classified as English language learners and those who have an IEP. These access gaps point to persistent structural barriers and unchanged mindsets about who can participate in college credit in the high school. Meanwhile, Oregon has also demonstrated that rigorous standards that require substantive interaction between college and high school faculty can support high-quality dual enrollment. In Oregon, high school students benefit from enrollment in college credit in the high school, particularly through receiving a boost in the likelihood of completing high school and enrolling in college, regardless of how their high school teacher was qualified to teach the college course.

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Appendix A. Student participation in college credit in the high school

This appendix provides detailed counts and percentages of students who enrolled in dual credit courses.

Table A1. Student participation in college credit in the high school from 2018–19 to 2023–24

Academic year	Count of all students enrolled in the academic year	Percentage of all students who enrolled in both dual credit and sponsored dual credit during the year	Percentage of all students who only enrolled in dual credit during the year (no sponsored dual credit)	Percentage of all students who only enrolled in sponsored dual credit during the year (no dual credit)	Percentage of all students who never enrolled in dual credit or sponsored dual credit during the academic year
2018–19	176,439	6%	37%	7%	51%
2019–20	*	*	*	*	*
2020–21	179,536	3%	26%	6%	64%
2021–22	183,348	4%	29%	7%	60%
2022–23	185,011	6%	28%	10%	56%
2023–24	184,346	6%	28%	10%	57%

Note: Samples include all students in grades 9–12 who were enrolled in an Oregon public school during the academic year. Due to the impacts of the pandemic, the Oregon Department of Education did not collect student course data in 2019–20.

Source: Authors’ analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

Table A2. Decomposition of student participation in college credit in the high school from 2018–19 to 2023–24

Academic year	Count of all students enrolled in the academic year	Percentage of all students who enrolled in at least one dual credit course during the year	Percentage of all students who only enrolled in sponsored dual credit during the year (no dual credit)	Percentage of all students who enrolled in dual credit and/or sponsored dual credit during the year
2018–19	176,439	43%	7%	49%
2019–20	*	*	*	*
2020–21	179,536	29%	6%	36%
2021–22	183,348	33%	7%	40%
2022–23	185,011	34%	10%	44%
2023–24	184,346	34%	10%	43%

Note: Samples include all students in grades 9–12 who were enrolled in an Oregon public school during the academic year. Due to the impacts of the pandemic, the Oregon Department of Education did not collect student course data in 2019–20.

Source: Authors’ analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

Table A3. Decomposition of student participation in college credit in the high school by student characteristics in 2023–24

Student group	Category	Count of all students in the category who were enrolled in the academic year	Percentage of all students in the category who enrolled in at least one dual credit course during the year	Percentage of all students in the category who only enrolled in sponsored dual credit during the year (no dual credit)	Percentage of all students in the category who enrolled in dual credit and/or sponsored dual credit during the year
All students	All students	184,346	34%	10%	43%
Student grade	9	45,790	26%	7%	33%
	10	47,481	33%	10%	44%
	11	45,566	40%	11%	51%
	12	45,509	35%	11%	46%
Student gender	Female	81,640	36%	11%	47%
	Male	89,069	34%	10%	43%
	Nonbinary	1,742	36%	8%	44%
Student race/ethnicity	American Indian/ Alaska Native	2,024	30%	10%	40%
	Asian	7,427	43%	10%	53%
	Black/African American	4,100	28%	11%	39%
	Hispanic/Latino	45,624	32%	9%	41%
	Multiracial	11,881	35%	10%	46%
	Native Hawaiian/ Pacific Islander	1,343	28%	9%	36%
	White	100,052	36%	11%	47%

Student group	Category	Count of all students in the category who were enrolled in the academic year	Percentage of all students in the category who enrolled in at least one dual credit course during the year	Percentage of all students in the category who only enrolled in sponsored dual credit during the year (no dual credit)	Percentage of all students in the category who enrolled in dual credit and/or sponsored dual credit during the year
Student is classified as an English learner	No	158,892	36%	10%	46%
	Yes	13,559	22%	8%	30%
Student has an individualized education program (IEP)	No	147,813	37%	10%	48%
	Yes	24,638	22%	8%	29%
Student is in a migrant education program	No	168,956	35%	10%	45%
	Yes	3,495	37%	10%	47%
Student ever economically disadvantaged grades 9–12 (no 2020–2022)	No	34,399	36%	11%	47%
	Yes	148,646	33%	10%	43%
Student quartile on grade 11 statewide math assessment (grade 8 if grade 11 missing)	0–24% (bottom quartile)	34,043	35%	11%	47%
	25–49%	12,384	47%	13%	60%
	50–74%	7,597	54%	13%	66%
	75–99% (top quartile)	3,925	59%	11%	70%

Student group	Category	Count of all students in the category who were enrolled in the academic year	Percentage of all students in the category who enrolled in at least one dual credit course during the year	Percentage of all students in the category who only enrolled in sponsored dual credit during the year (no dual credit)	Percentage of all students in the category who enrolled in dual credit and/or sponsored dual credit during the year
Student quartile on grade 11 reading assessment (grade 8 if grade 11 missing)	0–24% (bottom quartile)	19,367	31%	11%	42%
	25–49%	13,800	39%	12%	51%
	50–74%	16,714	48%	13%	61%
	75–99% (top quartile)	10,824	53%	13%	66%

Note: Samples include all students in grades 9–12 who were enrolled in an Oregon public school during the 2023–24 academic year. All student group data are reported for 2023–24, except the indicator of economic disadvantage, which captures whether a student was identified in 2018–19, 2022–23, or 2023–24 as being economically disadvantaged, due to data not being collected or reliable in other study years.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

Table A4. Decomposition of student participation in college credit in the high school by high school locale in 2023–24

High school locale	Count of all students in the category who were enrolled in the academic year	Percentage of all students in the category who enrolled in at least one dual credit course during the year	Percentage of all students in the category who only enrolled in sponsored dual credit during the year (no dual credit)	Percentage of all students in the category who enrolled in dual credit and/or sponsored dual credit during the year
City	69,461	35%	9%	44%
Suburb	39,817	37%	8%	45%
Town	43,322	33%	12%	45%
Rural	29,000	29%	12%	41%

Note: Samples include all students in grades 9–12 who were enrolled in an Oregon public school during the 2023–24 academic year with a non-missing locale code. Locale codes are defined by National Center for Education Statistics (see Gevert & Maselli, 2024, for details)

Source: Authors’ analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

Table A5. Decomposition of student participation in college credit in the high school by Oregon counties in 2023–24

County name	County rurality	Count of students enrolled in the county	Enrolled in any dual credit course	Only enrolled in a sponsored dual credit course	Enrolled in any dual credit or sponsored dual credit course (total)
Baker County	Rural	1,996	15%	23%	38%
Benton County	Hybrid	2,992	<1%	38%	38%
Clackamas County	Primarily urban	19,838	47%	5%	51%
Clatsop County	Rural	1,619	57%	4%	61%
Columbia County	Rural	2,073	27%	22%	48%
Coos County	Rural	3,017	24%	2%	26%

County name	County rurality	Count of students enrolled in the county	Enrolled in any dual credit course	Only enrolled in a sponsored dual credit course	Enrolled in any dual credit or sponsored dual credit course (total)
Crook County	Rural	1,548	10%	42%	53%
Curry County	Rural	631	65%	1%	66%
Deschutes County	Hybrid	8,592	28%	6%	34%
Douglas County	Rural	4,505	36%	7%	44%
Gilliam County	Rural	93	<15%	20–35%	20–35%
Grant County	Rural	808	6%	9%	14%
Harney County	Rural	558	1%	19%	20%
Hood River County	Rural	1,184	43%	32%	75%
Jackson County	Hybrid	9,315	47%	5%	52%
Jefferson County	Rural	1,097	37%	9%	46%
Josephine County	Rural	3,555	50%	1%	51%
Klamath County	Rural	3,145	62%	6%	68%
Lake County	Rural	366	49%	11%	60%
Lane County	Hybrid	13,931	58%	2%	60%
Lincoln County	Rural	1,803	25%	18%	43%
Linn County	Hybrid	6,500	7%	48%	55%
Malheur County	Rural	1,717	47%	7%	54%
Marion County	Hybrid	19,439	22%	3%	24%
Morrow County	Rural	786	51%	26%	77%

County name	County rurality	Count of students enrolled in the county	Enrolled in any dual credit course	Only enrolled in a sponsored dual credit course	Enrolled in any dual credit or sponsored dual credit course (total)
Multnomah County	Primarily urban	27,078	29%	10%	39%
Polk County	Hybrid	2,848	19%	5%	24%
Sherman County	Rural	78	50%	<15%	50–65%
Tillamook County	Rural	1,229	55%	7%	62%
Umatilla County	Rural	4,417	39%	17%	56%
Union County	Rural	1,170	28%	42%	71%
Wallowa County	Rural	300	44%	37%	81%
Wasco County	Rural	1,173	2%	41%	42%
Washington County	Primarily urban	26,807	33%	9%	42%
Wheeler County	Rural	76	<15%	10–25%	10–25%
Yamhill County	Rural	5,316	34%	6%	40%

Note: Samples include all students in grades 9–12 who were enrolled in an Oregon public school during the 2023–24 academic year with a non-missing high school county. County rurality as defined by The Ford Family Foundation (2025). Primarily urban includes counties in the Portland Metropolitan Area. Hybrid counties are primarily rural but include a city with a population over 50,000. The remaining 26 counties in Oregon are classified as entirely rural.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

Appendix B. The relationship between enrollment in college credit in the high school and student outcomes

This appendix provides additional methodological detail for our regression analyses, along with full regression results. Our analyses address two overarching questions:

1. How do high school and postsecondary academic outcomes differ between students who take dual credit or sponsored dual credit courses and those who do not?
2. Do outcomes differ for students who take sponsored dual credit compared with those who take dual credit?

Regression Approach for Question 1

To examine differences across students with different patterns of participation in college credit in the high school, we estimated a series of regression models comparing four mutually exclusive groups of students. Group membership was measured either during an individual academic year or cumulatively across all years a student was enrolled in high school, depending on the outcome (see table B1 for details). The four groups include:

1. Students who only took dual credit courses
2. Students who only took sponsored dual credit courses
3. Students who took both dual credit and sponsored dual credit courses
4. Students who took neither dual credit nor sponsored dual credit courses

Our general estimation model is as follows:

$$Y_{isy} = \alpha + \beta_1 DC_{iy} + \beta_2 SDC_{iy} + \beta_3 BOTH_{iy} + \mathbf{X}_i + \gamma_s + \delta_y + \varepsilon_{isy}$$

where:

- Y_{isy} is the outcome for student i in school s in academic year y .
- DC_{iy} , SDC_{iy} , and $BOTH_{iy}$ indicate group membership during the academic year (students who took neither dual credit nor sponsored dual credit courses are the omitted reference group)
- \mathbf{X}_i is a vector of student-level characteristics, including demographics (grade, gender, race/ethnicity, whether student is classified as an English learner, whether student has an IEP, whether student is in a migrant education program, and whether student was ever economically disadvantaged during high

school), and prior and current experiences with individual types of advanced coursework (Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit).

- γ_s and δ_y are school and year fixed effects.

These models address observed differences across groups but cannot eliminate selection bias due to unobserved factors, such as students' intrinsic motivation or counselor guidance.

Regression Approaches for Question 2

To determine whether outcomes differ between students who take sponsored dual credit and those who take dual credit, we used two complementary strategies.

First, we compared estimates from the model above to test whether the coefficient for students who only took dual credit (β_1 ; Group 1) differed statistically from the coefficient for students who only took sponsored dual credit (β_2 ; Group 2), each relative to students who took neither (Group 4). While this approach benefits from using the entire sample (groups 1–4), it is subject to selection biases we cannot fully address, such as students' intrinsic motivation.

Second, to obtain more precise estimates, we leveraged a natural experiment: Across the state, there are a subset of college courses that are offered at the same high school, during the same year, and with the same course name. Our data includes 124 such course pairs (meaning, there is at least one section of the course offered under dual credit and at least one section of the course offered under sponsored dual credit) across 46 schools, enrolling 14,306 students between 2018–19 and 2020–21 through 2023–24.

There are at least two sections in these course pairs, and the only difference between the sections is that some are taught by teacher(s) who are qualified to teach the course under sponsored dual credit and some are taught by teacher(s) who are qualified under dual credit. Because students and high school staff members who schedule college credit courses are typically unaware of how a teacher is qualified to teach the course, section enrollment is effectively independent of partnership model (i.e., sponsored dual credit vs. dual credit).

Our general estimation model is as follows:

$$Y_{icpy} = \alpha + \beta_1 SDC_{icpy} + \mathbf{X}_i + \zeta_{cpy} + \varepsilon_{icpy}$$

where:

- Y_{icpy} is the outcome for student i in course pair cp in academic year y .
- SDC_{icpy} indicates student enrollment in the sponsored dual credit section of course pair cp in academic year y (students who enrolled in the dual credit section of course pair cp are the omitted reference group)
- \mathbf{X}_i is a vector of student-level characteristics, including demographics (grade, gender, race/ethnicity, whether student is classified as an English learner, whether student has an IEP, whether student is in

a migrant education program, and whether student was ever economically disadvantaged during high school), and prior and current experiences with individual types of advanced coursework (Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit).

- ζ_{cpy} are fixed effects for course pairs within each school and academic year.

These models compare outcomes for students taking a different section of the same course and offer a more credible test of whether sponsored dual credit and dual credit differ in their impacts.

Table B1. Regression outcomes and samples

Outcome	Treatment years included in analyses	Full sample			Course-Pair		
		Eligible population	Measurement of treatment	Measurement of outcome	Eligible population	Measurement of treatment	Measurement of outcome
Registration for college credits in sponsored dual credit/dual credit course	2018–19 – 2023–24 (no treatment in 2019–20)	All students who enrolled in any sponsored dual credit or dual credit during the academic year	Academic year	Same academic year	All students who enrolled in an SDC/DC course-pair during the academic year	Academic year	Same academic year
Earn college credits in sponsored dual credit/dual credit course	2018–19 – 2023–24 (no treatment in 2019–20)	All students who enrolled in any sponsored dual credit or dual credit during the academic year	Academic year	Same academic year	All students who enrolled in an SDC/DC course-pair during the academic year	Academic year	Same academic year
Enrollment in advanced coursework in the next academic year	2020–21– 2022–23	All students who were enrolled in grades 9–11 during the academic year	Academic year	Next academic year	All students who enrolled in an SDC/ DC course pair in grades 9–11 during the academic year	Academic year	Next academic year
On-time high school graduation	2018–19 – 2023–24 (no treatment in 2019–20)	All students who were enrolled in grade 12 in the year in which they were expected to reach grade 12	Cumulative across high school	Academic year in which student enrolled in grade 12	All students who enrolled in an SDC/ DC course pair enrolled in grade 12 in the year in which they were expected to reach grade 12	Last academic year in which student enrolled in an SDC/DC course pair	Academic year in which student enrolled in grade 12

Outcome	Treatment years included in analyses	Full sample			Course-Pair		
		Eligible population	Measurement of treatment	Measurement of outcome	Eligible population	Measurement of treatment	Measurement of outcome
Postsecondary enrollment in the year after high school graduation	2018–19 – 2023–24 (no treatment in 2019–20)	All students who graduated high school and could be observed through their first year of postsecondary enrollment	Cumulative across high school	Academic year following high school graduation	All students who enroll in SDC/DC course pair who graduated high school and could be observed through their first year of postsecondary enrollment	Last academic year in which student enrolled in an SDC/DC course pair	Academic year following high school graduation
Early momentum metrics at Oregon public colleges and universities	2018–19–2023–24 (no treatment in 2019–20)	All students who graduated high school and enrolled in an Oregon public college or university following high school graduation	Cumulative across high school	First academic year of enrollment in an Oregon public college or university following high school graduation	All students who enroll in SDC/DC course pair who graduated high school and enrolled in an Oregon public college or university following high school graduation	Last academic year in which student enrolled in an SDC/DC course pair	First academic year of enrollment in an Oregon public college or university following high school graduation

DC = dual credit. SDC = sponsored dual credit.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B2. The relationship between enrollment in college credit in the high school coursework and registering for and earning the associated college credits (main effects)

	Registered for associated college credits		Earned associated college credits	
	Baseline model	Preferred model	Baseline model	Preferred model
Student only took sponsored dual credit during the academic year	-0.031 (0.016)	-0.022 (0.014)	-0.033* (0.016)	-0.024 (0.013)
Student took dual credit and sponsored dual credit during the academic year	0.243*** (0.011)	0.022* (0.011)	0.237*** (0.011)	0.019 (0.012)
Constant	0.247*** (0.007)	0.028 (0.018)	0.240*** (0.007)	0.023 (0.018)
Student-year observations	385,545	377,144	385,545	377,144
Adjusted R-squared	0.032	0.214	0.031	0.209

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$ communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays coefficients and standard errors from OLS regression analyses with school fixed effects that examine the relationship between participation in college credit in the high school and registering for and earning the associated college credits. The baseline model includes school fixed effects and an indicator for academic year. The preferred model adds additional controls for student demographics and prior and current experiences with individual types of advanced coursework (Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit). Students who only took dual credit during the academic year are the omitted reference group.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B3. The relationship between enrollment in college credit in the high school coursework and registering for and earning the associated college credits (marginal effects)

	Registered for associated college credits	Earned associated college credits
Student only took dual credit during the academic year	26.9%*** (0.4%)	26.1%*** (0.3%)
Student only took sponsored dual credit during the academic year	24.6%*** (1.1%)	23.6%*** (1.0%)
Student took dual credit and sponsored dual credit during the academic year	29.1%*** (0.9%)	28.0%*** (0.9%)
Student-year observations	377,144	377,144

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$ communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays average marginal effects standard errors from our preferred models specified in table B2.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B4. The relationship between enrollment in college credit in the high school coursework and registering for and earning the associated college credits (full sample contrasts)

	Registered for associated college credits	Earned associated college credits
Student only took sponsored dual credit vs. student only took dual credit during the academic year	-0.022 (0.014)	-0.024 (0.013)
Z-score	-1.585	-1.820
$P > z $	0.113	0.069
Student-year observations	377,144	377,144

Note: Table displays contrast that compares margins from table B3 and their associated standard errors, z-scores, and p-values. Results indicate that contrasts are not statistically different from 0 under standard thresholds for statistical significance.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B5. The relationship between enrollment in college credit in the high school coursework and registering for and earning the associated college credits (course-pairs; main effects)

	Registered for associated college credits		Earned associated college credits	
	Baseline model	Preferred model	Baseline model	Preferred model
Student enrolled in sponsored dual credit section of course pair	-0.004 (0.021)	-0.001 (0.020)	-0.009 (0.019)	-0.006 (0.019)
Constant	0.325*** (0.010)	0.494*** (0.057)	0.320*** (0.010)	0.491*** (0.056)
Student-year observations	15,480	15,188	15,480	15,188
Adjusted R-squared	-0.000	0.031	0.000	0.032

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$ communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays coefficients and standard errors from OLS regression analyses with school fixed effects that examine the relationship between participation in the sponsored dual credit section of the course pair and registering for and earning the associated college credits. The baseline model includes a school, course-pair, and year fixed effect to ensure comparisons are made among students who enrolled in different sections of the same course pair. The preferred model adds additional controls for student demographics and prior experiences with individual types of advanced coursework (Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit). Students who enrolled in the dual credit section of the course pair are the omitted reference group.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B6. The relationship between enrollment in college credit in the high school coursework and attempting advanced coursework in the next academic year (main effects)

	Attempted any advanced coursework in the next year		Attempted dual credit in the next year		Attempted sponsored dual credit in the next year		Attempted Advanced Placement in the next year		Attempted International Baccalaureate in the next year	
	Baseline model	Preferred model	Baseline model	Preferred model	Baseline model	Preferred model	Baseline model	Preferred model	Baseline model	Preferred model
Student only took dual credit during the academic year	0.135*** (0.008)	0.041*** (0.007)	0.132*** (0.008)	0.039*** (0.008)	0.032*** (0.006)	0.008 (0.006)	0.116*** (0.010)	-0.006 (0.009)	0.021** (0.006)	-0.002 (0.005)
Student only took sponsored dual credit during the academic year	0.112*** (0.014)	0.045*** (0.012)	0.071*** (0.017)	0.048** (0.016)	0.057*** (0.014)	-0.006 (0.014)	0.117*** (0.016)	0.011 (0.014)	0.006 (0.003)	-0.010** (0.004)
Student took dual credit and sponsored dual credit during the academic year	0.210*** (0.012)	0.058*** (0.013)	0.210*** (0.017)	0.096*** (0.022)	0.097*** (0.017)	0.015 (0.018)	0.222*** (0.022)	-0.009 (0.015)	0.028* (0.012)	-0.004 (0.007)
Constant	0.508*** (0.005)	0.560*** (0.013)	0.331*** (0.007)	0.377*** (0.012)	0.115*** (0.007)	0.126*** (0.011)	0.154*** (0.005)	0.186*** (0.013)	0.072*** (0.003)	0.051*** (0.009)
Student-year observations	381,906	376,644	381,906	376,644	381,906	376,644	381,906	376,644	381,906	376,644
Adjusted R-squared	0.020	0.099	0.019	0.048	0.010	0.025	0.025	0.162	0.002	0.151

* p<0.05; ** p<0.01; *** p<0.001 communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays coefficients and standard errors from OLS regression analyses with school fixed effects that examine the relationship between participation in college credit in the high school and attempting advanced coursework in the next academic year. The baseline model includes school fixed effects and an indicator for academic year. The preferred model adds additional controls for student demographics and prior and current experiences with individual types of

advanced coursework (Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit). Students who took neither dual credit nor sponsored dual credit during the academic year are the omitted reference group.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B7. The relationship between enrollment in college credit in the high school coursework and attempting advanced coursework in the next academic year (marginal effects)

	Attempted any advanced coursework in the next year	Attempted dual credit in the next year	Attempted sponsored dual credit in the next year	Attempted Advanced Placement in the next year	Attempted International Baccalaureate in the next year
Student took neither dual credit nor sponsored dual credit during the academic year	56.6%*** (0.3%)	35.8%*** (0.4%)	16.1%*** (0.3%)	21.4%*** (0.3%)	8.0%*** (0.2%)
Student only took dual credit during the academic year	60.7%*** (0.5%)	39.6%*** (0.6%)	17.0%*** (0.4%)	20.8%*** (0.6%)	7.8%*** (0.3%)
Student only took sponsored dual credit during the academic year	61.1%*** (1.0%)	40.6%*** (1.3%)	15.5%*** (1.2%)	22.5%*** (1.3%)	7.0%*** (0.4%)
Student took dual credit and sponsored dual credit during the academic year	62.4%*** (1.1%)	45.4%*** (2.0%)	17.6%*** (1.6%)	20.5%*** (1.3%)	7.6%*** (0.6%)
Student-year observations	376,644	376,644	376,644	376,644	376,644

* p<0.05; ** p<0.01; *** p<0.001 communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays average marginal effects standard errors from our preferred models specified in table B6.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B8. The relationship between enrollment in college credit in the high school coursework and attempting advanced coursework in the next academic year (full sample contrasts)

	Attempted any advanced coursework in the next year	Attempted dual credit in the next year	Attempted sponsored dual credit in the next year	Attempted Advanced Placement in the next year	Attempted International Baccalaureate in the next year
Student only took sponsored dual credit vs. student only took dual credit during the academic year	0.004 (0.012)	0.009 (0.016)	-0.014 (0.014)	0.017 (0.016)	-0.007 (0.006)
Z-score	0.355	0.602	-1.002	1.015	-1.151
P> z 	0.723	0.547	0.316	0.310	0.250
Student-year observations	376,644	376,644	376,644	376,644	376,644

Note: Table displays contrast that compares margins from table B7 and their associated standard errors, z-scores, and p-values. Results indicate that contrasts are not statistically different from 0 under standard thresholds for statistical significance.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B9. The relationship between enrollment in college credit in the high school coursework and attempting advanced coursework in the next academic year (course-pairs; main effects)

	Attempted any advanced coursework in the next year		Attempted dual credit in the next year		Attempted sponsored dual credit in the next year		Attempted Advanced Placement in the next year		Attempted International Baccalaureate in the next year	
	Baseline model	Preferred model	Baseline model	Preferred model	Baseline model	Preferred model	Baseline model	Preferred model	Baseline model	Preferred model
Student enrolled in sponsored dual credit section of course pair	-0.003 (0.027)	-0.006 (0.020)	-0.007 (0.028)	-0.007 (0.021)	0.012 (0.018)	0.005 (0.018)	-0.026 (0.020)	-0.021 (0.016)	0.003 (0.003)	0.002 (0.003)
Constant	0.817*** (0.014)	0.768*** (0.056)	0.663*** (0.015)	0.646*** (0.074)	0.300*** (0.009)	0.293*** (0.052)	0.456*** (0.010)	0.462*** (0.063)	0.018*** (0.002)	-0.027 (0.039)
Student-year observations	5,994	5,918	5,994	5,918	5,994	5,918	5,994	5,918	5,994	5,918
Adjusted R-squared	-0.000	0.029	-0.000	0.027	0.000	0.009	0.001	0.050	0.000	0.011

* p<0.05; ** p<0.01; *** p<0.001 communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays coefficients and standard errors from OLS regression analyses with school fixed effects that examine the relationship between participation in the sponsored dual credit section of the course pair and attempting an advanced course in the next academic year. The baseline model includes a school, course-pair, and year fixed effect to ensure comparisons are made among students who enrolled in different sections of the same course pair. The preferred model adds additional controls for student demographics and prior experiences with individual types of advanced coursework (Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit). Students who enrolled in the dual credit section of the course pair are the omitted reference group.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B10. The relationship between enrollment in college credit in the high school coursework and on-time high school graduation (main effects)

	On-time high school graduation	
	Baseline model	Preferred model
Student only took dual credit during high school	0.086*** (0.007)	0.024*** (0.004)
Student only took sponsored dual credit during high school	0.068*** (0.007)	0.030*** (0.006)
Student took dual credit and sponsored dual credit during high school	0.117*** (0.008)	0.029*** (0.006)
Constant	0.821*** (0.004)	0.918*** (0.004)
Student observations	106,937	99,701
Adjusted R-squared	0.016	0.057

* p<0.05; ** p<0.01; *** p<0.001 communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays coefficients and standard errors from OLS regression analyses with school fixed effects that examine the relationship between participation in college credit in the high school and on-time high school graduation.

The baseline model includes school fixed effects and an indicator for academic year. The preferred model adds additional controls for student demographics and prior and current experiences with individual types of advanced coursework (Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit). Students who never took dual credit nor sponsored dual credit during high school are the omitted reference group. Sample includes all students who reached grade 12 in the expected year, based on their first grade 9 year.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B11. The relationship between enrollment in college credit in the high school coursework and on-time high school graduation (marginal effects)

	On-time high school graduation
Student never took dual credit nor sponsored dual credit during high school	88.9%*** (0.3%)
Student only took dual credit during high school	91.3%*** (0.2%)
Student only took sponsored dual credit during high school	91.8%*** (0.4%)

	On-time high school graduation
Student took dual credit and sponsored dual credit during high school	91.8%*** (0.4%)
Student observations	99,701

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$ communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays average marginal effects standard errors from our preferred models specified in table B10.

Sample includes all students who reached grade 12 in the expected year, based on their first grade 9 year.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B12. The relationship between enrollment in college credit in the high school coursework and on-time high school graduation (full sample contrasts)

	On-time high school graduation
Student only took sponsored dual credit vs. student only took dual credit during the academic year	0.006 (0.005)
Z-score	1.090
P> z 	0.276
Student observations	99,701

Note: Table displays contrast that compares margins from table B11 and their associated standard errors, z-scores, and p-values. Results indicate that contrasts are not statistically different from 0 under standard thresholds for statistical significance. Sample includes all students who reached grade 12 in the expected year, based on their first grade 9 year.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B13. The relationship between enrollment in college credit in the high school coursework and on-time high school graduation (course-pairs; main effects)

	On-time high school graduation	
	Baseline model	Preferred model
Student enrolled in sponsored dual credit section of course pair	0.010 (0.015)	0.010 (0.012)
Constant	0.947*** (0.007)	0.996*** (0.024)
Student observations	4,498	4,388
Adjusted R-squared	0.000	0.048

* p<0.05; ** p<0.01; *** p<0.001 communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays coefficients and standard errors from OLS regression analyses with school fixed effects that examine the relationship between participation in the sponsored dual credit section of the course pair and on-time high school graduation.

The baseline model includes a school, course-pair, and year fixed effect to ensure comparisons are made among students who enrolled in different sections of the same course pair. The preferred model adds additional controls for student demographics and prior experiences with individual types of advanced coursework (Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit). Students who enrolled in the dual credit section of the course pair are the omitted reference group. Sample includes all students who reached grade 12 in the expected year, based on their first grade 9 year.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B14. The relationship between enrollment in college credit in the high school coursework and postsecondary enrollment in the year following high school graduation (main effects)

	Postsecondary enrollment in the year following high school graduation	
	Baseline model	Preferred model
Student only took dual credit during high school	0.127*** (0.008)	0.026*** (0.005)
Student only took sponsored dual credit during high school	0.105*** (0.010)	0.056*** (0.009)
Student took dual credit and sponsored dual credit during high school	0.206*** (0.010)	0.050*** (0.008)
Constant	0.439*** (0.005)	0.605*** (0.006)

	Postsecondary enrollment in the year following high school graduation	
	Baseline model	Preferred model
Student observations	229,708	223,431
Adjusted R-squared	0.017	0.113

* p<0.05; ** p<0.01; *** p<0.001 communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays coefficients and standard errors from OLS regression analyses with school fixed effects that examine the relationship between participation in college credit in the high school and postsecondary enrollment in the year following high school graduation.

The baseline model includes school fixed effects and an indicator for academic year. The preferred model adds additional controls for student demographics and prior and current experiences with individual types of advanced coursework (Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit). Students who never took dual credit nor sponsored dual credit during high school are the omitted reference group. Sample includes all students who graduated high school.

Source: Authors' analysis of Oregon Department of Education and National Student Clearinghouse student-level data.

Table B15. The relationship between enrollment in college credit in the high school coursework and postsecondary enrollment in the year following high school graduation (marginal effects)

	Postsecondary enrollment in the year following high school graduation
Student never took dual credit nor sponsored dual credit during high school	51.6%*** (0.4%)
Student only took dual credit during high school	54.2%*** (0.3%)
Student only took sponsored dual credit during high school	57.2%*** (0.8%)
Student took dual credit and sponsored dual credit during high school	56.6%*** (0.6%)
Student observations	229,708

* p<0.05; ** p<0.01; *** p<0.001 communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays average marginal effects standard errors from our preferred models specified in table B14.

Source: Authors' analysis of Oregon Department of Education and National Student Clearinghouse student-level data.

Table B16. The relationship between enrollment in college credit in the high school coursework and postsecondary enrollment in the year following high school graduation (full sample contrasts)

	Postsecondary enrollment in the year following high school graduation
Student only took sponsored dual credit vs. student only took dual credit during high school	0.030** (0.010)
Z-score	3.070
P> z	0.002
Student observations	99,701

* p<0.05; ** p<0.01; *** p<0.001 communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays contrast that compares margins from table B15 and the associated standard error, z-score, and p-value.

Source: Authors' analysis of Oregon Department of Education and National Student Clearinghouse student-level data.

Table B17. The relationship between enrollment in college credit in the high school coursework and postsecondary enrollment in the year following high school graduation (course-pairs; main effects)

	Postsecondary enrollment in the year following high school graduation	
	Baseline model	Preferred model
Student enrolled in sponsored dual credit section of course pair	-0.015 (0.013)	-0.010 (0.012)
Constant	0.695*** (0.006)	0.897*** (0.084)
Student observations	9,540	9,396
Adjusted R-squared	0.000	0.043

* p<0.05; ** p<0.01; *** p<0.001 communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays coefficients and standard errors from OLS regression analyses with school fixed effects that examine the relationship between participation in the sponsored dual credit section of the course pair and postsecondary enrollment in the year following high school graduation.

The baseline model includes a school, course-pair, and year fixed effect to ensure comparisons are made among students who enrolled in different sections of the same course pair. The preferred model adds additional controls

for student demographics and prior experiences with individual types of advanced coursework (Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit). Students who enrolled in the dual credit section of the course pair are the omitted reference group.

Source: Authors' analysis of Oregon Department of Education and National Student Clearinghouse student-level data.

Table B18. The relationship between enrollment in college credit in the high school coursework and early momentum metrics during the first year at an Oregon public college or university (main effects)

	Total college-level credits earned in first year at an Oregon public college or university		Grade-point average (GPA) in college-level coursework attempted in first year at an Oregon public college or university		Attempted a college-level math course in first year at an Oregon public college or university		Attempted a college-level writing course in first year at an Oregon public college or university	
	Baseline model	Preferred model	Baseline model	Preferred model	Baseline model	Preferred model	Baseline model	Preferred model
Student only took dual credit during high school	3.80*** (0.28)	0.25 (0.17)	0.21*** (0.02)	0.02 (0.01)	0.08*** (0.01)	0.01* (0.01)	-0.02* (0.01)	0.00 (0.00)
Student only took sponsored dual credit during high school	2.55*** (0.42)	0.28 (0.32)	0.13*** (0.03)	-0.01 (0.03)	0.06*** (0.01)	0.02* (0.01)	0.01 (0.01)	0.02 (0.01)
Student took dual credit and sponsored dual credit during high school	6.12*** (0.42)	0.31 (0.28)	0.33*** (0.03)	-0.01 (0.02)	0.13*** (0.01)	0.02** (0.01)	-0.02 (0.01)	0.02 (0.01)
Constant	23.16*** (0.18)	23.31*** (0.17)	2.47*** (0.012)	2.55*** (0.02)	0.39*** (0.00)	0.35*** (0.01)	0.58*** (0.01)	0.72*** (0.01)
Student observations	92,634	90,313	88,935	86,779	92,634	90,313	92,634	90,313
Adjusted R-squared	0.012	0.247	0.006	0.111	0.006	0.105	0.000	0.053

* p<0.05; ** p<0.01; *** p<0.001 communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays coefficients and standard errors from OLS regression analyses with school fixed effects that examine the relationship between participation in college credit in the high school and early momentum metrics during the first year at an Oregon public college or university.

The baseline model includes school fixed effects and an indicator for academic year. The preferred model adds additional controls for student demographics and prior and current experiences with individual types of advanced coursework (Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit). Students who took neither dual credit nor sponsored dual credit during the academic year are the omitted reference group. Sample includes high school graduates who enrolled in an Oregon public college or university after graduation.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B19. The relationship between enrollment in college credit in the high school coursework and early momentum metrics during the first year at an Oregon public college or university (marginal effects)

	Total college-level credits earned in first year at an Oregon public college or university	Grade-point average (GPA) in college-level coursework attempted in first year at an Oregon public college or university	Attempted a college-level math course in first year at an Oregon public college or university	Attempted a college-level writing course in first year at an Oregon public college or university
Student took neither dual credit nor sponsored dual credit during high school	24.93*** (0.13)	2.63*** (0.01)	44.70%*** (0.34%)	56.65%*** (0.51%)
Student only took dual credit during high school	25.26*** (0.09)	2.64*** (0.01)	45.86%*** (0.26%)	56.98%*** (0.41%)
Student only took sponsored dual credit during high school	25.10*** (0.26)	2.61*** (0.02)	46.79%*** (0.83%)	58.53%*** (0.94%)
Student took dual credit and sponsored dual credit during high school	25.18*** (0.20)	2.62*** (0.02)	46.65%*** (0.54%)	58.17%*** (0.79%)
Student observations	90,313	86,779	90,313	90,313

* p<0.05; ** p<0.01; *** p<0.001 communicate the results of t-tests that examine whether the coefficient is different from zero.

Note: Table displays average marginal effects standard errors from our preferred models specified in table B18.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B20. The relationship between enrollment in college credit in the high school coursework and early momentum metrics during the first year at an Oregon public college or university (full sample contrasts)

	Total college-level credits earned in first year at an Oregon public college or university	Grade-point average (GPA) in college-level coursework attempted in first year at an Oregon public college or university	Attempted a college-level math course in first year at an Oregon public college or university	Attempted a college-level writing course in first year at an Oregon public college or university
Student only took sponsored dual credit vs. student only took dual credit during high school	-0.153 (0.330)	-0.028 (0.027)	0.009 (0.010)	0.016 (0.012)
Z-score	-0.464	-1.060	0.930	1.243
P> z 	0.642	0.289	0.353	0.214
Student observations	90,313	86,779	90,313	90,313

Note: Table displays contrast that compares margins from table B19 and their associated standard errors, z-scores, and p-values.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.

Table B21. The relationship between enrollment in college credit in the high school coursework and early momentum metrics during the first year at an Oregon public college or university (course-pairs; main effects)

	Total college-level credits earned in first year at an Oregon public college or university		Grade-point average (GPA) in college-level coursework attempted in first year at an Oregon public college or university		Attempted a college-level math course in first year at an Oregon public college or university		Attempted a college-level writing course in first year at an Oregon public college or university	
	Baseline model	Preferred model	Baseline model	Preferred model	Baseline model	Preferred model	Baseline model	Preferred model
Student enrolled in sponsored dual credit section of course pair	-0.858 (0.588)	-0.392 (0.420)	-0.057 (0.041)	-0.043 (0.038)	0.032 (0.019)	0.043* (0.019)	-0.014 (0.018)	-0.009 (0.018)
Constant	30.641*** (0.254)	32.266 (26.358)	2.933*** (0.018)	3.384 (2.358)	0.527*** (0.008)	1.568* (0.666)	0.617*** (0.008)	1.721* (0.720)
Student observations	3,778	3,702	3,719	3,644	3,778	3,702	3,778	3,702
Adjusted R-squared	0.000	0.276	0.000	0.089	0.001	0.080	-0.000	0.051

Note: Table displays coefficients and standard errors from OLS regression analyses with school fixed effects that examine the relationship between participation in the sponsored dual credit section of the course pair and early momentum metrics during the first year at an Oregon public college or university.

* $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$ communicate the results of t-tests that examine whether the coefficient is different from zero. The baseline model includes a school, course-pair, and year fixed effect to ensure comparisons are made among students who enrolled in different sections of the same course pair. The preferred model adds additional controls for student demographics and prior experiences with individual types of advanced coursework (Advanced Placement, International Baccalaureate, dual credit, and sponsored dual credit). Students who enrolled in the dual credit section of the course pair are the omitted reference group.

Source: Authors' analysis of Oregon Department of Education and Higher Education Coordinating Commission student-level data.