

G U I D A N C E

College Credit

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Maximizing Post-Secondary Education Preparedness



MVA DEFINITION

Nine (9) or more hours of college-level credits, in which the student completes coursework progressing towards a college degree.

MVA-Level College Credit Include:

**ADVANCED
PLACEMENT
COURSES**

**INTERNATIONAL
BACCALAUREATE
COURSES**

**DUAL
CREDIT**

**EARLY COLLEGE
PROGRAMS**

**ARTICULATED
COURSES**

Why?

Cost and Time Efficiency

Dual credit programs offer cost and time efficiency by helping students save on college expenses and accelerate degree completion, as they earn college credits while still in high school. Additionally, completing nine college credit hours with passing grades demonstrates readiness for higher education and significantly increases the likelihood of college success.

Academic and Career Preparation

Students develop essential academic skills and strategies needed for success in college-level coursework, while exposure to a variety of subjects helps them clarify their interests and map out a clear academic and career path before selecting a college major.

College Advancement

By earning both high school and college credits simultaneously, students gain a head start on their postsecondary plans. Participation in dual credit programs also enhances their college applications, making them more competitive candidates for admission.



LINK TO COLLEGE CREDIT RESOURCES

SPECIAL CONSIDERATIONS IN PLANNING

As noted in the MVA Definitions section, an “MVA is a cornerstone experience that prepares a student for future learning and employment.” Dual or College Credit checks off this box by letting students take classes that count for both high school and college credits, giving them a jumpstart on college. Dual credit programs also save students time and money by earning college credits in high school, potentially reducing the overall cost of college and speeding up degree completion.



Pre-MVA Opportunity

Students who take advanced courses (e.g., Advanced English I) will build necessary skills to prepare for MVA-level courses and help determine if the college credit MVA path is right for them. College and career fairs will help support the decision-making process around choosing relevant courses.

STUDENT PREPARATION

Take advantage of opportunities to research and explore colleges/universities and potential degree paths.

Work with counselor to determine course of study including advanced courses or prerequisites.

Develop academic organization and study skills.

DISTRICT PREPARATION

Ensure teacher credentials are current and offer teacher relevant professional development opportunities.

Support the teacher to develop a curriculum plan that meets the rigor of an equivalent experience at a postsecondary institution.

Develop course descriptions that communicate the value of the course, skills that may be attained, and how it meets Core 42 or Kansas Core requirements.

Equity Considerations for Economic Barriers:

Districts should address economic barriers to accessing dual credit and taking assessments so students earn the asset valued in the post-secondary education market. However, IF schools cannot overcome financial obstacles, MVA achievement should be granted based on the ‘college experience’—not the college credit. Suggested considerations to ensure equitable access include the following:

- Fee waivers or reduced costs for low-income students based on eligibility criteria.
- Scholarships and financial aid to cover costs for students with demonstrated financial need.
- Establish community partnerships to fund dual credit programs, easing financial barriers.
- Offer flexible payment plans for families to pay for dual credit courses over time.
- Raise awareness among students, parents, counselors, and educator about financial assistance options, thereby advocating for equitable access to dual credit opportunities for all students.



01 Assemble Your Team

RWL COORDINATOR

A representative from the school who helps facilitate client connection.

SCHOOL COUNSELOR

The school has an RWL-informed coordinator/liaison or school counselor to refer students to college credit opportunities.

GOVERNING BOARD ISSUING CREDIT/ PARTNER COLLEGE OR UNIVERSITY

PARENTAL INVOLVEMENT:

Engage parents in the planning and support process, including providing them with information about the program's benefits and requirements.

02 The Plan

FUNDING

Determine who will bear the cost of tuition, textbooks, and other fees—school district, students, or a combination of both.

LOGISTICS

- Scheduling Coordination
- Transportation
- Technology
- Data & Credit Transfer

03 Quality Considerations

- Nine (9) or more hours of college-level credit (on- or off-campus).
- Progresses to a degree or credential that aligns with the student's post-high school plans.
- If taught in High School, the curriculum (syllabus, exams, etc.) and grading are on par with the same course in college.

04 Student Voice, Agency & Support

- Students report increased exposure to career options and pathways as a result of dual-credit coursework.
- Students would recommend dual credit coursework to other students.
- Peer Support Networks: Create peer mentoring programs where students who have successfully completed dual credit courses can support and guide newer participants.
- By taking dual credit courses, students feel ready for college and know whether the rigor is right for them.

05 Assessment & MVA Completion

- Successfully completing the equivalent of nine (9) credit hours with a passing grade.
- Complete work that progresses to a degree or credential that aligns with the student's postsecondary plans.