

STATE POLICY CONDITIONS FOR DUAL ENROLLMENT

Utah

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Dual enrollment programs, an educational partnership where high school students can earn postsecondary credits through college coursework, are a [proven strategy](#) for improving rates of high school graduation, college enrollment, and eventual degree completion. In 2026, Jobs for the Future (JFF) created a [dashboard](#) to analyze and track state adoption of 12 College in High School Alliance (CHSA) recommended policies to strengthen access to and quality of dual enrollment programs.

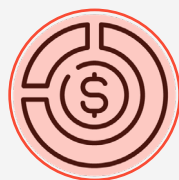
Terminology

States use different terms for dual enrollment, including concurrent enrollment, dual credit, and early college high school. Utah uses concurrent enrollment to encompass multiple modes of delivery for earning college credit while in high school, including courses taught at a high school by a qualified instructor, at a college/university, online, or via interactive video conferencing. Hereafter, we will use the term dual/concurrent enrollment as an umbrella term and concurrent enrollment when specifically referencing Utah's program.

Based on JFF's research and interviews with Utah State Board of Education and Utah System of Higher Education officials, Utah stands out as a leader in building the necessary statewide policy infrastructure for dual/concurrent enrollment. In JFF's policy dashboard, Utah has adopted 10 of the 12 recommended policies, including one of the least commonly adopted across all 50 states: requiring advising on dual/concurrent enrollment transfer.



Utah is one of **only 13 states** to require student advising on the transferability of dual/concurrent enrollment credits.



Utah is one of **only 16 states** where students from low-income households pay reduced to no dual/concurrent enrollment tuition.



Utah is one of **only 16 states** that includes dual/concurrent enrollment success/participation as an accountability indicator in two or more systems.

Utah was one of the country's early adopters of dual/concurrent enrollment, with the [legislature formally establishing the program in 1988](#). Concurrent enrollment has seen major growth in Utah since then. For example, in the 2022-2023 school year, [1/3 of all public high schoolers participated in concurrent enrollment](#) and only 4 other states had participation rates over 30%.

Utah's success is supported by the collaboration structure embedded in state law. [Utah state law](#) dictates that the Utah State Board of Education and the Utah System of Higher Education must collaborate on administering concurrent enrollment. Specifically, the two bodies must work together on the concurrent enrollment course approval and transfer process to ensure learning outcomes for concurrent enrollment courses align with the core standards for Utah public schools.

Over time, the state has sought to improve and expand its concurrent enrollment offerings. In 2025, the [First Credential Program](#) was legislatively created to ensure all Utah students have “the opportunity to graduate from high school with a meaningful, industry-aligned credential that supports college credit, career readiness, and lifelong learning.” Concurrent enrollment is a key piece of the First Credential puzzle—completing 12-18 core general education concurrent enrollment credits or completing a state-designated set of courses is one of five pathways to earning an initial credential that will help students succeed after high school. The structured collaboration between the Utah System of Higher Education and the Utah State Board of Education to provide a variety of concurrent enrollment courses, strong evaluation processes, and specialized programs like the First Credential Program positions Utah as a model for other state policymakers.

Utah Concurrent Enrollment Participation



32% of Utah public high schoolers participated in concurrent enrollment in the '22-'23 school year.

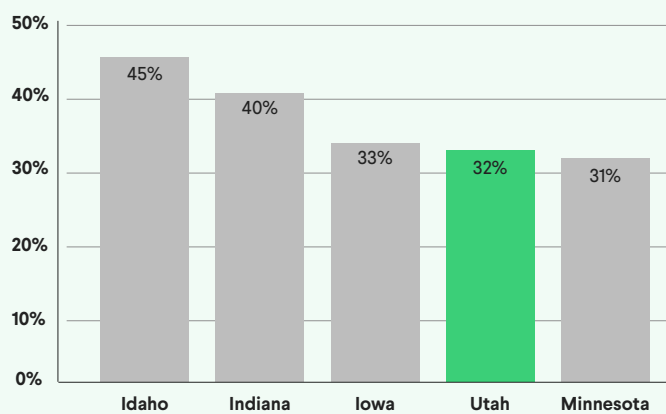


31% of community college enrollment consisted of concurrent enrollment students in the '23-'24 school year.



27% of four-year university enrollment consisted of concurrent enrollment students in the '23-'24 school year.

% of High School Students Participating in Dual/Concurrent Enrollment
5 highest-ranking states (2022-23 school year)



Source 1: https://media.nacep.org/docs/briefs/IPEDS_NationaDualEnrollmentNumbers_FINAL.pdf
Source 2: <https://ccrc.tc.columbia.edu/easyblog/high-school-dual-enrollment-grows.html>

Source: https://media.nacep.org/docs/briefs/IPEDS_NationaDualEnrollmentNumbers_FINAL.pdf

Standout State Policies and Implementation



Data Collection, Reporting, and Accountability

Incorporating dual/concurrent enrollment data into state and federal accountability systems is key to long-term success. When data is publicly available and easy to navigate, program providers and state actors can use it to identify access gaps and make informed decisions to drive policy implementation and program improvements.

Actionable Data and Outcomes

Utah is one of only 16 states to use specific dual/concurrent enrollment success and/or participation data in two or more state/federal accountability systems—the Every Student Succeeds Act system and Utah’s accountability system.

Utah has created a culture of “[data-informed decision-making](#)” to expand concurrent enrollment and support students and providers. In 2022, the Utah State Board of Education (USBE) led trainings for secondary and postsecondary leaders and educators to understand concurrent enrollment accountability indicator data.

Since then, USBE has held follow-up conversations with a focus on closing participation gaps by 2030. Through these efforts, [leaders across the state are more engaged with concurrent enrollment data](#), the quality of the data, and how this data can inform stronger decision-making to improve concurrent enrollment.



Program Integrity, Credit Transfer, and Advising

Having a formalized structure for collaboration across K-12 and postsecondary systems is key to increasing dual/concurrent enrollment, ensuring the transferability of courses, and improving college access. Moreover, providing dedicated advising that supports postsecondary transitions ensures that dual/concurrent enrollment coursework meaningfully contributes to students’ degree and credentialing goals.

Credit Transfer Advising

Utah is one of 13 states that require advising on dual/concurrent enrollment credit transfer. Per state law, USBE and Utah System of Higher Education (USHE) are jointly instructed to provide advising to eligible concurrent enrollment students on general education requirements and how to best select concurrent enrollment courses “[to avoid duplication or excess credit hours](#).” These agencies have created resources to help students, families, and counselors navigate concurrent enrollment, including an annual listing of approved courses called the [Concurrent Enrollment General Education Navigator](#) as well as a [USHE Concurrent Enrollment Resources website](#) and a [USHE/USBE Concurrent Enrollment Handbook](#) that contains information about concurrent enrollment eligibility, cost, credit transfer, applicability to high school graduation requirements, and more. As a next step, the state agencies are collaborating to create a student- and counselor-facing tool to better understand and navigate the First Credential Program and how to achieve a meaningful credential by graduation.



Finance

State investment in dual/concurrent enrollment is critical to eliminating cost barriers for students, especially those from households with low incomes, and to adequately fund K-12 and postsecondary education partners responsible for program delivery.

State Funding

Utah’s low tuition costs stand out as a [leading model for dual/concurrent enrollment funding](#). [Per state statute](#), institutions may not charge more than \$5 per concurrent enrollment credit hour for students who qualify for free and reduced lunch. For any student, regardless of family income, institutions may not charge more than \$30 per credit hour for any concurrent enrollment course, with other caps (at \$10 or \$15 per credit hour) for certain instructional modalities. In practice, USHE institutions have gone further than what is required by policy—concurrent enrollment courses are offered at \$5 per credit hour to all students, regardless of family income or method of course delivery. This helps keep the cost burden of taking concurrent enrollment courses low, thus opening concurrent enrollment opportunities to more students.

Utah provides annual concurrent enrollment appropriations to local education agencies (LEAs) and colleges/universities based on a weighted pupil unit. This appropriation is allocated to LEAs and colleges/universities on a 60/40 split, with the higher allocation going to the entity that primarily bears the cost of instruction for the course. In 2007, HB 79 instituted the

60/40 funding split, with 60% going to local education agencies (LEAs) and 40% to higher education institutions. In 2016, the state revised the formula to award the 60% share to the institution delivering the instruction—meaning when a college instructor teaches the course, the college receives 60% of the state’s funds. The state permits LEAs and colleges to utilize state funding on a wide array of permissible activities to deliver the course, including advising students.



Course Access and Availability

Nontraditional methods of course delivery, such as [virtual courses](#), are one way to increase student participation and ensure access to dual/concurrent enrollment opportunities.

Expanding Access

Utah uses technology-delivered course options, such as interactive video conferencing (IVC), to expand access to students, especially those in rural locations. Multiple Utah colleges offer IVC concurrent enrollment to high schools across the state, which means they take responsibility for selecting instructors, creating a schedule of IVC concurrent enrollment courses, ensuring high schools are equipped for participation, and providing advising/support. The IVC model has expanded student access in Utah’s many rural regions by allowing one professor to teach in multiple high school classrooms simultaneously via interactive broadcast, expanding reach in places that otherwise lack certified instructors. Some colleges, such as [Snow College](#), even prioritize rural students for IVC courses by allowing them to enroll in IVC courses two weeks prior to students at non-rural high schools.

What’s Next for Utah?

Concurrent enrollment courses in Utah are traditionally offered through degree-granting institutions (which have, in some cases, offered a few career and technical education (CTE) concurrent enrollment courses), but technical colleges are now being brought into the fold. Utah is currently working through a process to get CTE courses at technical colleges approved for concurrent enrollment by the start of the next school year.



Learn More



State Policy Conditions
for Dual Enrollment
<https://qrco.de/bgwcOI>

Acknowledgements

JFF would like to thank the national and state partners who shared their time, expertise, and perspectives to inform this research. In particular, we would like to thank Alex Perry (College in High School Alliance), Cathy Gray (Utah State Board of Education), Dyllen Cafferty (Utah System of Higher Education), and Taylor Adams (Utah System of Higher Education), whose insights strengthened this case study.