



Policy Priorities for Higher Education Act Reauthorization

The undersigned members of the College in High School Alliance (CHSA) recommend the following policy priorities for Higher Education Act reauthorization. CHSA is a coalition of leading national, state, tribal and local organizations committed to advancing policies that support high-quality dual or concurrent enrollment and early college high school programs (hereafter referred to as college in high school programs.)

CHSA believes that greater support for college in high school models at the federal, state, tribal and local levels will significantly improve the postsecondary outcomes of students, particularly those from low-income backgrounds and populations underrepresented in higher education. Numerous rigorous, multi-institution, and statewide research studies in more than a dozen states have proven that early college high schools and dual and concurrent enrollment programs significantly increase college readiness, and college access, persistence, and completion.¹

I. Create incentives and sustainable funding for Institutions of Higher Education (IHEs) to expand college in high school programs serving low-income students that have no cost for participation and use evidence-based designs.

A. Leverage Existing Funding Streams for Program Establishment and Support

- Create funding and policy incentives within existing HEA programs to encourage more colleges and universities to establish evidence-based college in high school programs. Additionally, include priorities for college in high school in competitive federal funding aimed at increasing college access, affordability, and/or completion.

B. Explore Use of Federal Financial Aid to Support Low Income Students' Program Participation

- Explore additional experiments, pilots, or demonstration projects that expand Title IV Pell Grant eligibility to high school students enrolled in college in high school programs in a cost-effective way (e.g. through pay for success funding), while also providing strong student protections that address future Pell eligibility and program quality.²
- Strengthen and expand the Experimental Sites Initiative to provide additional funding and flexibility to the Department of Education to continue exploring innovative financial aid ideas,

¹ More information on the studies in this area can be accessed on the College in High School Alliance website, under the "Evidence of Success" tab: <http://www.collegeinhighschool.org>

² CHSA is currently engaged in a consultation process with its membership regarding these student protections and looks forward to sharing more detail soon.

particularly those that promote access, affordability, and degree completion. In addition, ensure that ongoing and new initiatives, including the current experiment for dual enrollment, have dedicated funding to ensure rigorous evaluations so that the results may be used to inform future policymaking.

C. Establish New and Innovative Initiatives

- Create a Postsecondary Transition Innovation Fund that invests in evidence-based partnerships between IHEs, school districts, employers, intermediaries, and community-based organizations that create seamless pathways from secondary to postsecondary education and into careers for underserved students. This Fund should include college in high school programs as one of the priority strategies and should use a tiered-evidence model that provides increased funding based on the strength of an intervention's evidence. The Fund should build upon existing funding through the Workforce Innovation and Opportunity Act when applicable but focus on engaging and intensifying the involvement of IHEs in providing career-focused postsecondary education for underserved students, including those who were formerly out-of-school youth.
- Create a formula grant fund to states and/or IHEs to incentivize action to increase college affordability and success, as well as access. As part of grant, include reimbursements to institutions of higher education that provide low or no-cost college courses to low-income students, potentially using a pay-for-success model.

II. Support states' educator preparation and credentialing programs that ensure teachers have the appropriate credentials and certifications to teach in college in high school programs.

- Incentivize and support states in the implementation of certification pathways and programs to support teachers in securing the qualifications needed to teach college in high school courses, including graduate courses in the discipline required for college teaching and/or pedagogy courses and assessments required by college faculty for high school certification.
- Reexamine existing federal programs that support teacher development, such as the TEACH Grant and Graduate Assistance in Areas of National Need, to see whether there are opportunities to support teachers in earning the qualifications they need to teach college in high school courses, including graduate courses in the discipline required for college teaching and/or pedagogy courses and assessments required for high school certification.

III. Create the conditions for a strong college in high school field through promoting best practices, data collection, and alignment between education funding streams that support dual enrollment, concurrent enrollment, and early college high schools.

- Incentivize capacity-building for state system improvements, including expanding and improving data collection, researching and evaluating student outcomes, addressing equity gaps, providing technical assistance in program design, and implementing policies and best practices to promote quality and scale.
- Promote strong alignment, including common definitions, between new proposals under the Higher Education Act reauthorization and existing programs and incentives for dual and concurrent enrollment and early college high school under the Every Student Succeeds Act, the

Carl D. Perkins Career and Technical Education Act, and the Workforce Innovation and Opportunity Act. HEA proposals should specifically target the needs of students (including those who were formerly out-of-school youth,) IHEs and states to complement support provided through ESSA, Perkins, and WIOA.

Supporting Members

Advanced Technology Academy, MI
Alliance for Excellent Education
America Forward
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Indian Higher Education Consortium (AIHEC)
America's Promise Alliance
Augustus F. Hawkins Foundation
Bard College
Be Foundation
Capital Region BOCES, NY
Career Ladders Project
Center of Excellence in Leadership of Learning at the University of Indianapolis
Early College High School @ Delaware State University
Edmonds Community College, WA
EducateTexas
Gateway to College National Network
Illinois Alliance of Concurrent Enrollment Partnerships
Indiana Alliance of Concurrent Enrollment Partnerships (INCEP)
Jobs for the Future
KnowledgeWorks
Middle College National Consortium
National Alliance of Concurrent Enrollment Partnerships
National Association for College Admission Counseling
National Alliance for Partnerships in Equity (NAPE)
National Association of Secondary School Principals
National Council for Community and Education Partnerships
Owensboro Community and Technical College, KY
Pima Community College, AZ
University of Missouri – St. Louis, MO
Youthbuild USA