CHSA/NGA Virtual Convening on the Role of College in High School Programs in COVID-19 Recovery

Post-Convening Action Steps

Following the College in High School Alliance and the National Governors Association's three-day national virtual convening on the role of college in high school programs like dual enrollment, concurrent enrollment, and early college high school in COVID-19 recovery, we are pleased to present this "action steps" resource.

For each of the nine breakout sessions provided across the convening, our presenters have provided three action steps for state policymakers to embark on in their home state, capturing the energy of the convening and applying it towards advancing college in high school programs in your state to the benefit of students.

For questions, or to discuss any of these action steps in more detail, please contact Alex Perry, Coordinator of the College in High School Alliance at alex.perry@flpadvisors.com or (202) 431-7221.

Assessing What's Changed: Results of a National Survey on College in High School Programs

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1. Survey your own state's dual enrollment programs to understand specific concerns and issues impacting the programs where you live – a lot is contextual and depends on existing state policy.
2. Work to understand what changes and flexibilities introduced as a result of the pandemic in your state are serving students well and leading to increased access and success, and work to sustain them.
3. Encourage school districts (and colleges, where available) to use COVID-19 relief funds to sustain and expand practices that improved student access and success during the pandemic.

Using Federal Policy to Support College in High School Programs: COVID-19 Relief Funding & Current Legislative Initiatives

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1. States, school districts, and institutions of higher education can use their federal COVID-19 stimulus dollars to expand student access and success in college in high school programs. Consult the College in High School Alliance's guidance on how to do so.
2. Develop your own state guidance for school districts and colleges to encourage them to consider using some of their COVID-19 relief funds on college in high school programs, where appropriate.
3. Encourage those school districts and colleges using COVID-19 relief funding to support college in high school programs to use funding to establish long-term structures for improving equity of access and success in the programs.

Addressing Challenges to Expand the Dual Enrollment Teacher Workforce

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1. Convene state and local K-12 and postsecondary stakeholders to discuss challenges and collaborate in identifying potential solutions.
2. Funding – In addition to any new funds, what can be accomplished by rethinking existing funding approaches and sources? What workable solutions are relatively low-cost?
3. Keep equity at the forefront throughout the process.

Pursuing Equity through Dual Enrollment: Setting Statewide Goals

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1. Review the state's existing goals – does it have some kind of wider equity goal already in place for postsecondary education access and success, or postsecondary attainment?
2. Do the state's existing goals already include college in high school programs? If not, how can they be expanded to include students participating in these opportunities?
3. If no statewide goals exist, what will it take to develop a statewide equity goal for college in high school programs? What data is the state collecting on student access and success that will allow for developing a robust goal?

Establishing Dual Enrollment Data Systems to Advance Equity of Access

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1. Examine your state's report card, dashboard, and any dual enrollment state report to understand what information is being reported currently.
2. Determine whether your state is reporting dual enrollment data disaggregated by gender, race, socioeconomic status, disability status, and English language learner status.
3. If there are gaps in reporting, ask your data managers – is there information on dual enrollment participation and success being collected that is not being reported? Some of that data may already exist.

Expanding Access to Dual Enrollment for Special Populations

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1. Establish equity goals that include special populations and require data disaggregation to address course-taking gaps.
2. Implement cross-training between dual enrollment leaders and special populations experts.
3. Develop and issue field guidance on the range of programs, services, and funding streams that can be used to support special populations in dual enrollment.

Expanding Access to College and Career Opportunity: Lessons from the Dual Enrollment Equity Playbook

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1. Envision, require, and incentivize focus on equity.

a. Set a statewide target for numbers of students in dual enrollment (DE), disaggregated by race, ethnicity, income.
b. Require that schools/colleges equalize access for all students by school type (e.g., Title I) and by student group (race, ethnicity, income).
c. Incentivize equal access with bonuses for proportionate DE participation.

2. Expand access, reduce costs for students and families.
   a. To determine eligibility, use HS GPAs and other alternatives to placement testing.
   b. Create waivers to eligibility standards, provided programs offer additional supports (e.g., Innovative Program waiver policy from OH).
   c. Support high schools and colleges with transportation dollars.
   d. Make DE free for (at least) low-income students.
   e. Create a tool for families/students to quantify savings based on number of DE credits completed

3. Support college-school partnerships to help high school students get on a path to college/career opportunity.
   a. Convene schools and community colleges to:
      i. Set goals for dual enrollment,
      ii. Develop plan to help every DE student set program-specific postsecondary plans, and
      iii. Devise systems to achieve common goals.
   b. Mandate that school-college partnerships help all DE students:
      i. Develop at least a preliminary college/career program plan; and
      ii. Fill out the FAFSA before graduating.

Expanding CTE Dual Enrollment

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1. Engage your state CTE director to learn about how they have prioritized dual/concurrent enrollment and where collaboration is possible.
2. Conduct a root cause analysis to identify any barriers to access or success, drawing on quantitative and qualitative data to find out how many dual/concurrent credits are earned in CTE and by which learners, and work to eliminate such barriers wherever possible.
3. Learn about and leverage the upcoming Perkins V comprehensive local needs assessment process to advance equitable dual/concurrent enrollment in CTE.

Real Talk: Unpacking the Complex Nature of Dual Credit

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1. Evaluate: Determine your state's landscape for College in High School Programs in key areas such as ownership, partners, governance, data, and funding.
2. Discover: Identify collaboration opportunities with partners, champions, funding sources, and other stakeholders.
3. Engage: Engage in candid conversations on equity and the role of governance. Is it helping or hindering? Prioritize areas for work.