



# FEDERAL DESIGN PRINCIPLES

## Purpose

College in high school programs such as dual enrollment, concurrent enrollment, and early college high school are effective mechanisms in improving college access and success, particularly for low income students and students of color. Current state investments in these programs, however, are largely insufficient to expand equitable access, and require federal support.

## Concept

We propose the creation of a grant program to provide states with funding to expand access to and success in college in high school programs for low income students and those underrepresented in higher education, and ensure states develop the holistic policy structures necessary to sustain expanded access beyond the end of the grant period.

## Funding Mechanism

State grants, awarded competitively or by formula depending on the size of appropriation available. Based on available funding, grants should be of sufficient size and scope to affect real policy change in participating states.

## Goals

- To expand equitable access to college in high school programs for low income students, students of color, students with disabilities, and other student populations underrepresented in higher education.
- To ensure that states have a goal, a vision, and a plan for the role that college in high school programs play in their secondary & postsecondary education systems.
- To establish statewide policy mechanisms to lay the foundation for expanded access and ensure high quality programs.

## Who Can Apply

Governors, state education agencies, the governing agency for higher education, university system, or community college systems. Only one application per state should be accepted.

## Duration

Five years

## Application

States must articulate:

- **A Vision:** A vision for the role that college in high school programs play in the state's secondary and postsecondary education systems, including how to expand partnerships that serve to promote equitable access, degree and credential completion, and high quality.
- **A Goal:** An equity goal (or series of goals) for college in high school programs, which should be tied to existing state secondary and postsecondary goals (i.e. for attainment) and informed by state data highlighting gaps in access and completion of college in high school programs for historically underserved students, where possible.
- **A Plan:** A plan for expanding access to low income and underrepresented students to college in high school programs.

In addition, states must articulate:

- How college in high school programs will contribute to addressing instructional loss and improving postsecondary access and success for students most significantly impacted by the COVID-19 pandemic.
- How the state will ensure support and measure program quality to ensure it is high, including a description of existing or proposed oversight systems

and the mechanisms by which the state will ensure high quality instruction.

- How the state will focus its policy effort on supporting postsecondary pathways that result in transferable credits and are aligned with the state's workforce needs in ways that will actively advance students' pathways towards a degree or credential.
- How the state plans to ensure sustainability for grant activities following the expiration of the grant.
- Which areas, in addition to the required data systems improvements, the state will prioritize for investments (see next section for more).

## Use of Funds

States are required to invest funding to expand access for low income students and students underrepresented in higher education to college in high school programs. As part of that, states are required to spend money in at least three of the six categories for use of funds outlined below. Successful applications will be those that propose to use grant funding to focus on sustainably expanding access and success for low income and underrepresented students.

Each state receiving a grant will be required to:

- **Improve Data Systems** — Establish a system to collect and publicly report data on access, participation, and success in college in high school programs in the state, disaggregated by *at least* race, gender, economic status, and disability status. Funding may also be used to support training on use of data systems particularly around identifying equity barriers.
- Use of funds to improve data systems will be limited to 15% of the overall grant total.

In addition, to serve the primary goal of expanding access and success for low income and underrepresented students, states must also commit to activities in at least two of the following five areas (but are encouraged to pursue activities under all five):

► **Supporting Program Quality and Credit Transfer** — Funded activities could include:

- Developing or improving statewide articulation agreements that promote the articulation of

credits earned as part of a college in high school program, which should include two and four-year public and private non-profit institutions of higher education in the state, as well as other college in high school programs in which students are receiving college credit, such as through area technical centers.

- Developing or scaling statewide quality assurance mechanisms or policies to support high quality college in high school programs.

► **Eliminating Student Costs** — Funded activities could include:

- Supporting student expenses associated with participating in a college in high school program, including tuition, fees, transportation, technology, and connectivity, and book costs.
- Where funds for these activities are scarce, they should be directed to low income students and students who are underrepresented in the state's college in high school programs, such as Black or Hispanic students, and students with disabilities.

► **Promoting Course Access and Availability** — Funded activities could include:

- Promoting alignment between courses offered in college in high school programs and high-demand, high wage local occupations in the state, including through expanding industry relationships and engagement with college in high school programs statewide, as well as supporting area technical centers.
- Developing materials, procedures, and activities so that college in high school programs can engage in intentional recruitment and outreach to underserved communities to both students and caregivers to recruit students into college in high school programs. This could include a statewide portal.
- Auditing existing program offerings and best practices to assess baseline availability of programs for all students in the state.
- Expanding high-intensity, high-support college in high school programs that are specifically set up to serve underrepresented students, such as early college high schools.

- Developing or expanding high quality virtual college in high school program opportunities that can be accessed by students statewide.
- Revising statewide eligibility criteria for college in high school programs to adopt criteria designed to promote equitable access, such as adopting multiple measures for program admission.

► **Creating a Qualified Instructor Pool —**

Funded activities could include:

- Addressing credentialing challenges for high school teachers to teach college coursework, and certification challenges for postsecondary faculty to teach high school students, particularly as it relates to state-approved Career and Technical Education (CTE) coursework for high school.
- Working with the state's public and private colleges of education to redesign graduate and undergraduate programs to include career paths that lead to teaching in a college in high school program.
- Conducting a statewide assessment of instructor availability and shortages in curricular areas.

► **Providing Student Support Services —**

Funded activities could include:

- Support college in high school programs in providing student support services at the secondary and postsecondary level (or developing shared resources) such as academic counseling, college and career counseling, onboarding support, and socio-emotional supports.
- Conducting a statewide assessment of current advising and support practices.
- Development and advancement of proven techniques to engage students and support underrepresented students in postsecondary education.

## Other Requirements

- ▶ **Matching Requirements** — States should be required to contribute an increasing level of matching funds through the duration of the grant, potentially tied to decreasing levels of grant support between year one and year five to encourage a sustainable transition from federal to state funding for any activities that need to be funded after the duration of the grant.
- ▶ **Supplement, Not Supplant** — States should not be allowed to use grant funds to supplant their existing investments in college in high school programs. Grant funding should be used to supplement existing state investments.