

# UNLOCKING POTENTIAL

A State Policy Roadmap for Equity & Quality in College in High School Programs

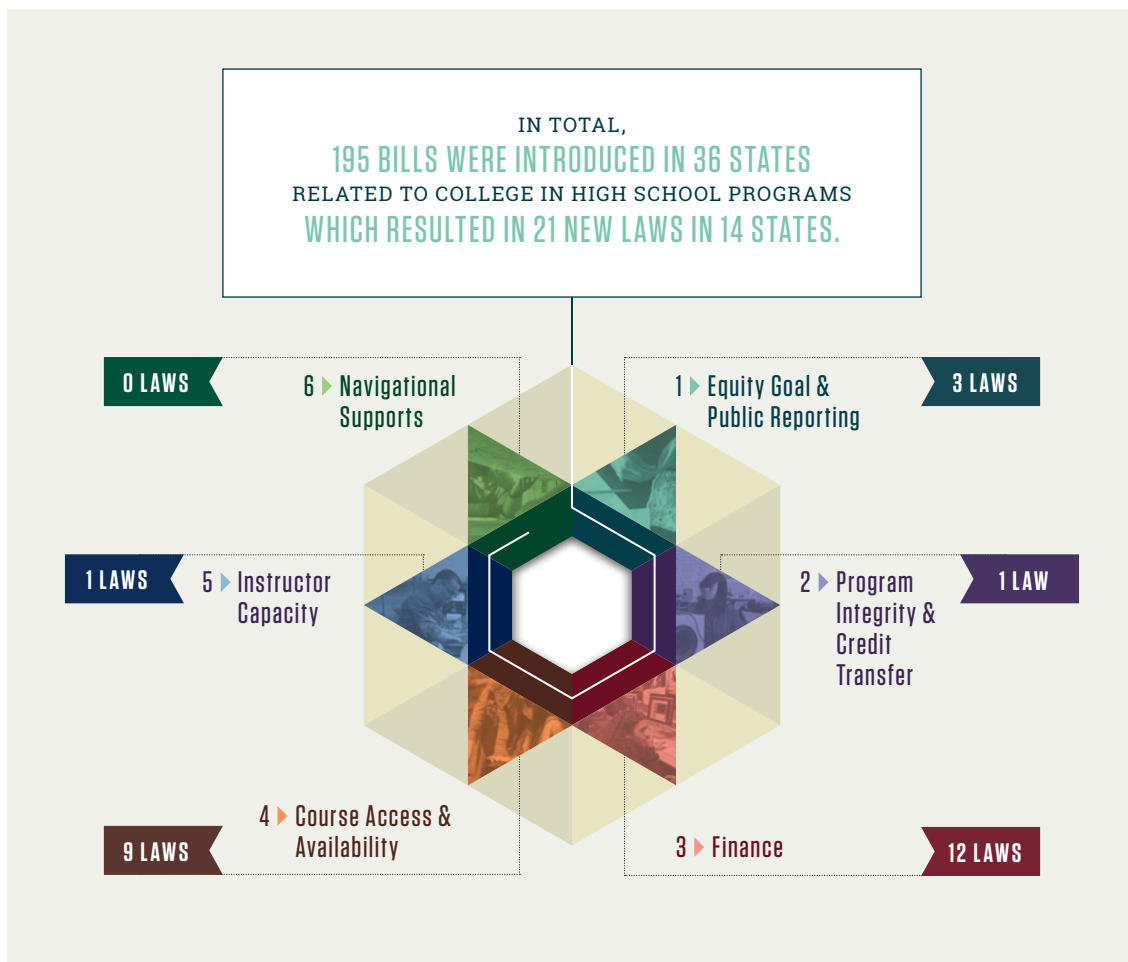


## 2020 YEAR IN REVIEW

# State Legislative Tracker

Despite the COVID-19 pandemic disrupting legislative sessions across the country, 2020 was an active year for legislation impacting college in high school programs such as dual enrollment, concurrent enrollment, and early college high school. In total, 195 bills were introduced in 36 states related to college in high school programs, which resulted in 21 new laws in 14 states.

Using the College in High School Alliance's framework for state policy explained in [Unlocking Potential: A State Policy Roadmap for Equity and Quality in College in High School Programs](#), breaking down the enacted laws by the six categories of the framework shows that the biggest areas of activity this year were in **Finance** and **Course Access and Availability**.



## NOTABLE NEW LAWS

### Louisiana HB734

Following the work of the Louisiana Dual Enrollment Task Force, HB734 was signed into law and creates the Dual Enrollment Innovation and Equity Grant for the purpose of assisting and encouraging high schools and public postsecondary education institutions to implement dual enrollment programs that provide equitable access and expanded participation.

### Utah SB151

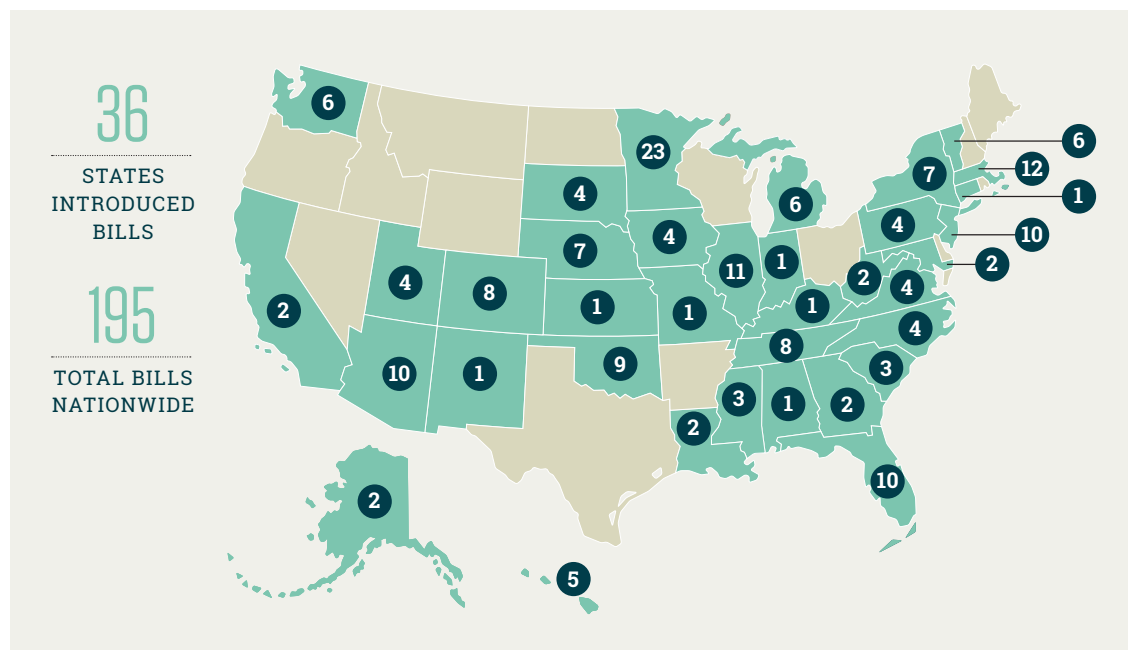
The law creates a funding formula for early college programs and provides for funding distribution formulas for early college programs to prioritize increasing access for groups of students who are underrepresented.

## OTHER TRENDS

The most sweeping law impacting college in high school programs in 2020 was also the most controversial law adopted last year. In an attempt to reduce the costs attributed to a significant expansion in new student enrollments, the Georgia legislature passed HB444 to place limits on the number of credits that will be paid for by the state. The bill was strongly opposed by many supporters of college in high school programs in the state for its approach.

In response to the COVID-19 pandemic, state agencies and regulators took a number of decisions to accommodate students and programs impacted by the pandemic, including through providing state-level guidance or through regulatory changes.

Summaries of each of the new laws impacting college in high school programs are included in the appendix. For summaries and more information about all of the bills introduced in 2020, visit the College in High School Alliance's State Legislative and Regulatory Tracker. The database will continue tracking all new bills and regulatory actions in 2021.



# Appendix

## 2020 State Laws Impacting College in High School Programs

### Alabama (HB187) — Finance

Alabama HB187 is an appropriations bill that provides \$18,182,385 for dual enrollment programs. Of this, \$200,000 would be expended for a Dual Enrollment Pilot Program at Murphy University Center, which shall be available to all students in the state. The remaining appropriation shall be expended to continue, expand, and develop a dual enrollment scholarship program for academic and career-technical education programs.

### Arizona (SB1492) — Instructor Capacity

This bill amends existing law and would require the Arizona teachers academy to include accelerated models for teachers who are currently teaching a dual enrollment course to satisfy the requirements for teaching a dual enrollment course adopted by a higher learning commission that accredits degree-granting postsecondary educational institutions in the north central region, including Arizona.

### Colorado (HB20-1053) — Course Access & Availability

This bill concerns measures to support the early childhood educator workforce — the bill, among many things, directs the State Department, the Department of Higher Education, and the Department of Education to develop resources to support local communities to increase concurrent enrollment opportunities for high school students or other nontraditional students to earn higher education credits and degrees that allow them to serve as early childhood educators. These resources shall also be used to support career pathways for high school students earning college credits toward becoming early childhood educators, including concurrent enrollment, career and technical education, the ASCENT program, and other career pathways.

### Colorado (SB20-095) — Course Access & Availability

Colorado SB20-095 directs the community college system to work with school districts, boards of cooperative services, the Colorado school for the deaf and blind, and charter schools to provide information to the parents of students enrolled in grades 6-8 concerning concurrent enrollment opportunities available in grades 9-12. The Community College System is tasked with designing materials to explain the benefits of participating in concurrent enrollment during grades 9-12, the types of courses available through concurrent enrollment and the general requirements and process for enrolling in concurrent enrollment courses. The community college system may start creating and disseminating the information in the 2020-2021 fiscal year if it determines it can do so within existing resources.

### Florida (HB7067) — Finance

This bill addresses funds for operation of schools if the annual allocation from the Florida Education Finance Program to each district for operation of schools is not determined in the annual appropriations act or the substantive bill implementing the annual appropriations act. Existing law provides for the calculation of full-time equivalent membership with respect to dual enrollment instruction. Amendments to this would also provide for additional full-time equivalent student membership for students enrolled in an early college program.

### Florida (SB434) — Course Access & Availability

Florida SB434 amends existing law regarding designation of school grades — this bill specifies for a school comprised of grades 9-12 or 10-12, the grade will be based on a variety of components, each worth 100 points, including the percentage of students who were eligible to earn college and career credit through career dual enrollment courses resulting in 300 hours or more clock hours which are identified by the state board.

### Georgia (HB444) — Finance

This bill amends existing statute to create the Dual Enrollment Act, which defines the purpose of the Dual Enrollment program as promoting and increasing access to postsecondary educational opportunities for Georgia high school students while increasing high school graduation rates, preparing a skilled workforce, and decreasing time and cost to postsecondary credential completion. This bill identifies dual credit courses funded under the program; provides for certain covered eligible high school students; limits maximum state funded credit hours; and provides for high school students to take non-covered dual credit courses at their own expense.

### Louisiana (HB734) — Equity Goal & Reporting; Course Access & Availability; Finance

Louisiana HB734 provides for a statewide dual enrollment program — the state seeks to increase participation in dual enrollment programs. This bill creates the Dual Enrollment Innovation and Equity Grant for the purpose of assisting and encouraging high schools and public postsecondary education institutions to implement dual enrollment programs that provide equitable access and healthy participation. A portion of funds appropriated to the Higher Education Initiatives Fund shall be allocated to this grant. Grants awarded through this fund shall aid in the expansion of dual enrollment opportunities across Louisiana, especially in rural areas.

### Michigan (HB4546) — Finance

This bill amends certain dual enrollment eligibility requirements in the Career and Technical Preparation Act — this bill would amend existing law to require that for eligible students enrolled in school districts, upon receiving bills for classes taken at a career and technical preparation program, the school district shall cause to be paid to the career and technical preparation program an amount equal to the lesser of the amount of the eligible charges or the prorated percentage of the statewide pupil-weighted average foundation allowance. In determining the proportion of the school year that an eligible student attends a career and technical preparation program, a school district shall take into account, according to guidelines published by the department, an eligible

student's attendance at a career and technical preparation program for an eligible course that occurs in whole or in part when the school district is not in session during the summer immediately following that regularly scheduled school year. The Department shall publish guidelines by September 1, 2020.

**Michigan (HB4547) — Finance**

This bill amends certain dual enrollment eligibility requirements in the Postsecondary Enrollment Options Act — this bill would amend existing law to require that for eligible students enrolled in school districts, upon receiving bills for dual enrollment, the school district shall cause to be paid to the eligible postsecondary institution an amount equal to the lesser of the amount of the eligible charges or the prorated percentage of the statewide pupil-weighted average foundation allowance. In determining the proportion of the school year that an eligible student attends an eligible postsecondary institution, a school district shall take into account, according to guidelines published by the department, an eligible student's attendance at an eligible postsecondary institution for an eligible course that occurs in whole or in part when the school district is not in session during the summer immediately following that regularly scheduled school year. The department shall publish such guidelines by September 1, 2020.

**Michigan (HB5396) — Equity Goal & Public Reporting**

Michigan HB5396 is an appropriations bill — Department of Education, Section 234 of this bill requires the department to conduct a study regarding the issues of school enrollment, performance, and outcomes related to college acceleration programs, including dual or concurrent enrollment and early or middle college high schools, among others. The study shall include information on the number of students participating in each type of college accreditation program, the number of higher education credits associated with these programs earned in each type of program, the number of credits successfully transferred into Michigan higher education institutions, the degree attainment status of students and time-to-degree for students participating, and the percentage of incomplete credits or courses for each program. This study must be completed by May 1, 2021.

**Michigan (SB927) — Finance**

This bill allocates, for 2020–2021, an amount not to exceed \$8,000,000 for CTE early/middle college and CTE dual enrollment programs and for planning grants for the development or expansion of CTE early/middle college programs.

**Minnesota (SF3683) — Equity Goal & Public Reporting; Program Integrity & Credit Transfer**

This bill requires the Office of Higher Education and the Department of Education to collaborate in order to provide annual statewide evaluative information on concurrent enrollment programs to the legislature. This report is due December 1, 2021 and each year after.

**Nebraska (LB1008) — Finance**

This bill would appropriate for FY 2020-2021 \$1,000,000 General Funds for state aid which shall only be used for such purpose and which shall be distributed to Nebraska community college areas in direct proportion to the most recent available three-year average full-time equivalent enrollment in dual credit courses delivered by the respective community college areas based upon dual enrollment credit hour enrollment data reported to the Coordinating Commission for Postsecondary Education by the respective community college areas. It is the intent of the Legislature that amounts distributed to each community college area in proportion to enrollment in dual credit courses be applied to support discounting of tuition assessed for enrollment in such courses.

**North Carolina (SB816) — Finance**

This bill would appropriate funds for enrollment growth at North Carolina's community colleges and appropriate funds for additional cooperative innovative early college high schools.

**South Dakota (SB142) — Course Access & Availability**

South Dakota SB142 amends existing law. Current law establishes a state subsidized high school dual credit program for any student in grades eleven or twelve, and this bill specifies that the dual credit program may not be used for remedial courses. Further, if a student receives a failing grade in any course or withdraws from a course after the deadline and does not receive credit for the course, the student may no longer participate in the program. However, if the student can demonstrate good cause for failing or withdrawing, the Board of Regents or Board of Technical Education may reinstate a student.

**Utah (HB336) — Course Access & Availability**

This bill creates certificates awarded to qualifying students for completion of concurrent enrollment courses and creates the PRIME pilot program to expand access to concurrent enrollment and career and technical education certifications.

**Utah (HB409) — Finance**

Utah HB409 amends provisions related to concurrent enrollment courses and funding. Among several amendments, this bill would require the State Board of Regents to annually approve a prioritized list of upper division courses for which an institution of higher education may use concurrent enrollment money.

**Utah (SB151) — Course Access & Availability; Finance**

This bill creates a funding formula for early college programs and provides for funding distribution formulas for early college programs to prioritize increasing access for groups of students who are underrepresented. It specifically provides that an LEA that receives funding for concurrent enrollment may prioritize using the funding to increase access to concurrent enrollment for groups of students who are underrepresented in concurrent enrollment.

**Vermont (H969) — Finance**

Vermont H969 is an appropriations bill. For Education (Flexible Pathways), \$4,000,000 from the Education Fund is for reimbursement of high school completion services. From this, \$921,500 is available for dual enrollment programs. Further, \$921,500 from the General Fund is available for dual enrollment programs, and \$41,225 from the General Fund is available for needs-based stipends. Section E605.2 provides for \$82,450 to fund a flat-rate, need-based stipend or voucher program for financially needy students enrolled in a dual enrollment course. These funds shall be used to purchase books, the cost of transportation, and payment of fees.

**Virginia (HB516) — Course Access & Availability [identical to SB112]**

This bill requires the Board of Education to include in its standard diploma graduation requirements the options for students to complete a dual enrollment course or high-quality work-based learning experience.

**Virginia (SB112) — Course Access & Availability [identical to HB516]**

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