

# UNLOCKING POTENTIAL

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

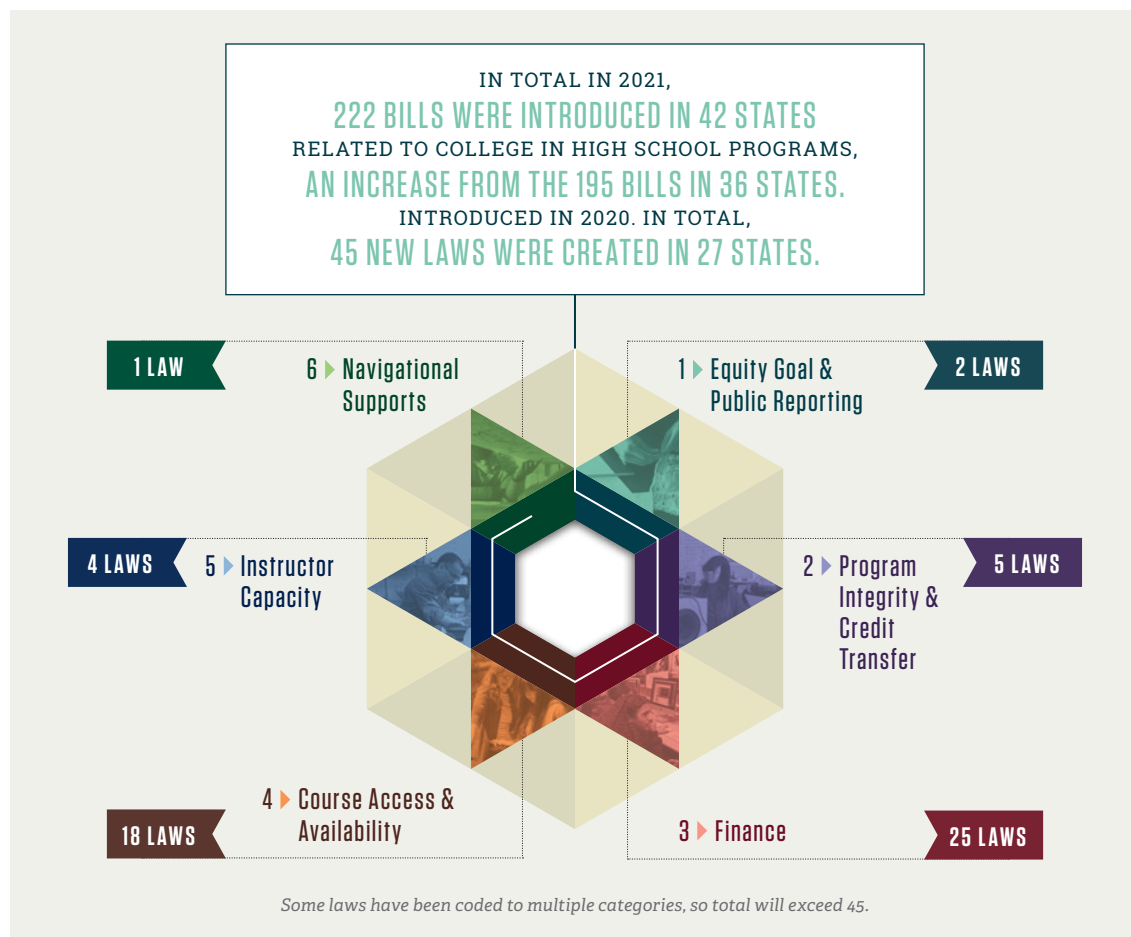


## 2021 YEAR IN REVIEW

# State Legislative Tracker

With a bounce back of state legislative sessions last year following the significant disruptions caused to state legislatures by the COVID-19 pandemic in 2020, 2021 was a more active year than 2020 for legislation impacting college in high school programs such as dual enrollment, concurrent enrollment, and early college high school. In total, 222 bills were introduced in 42 states related to college in high school programs, an increase from the 195 bills in 36 states introduced in 2020. In total, 45 new laws were created in 27 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**.



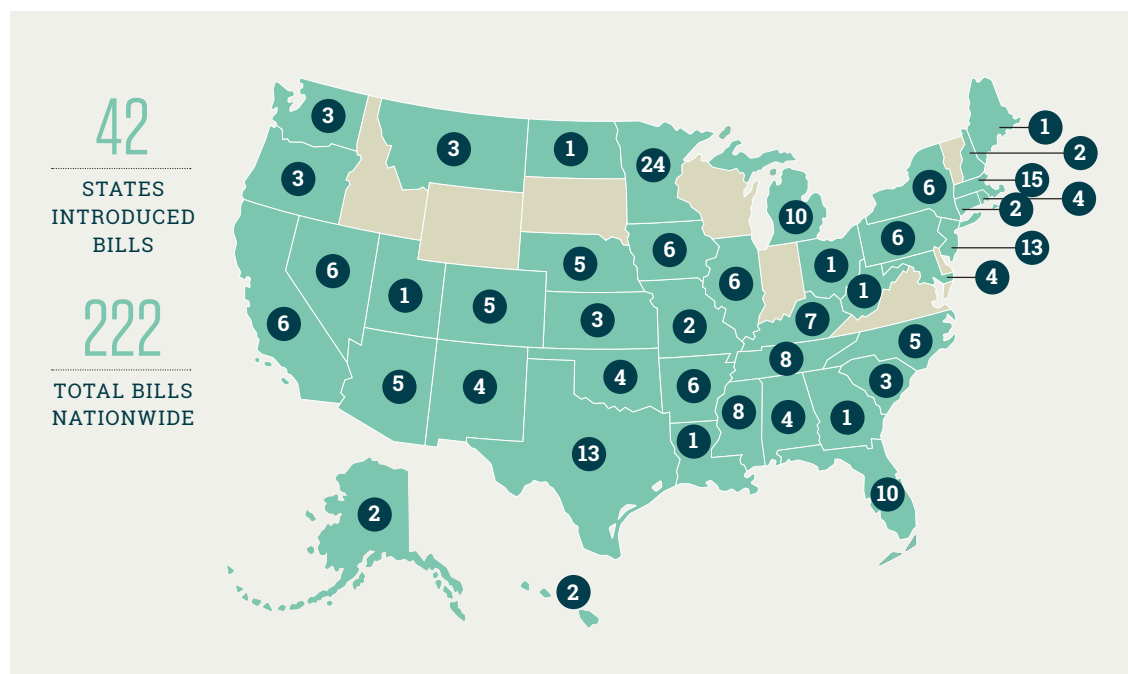
## NOTABLE NEW LAWS

### Arizona HB 2832

This new law would require the state's teacher academies to offer programs and accelerated models for teachers engaged in teaching dual enrollment courses to satisfy HLC's dual enrollment instructor requirements.

### Illinois HB 3950

This law amends the Dual Credit Quality Act to require the partnership agreement between school districts and institutions of higher education to specify how the partnership will provide access to dual credit for students with disabilities.



### Illinois SB 820

Illinois becomes the latest state (after Washington began the practice in 2019) to adopt a law requiring automatic acceleration into advanced coursework for students who meet certain criteria, changing these programs from "opt in" to "opt out."

### Nevada SB 172

A new law in Nevada would create parity in Nevada's accountability system between dual credit, International Baccalaureate, and Advanced Placement, improve the application and placement process for students interested in participating in dual enrollment, and require schools to begin reporting some data on dual credit to the state.

## OTHER TRENDS

In addition to significant new legislation this year to advance equity of access and success to college in high school programs, there has also been a lot of regulatory work in some states, such as [Ohio](#), [Florida](#), and [Louisiana](#) in 2021 around reforming statewide eligibility criteria for these programs. In each state, efforts are underway to create new eligibility criteria following the states' experience with more inclusive criteria during the height of the COVID-19 pandemic.

This year also saw a number of states choose to direct funding from historic investments provided by COVID-19 relief money, such as through the American Rescue Plan, towards college in high school programs. This included in Colorado, where under [SB21-268](#), which directed American Rescue Plan funding to the [Concurrent Enrollment Expansion and Innovation Grant Program](#).

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 2021, 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 2022.

# Appendix

## 2021 State Laws Impacting College in High School Programs

### **Alabama (SB189) — Finance**

This is an appropriations bill — \$200,000 would be expended for a Dual Enrollment Pilot Program at Murphy University Center, which would be available to students in the state. The remaining appropriation would be expended at the direction of the Chancellor to continue, expand, and develop a dual enrollment scholarship program for academic and career-technical education programs.

### **Arizona (HB2021) — Course Access & Availability**

This bill amends existing dual enrollment statutes. This bill provides that governing boards may award at least one-half of a Carnegie unit and up to and including one Carnegie unit for each 3 semester hours of credit that the pupil earns in an appropriate community college or university course, for purposes of graduation requirements (Note: existing law only allowed for one-half of a Carnegie unit). This bill would also now allow freshmen and sophomores for admission to community colleges in order to enroll for college credit. Existing law allows for community colleges to waive class status requirements, however, these amendments would eliminate this because freshmen and sophomores can now be admitted without a waiver.

### **Arizona (HB2832) — Instructor Capacity**

Postsecondary institutions in Arizona must create teachers academies to incentivize students to enter the teaching profession and to commit to teach in Arizona public schools. This bill amends existing requirements for teachers academies and would require that teachers academies include programs with 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, which includes Arizona.

### **Arkansas (SB101) — Course Access & Availability; Finance**

This bill amends provisions of the Arkansas Code concerning enhanced student achievement funding and school funding under the Public School Funding Act of 2003. This amendment specifies that school districts shall expend funds to provide supports and resources — one support includes providing funding for access to postsecondary opportunities, including without limitation access to career coaches, concurrent credit courses, college-entrant support, and career-readiness support.

### **Arkansas (SB131) — Course Access & Availability**

This bill amends eligibility requirements for the Arkansas Concurrent Challenge Scholarship program - in order to successfully complete an endorsed concurrent enrollment course, this bill amends the minimum “C” requirement to a grade point average of 2.5. This bill also amends requirements related to students failing to complete endorsed concurrent enrollment courses taken towards the completion of a certificate.

### **Arkansas (SB584) — Finance**

This bill amends existing law related to funding of the Arkansas Concurrent Challenge Scholarship Program, including removing outdated provisions, and adding requirements that the scholarship is subject to the availability of net revenues, among other amendments.

### **California (AB132) — Finance**

This appropriations bill would provide funding to support opportunities for dual enrollment partnerships between community colleges and local high school law academies.

### **Colorado (SB21-053) — Finance**

This bill is an appropriations bill - a footnote in this bill specifies the appropriations for the Accelerating Students through Concurrent Enrollment Program (ASCENT) for fiscal year 2020–2021. The General Assembly indicates the intent that the Department of Education be authorized to utilize up to \$3,725,000 out of the Department of Education, Assistance to Public Schools, State Share of Districts’ Total Program Funding to fund qualified students designated as ASCENT program participants. This amount is calculated based on an estimated 500 FTE participants funded at a rate of \$7,450 per FTE.

### **Colorado (SB21-106) — Course Access & Availability**

This bill amends the High School Innovative Learning Pilot program that authorizes districts to count as full-time students high school students participating in innovative learning opportunities regardless of whether they meet the number of teacher-pupil instruction and contact hours for full-time enrollment. In selecting applicants to participate in the pilot program, this bill would require the Department of Education and State Board to consider whether the innovative learning plan includes opportunities for students to participate in concurrent enrollment programs, among others.

### **Colorado (SB21-119) — Course Access & Availability**

This bill relates to the Career Development Success program. This bill requires the Department of Education to identify the top ten industry-recognized credentials. To be identified as one of the top ten credentials, the credential pathway must include concurrent enrollment courses, among other requirements.

### **Colorado (SB21-205) — Finance**

This is an appropriations bill - the Department of Education appropriations would include funding for the Concurrent Enrollment Expansion and Innovation Grant program, totaling \$1,476,896. Additionally, assistance to public schools will also include a portion of funding to be available for the ASCENT Program for the fiscal year 2021–2022.

**Colorado (SB21-268) — Finance**

This bill amends existing law relating to the ARP and indicates Colorado's economic recovery from COVID-19 requires a skilled workforce which can be strengthened through students completing academic and career and technical education courses and programs, including industry credentials, and by supporting the educator workforce in attaining the credentials necessary to participate in concurrent enrollment partnerships between LEAs and IHEs. This bill then apportions federal money for the concurrent enrollment expansion and innovation grant program. This bill also authorizes the use of appropriations for the ASCENT program for the 2021–22 budget year.

**Florida (SB52) — Course Access & Availability; Finance; Program Integrity & Credit Transfer**

This bill creates the Dual Enrollment Scholarship Program — beginning in 2021, this bill would allow for reimbursement to eligible postsecondary institutions for tuition and related instructional materials costs for dual enrollment courses taken by private school or home education program secondary students during the fall or spring terms. Beginning in the 2022 summer term, the program would reimburse institutions for tuition and related instructional materials costs for dual enrollment courses taken by public school, private school, or home education program secondary students during the summer term. This bill would require a report annually from the Department regarding participation in the program.

**Florida (SB1028) — Finance**

Amends existing law regarding the Dual Enrollment Scholarship Program — this amendment requires school district career centers be reimbursed at the in-state resident tuition rate.

**Illinois (HB3950) — Course Access & Availability**

This bill amends the Dual Credit Quality Act — existing law provides that a community college district shall, upon the request of a school district within the jurisdiction of the community college district, enter into a partnership agreement with the school district to offer dual credit courses for students — as amended, this agreement must include the collaborative process and criteria by which a school district and community college district must work to ensure that individual students with disabilities have access to dual credit courses, provided those students are able to meet the criteria for entry into a dual credit course.

**Illinois (SB820) — Course Access & Availability**

This bill amends existing law related to school districts' accelerated placement policies — this amendment would specify that for a student entering grade 12, the next most rigorous level of advanced coursework in English language arts or mathematics would be a dual credit course, as defined in the Dual Credit Quality Act, an AP course, or an IB course.

**Kansas (HB2134) — Finance; Program Integrity & Credit Transfer**

This appropriations bill would authorize school districts to pay tuition and fees for concurrent and dual enrollment programs. This bill amends existing law and would require, in a dual enrollment agreement between school districts and postsecondary educational institutions, notification to students if a course the student enrolled in at the eligible postsecondary institution is not a systemwide transfer course approved by the state board of regents and, as a result, the student may not receive credit for such course if the student transfers to or attends another state postsecondary educational institution.

**Kentucky (HB192) — Finance**

This is an appropriations bill — it provides that, included in the General Fund appropriation, there is \$13,150,000 in each fiscal year for the Dual Credit Scholarship Program. This bill establishes priorities for awarding these scholarships. With the scholarship, students may take two career and technical education dual credit courses per academic year and two general education dual credit courses over the junior and senior years, up to a maximum of 10 approved dual credit courses. This also notes that dual credit scholarships awarded for the Spring 2020 semester will not be reduced if the dual credit course is not successfully completed by the student as a result of the student's inability to properly access the new course delivery method due to the pandemic.

**Kentucky (HB563) — Finance**

This bill establishes the Education Opportunity Account Program (EOA) to give more flexibility and choices in education to Kentucky residents and address disparities in educational options available to students. Funds from this program may be used for tuition and fees at an institution of higher education for dual credit courses.

**Louisiana (HB60) — Program Integrity & Credit Transfer**

This bill amends existing law related to the Dual Enrollment Framework Task Force. This bill would continue this task force. The task force was initially required to make recommendations for the establishment of a statewide dual enrollment framework. This bill would also require the task force to make recommendations related to implementation of the framework in order to provide universal access to dual enrollment courses to all qualified public high school juniors and seniors.

**Maryland (HB72) — Course Access & Availability**

This bill authorizes county boards of education to provide transportation to and from school for certain students using a vehicle other than a type I or type II vehicle when a school vehicle cannot reasonably be provided — this includes for students in dual enrollment programs, work programs, or other educational programs based off the school campus.

**Maryland (SB448) — Course Access & Availability**

This bill authorizes county boards of education to provide transportation to and from school for certain students using a vehicle other than a type I or type II vehicle when a school vehicle cannot reasonably be provided — this includes for students in dual enrollment programs, work programs, or other educational programs based off the school campus.

**Maryland (HB1372) — Course Access & Availability**

This bill addresses college and career readiness pathways and provides that certain pathways shall be available at no cost to the student — this includes a robust set of career and technology education programs which would allow students to complete a credit or noncredit certificate or license program, course, or sequence of courses, which includes those taken through dual enrollment.

**Massachusetts (H4002) — Course Access & Availability; Finance**

This bill provides funding for the Department of Higher Education to support the dual enrollment program allowing qualified high school students to take college courses. H4002 appropriates \$6,000,000 for this. This bill also provides that public and private institutions of higher education may offer courses in high schools in addition to courses offered at the institutions or online, if the number of students is sufficient.

**Michigan (HB4411) — Finance**

This is an appropriations bill — this bill provides funding 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 (HF2 (Special Session)) — Finance; Instructor Capacity**

This bill provides funding for the statewide concurrent enrollment teacher training program, for expanded concurrent enrollment grants, and for concurrent enrollment aid.

**Minnesota (HF7 (Special Session)) — Course Access & Availability; Finance**

This bill provides funding for concurrent enrollment grants and would require the Office of Higher Education to establish a competitive grant program for postsecondary institutions to expand concurrent enrollment opportunities.

**Missouri (HB15) — Finance**

This bill appropriates \$5,000,000 for the A+ scholarship program — providing scholarships for dual credit/dual enrollment students.

**Montana (HB403) — Instructor Capacity**

This bill would create a grow your own teacher grant program administered by the commissioner of higher education. The program must involve the opportunity for students to take dual credit courses in education while in high school.

**Nebraska (LB380) — Finance**

This is an appropriations bill that would provide \$2,015,583 General Funds for state aid for dual enrollment, to be used only for dual enrollment courses. There is also included for fiscal year 2022–23, \$3,062,234 General Funds for state aid for dual enrollment. Appropriations for dual enrollment must be distributed to community college areas in direct proportion to the most recent available three-year average full-time-equivalent enrollment in dual enrollment courses delivered by the community college areas.

**Nevada (AB319) — Course Access & Availability**

This bill would require the College of Southern Nevada to establish a pilot program to enhance opportunities for students to enroll in dual credit courses.

**Nevada (SB160) — Course Access & Availability**

This bill would authorize a school district or charter school to enter into a cooperative agreement to provide dual credit courses for profoundly gifted students with an institution of higher education located in another state.

**Nevada (SB172) — Course Access & Availability; Equity Goal & Public Reporting**

This bill would require regulations to include a uniform grading scale for dual credit courses and IB courses and to assign the same weight to such courses as that assigned to AP courses if the dual credit course or IB course is in a core academic subject or subject for which an AP course is offered. This bill would remove requirements for dual credit students to apply and be approved for dual credit courses. This bill would remove provisions relating to cooperative agreements to offer dual credit courses and instead requires a school district or charter school to establish a program for dual credit. This bill would also require schools to biennially submit a report on its program for dual credit including total attendance, costs associated, and teachers employed who are involved in the program. This bill requires the Legislative Committee on Education to hold a meeting on dual credit courses in the 2021–22 interim.

**New Hampshire (HB2) — Finance**

This bill establishes the dual and concurrent enrollment program in the Community College System of New Hampshire and amends the administrative responsibilities for the program. This bill also makes an appropriation to the community college system of New Hampshire for the dual and concurrent enrollment program.

**New Hampshire (SB148) — Course Access & Availability**

This bill amends existing law and would provide that the dual and concurrent enrollment program shall include opportunities for dual and concurrent enrollment in career and technical education courses. This bill would also require school districts to develop and adopt policies permitting students residing in the district who are in grade 10 (in addition to the existing grades 11–12) to participate in the dual and concurrent enrollment program.

**New Jersey (S3253) — Instructor Capacity**

This bill would require the State Board of Education to authorize an alternate route to expedite the certification of persons to teach grades 7 through 12 at an early college high school.

**North Dakota (HB1375) — Finance**

This bill creates a tuition scholarship program for students taking dual-credit courses while in high school. This bill would permit eligible students to apply to the board to receive a scholarship toward the cost of tuition and fees at the in-state public, private, or tribal college at which the student is enrolled. An eligible student must have completed at least one dual-credit course provided by an institution under the control of the state board of higher education while enrolled in high school or a program of home education in the state.

**Oklahoma (SB292) — Program Integrity & Credit Transfer**

This bill would create a task force to study and make recommendations regarding the current and future concurrent enrollment needs of the state and pathways for awarding degrees and certificates through concurrent enrollment. The task force shall submit a

report of its findings and recommendations by November 30, 2022 to the Governor, President Pro Tempore of the Senate, and the Speaker of the House of Representatives.

**Rhode Island (H6122) — Finance**

This is an appropriations bill — \$2,300,000 is appropriated for dual enrollment purposes.

**Tennessee (HB471) — Course Access & Availability**

This bill amends existing dual enrollment grant laws and would specify that “eligible postsecondary institution” includes private, nonprofit technical schools, provided certain requirements are met.

**Tennessee (HB752) — Finance**

This bill clarifies that the dual enrollment grant program shall award the in-state tuition and mandatory fees cost up to a maximum amount for the first four courses taken.

**Tennessee (SB458) — Finance**

This bill creates alternate HOPE scholarship eligibility criteria for a home school student who during a home school program or while attending an ineligible high school enrolls in at least two dual enrollment courses totaling at least six semester hours credit at an eligible postsecondary institution and achieves a grade point average of at least 3.0 in each of the two dual enrollment courses and a cumulative grade point average of at least 3.0 in all dual enrollment courses attempted.

**Texas (SB1277) — Navigational Supports; Program Integrity & Credit Transfer**

This bill relates to an agreement between a school district and public institution of higher education to provide a dual credit program to high school students enrolled in the district. This bill would amend existing law and would designate at least one employee of the district or institution as responsible for providing academic advising to a student who enrolls in a dual credit course under the program before the student begins the course.

**Utah (SB1) — Equity Goal & Public Reporting; Finance**

This is an appropriations bill. This bill would require the SBE to report performance measures — this includes a measure for preparation for college, as measured by students who have earned credit in concurrent enrollment courses. This bill would also provide for appropriations for concurrent enrollment courses.

**Washington (HB1302) — Finance**

This bill establishes college in the high school programs — dual credit programs located on a high school campus or in a high school environment in which a high school student is able to earn both high school and college credit by completing college level courses with a passing grade. This new statute notes that institutions of higher education may charge tuition fees per credit to each student enrolled in a program course. The maximum per college credit tuition fee for a program course is \$65 per college credit adjusted for inflation.