



# UNLOCKING POTENTIAL

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



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# EXECUTIVE SUMMARY

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The College in High School Alliance and the Level Up coalition are pleased to present *Unlocking Potential*, a comprehensive set of policy recommendations for states looking to expand equitable access to college in high school programs like dual enrollment, concurrent enrollment, and early college high school while also maintaining high quality.

These programs are proven and popular, but there is work to be done to ensure that there is equitable access to opportunities for high school students to earn college credits, and to ensure that the programs students are participating in are high quality.

While the number of students participating in college in high school programs has expanded significantly in many states, in too many places these gains have overlooked low-income students, first-generation college-goers, students of color, and rural students. It is these students who stand to gain the most from early postsecondary opportunities, but many still face barriers to access.

This resource is a vital contribution to the policy discussion surrounding college in high school programs and seeks to direct the conversation about these programs at all levels—national, state, and local—towards ensuring that low-income and underrepresented students have equitable access to high quality college in high school programs. While there are examples of success across the country, there is still significant work ahead for states to realize the true potential of college in high school programs.

*Unlocking Potential* provides recommendations for policies that advance the goals of equity and quality for college in high school programs in six different categories:

**1. Equity Goal & Public Reporting:** States set an equitable, statewide public goal for increasing the participation and success of traditionally underserved student groups in college in high school programs, with clear, disaggregated public reporting and accountability for progress toward the goal.

**2. Program Integrity & Credit Transfer:** States support and promote high-quality college in high school programs through effective oversight and cross-sector collaboration between the K-12 and postsecondary sectors, as well as ensuring credit articulation.

**3. Finance:** States design funding mechanisms that remove financial barriers for low-income and moderate-income students to participate and excel in college level work in high school.

**4. Course Access & Availability:** States ensure that students are able to access college in high school courses, regardless of geography, with pathways that maximize opportunities for students to earn multiple college credits, and facilitate students exploring academic and career areas of interest while ensuring that those courses count toward high school graduation requirements.

**5. Instructor Capacity:** States develop strategies to recruit, support, and diversify the pool of instructors with the qualifications to teach college in high school while encouraging collaboration between K-12 and postsecondary partners as college in high school programs are scaled.

**6. Navigational Supports:** States prioritize the student navigational supports and advising needed to ensure student success in college in high school courses, particularly for those students historically underserved by these programs.

Collectively, the partners that make up our respective coalitions stand ready to engage with state policymakers and practitioners to advance this critical work.

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## Who Are We?



*The College in High School Alliance (CHSA) is a coalition of leading national and state organizations that works towards a future in which every state, and the federal government, has a policy framework that ensures that student access, participation and success in college in high school programs accurately reflects the geographic, demographic, and economic make-up of the nation's high school students. More information is available at [www.collegeinhighschool.org](http://www.collegeinhighschool.org).*



*Level Up is a coalition, organized by the Education Strategy Group, of local, state and national K-12 and higher education partners committed to measurably increasing the numbers of American high school students—particularly students of color, those from low-income families, and whose parents did not attend college—who are prepared for and successfully complete postsecondary education and training programs. More information is available at [www.levelupcoalition.org](http://www.levelupcoalition.org).*

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All photos courtesy of Allison Shelley/The Verbatim Agency for American Education: Images of Teachers and Students in Action, excluding the cover, page four, and page 18.



# INTRODUCTION

*The percentage of jobs requiring postsecondary education and training is expected to reach a new high of 65 percent in 2020. Yet our nation remains ill-prepared, with stubbornly low college completion rates and shortages anticipated of workers with the necessary credentials.<sup>1</sup>*

The college completion crisis is only magnified when broken down by race, with Asian and White students completing at much higher rates (63.2 percent and 62.0 percent, respectively) when compared with Hispanic and Black students (45.8 percent and 38.0 percent, respectively).<sup>2</sup> In addition, too many Americans—with or without college credentials—are hobbled by student debt.<sup>3</sup>

College in high school programs offer a powerful tool to tackle these challenges.<sup>4</sup> They are also increasingly popular. In 2019 alone, 18 governors discussed earning college credit prior to high school graduation in their state budget highlights<sup>5</sup> and new laws passed in more than 16 states addressing some aspect of college in high school programs.

College in high school programs are popular because the research shows that students who attend schools with high-quality dual enrollment (including concurrent enrollment) or early college designs are more likely to graduate high school, immediately enroll in college, and persist to completion than their peers.<sup>6</sup> High-quality college in high school programs offer students the opportunity to earn transcribed college courses on a path to a degree or credential at low or no cost, integrate robust support services, and provide the flexibility to tailor their academic programs to students' specific academic and career goals.<sup>7</sup>





College in high school programs help students successfully transition to higher education by building the academic skills, experiences, and behaviors necessary to succeed in college and reap the corresponding economic benefits by being ready for middle- and high-skilled, higher wage jobs and careers. At the same time, when aligned to career pathways, these designs provide students with the skills and credentials needed to attain a good job immediately after graduating high school and/or to rapidly complete postsecondary career training.<sup>8</sup>

Finally, these programs have demonstrated that they can have significant economic payoff and return on investment. Investments in early college and dual enrollment increase the cost-effectiveness of public investment in education, as more students receive postsecondary credentials and degrees more quickly and at higher rates, and the need for and costs of remedial coursework decrease.<sup>9</sup>

## Definitions

### College in High School Programs

*College in high school programs, such as dual enrollment, concurrent enrollment, and early college high school, are partnerships between school districts and accredited institutions of higher education that provide high school-age students an intentionally designed, authentic postsecondary experience leading to officially transcribed and transferable college credit towards a recognized postsecondary degree or credential.*

*In this resource, we use the term “college in high school programs” when referring to the programs generally, irrespective of the specific model prevalent in any given state, location of instruction, or type of instructor. Specific models are only named in the recommendation when that recommendation addresses that specific model (for example, a recommendation relevant only to early college high schools.) In specific state examples, the appropriate term used in the state is referenced.*

### Equity

*Access to college in high school programs should be available to students regardless of their race, family income status, or their geography.*

### Policy

*As this resource will demonstrate, there are no quick fixes or one-size fits all approaches to making changes to state policy that will improve access for low-income and underrepresented students to quality college in high school programs.*

*As a result, when we refer to “policy,” we adopt a broad definition of the term that goes beyond just legislation passed by a state legislature and signed into law by a governor. Our conception of policy for the purposes of this resource includes:*

- Legislation
- State budget processes
- High-level directives, including regulations or executive orders
- Guidance and intensive technical assistance facilitated, coordinated, or endorsed by state policymakers
- Tools or resources made available by state policymakers that may not mandate programs take specific actions but do provide clear guidance and expectations about how practice should be implemented.



## The Challenge:

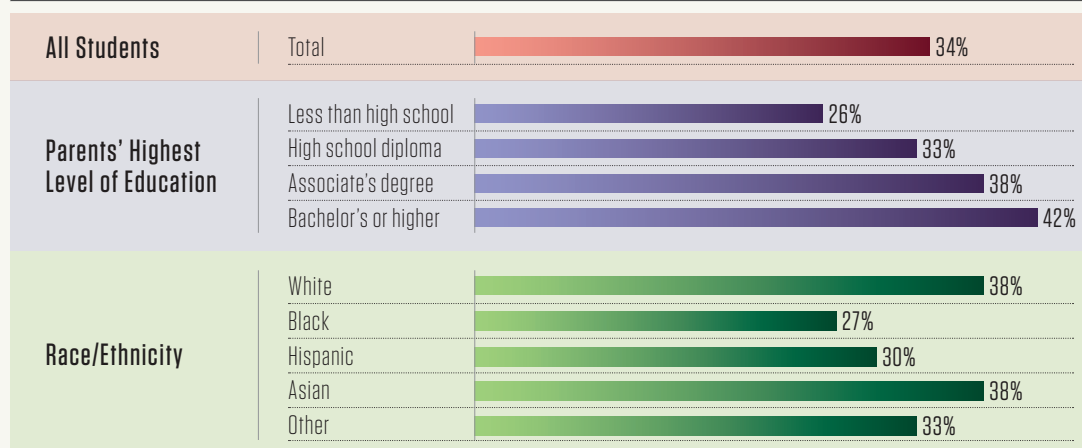
### Access to College in High School is Inequitable

Over the past decade, there has been significant growth in the number of high school students taking college courses. In Texas alone, participation in the state's dual credit system increased by 650 percent from 2000 to 2015.<sup>10</sup> And yet, of the nearly two million students participating in college in high school programs, far too few are students of color or students from low-income families.

According to 2019 NCES data, students who were White, Asian, and whose parents already had a college education were much more likely to participate in dual enrollment than their peers.<sup>11</sup> And data released in 2018 by the U.S. Department of Education's Office for Civil Rights showed that White students were twice as likely to enroll in dual enrollment classes as their African American or Latino peers.<sup>12</sup> Gaps in participation rates may reflect lack of access to these opportunities at schools predominately attended by students of color, as well as, in some states, barriers posed by tuition, fees, transportation issues, eligibility policies, and lack of information about these programs.<sup>13</sup>

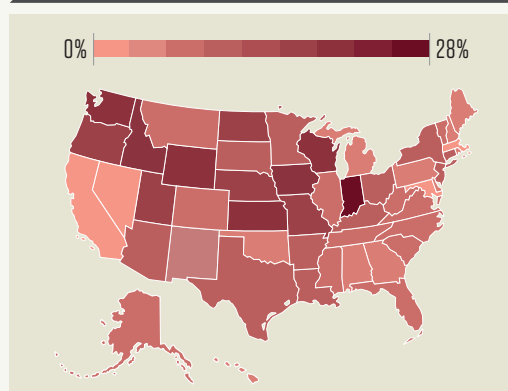
As research and experience has shown, students of color and students from low-income families can and do succeed when given the opportunity to engage in college-level work in high school. Strong peer-reviewed research demonstrates that participation in college in high school programs improves college transitions and persistence.<sup>14</sup> Collectively, these studies show positive, statistically significant effects when high school students complete college courses, even after controlling for prior academic achievement and demographic variables. In fact, college in high school programs are most effective in improving college access and success when they focus on students who are low-income, underrepresented in higher education, or at risk of not completing postsecondary education.<sup>15</sup>

#### Ninth-Graders Who Participated in Postsecondary Credit Courses in High School, Fall 2009



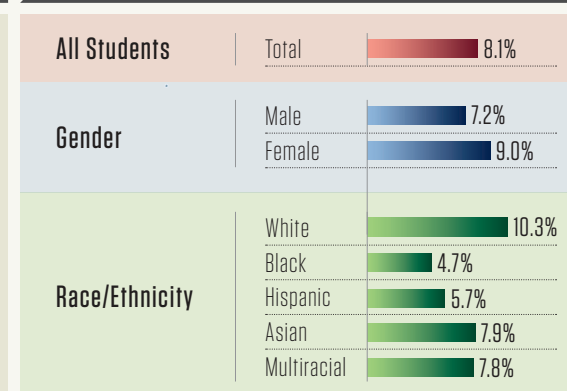
NOTE: Estimates of White, Black and Asian students describe students who did not identify their ethnicity as Hispanic or Latino. The "other" category includes American Indians and Alaska Natives, Native Hawaiians and Pacific Islanders, and students who identified as having multiple races. "HS diploma" refers to a high school diploma or GED. SOURCE: U.S. Department of Education, National Center for Education Statistics, High School Longitudinal Study of 2009 (HLS:09), Second Follow Up Restricted Use Data File.

#### U.S. Dual Enrollment Participation Rate 2015–16



SOURCE: Community College Research Center, 2018

#### U.S. Dual Enrollment Participation by Student Group



SOURCE: Community College Research Center, 2018



## The Solution:

### States Should Focus on Closing Equity Gaps & Ensuring Quality

State policy plays an essential role in ensuring and supporting equitable and quality college in high school programs. *Unlocking Potential* is constructed to support states in designing policy to drive meaningful change in access, equity, and quality for college in high school programs.

This resource provides a roadmap for states to make ambitious policy changes across six critical categories. For each category, *Unlocking Potential* provides a series of clear policy recommendations that states can implement and build upon to advance policy solutions for college in high school programs, close equity gaps, and ensure quality. The recommended policies fall along a continuum: exceptional policies build upon advanced ones, advanced policies upon foundational ones.

Foundational policies form the baseline for what good public policy for these programs should look like in all states, regardless of that state's starting point, policy and political environment, or governance structure. States need clear, intentional policies and structures in place across all six of the categories in order to be on the path towards realizing the potential for these models.

However, where possible, states should also be using this roadmap to look beyond the foundations to identify advanced or exceptional practices to take on. Many states have already pushed well beyond the baseline, and *Unlocking Potential* features examples from **28 states** who are taking steps to address these challenges. But every state has more to do to ensure equitable access and success for low income and underrepresented students in college in high school programs.

#### 6 ► NAVIGATIONAL SUPPORTS

*States prioritize the student navigational supports and advising needed to ensure student success in college in high school courses, particularly for those students historically underserved by these programs.*

#### 5 ► INSTRUCTOR CAPACITY

*States develop strategies to recruit, support, and diversify the pool of instructors with the qualifications to teach college in high school while encouraging collaboration between K-12 and postsecondary partners as college in high school programs are scaled.*

#### 4 ► COURSE ACCESS & AVAILABILITY

*States ensure that students are able to access college in high school courses, regardless of geography, with pathways that maximize opportunities for students to earn multiple college credits, and facilitate students exploring academic and career areas of interest while ensuring that those courses count toward high school graduation requirements.*

#### 1 ► EQUITY GOAL & PUBLIC REPORTING

*States set an equitable, statewide public goal for increasing the participation and success of traditionally underserved student groups in college in high school programs, with clear, disaggregated public reporting and accountability for progress toward the goal.*

#### 2 ► PROGRAM INTEGRITY & CREDIT TRANSFER

*States support and promote high-quality college in high school programs through effective oversight and cross-sector collaboration between the K-12 and postsecondary sectors, as well as ensuring credit articulation.*

#### 3 ► FINANCE

*States design funding mechanisms that remove financial barriers for low-income and moderate-income students to participate and excel in college level work in high school.*





# EQUITY GOAL & PUBLIC REPORTING

*States set an equitable, statewide public goal for increasing the participation and success of traditionally underserved student groups in college in high school programs, with clear, disaggregated public reporting and accountability for progress toward the goal.*





**WHY THIS MATTERS** | *Being intentional about closing equity gaps, accurately measuring them, and being held publicly accountable to close the gaps is fundamental to unlocking the promise of college in high school programs.*



## Setting a Statewide Equity Goal

Setting equity goals for college in high school programs is a foundational strategy for ensuring that policy is developed with the intent of closing access and attainment gaps. Equity goals can help a state concentrate efforts on strategies that will ensure that participation in college in high school programs matches the demographic, economic, and geographic makeup of the state's high school student population. Setting statewide equity goals is an essential step in the process for states to center the conversation on increasing access and improving outcomes for various student subgroups, including but not limited to low-income students, students of color, rural students, students with disabilities, and other student groups that are underrepresented in higher education.



## Setting a Statewide Equity Goal

### FOUNDATIONAL POLICY

#### ► Make Equity a Priority

The state clarifies through policy that college in high school programs are intended to serve all students, broadly referencing students who are underrepresented in these programs or in higher education. In some way, the state's policy explicitly highlights the goal of equity of access, participation, and success in its broad strategic plans for education.

*Example — The state of Montana's Higher Education Guidance for Dual Enrollment stipulates equity of access as a priority. According to the guidance, "equality of access to dual enrollment programs should be assured through outreach efforts and tuition assistance to targeted populations—e.g., rural students, low-income students, minority students."<sup>16</sup>*

#### ► Include in Postsecondary Attainment Goals

If the state has a statewide postsecondary attainment goal that includes closing equity gaps, it includes the state's college in high school programs within the postsecondary programs that are captured as part of the goal.<sup>17</sup>

### ADVANCED POLICY

#### ► Adopt an Explicit Goal

The state adopts an explicit equity goal of improving participation and outcomes in college in high school programs for underrepresented students, which should include at least the subgroups required by The Every Student Succeeds Act (ESSA). The goal includes, or puts a state substantially on the path towards, closing equity gaps for access and success within a time frame that balances ambition with feasibility. The state tracks and reports progress against the goal on an annual basis.

#### ► Connect to Other State Goals

The state ensures that its goals for college in high school programs are connected to larger statewide goals and strategic plans for college readiness and college and career success, and that those goals are shared between secondary, postsecondary, and workforce systems.

### EXCEPTIONAL POLICY

#### ► Adopt Explicit Subgroup Targets

The state adopts specific targets for each underrepresented subgroup to ensure that progress against an equity goal is made by all subgroups, and not just over-performance by one such group.



# Data Collection, Reporting & Accountability

Policy cannot be deployed to address equity gaps until those gaps are properly understood and tracked. Disaggregated data regarding access and completion of college in high school programs is critical for equity goals to be meaningful and for specific policy solutions to be targeted towards student populations in need. Under ESSA, high schools must report annual data on students taking accelerated coursework to earn postsecondary credit, disaggregated by the ESSA-identified student subgroups.<sup>18</sup> States should go further than what ESSA requires in order to build data, reporting, and accountability systems that fully track and disaggregate data related to college in high school programs at the school level, include information on low-income student participation and outcomes, and make that information transparent and understandable to students, families, educators, and communities.





## Data Collection, Reporting & Accountability

### FOUNDATIONAL POLICY

#### ► Be ESSA Compliant

The state meets the data reporting requirements established under ESSA and mandates regular and clear, disaggregated public reporting on college in high school participation and success at the state and local level, including for low-income students.<sup>19</sup>

*Example — Iowa,<sup>20</sup> Minnesota,<sup>21</sup> Ohio,<sup>22</sup> and Washington<sup>23</sup> produce annual dual enrollment reports with disaggregated data. Washington and Minnesota provide comparable data across multiple advanced coursework models.*

#### ► Report Teacher Workforce Demographics

The state collects and publicly reports disaggregated data on the race/ ethnicity demographics of instructors delivering college in high school courses.

### ADVANCED POLICY

#### ► Report Usable, Disaggregated Data

The state provides disaggregated user-friendly data on college in high school access and success for all student demographics groups at the school, as well as state and district levels. To the extent possible, data is also disaggregated by different types of college in high school program and intensity of course taking. This data is publicly accessible to students, families, educators and communities.

*Example — Washington has an online data dashboard of participation in accelerated learning by school/district. Data on participation in college in high school programs is disaggregated in a number of ways, including by type of advanced coursework, gender, race, income status, English language learners, students with disabilities, homeless students, and students with disabilities.<sup>24</sup>*

#### ► Include in ESSA Indicators

College in high school programs are used as an indicator of success in the state's high school accountability system, and are constructed to balance access, participation, and outcomes.

*Example — Louisiana's Strength of Diploma indicator, included in its ESSA accountability system, assigns increasing points to incentivize completion, with the greatest amount of points for associate's degree completion.<sup>25</sup>*

### EXCEPTIONAL POLICY

#### ► Provide Tools to Support Local Data Uses

The state provides tools and supports to local districts to use data to identify participation gaps and drive interventions.

*Example — Washington contracted the Northwest REL to prepare a toolkit for district leaders to use to analyze data and identify barriers to achieving equity in dual credit programs, conducted webinars on equity, and workshops on serving rural schools.<sup>26</sup>*

A man with a beard and glasses, wearing a light pink shirt, is leaning over a large, white, cube-shaped speaker. A young woman with dark hair, wearing a red shirt, is looking up at him. In the background, there is a whiteboard with handwritten text. The text includes 'NAME (First, Last)', 'GROUP', 'one of signment', 'ENGINEERS OF THE YEAR', and a list of names: Jennifer, Amaris, DeEric, Kevin C, Ira, William E, Jayvontay, Dorothy, Antonio, Jalen, Areyonna, Daniel, Nigel, Quashawn, Takyra, Jada, Michael R, Cheraiya, Krischun, Shalea, Quentin, Imani, Marquis, Peter G, Aaron, Rysheen, Keavon, Anthony, Emoni, Sean, and William. There is also a list of names under 'FOR DISTANCE' and 'INITIAL'. The whiteboard also has a section titled 'THE ENGINEERING PROCESS' with a list of 12 steps: 1 - Define the problem, 2 - Identify appropriate inputs and outputs, 3 - Gather relevant data, 4 - Develop model, 5 - Propose solutions, 6 - Perform feasibility study, 7 - Refine solutions, 8 - Conceptual design, 9 - Working Design, 10 - Testing, 11 - Revisions, 12 - Final Documentation.

# PROGRAM INTEGRITY & CREDIT TRANSFER

*States support and promote high-quality college in high school programs through effective oversight and cross-sector collaboration between the K-12 and postsecondary sectors, as well as ensuring credit articulation.*



**WHY THIS MATTERS** | *College in high school programs can only give students a leg up if they can be confident that the courses they complete will help move them successfully towards a degree or credential. Access without quality and alignment does not create opportunity.*





## Enabling Credit Transfer

It is critical to ensure that credits earned in college in high school programs can be transferred to two- or four-year colleges in the state. Students that cannot transfer credits lose time, money, and momentum towards their degree. Enabling credit transfer for college in high school programs is an essential step to ensuring that these courses maintain a high value for students and put students on a solid pathway to greater credential attainment. In addition, seamless credit transfer encourages more efficient state investment of resources; if credits do not transfer, states are investing in supporting the student in taking courses in high school, and then again in college. In circumstances where credits cannot transfer it is not just the student who loses out, oftentimes it is the taxpayer as well.





## Enabling Credit Transfer

### FOUNDATIONAL POLICY

#### ► Make Transfer Policies Clear

The state has tools documenting credit acceptance and transfer for college in high school programs that are publicly accessible to students, families, and counselors. These tools should also make clear whether credits will or will not count towards degree requirements upon transfer.

*Example — Many states link acceptance to state transfer libraries, such as Colorado's Guaranteed Transfer courses and Florida's Statewide Course Numbering System. Florida requires districts to provide students with a statement on how their credits will transfer.<sup>27</sup>*

### ADVANCED POLICY

#### ► Foster Credit Transfer

The state has statewide systems, collaborations, or incentives that facilitate effective transfer between public colleges and universities, as well as private institutions that choose to participate. These mechanisms are leveraged to strengthen credit acceptance and transfer for college in high school programs.

*Example — California operates the ASSIST (Articulation System Stimulating Interinstitutional Student Transfer) system, a public website which generates reports that show how course credits earned at California colleges will be treated when/if transferred to another, including those earned through dual enrollment programs. ASSIST includes the University of California, California State University, and California Community College systems.<sup>28</sup>*

#### ► Require Credit Acceptance

The state requires public colleges and universities, and encourages private institutions, to accept credit earned through a college in high school program just as any other transferable credit.

*Example — Twenty-nine states have policies requiring public colleges and universities to accept dual enrollment credit with no added restrictions.<sup>29</sup>*

### EXCEPTIONAL POLICY

#### ► Limit Credit Transfer Restrictions

The state limits the abilities of public colleges and universities, and any private institutions participating in a statewide system of credit transfer, from restricting credits earned through college in high school programs from counting towards the requirements for a major, if the course sequence was substantially similar.

A photograph of a young woman with dark hair and glasses, wearing a white lab coat and blue nitrile gloves. She is focused on a human skeleton model, specifically the ribcage area. The background is a plain, light-colored wall.

## Ensuring Equivalency with College Courses

College in high school programs should be high-quality, providing authentic and intentionally-designed college course experiences to high school students that are equivalent to college courses in any other setting. The state plays an important role in creating mechanisms for program oversight and quality assurance of college in high school programs, as well as ensuring that there are tools in place for quality improvement, support, and technical assistance.



## Ensuring Equivalency with College Courses

### FOUNDATIONAL POLICY

#### ► Implement Quality Standards

The state has quality standards and regulations in place for all college in high school programs.

*Example — Many states' quality standards are limited to instructor qualifications, syllabi, and transcribing. The Colorado Community College System's Statement of Standards additionally covers areas of curriculum, faculty training and professional development, student services and advising, assessment, and facilities—many based on the National Alliance of Concurrent Enrollment Partnerships' (NACEP) standards for program quality.<sup>30</sup>*

### ADVANCED POLICY

#### ► Fund Quality-Assurance Mechanisms

Where appropriate, the state funds programs to pursue independent mechanisms to demonstrate quality and provide technical assistance (including for K-12 and postsecondary leadership), such as program accreditation offered by NACEP.

*Example — State-run reviews in Washington, Arkansas, Oregon, and Indiana are required for concurrent enrollment providers that do not hold NACEP national accreditation. Virginia conducts periodic audits to determine compliance with state policy.*

#### ► Periodically Evaluate Offerings

The state has a mechanism in place that allows it to periodically evaluate its college in high school programs, and provides as part of that mechanism a structure for institutions and districts to provide feedback prior to making any changes.

### EXCEPTIONAL POLICY

#### ► Support Quality Improvement

The state employs an intermediary or assigns a state agency office to support quality improvement initiatives and provides necessary resources for those efforts.

*Example — NACEP's standards serve as a model for statewide quality standards in 20 states. State policy in ten of these states additionally require, provide incentives, or encourage colleges to obtain NACEP accreditation.<sup>31</sup>*

#### ► Evaluate Intensive Models

The state clearly defines the characteristics and components of more intensive college in high school models (such as early college high schools) and has an approval, certification, and renewal process in place for programs to achieve that designation.

*Example — Texas' Early College High School designation process requires an annual application based on six benchmark categories (target population, partnership agreement, leadership initiatives, curriculum and support, academic rigor and readiness, and school design) as well as Outcome-Based Measures related to access, achievement, and attainment.<sup>32</sup>*



## Cultivating Cross-System Collaboration

K-12 and postsecondary institutions must be core partners in creating successful college in high school programs. Each partner should have clear roles and responsibilities that focus clearly on the quality and equity of program design and implementation. The state can support cross-system collaboration by supporting and facilitating strong partnership models, including engaging employers and other key stakeholders.

...



College in high school programs offer significant benefits when combined with career-focused programming, allowing students interested in career and technical education (CTE) courses to make progress toward an industry-recognized credential or degree while still in high school. While many of the policy proposals in this roadmap will positively impact such programming, those that specifically address CTE are noted by this icon.





## Cultivating Cross-Systems Collaboration

### FOUNDATIONAL POLICY

#### Require Partnership Agreement

The state requires that college in high school partnerships between K-12 and postsecondary institutions have memoranda of understanding or cooperative agreements in place, that clearly articulates the roles and responsibilities of each.

*Example — California's AB288 requires partnerships between community colleges and school districts in the state to be governed by a partnership agreement developed by both parties, and to establish protocols for information sharing, joint facilities use, and parental consent.<sup>33</sup>*

### ADVANCED POLICY

#### Specify Partnership Agreement Contents

The state requires MOUs or cooperative agreements, that in addition to spelling out roles and responsibilities, also discuss how each partner contributes to upholding quality standards that the state has adopted, and have a process in place for revisiting those agreements.

#### Designate a Statewide Coordinating Authority

The state convenes a cross-agency working group or initiative with the responsibility to coordinate statewide college in high school efforts that includes at least the state education agency, state higher education agency, and postsecondary system offices.

*Example — In the 2019 legislative session, Louisiana passed a law to create a Dual Enrollment Framework Task Force, responsible for developing recommendations for statewide universal access to dual enrollment courses. The task force comprises representatives of all the major stakeholders in the state.<sup>34</sup>*

### EXCEPTIONAL POLICY

#### Promote Workforce Alignment



The state convenes an ongoing cross-sector statewide task force to examine, align, and promote college in high school programs as potential solutions to meet the workforce needs of in-demand industry sectors and employers in the state. The state charges this body to offer recommendations to improve access and success of college in high school programs as a component Perkins and WIOA plans.



# FINANCE

*States design funding mechanisms that remove financial barriers for low-income and moderate-income students to participate and excel in college level work in high school.*



**WHY THIS MATTERS** | *Gaps in access to college in high school programs for low income students will never close while financial barriers remain. States need to push as far as they can to eliminate costs—tuition, fees, books, transportation, etc—to low- and moderate-income students.*



## Remove Barriers

Removing cost barriers for students, and particularly for low-income students, are critical to any strategy to expand equitable access to college in high school programs. As a result, states need to be thinking carefully about how they are developing their policies to ensure that low-income students can access these programs tuition-free, as well as looking at how to minimize or eliminate additional costs related to fees, textbooks, transportation, and instructional materials. The commitment to removing barriers can even extend to a bridge program approach that looks at non-course related costs such as what access low-income students have to food on college campuses. Where possible, states should be looking to maximize no-cost participation opportunities in college in high school for low- and moderate-income students.

...



For a deeper examination of the existing state models for funding college in high school programs and their implications for equity, please see CHSA's "Funding for Equity: Designing State Dual Enrollment Funding Models to Close Equity Gaps."





## Remove Barriers

### FOUNDATIONAL POLICY

#### ► Leverage Federal Funding

The state leverages federal funding to invest in college in high school programs, such as the Every Student Succeeds Act,<sup>35</sup> Perkins V,<sup>36</sup> and the GEAR UP program under the Higher Education Act.<sup>37</sup>

**Example** — In their ESSA state plans, Arkansas identified that it intended to use ESSA Title IV Part A funds to support college in high school programs.<sup>38</sup>

#### ► Set a Tuition Ceiling

The state allows colleges to charge no more than a fixed affordable price or ceiling for dual enrollment to students, or as part of the arrangements between school districts and institutions of higher education.

**Example** — Utah sets a fixed price (\$5 per credit hour) that colleges can charge for concurrent enrollment.<sup>39</sup>

#### ► Offer Needs-Based Aid

The state provides need-based scholarships or requires colleges to provide tuition and fee waivers for low-income students.

**Example** — Nebraska's ACE Scholarship pays tuition and fees if a student or the student's family participates in any federal need-based program.<sup>40</sup>

### ADVANCED POLICY

#### ► Alleviate non-Tuition Costs

The state provides early access to student financial aid or other sources to, in tandem with eliminating tuition costs, alleviate cost of attendance beyond tuition for low-income students (e.g. books, materials fees, transportation).

**Example** — Washington's Dual Enrollment Scholarship Program covers course fees, and students may be provided with a textbook voucher of up to \$150 in value.<sup>41</sup>

#### ► Offer Some Free Courses

The state provides all students with the opportunity to take a limited number of foundational general education or CTE classes for free.

**Example** — Vermont provides vouchers for all students meeting eligibility criteria to take up to two dual enrollment courses tuition-free.<sup>42</sup>

#### ► Offer a Free Model

The state ensures (through policy and providing funding) that all students enrolled in a certain type of model in the state, such as an early college high school, have access to free courses and entry requirements for the program include determining low-income status.

### EXCEPTIONAL POLICY

#### ► Make It Free for All

The state has a system providing a tuition free college education (either focused directly on college in high school programs or a broader mechanism covering students of different ages) that includes the costs of all college credits earned while the student is in high school, paired with a funding mechanism to eliminate costs of fees, books, transportation, and other indirect costs.

**Example** — Georgia's Dual Enrollment Program allows all eligible students to participate in dual enrollment opportunities without paying tuition, mandatory and non-course related fees, or book costs.<sup>43</sup>

#### ► Expand Existing Free College Programs

The state includes college in high school programs as part of any broader system covering college costs for students of different ages (such as a 'College Promise' program,) that the state has created to offer free tuition or other costs of attendance to low-income students. States should also be mindful of how college in high school programs interface with any limits to eligibility that exist under the program, and any interaction with federal loan requirements.



## Balancing Incentives Between K–12 & Higher Education to Further Equity

In addition to eliminating cost barriers for students, states must also be mindful that college in high school programs are partnerships between school districts and institutions of higher education, and that therefore the funding mechanisms in place must ensure that both K-12 and higher education systems have the resources they need to deliver high-quality, equitable programs.



## Balancing Incentives Between K-12 & Higher Education to Further Equity

### FOUNDATIONAL POLICY

#### ► Require Funding Agreements

The state has a funding mechanism in place that provides funding to either K-12 or higher education to ameliorate the costs of administering college in high school programs, and both systems reach agreement on how that money is to be spent, so that both K-12 and institutions of higher education are held harmless.

### ADVANCED POLICY

#### ► Fund K-12 & Higher Education

The state has a funding mechanism that provides separate incentives for both K-12 and higher education in the state to ensure both partners are able to cover their costs.

**Example** — *Illinois allows high schools offering dual enrollment courses to earn funds based on Average Daily Attendance and community colleges to count enrollment toward state Full Time Equivalent funding.*<sup>44</sup>

#### ► Provide Tuition Support

The state has a funding mechanism that provides tuition support, in addition to institutional aid, for higher ed partners.

**Example** — *North Carolina's community colleges that operate an early college high school (referred to in statute as cooperative innovative high schools) receive base aid for each student, but also receive a tuition reimbursement from the State Board of Education.*<sup>45</sup>

### EXCEPTIONAL POLICY

#### ► Support the Total Cost

The state's funding mechanism supports the total cost of education incurred by the providers for identified students (whether all or limited to low-income) to include providing institutional aid to both K-12 and higher education, subsidizing tuition costs on behalf of students, and helping to cover additional costs such as textbooks, fees, and student support mechanisms.



# Leveraging Funding for CTE-Focused College in High School Programs

States are placing a significant emphasis and focus upon expanding career and technical education programs and improving the alignment between their educational system and workforce needs. College in high school opportunities are an important component of any robust career and technical education program, including apprenticeships, therefore states should look to ensure that its workforce programs also include a role for college in high school among them.





## Leveraging Funding for CTE-Focused College in High School Programs

### FOUNDATIONAL POLICY

#### ► Leverage Federal Funding



The state leverages federal opportunities under Perkins V, as well as existing opportunities under the Every Student Succeeds Act (ESSA), to enhance college in high school CTE courses. In Perkins V, college in high school program funding opportunities are included as part of both state leadership activities and by local recipients as identified by the local needs assessment process in the law.<sup>46</sup>

### ADVANCED POLICY

#### ► Include in Career Pathways



The state, if it has career pathways programs in place, requires each approved pathway to include robust college in high school program opportunities to students, in order to support the student's work within that pathway.

### EXCEPTIONAL POLICY

#### ► Create a Start-Up Fund



The state creates a start-up fund to launch new career-focused college in high school programs with school districts, higher education, and industry partners.

**Example —** *New York State operates the Pathways in Technology Early College High School (NYS P-TECH) Program that provides seven-year grants to fund regional partnerships between K-12, IHEs, and employers to establish P-TECH schools across the state.<sup>47</sup> Massachusetts's High Quality College and Career Pathways is another example of such a fund.<sup>48</sup>*

A photograph of two young women standing outdoors in a garden-like setting. The woman on the left has long, wavy reddish-brown hair and wears glasses, a grey cardigan, and a striped shirt. She is pointing at a tablet held by the woman on the right. The woman on the right has long, straight black hair and is looking down at the tablet. They are both smiling and appear to be engaged in a collaborative activity. The background is a soft-focus garden with green foliage and some red flowers.

# COURSE ACCESS & AVAILABILITY

*States ensure that students are able to access college in high school courses, regardless of geography, with pathways that maximize opportunities for students to earn multiple credits, and facilitate students exploring academic and career areas of interest while ensuring that those courses count toward high school graduation requirements.*



**WHY THIS MATTERS** | *Ensuring equitable access includes making sure courses are available to students and that artificial barriers aren't in place. In designing college in high school programs, states should also recognize that there are multiple pathways into postsecondary education and the workforce.*





## Making Courses Accessible to All Students

Students with the potential to succeed in college courses should be able to access these programs regardless of where they live, the high school they are enrolled in, their ability to pay, or unnecessary bureaucratic hurdles. Students from underserved and underrepresented backgrounds, in particular, have the most to gain from thoughtfully designed college in high school programs.<sup>49</sup> However, they also have the biggest barriers to overcome, including barriers related to accessing the courses—both geographically and in terms of the eligibility requirements present in many states.<sup>50</sup> State policies targeted at ensuring college and high school opportunities are available to all students are essential for closing equity gaps and increasing access for underrepresented groups.





## Making Courses Accessible to All Students

### FOUNDATIONAL POLICY

#### ► Notify Students & Parents

The state requires high schools to notify students and families of college in high school opportunities in which they are eligible to participate, ideally beginning in middle school.

*Example — Colorado requires that each district, board of cooperative services, and charter schools annually notifies all students and parents of concurrent enrollment opportunities for qualified students in postsecondary courses, including academic courses and career and technical education courses.*

### ADVANCED POLICY

#### ► Provide Transportation Supports

The state requires that transportation supports be provided to students that need them to access courses.

#### ► Include Multiple Providers

The state's policy framework for college in high school program is inclusive of multiple providers—including public and private two year and four-year institutions of higher education, as well as both open and selective institutions—and delivery methods in order to address geographic barriers across urban and rural schools.

### EXCEPTIONAL POLICY

#### ► Require Program Availability

The state requires all high schools and eligible public postsecondary institutions to provide college in high school opportunities.

*Example — Virginia requires its local school boards to develop agreements with the local community colleges to offer college in high school opportunities, and all public institutions of higher education in the state must commit to offer college in high school opportunities for high school students.<sup>51</sup>*



## Student Eligibility

In addition to funding barriers, a state's determination for student eligibility for college in high school programs can indirectly undermine efforts to get more high school students, particularly from underserved populations and middle-to-lower achieving students, on a pathway towards postsecondary education. According to a recent report by the Education Commission of the States (ECS), "by and large, state-set eligibility requirements limit dual enrollment access to only the most academically advanced students, who are likely to pursue college after high school regardless."<sup>52</sup> If structured thoughtfully, statewide student eligibility policies can help ensure equitable treatment in college program access, including across high school and traditional-aged college students.



## Student Eligibility

### FOUNDATIONAL POLICY

#### ► Align Eligibility Criteria

The state ensures that eligibility criteria and course placement for high school students are not higher than the requirements for college students matriculating into credit bearing courses or programs. The state ensures that this eligibility criteria is easily accessible and easy to understand for students, families, teachers, and school administrators.

### ADVANCED POLICY

#### ► Provide Early Interventions

The state encourages and allows college in high school programs to identify students on the cusp of college readiness early, and provides those students with early interventions such as placement test preparation, transitional courses, developmental education, or co-requisite support to bring those students up to the state's college readiness requirements.

*Example — Minnesota policy allows institutions to leverage Postsecondary Enrollment Opportunities (PSEO) funding for developmental coursework if they enroll students full time into an early/middle college that provides a well-defined pathway to a degree or credential. Early/Middle colleges must be approved by the state and are required to offer students personalized student supports.<sup>53</sup>*

### EXCEPTIONAL POLICY

#### ► Offer Whole-School Models

The state includes a role in its system of college in high school programs for whole-school models that work with traditionally underrepresented students in higher education to improve their college readiness and then take college classes, such as early college high schools.

*Example — Texas has supported the growth of early college high schools in the state, which now number approximately 150 statewide. The schools provide high school students, particularly those who are at risk or underrepresented in higher education, the opportunity to earn up to 60 hours of college credit tuition-free with personalized supports, including academic and social support.<sup>54</sup>*

#### ► Use Multiple Measures of Entry

The state uses multiple measures for dual enrollment eligibility other than age, grade level, or a single standardized assessment, to potentially include projects, portfolios, and performance assessments.

*Example — The Ohio Innovative Programs for College Credit Plus provides a waiver (related to students needing to demonstrate meeting the eligibility criteria for taking college courses) for dual enrollment programs that offer programming that is unique and focused on students of color, first-generation families, low-income students.<sup>55</sup>*



## Pathways to Areas of Student Interest

College in high school opportunities should be available across academic and career and technical pathways so they meet the varying needs and interests of today's diverse student population. Students interested in career and technical fields can benefit from college in high school opportunities that lead towards in-demand pathways. State-wide policies and incentives can help direct more districts to broaden their college in high school offerings to align more broadly with multiple postsecondary pathways and industry demands.





## Pathways to Areas of Student Interest

### FOUNDATIONAL POLICY

#### ► Eliminate Credit Caps

The state does not cap the number of credits students may earn (per semester, per year, or during a student's high school career).

*Example — Colorado's Senate Bill 176 (not yet enacted) is intended to require districts to offer concurrent enrollment courses and would not allow schools to limit the number of courses students could take.<sup>56</sup> In Illinois, S.B. 2527 allows students to take an unlimited number of dual enrollment/dual credit courses and earn high school college credit.<sup>57</sup>*

#### ► Offer Broad Range of Courses

The state requires a broad range of general education and career/technical courses be offered as part of college in high school programs.

*Example — Kentucky's Dual Enrollment Credit Policy requires participating postsecondary institutions to collaborate with schools and districts to provide at least three CTE courses in a regionally appropriate career pathway.<sup>58</sup>*

### ADVANCED POLICY

#### ► Maximize Student Choice

The state enacts enabling policies that incentivize high schools to develop college in high school programs that allow students to pursue multiple courses with access to multiple postsecondary pathways, including pathways towards an associate degree, in-demand certificate or credential, and/or a credit transfer pathway towards a four-year university.

#### ► Include CTE Opportunities



The state ensures that high school career and technical education programs include opportunities for students to earn postsecondary CTE credits through collaboration with college in high school programs.

*Example — In Maine, "dual enrollment career and technical education program" means a learning pathway for a specific CTE programs that provides students in grades 11–12 with the opportunity to take postsecondary education courses and earn credits toward a high school diploma and an associate's degree.<sup>59</sup>*

### EXCEPTIONAL POLICY

#### ► Build into Other Workforce Development Programs



The state creates linkages between dual enrollment programs and work-based learning and apprenticeship programs that lead towards in-demand postsecondary credential pathways.

*Example — Colorado has recently launched CareerWise Colorado, a statewide youth apprenticeship system that combines high school classes, college classes, and on-the-job training over a three-year period. By the time they complete the paid program, students can earn a high school diploma, a year of college credit, and an industry credential.<sup>60</sup>*



## Graduation/Diploma Requirements

States should implement policies that provide students and families with assurances that participation in a college in high school program will count towards a student's high school graduation and diploma requirements. Such policies 1) promote greater transparency, 2) incentivize participation in college in high school programs, 3) and also ensure students across the state are receiving the same treatment and opportunities for participating in college in high school programs.



## Graduation/Diploma Requirements

### FOUNDATIONAL POLICY

#### ► Notify Students & Parents

The state requires programs to notify students and parents about whether completion of college in high school courses will count toward meeting high school graduation requirements prior to their enrollment.

### ADVANCED POLICY

#### ► Require Dual Crediting

The state requires that students who complete courses in a college in high school program receive credit toward high school graduation.

*Example — Florida students in grades 6–12 are afforded the opportunity to dual enroll in postsecondary coursework that may count toward both graduation from high school and earning postsecondary credit. Each high school is required to advise each student of courses through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment, early admission, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.<sup>61</sup>*

### EXCEPTIONAL POLICY

#### ► Provide Flexible Graduation Options

The state provides flexibility to students to fulfill high school graduation requirements through both time-based and competency-based options, including college in high school programs.

*Example — Georgia's Alternative Graduation Plan provides high school students with an alternate pathway to high school graduation if they have completed certain required high school courses and specific college credential programs.<sup>62</sup>*

A man with glasses and a dark apron is working in a workshop. He is focused on his task, with his hands positioned over a workbench. The background shows shelves with various items and a sink area. The image is partially obscured by a large blue diagonal graphic that serves as a background for the text.

# INSTRUCTOR CAPACITY

*States develop strategies to recruit, support, and diversify the pool of instructors with the qualifications to teach college in high school while encouraging collaboration between K-12 and postsecondary partners as college in high school programs are scaled.*





**WHY THIS MATTERS** | *Ensuring equity and quality in college in high school programs requires a strong and diverse pool of teachers and faculty with the appropriate training and support to ensure that, regardless of instructor type or location, students are receiving the same college course experiences.*



## Identifying Qualified Instructors

One of the most prevalent capacity issues affecting dual and concurrent enrollment is a shortage of instructors who can teach college courses for high school students. Depending on the local delivery model, instructors may be college faculty or high school teachers who meet the qualifications to serve as college adjuncts—but the supply of both groups is limited, and the shortage is particularly acute in school districts serving low-income and underserved populations. College faculty may be reluctant or unavailable to teach on a high school schedule, and in some states, they must meet licensure requirements to deliver courses on a K-12 campus. High school teachers, meanwhile, often lack the minimum qualifications required to teach at the postsecondary level (typically a Master's degree or a minimum number of graduate credits in the specific subject being taught). The shortage of qualified instructors is often most acute in rural areas and under-resourced communities.



## Identifying Qualified Instructors

### FOUNDATIONAL POLICY

#### ► Make Requirements Clear

The state disseminates information about the minimum qualifications for a high school teacher to teach dual/concurrent enrollment and raises awareness of the need for increasing the credentials of current high school teachers to meet these qualifications.

#### ► Develop Data Systems

The state develops data systems to collect and publicly report on the supply of and demand for qualified instructors.

**Example —** *The Minnesota State College and University System (Minnesota State) has conducted biannual statewide surveys of the qualifications of concurrent enrollment instructors and disseminated findings on gaps by institution and by subject area.<sup>63</sup> These data have informed institutions' efforts to develop graduate programs for teachers who can fill these gaps.*

#### ► Provide Guidance to IHEs

The state provides guidance to assist postsecondary institutions in understanding and navigating licensure policies and labor agreements that increase the quantity of postsecondary faculty teaching college high school courses.

### ADVANCED POLICY

#### ► Enable Teacher Licensure for College Faculty

The state has policies in place addressing common barriers for postsecondary faculty interested in teaching college in high school classes, such as by building high-quality pathways like teacher residencies or grow your own programs, to teaching that result in a interested faculty becoming fully-certified teachers.

**Example —** *The Ohio Department of Education will grant an early college high school educator license to faculty with a graduate or terminal degree, who pass the content area exam required of all teacher candidates in the state, and who have at least one full school year of teaching experience, including at the postsecondary level.<sup>64</sup>*

### EXCEPTIONAL POLICY

#### ► Facilitate the Sharing of Qualified Instructors

The state publishes rosters of instructors who are qualified to teach college in high school courses in hard-to-staff subject areas and enables shared hiring agreements to allow these faculty to split their teaching load across multiple IHEs or school districts within their geographic region.



## Expanding the Pool of Qualified Instructors

As states seek to expand college in high school programs as a strategy for equity, they will need to develop strategic approaches to grow the ranks of qualified instructors from both secondary and postsecondary institutions, with attention to developing a teaching pool that better reflects the demographics of the student population.





## Expanding the Pool of Qualified Instructors

### FOUNDATIONAL POLICY

#### Create State Directory

The state agencies maintain a directory of graduate course offerings available for high school teachers pursuing the credentials to teach in a college in high school program.

**Example** — The Kansas Board of Regents hosts an online directory of online graduate programs in the state's public universities that could be used for concurrent enrollment credentialing for high school teachers.<sup>65</sup>

#### Leverage Federal Funding

The state takes advantage of allowable uses of federal funding under Title II Part A of ESSA, which allows both the state and the local recipients of funds to use their funding for professional development for college in high school programs, to include credentialing.

**Example** — In its ESSA State Plan, Hawaii discusses its plans to use its Title II funding to provide professional development to educators teaching in dual credit courses in the state.

### ADVANCED POLICY

#### Increase Teacher Diversity

The state encourages more students of color to pursue a teaching career, with a focus on high-need fields such as dual enrollment and concurrent enrollment, through high-quality programs including: service scholarship and loan forgiveness programs, teacher residencies, Grow Your Own programs. States can also support candidates of color by funding intensive teacher preparation programs that offer ongoing mentorship, tutoring, exam stipends, job placement services and other supports that ensure their successful completion of preparation programs.<sup>66</sup>

#### Provide Tuition Assistance & Incentives for Teachers

The state provides funding for tuition assistance for high school teachers enrolled in graduate courses for dual credit credentialing, and state allows local K-12 districts to provide financial incentives for teachers who deliver dual credit courses. This funding places an emphasis on recruiting teachers with demographics that reflect the student population.

**Example** — The Ohio General Assembly appropriated \$10 million in 2015 to develop and provide free or low-cost graduate courses for teachers pursuing concurrent enrollment credentialing.<sup>67</sup> Indiana legislation authorizes school districts to provide extra compensation for teachers who have earned a master's degree in a content area directly related to a dual credit course they are teaching.<sup>68</sup>

#### Promote Credit for Prior Learning

The state assists with developing and validating new opportunities for teachers to meet dual credit credentialing requirements through Credit for Prior Learning.

**Example** — Minnesota State is supporting efforts to develop and implement a system to validate tested experience by awarding graduate-level Credit for Prior Learning for prospective concurrent enrollment teachers, reducing their need to take graduate courses.<sup>69</sup>



## Expanding the Pool of Qualified Instructors

### EXCEPTIONAL POLICY

#### ► Provide Tuition Assistance & Incentives for Teachers

The state supports efforts to increase the long-term pipeline of educators qualified to teach in college in high school programs, such as the development of new master's in education programs that include a content-area specialization and licensure pathways for college instructors to teach at the high school level.

#### ► Develop Advanced Teaching License

The state allows high school teachers who teach in college in high school programs to qualify for an "advanced" teaching license, which provides opportunities for increased pay and recognition.

#### ► Require Financial Incentives for IHE Faculty

The state requires public colleges to provide financial incentives for postsecondary faculty who participate in designing or delivering college in high school courses or mentoring secondary faculty teaching these courses.



## Teacher-Faculty Collaboration & Professional Development

College in high school programs depend on strong engagement from both secondary and postsecondary educators, and each group brings a necessary set of expertise. Both groups benefit from developing collegial relationships to foster stronger connections between K-12 and college, and better align programs beyond just the curricula, such as aligning approach, expectations, and outcomes to support a seamless transition from high school to college course-taking.



## Teacher-Faculty Collaboration & Professional Development

### FOUNDATIONAL POLICY

#### Require Professional Development

As part of the state's quality standards for college in high school program providers, there is a clear requirement for instructors (in both K-12 and higher education) to participate in continuous high-quality professional development that is content focused, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection, and is of sustained duration.<sup>70</sup>

**Example** — Minnesota,<sup>71</sup> Indiana,<sup>72</sup> and several other states require all dual/concurrent enrollment programs to meet the NACEP accreditation standards or similar standards. NACEP requires faculty liaisons at postsecondary institutions to provide “annual discipline-specific professional development and ongoing collegial interaction” for instructors.

### ADVANCED POLICY

#### Require Collaboration

The state requires collaboration between high school and college faculty on course design and assessment, particularly for courses in which a high school teacher is the primary instructor.

### EXCEPTIONAL POLICY

#### Fund Collaboration

The state provides funding for groups of K-12 and postsecondary faculty to collaboratively co-design course sequences, curriculum, and instructional strategies for college in high school programs.



A young man with dark skin and short black hair is focused on working on a bicycle wheel. He is wearing a grey zip-up hoodie and is leaning over a wooden workbench. The background shows a workshop environment with various tools and equipment. A large, light green diagonal graphic element separates the image from the text on the right.

# NAVIGATIONAL SUPPORTS

*States prioritize the student navigational supports and advising needed to ensure student success in college in high school courses, particularly for those students historically underserved by these programs.*



**WHY THIS MATTERS** | College in high school programs should not be sink or swim. Programs need to provide support and advising services in order to maximize student success and ease the transition from secondary to postsecondary learning environments.



## Providing Student Supports

For students who are the first in their families to attend college or traditionally underrepresented in higher education, navigating participation in college in high school programs can be challenging. A state's college in high school programs can achieve more equitable outcomes by expanding their notion of supports beyond academics, to help students traverse the myriad barriers that stand in their path to accessing, enrolling, and succeeding in college in high school programs. Equity-oriented college in high school navigational support and advising programs should systematize and maximize approaches for advising and supporting students across both K-12 and postsecondary levels in order to close access and attainment gaps.



# Providing Student Supports

## FOUNDATIONAL POLICY

### ► Build into Pathways to Postsecondary Degrees

The state establishes clear linkages between dual enrollment offerings and state postsecondary general education core and career pathways to encourage students to take highly-applicable gateway courses.

*Example — California AB 288 encourages school districts and community colleges that have entered a College and Career Access Pathways partnership to create clear pathways of aligned sequenced coursework that leads to an associate degree, transfers to the University of California or California State University system, or a career technical credential or certificate. Transfer articulation information is publicly available and accessible to students, counselors, and families via Assist, the state's web portal for all public colleges and universities.<sup>73</sup>*

## ADVANCED POLICY

### ► Develop Centralized Resource

The state maintains and publicizes a centralized resource (such as a website) that lists program availability, steps to enroll, and information about student cost and eligibility. The information contained in these resources is represented in a clear and easy to understand manner for students, families, and school staff.

*Example — The Montana University System that provides students with information about college in high school program availability in the state, cost information, and guidance on next steps.<sup>74</sup>*

### ► Provide Training Tools

The state develops tools, resources, and encourages the provision of training for high school counselors and college advisors about dual enrollment opportunities available to students as early as middle school.

*Example — The Ohio Department of Higher Education provides professional development and resources for high school staff and college program coordinators in Ohio's College Credit Plus program.<sup>75</sup>*

### ► Support Intensive Programs

The state provides additional supports or incentives for intensive college in high school programs serving specialized student populations traditionally underserved in higher education.

### ► Link College Access Programs

The state, through the creation of grants, facilitated collaboration, or prioritized funding, creates linkages between college in high school programs and other college access programs that provide college navigation, financial aid advising, and transition support. State resources should be directed towards high-need schools where students are most in need of support.





## Providing Student Supports

### EXCEPTIONAL POLICY

#### ➤ Scale Up Effective Supports

The state scales up effective academic supports used in cohort-based programs like Early College High Schools and Career Academies for a wider range of college in high school students.

#### ➤ Certify Counselors

The state develops a certification program for counselors and school programs that offer early college opportunities. Certification programs would cover state statutes and provide counselors with information they need to help prepare students for college and career success. Certification programs would also encourage schools to incorporate non-cognitive skill development workshops for students participating in dual enrollment.

**Example**— *The Tennessee Pathways Certification includes college and career advisement as a component of the requirements for program approval. The certification program incentivizes participation through additional grant funding provided to schools that are state recognized.*<sup>76</sup>

#### ➤ Offer Targeted Assistance

The state has developed a strategy to ensure that students traditionally underserved by college in high school programs have access to counselors that are available to provide support through the course enrollment and selection process.

**Example**— *Colorado's school counselor corps grant program provides funding to eligible school districts to increase the availability of school-based counselors. Approximately 56% of the students attending the schools served by the grant program are eligible for free and reduced lunch.*<sup>77</sup>



# ESTABLISHING THE FOUNDATION

States that have policies in place to support the foundational ideas drawn from the categories of this roadmap have demonstrated that they have a holistic framework in place for centering equity and quality in conversations about college in high school programs. Though these policies should not be considered the end of the conversation about how to get access and improve outcomes for low income and underrepresented students, they form the basis from which additional policies can be layered to magnify the impacts. **Does your state have the foundation in place?**

## EQUITY GOAL & PUBLIC REPORTING

### Setting a Statewide Equity Goal

- ☐ The state clarifies through policy that college in high school programs are intended to serve all students, broadly referencing students who are underrepresented in these programs or in higher education. In some way, the state's policy explicitly highlights the goal of equity of access, participation, and success in its broad strategic plans for education.
- ☐ If the state has a statewide postsecondary attainment goal that includes closing equity gaps, it includes the state's college in high school programs within the postsecondary programs that are captured as part of the goal.

### Data Collection, Public Reporting & Accountability

- ☐ The state meets the data reporting requirements established under ESSA and mandates regular and clear, disaggregated public reporting on college in high school participation and success at the state and local level, including for low-income students.
- ☐ The state collects and publicly reports disaggregated data on the race/ethnicity demographics of instructors delivering college in high school courses.

## PROGRAM INTEGRITY & CREDIT TRANSFER

### Enabling Credit Transfer

- ☐ The state has tools documenting credit acceptance and transfer for college in high school programs that are publicly accessible to students, families, and counselors. These tools should also make clear whether credits will or will not count towards degree requirements upon transfer.

### Ensuring Equivalency with College Courses

- ☐ The state has quality standards and regulations in place for all college in high school programs.

### Cultivating Cross-Systems Collaboration

- ☐ The state requires that college in high school partnerships between K-12 and postsecondary institutions have memoranda of understanding or cooperative agreements in place, that clearly articulates the roles and responsibilities of each.

## FINANCE

### Remove Barriers

- ☐ The state leverages—or encourages LEA and IHE partners to leverage—federal funding to invest in college in high school programs, such as the Every Student Succeeds Act, Perkins V (the Strengthening Career and Technical Education Act for the 21st Century), and the GEAR UP program under the Higher Education Act.
- ☐ The state allows colleges to charge no more than a fixed affordable price or ceiling for dual enrollment to students, or as part of the arrangements between school districts and institutions of higher education.
- ☐ The state provides need-based scholarships or requires colleges to provide tuition and fee waivers for low-income students.

### Balancing Incentive Between K-12 & Higher Education

- ☐ The state has a funding mechanism in place that provides funding to either K-12 or higher education to ameliorate the costs of administering college in high school programs, and both systems reach agreement on how that money is to be spent, so that both K-12 and IHEs are held harmless.



## COURSE ACCESS & AVAILABILITY

### Making Courses Accessible to All Students

- ☐ The state requires high schools to notify students and families of college in high school opportunities in which they are eligible to participate, ideally beginning in middle school.

### Student Eligibility

- ☐ The state ensures that eligibility criteria and course placement for high school students are not higher than the requirements for college students matriculating into credit bearing courses or programs. The state ensures that this eligibility criteria is easily accessible and easy to understand for students, families, teachers and school administrators.

### Pathways to Areas of Student Interest

- ☐ The state does not cap the number of credits students may earn (per semester, per year, or during a student's high school career).
- ☐ The state requires a broad range of general education and career/technical courses be offered as part of college in high school programs.

### Graduation/Diploma Requirements

- ☐ The state requires programs notify students and parents about whether completion of college in high school courses will count toward meeting high school graduation requirements prior to their enrollment.

## INSTRUCTOR CAPACITY

### Identifying Qualified Instructors

- ☐ The state disseminates information about the minimum qualifications for a high school teacher to teach dual/concurrent enrollment and raise awareness of the need for increasing the credentials of current high school teachers to meet these qualifications.
- ☐ The state develops data systems to collect and publicly report on the supply of and demand for qualified instructors.
- ☐ The state provides guidance to assist postsecondary institutions in understanding and navigating licensure policies and labor agreements.

### Expanding the Pool of Qualified Instructors

- ☐ The state agencies maintain a directory of graduate course offerings available for high school teachers pursuing the credentials to teach in a college in high school program.
- ☐ The state takes advantage of allowable uses of federal funding under Title II Part A of ESSA.

### Teacher-Faculty Collaboration & Professional Development

- ☐ As part of the state's quality standards for college in high school program providers, there is a clear requirement for instructors (in both K-12 and higher education) to participate in continuous high-quality professional development.

## NAVIGATIONAL SUPPORTS

- ☐ The state establishes clear linkages between dual enrollment offerings and state postsecondary general education core and career pathways to encourage students to take highly-applicable gateway courses.
- ☐ The state maintains and publicizes a centralized resource (such as a website) that lists program availability, steps to enroll, and information about student cost and eligibility. The information contained in these resources is represented in a clear and easy to understand manner for students, families, and school staff.
- ☐ The state develops tools, resources, and encourages the provision of training for high school counselors and college advisors about dual enrollment opportunities available to students as early as middle school.



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