



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 towards 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.