



# FEDERAL PLAYBOOK

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In recent years, states, school districts, and institutions of higher education have been looking to expand access to college course taking for high school students through college in high school programs like dual enrollment and early college. These entities have been increasingly considering the federal policy and funding options available to them to support these efforts.

This includes both accounting for what may already be available, as well as what they can contribute by way of new policy and funding.

Federal policy and funding options exist to support dual enrollment, but these options are often incorporated within formula funds or grant competitions where it may not be explicitly obvious that funding can be used to support this work.

To respond to the need in the field for more help finding policy levers and funding incentives to expand dual enrollment access and success, the [College in High School Alliance \(CHSA\)](#) is pleased to present this Federal Playbook that will explain what currently exists, and what could exist with the right support.

# Defining Dual Enrollment

Federal policy, through the Every Student Succeeds Act, defines dual enrollment broadly, inclusive of all different models and modalities of these partnerships between high schools and institutions of higher education. In addition to the federal definition of Dual or Concurrent Enrollment, federal policy provides a separate definition for Early College High School.

## DUAL OR CONCURRENT ENROLLMENT

### *Federal Definition*

A dual- or concurrent-enrollment program is offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school is able to enroll in one or more postsecondary courses and earn postsecondary credit that:

- A. is transferable to the institutions of higher education in the partnership
- B. applies towards the completion of a recognized degree or credential as described in the Higher Education Act of 1965.

## EARLY COLLEGE HIGH SCHOOL

### *Federal Definition*

The term 'early college high school' means a partnership between at least one local educational agency and at least one institution of higher education that allows participants to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the institutions of higher education in the partnership as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant's family.

*Since programs that meet the definition of being an Early College High School also meet the definition of the term Dual or Concurrent Enrollment, this playbook will use the term "dual enrollment" to encompass all of the programs that meet that definition, including early college high schools.*

# Using this Playbook

*This playbook is divided into two parts.*

1

## Using Federal Funds to Support Dual Enrollment

Examines existing federal funding opportunities for states, school districts, and institutions of higher education to support dual enrollment.

2

## Advocating for New Federal Policy and Funding

Examines the current discussion about new federal policy and funding, and how state policymakers and practitioners can interface with those discussions.



# Using Federal Funds to Support Dual Enrollment

## Federal education funding can be used to support student access and success in dual enrollment programs.

Through funding provided to states, school districts, and institutions of higher education under federal K–12, Career and Technical Education (CTE), and higher education laws, as well as other federal grant opportunities from the US Department of Education (USED), dual enrollment programs have several options to supplement existing funding structures to support dual enrollment received from state, local, and private sources.

For the purposes of this playbook, there are two types of federal funding:

- **Formula Grants** — The federal government provides all eligible education entities (e.g. school districts) with funding, whose amount is calculated based on a formula, usually calculated through factors such as population and student need. The entities receiving funding have some parameters about how to decide to spend these formula grant funds, but oftentimes have wide latitude to decide exactly how funds are spent.
- **Discretionary Grants** — Under these grant programs, funding is provided to an applicant for a specific purpose. These grants are normally competitive, are time limited, and have stringent criteria about how funding must be used to support the specific purpose of the grant.

Funding for dual enrollment to date has been provided through one of three specific laws:

- **The Every Student Succeeds Act (ESSA)** — ESSA is the 2015 iteration of the Elementary and Secondary Education Act (ESEA), which was first passed in 1965. ESSA governs federal policy and funding for K–12 education.
- **Carl D. Perkins Career and Technical Education Act (Perkins V)** — Perkins V is the latest version of the Perkins Career and Technical Education Act, which was first passed in 1984. The law governs policy and funding for Career Technical Education (CTE) programs administered by both school districts and institutions of higher education.
- **The Higher Education Opportunity Act (HEA)** — The Higher Education Opportunity Act is the 2008 reauthorization of the Higher Education Act, which first became law in 1965. The law governs federal policy and funding for higher education.

In addition to the policy and funding provided through the three biggest education laws, the US Department of Education periodically makes available federal grant opportunities that are directly relevant or can be relevant to dual enrollment.

- **COVID Relief Funding** — During the COVID-19 pandemic, Congress provided significant funding to support K–12 and higher education through three COVID relief packages, including the American Rescue Plan. Though funding is time limited, and some programs (like the Higher Education Emergency Relief Fund) have already expired, using COVID relief funding provided to school districts and institutions of higher education remains an option for dual enrollment programs that have unallocated funding they are still looking to spend down. There is more detail on how this funding can be used to support dual enrollment in [guidance from the US Department of Education](#) and the College in High School Alliance, and [recent guidance](#) from USED discusses the timeline school districts have to obligate and spend down funding.

### Using This Section

This section provides a summary of the major federal funding streams available to dual enrollment programs and states.



Funds specifically reserved for states are highlighted with this icon.

It also provides a series of questions that practitioners or state policymakers who are interested in accessing these funds should ask themselves in order to begin the process of accessing federal funds to support dual enrollment. Each program or state has made different decisions about how that funding is presently being allocated, and so any move to redirect investments will require state policymakers and practitioners to have a clear understanding of what funding is already being used for, and why using it to support dual enrollment would be more strategic.

# Every Student Succeeds Act

## Who can use funding to support dual enrollment?

### States and secondary schools

Funding provided through ESSA is broken into a number of different formula grants, from which school districts receive differing amounts of funding depending on how each grant's formula is calculated. Within four of the federal funding streams provided by ESSA, there are the following opportunities to support dual enrollment.

#### ESSA TITLE I

ESSA's Title I provides funding to schools with high numbers of students from low income families to support those students in meeting challenging state academic standards. Title I is the biggest source of federal funding for K–12 schools.

There are two programs within Title I where district or school leaders can use federal funding to develop or expand student success in dual enrollment:

**Schoolwide Programs (Section 1114)** — This provision allows secondary schools operating schoolwide programs to use their funds to run dual enrollment programs.

**Targeted Assistance Schools (Section 1115)** — This provision allows secondary schools operating a targeted assistance program to use their funds to run a dual enrollment program. Targeted assistance programs provide additional services to individual students who have been identified as low achieving or at risk of becoming low achieving.

#### ? Practitioner Questions to Ask

*How much Title I funding is our school receiving?  
What is it currently being used for?*

*Are we operating a Schoolwide Program or Targeted Assistance Program under ESSA Title I? If so, how can dual enrollment opportunities for students be part of that conversation?*

#### ESSA TITLE II

ESSA's Title II provides funds to states and school districts to support educator professional development. These funds are designed to be used to recruit, retain, and prepare K–12 educators to support student academic needs.

Within ESSA's Title II funding, school districts can use funds that they receive for professional development for educators related to dual enrollment:

**Formula Grants to States (Section 2101)** —  States retain three percent of the funds provided by the US Department of Education for state-level activities. With these funds, states can support teachers in gaining the skills and credentials necessary to teach in a dual enrollment program.

**Local Use of Funds (Section 2103)** — This provision includes an allowable use of school district funds for professional development for identifying eligible dual enrollment students (ESSA calls out “gifted and talented” students), and providing them with access to dual enrollment.

### ? Practitioner Questions to Ask

*How much Title II funding is our school receiving?  
What is it currently being used for?*

*Is a lack of credentialed instructors creating a barrier  
for students from low-income families to participate in  
dual enrollment?*

*Are there ways we can use funding to support teacher  
professional development needs through dual  
enrollment to expand the population of eligible dual  
enrollment students who have access to a dual  
enrollment class?*

### ESSA TITLE III

ESSA's Title III provides funds to school districts to support the needs of English language learners. Within this title, the law allows for Title III funds to be used to expand dual enrollment access for English language learners:

**Subgrants to Eligible Entities (Section 3115)** — This provision allows recipients of funds for grants issued to improve English language learning to use funds to offer dual enrollment programs to English language learners.

### ? Practitioner Questions to Ask

*How big is the population of English learners in our  
school? Is our school receiving Title III funds?*

*How can we use Title III funds to support access for  
English language learners to dual enrollment?*

*Is our school using a data-informed strategy to assess  
English learners' participation in dual enrollment and  
using that information to increase their participation?*

*Are our high school and college courses for English  
learners aligned in order to reduce unnecessary  
course-taking and to build a coherent pathway to  
college admission and four-year transfer?*

*Are we bringing college English learner courses into  
high schools — and making those courses count for  
both high school and college credit?*

*Do our dual enrolled English learners have the  
opportunity to enroll in advanced college language  
courses in their primary languages?*

### ESSA TITLE IV, PART A

ESSA's Title IV Part A provides funding to states and school districts for a range of activities that they may wish to offer students as part of supporting student success and academic enrichment. Funding must be used for activities to provide well-rounded educational opportunities for students, supporting safe and healthy students, and fostering the effective use of technology. School districts need to conduct a needs assessment to determine how to use funding

received through Title IV Part A, and funding allocations should be matched to the findings of that assessment.

Within ESSA's Title IV Part A funding, states and schools can use their funds to support expanding access to dual enrollment for students:

 **Formula Grants to States (Section 4104)** — States can use up to 5% of the funds allocated by the US Department of Education to support state-level activities authorized under Title IV Part A, including supporting dual enrollment.

**Activities to Support Well-Rounded Educational Opportunities (Section 4107)** — Dual enrollment is an allowable use for schools to use for their Title IV Part A Student Support and Academic Enrichment formula grant program allocation.

#### Practitioner Questions to Ask

*How is Title IV Part A funding being used by my state?*

*How is Title IV Part A funding being used at our school?*

*Does the school's Title IV Part A needs assessment show that the school has needs that using funds on dual enrollment could help address?*

*How could dual enrollment costs be supported through Title IV Part A funds?*

*What is our argument to the school district's senior leadership about why using Title IV Part A funds to support dual enrollment program costs is an important use of funds for our district?*

## ESSA TITLE IV, PART F

ESSA's Title IV Part F contains a number of national grant programs that provide competitive funding for various educational activities. The most relevant of these to dual enrollment is the Education Innovation and Research Grant (EIR):

**Education Innovation and Research Grant (Section 4611)** — The EIR grant program provides grants to create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students; and rigorously evaluate such innovations. The grant program has funded a number of projects with a specific dual enrollment focus, though given the emphasis is on the research findings from the project it is essential to partner with a high-quality research and evaluation provider to be competitive in any application for funding.

#### Practitioner Questions to Ask

*Does our dual enrollment program have a project idea that fits the criteria for the EIR grant program?*

*Do we have a research partner who can work with us on conducting the necessary evaluation of the project?*

# Perkins V

## Who can use funding to support dual enrollment?

States, secondary schools and certain institutions of higher education

If your state or dual enrollment program is already using federal funds, it is most likely to be through Perkins V. Whereas dual enrollment became an allowable use for ESSA funding with the latest reauthorization in 2015, dual enrollment has been an allowable use under Perkins since at least 2006.

Perkins funds can be used to support dual enrollment aligned to a CTE program or wider pathway. Similarly structured to the required needs assessment of Title IV of ESSA, Perkins V requires each local recipient of Perkins funding to undergo a comprehensive local needs assessment to determine the best use of federal funding to support the needs of students, the community, and local employers in the community. As a result, funding used at the local level must be tied to the results of that local needs assessment, which means any argument for using Perkins funding to support dual enrollment needs to be grounded in its findings.

 **State Leadership Activities (Section 124)** — Perkins V allows states to use up to 10 percent of the funds they receive from the US Department of Education for state-level activities, which may include using funds to establish, expand, and integrate opportunities for students to participate in dual enrollment opportunities aligned to CTE programs and related pathways.

**Local Use of Funds (Section 134)** — Perkins V includes two allowable uses of funds for local recipients that directly impact college in high school programs. The two provisions allow local recipients to use funds to:

- Expand access for students to dual enrollment programs with a CTE focus; and
- Reduce or eliminate out-of-pocket expenses for special populations (defined as students with disabilities, students who are low income, single parents, displaced homemakers, people who are out of work, English learners, homeless and foster students, students whose parents are active duty military, and migrant students) participating in these programs, to include fees, transportation, child care, and address mobility challenges.

### ? Practitioner Questions to Ask

*Is the dual enrollment program or course related to a CTE program of study or pathway?*

*What do the results of the comprehensive local needs assessment show and how does this relate to the wider needs of students, communities, or employers served by the local recipient?*

*How can funding expand access to CTE dual enrollment or eliminate costs for students in special populations?*

*How can eligible recipients pool resources together to provide greater opportunities for students to enroll in dual and concurrent enrollment programs?*

**Innovation and Modernization (I&M) Grant Program (Section 114)** — This competitive grant program, which first issued grants in 2019, and is expected to do so again in 2023, is designed to identify, support, and rigorously evaluate evidence-based and innovative strategies and activities to improve and modernize CTE. This can include program proposals that focus on CTE dual enrollment.

#### ? Practitioner Questions to Ask

*Do we have a proposal that aligns to the required priorities of the grant under the Innovation and Modernization Grant Program?*

*What kind of approval do we need from leadership to submit an application for consideration?*

*How can prospective eligible grantees at the secondary and postsecondary levels collaborate on an I&M grant application to provide dual and concurrent enrollment activities for students in your community?*

# Higher Education Act

## Who can use funding to support dual enrollment?

### Institutions of higher education

HEA was last comprehensively updated in 2008, which means it has the most outdated provisions of any of the major education laws discussed in this resource. The others have all received comprehensive re-writes to reflect the realities of the current education system. As a result, there are not significant amounts of funding or policy levers under HEA, largely because dual enrollment was nowhere near as prevalent in 2008 as it is today.

The primary HEA program under which funding is available through HEA, is the GEAR UP grant:

**Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) (Section 404A)** — The GEAR UP grant is designed to support access for low income students to higher education. GEAR UP provides six or seven year grants to states and partnerships to provide services at high-poverty middle and high schools. These grants are discretionary, which means new applications for funding are solicited by the US Department of Education each year, and funds are competitively awarded based on the strength of the applications received.

### ? Practitioner Questions to Ask

*Are we, or have we recently been, a recipient of a GEAR UP grant?*

*What kind of leadership approval would we need to move forward with an application for a GEAR UP grant? What kind of partners would we need to participate in the application?*

*How will the grant services we provide under our GEAR UP application support access for low income students to higher education?*

*How can we embed or incorporate a dual enrollment program into an existing GEAR UP program?*



# Advocating for New Federal Policy & Funding

# The Rationale for New Federal Policy and Funding

As participation in dual enrollment continues to grow across the country, and particularly as expanding access focuses on students from low-income households and other underrepresented students in higher education, a number of states have reached the limit of what they can invest.

As a result, the need for federal investments beyond the allowable uses in existing formula grants becomes clear, to continue to advance the mission of closing access and success gaps to dual enrollment.

Since there are states where between 40 and 60 percent of students are participating in college course experiences in high school, the need for more robust federal policies also becomes clear. Dual enrollment is increasingly a big and embedded part of the national education ecosystem. Given this level of integration and usage, dual enrollment activities would benefit from national policy guardrails that outline a vision for the role that these programs should be playing for students, and dedicated funding and resources to support that vision accordingly.

Dual enrollment is also a potential solution to a number of higher education challenges. With postsecondary enrollments having experienced significant declines in the last few years, we are increasingly experiencing a college access and success crisis. Dual enrollment is a research backed intervention designed to improve college access and success. Yet, much of the existing research and evidence-based scaling of dual enrollment has happened since the most recent reauthorization of the Higher Education Act in 2008.

As a result, federal higher education policy is nearly silent on dual enrollment and the ways that it can and should be deployed to support student access to and success in postsecondary education. In addition, much of the federal policy discussions about making community college free has explicitly excluded high school students attending community colleges as part of a dual enrollment program, despite those students making up 40% of all community college enrollments in some states.

# Current Proposals for New Federal Policy & Funding

There are a number of current proposals to provide new policy and funding support for expanding dual enrollment access and success, which adopt different approaches and vehicles to confer that support.

Federal policy has maximized the opportunities to include dual enrollment as an allowable use in existing formula grant programs, but there remain four potential avenues for new support moving forward:

- Providing funding to states to focus on system-wide policy and practice interventions that will expand dual enrollment access and success, either specific to dual enrollment or looking at broader high school redesign efforts encompassing multiple college and career readiness approaches.
- Providing funding to institutions of higher education to support the program costs associated with running a dual enrollment program focused on expanding access and success to low income and underrepresented students in higher education.
- Providing funding to students through federal financial aid to support the costs associated with participating in a dual enrollment program.
- Providing funding to teachers through supporting teacher credentialing for dual enrollment.

## FUNDING FOR STATES

One potential mechanism for providing specific support to expand access, close access gaps, and promote student success for dual enrollment — or for college and career readiness programs more generally — would be to create a specific grant program for states to provide for that. Either through a competitive application process or through formula, states would be provided grants to expand this work, but would have some degree of freedom about how they choose to invest those funds to advance the work in the areas most needed in their state. States should have the freedom, and be encouraged, to align federal investments across K–12, CTE, and workforce development.

### [CHSA Federal Design Principles – Expanding Equitable Access to College in High School Programs Through State Grants](#)

CHSA has published a proposal for how state grants for dual enrollment should be structured. A companion proposal that looks at more ambitious high school redesign is available [here](#).

State funding would have a system-wide impact in the funded states, and would also acknowledge that each state has different levels of policy, funding, and support already in place for this work. A state grant would allow the state to tailor how it uses the funds to supplement, not supplant, the state's existing work to date and address any deficiencies, and to employ a consortia approach (like the Perkins I&M grants) to ensure all relevant stakeholders are included in advancing the priorities of the grant.

Examples of legislation that would establish a state grant program for dual enrollment include:

- **The Jumpstart on College Act** — Most recently introduced in 2022, the Jumpstart on College Act would authorize a \$250 million a year grant program, split between grants to states and directly to dual enrollment programs to advance equity of access and success.
- **Fast Track to and Through College Act** — Most recently introduced in 2021, the Fast Track to and Through College Act would authorize new state grants to expand access and success to advanced coursework programs including dual enrollment, early college, Advanced Placement (AP) and International Baccalaureate (IB).

### FUNDING FOR DUAL ENROLLMENT PROGRAMS

An alternative potential mechanism for new funding to expand dual enrollment would be to create a grant program supporting dual enrollment programs directly, ideally through a consortia model similar to the Perkins Innovation & Modernization grant so that all relevant stakeholders within the dual enrollment program were engaged in the project. This program would likely be through a competitive application, and allow programs to access funding for a range of activities including eliminating tuition costs, providing student supports, and building out their program.

The advantage of a program providing funding directly to dual enrollment programs is that it allows innovative programs nationwide to receive support, regardless of the level of support for this work demonstrated by their state. But a grant program for individual programs is not going

to create system-wide improvements for students – those improvements will be focused only on the programs that receive support, potentially creating a geographic patchwork where dual enrollment opportunities are only available in certain communities.

Examples of legislation that would establish a grant program for individual dual enrollment programs include:

- **Making Education Affordable and Accessible Act** — Most recently introduced in 2023, the Making Education Affordable and Accessible Act would authorize a grant program for institutions of higher education to apply for and secure funds to establish or expand a dual enrollment program or early college high school.

### FUNDING FOR STUDENTS

Given most federal higher education funding is provided in the form of federal financial aid, such as through the Pell grant program, there has been an effort to examine the feasibility of expanding access to the Pell grant program to high school students in dual enrollment programs, who are currently ineligible for applying for Pell until after they graduate high school.

Between 2016 and 2022, the US Department of Education ran an experiment under its Experimental Sites Initiative to allow a selected group of 44 institutions of higher education to admit dual enrollment students who could access Pell grants to pay the tuition costs associated with their programs. Early results from the experiment were not encouraging, but it did not include critical student protections that the policy and practice community have called for in order for this concept to be worth considering, such as exempting some amount of dual enrollment

participation by students using Pell from the statutory 12 semester cap available to each student. A full evaluation of the entire experiment by the USED is still forthcoming.

### CHSA Federal Design Principles – Early College Pell

CHSA has published a proposal for an Early College Pell program that would prioritize student protections and be thoughtfully designed to ensure students do not waste their limited federal financial aid.

Continuing to examine the possibility of expanding federal financial aid to high school students taking college courses is worthwhile, particularly with the student protections called for from the existing proposals that want to take this idea forward following the now concluded experiment. New legislation will almost certainly be necessary in order to accomplish this, given USED's limited authority within the Experimental Sites Initiative to provide additional student protections for high school students that the current Pell program does not provide or otherwise require.

An example of legislation that would establish a pilot program to continue testing expanding Pell grant availability to high school students in dual enrollment programs include:

- **Go to High School, Go to College Act** — Most recently introduced in 2019, the Go to High School, Go to College Act would authorize a new pilot program to expand Pell grant eligibility to high school students, allowing them to take up to two semesters of dual enrollment using Pell grants before beginning to draw down from the 12 semester lifetime eligibility for Pell.

### **FUNDING FOR TEACHERS**

Federal funding may also be leveraged in the future to support dual enrollment teacher credentialing needs. States and school districts have significant challenges nationwide in identifying funding to support existing high school teachers getting credentialed to teach a dual enrollment course through securing additional graduate credits.

Several states like Indiana, Minnesota, Ohio, and Louisiana have established state funding to support dual enrollment teacher credentialing for high school teachers. But even in these states, the availability of state funding has been insufficient to meet all the needs for teachers who require additional credentials in order to teach dual enrollment.

### CHSA Federal Design Principles – Supporting Dual Enrollment Teacher Credentialing

CHSA has published a proposal for how federal programs that support teacher preparation could be leveraged to support mid-career teachers in seeking these additional credentials.

An example of legislation that would support teachers in securing the necessary credentials to teach a dual enrollment course include:

- **Teachers Are Leaders Act** — Most recently introduced in 2022, this bill would create a Teacher Leader Development Program within the Teacher Quality Partnership grant program that would allow teachers to secure dual enrollment teacher credentials.

## OTHER POLICY ISSUES

There are a number of non-funding policy issues related to dual enrollment that may also play an increasing role in federal policymaking going forward. These issues include:

- **How The US Department of Education Is Structured to Consider Postsecondary Transitions** — The current structure of USED, with separate offices for K–12, postsecondary, and CTE, requires each Administration to choose to place a focus on postsecondary transitions within one of these offices. This can result in transitions focusing more on one learner level over another, rather than on successful student transitions more generally.
- **How Dual Enrollment Impacts Federal Financial Aid Eligibility** — As more students take dual enrollment courses in high school, the number of students who fail dual enrollment courses is also likely to increase. This can have an impact on students' future financial aid eligibility (because of Pell's Satisfactory Academic Performance requirements) making further federal guidance or rulemaking potentially necessary to address this issue.
- **How Dual Enrollment Taken on the College Campus Can Exacerbate Food Insecurity** — When students take their college courses at the college rather than the high school, low income high school students who are eligible for the federal school lunch program can miss out on lunch because it is only available to them back at the high school due to the restrictions around federal school lunch rules. This may need to be addressed to support low income student access to these kinds of dual enrollment programs.

## DUAL ENROLLMENT AND OTHER EDUCATION POLICY AREAS

In addition to specific policymaking related to dual enrollment, there are areas of education policy where dual enrollment is an embedded component of the work rather than being the sum total of the work. For example, policy discussions regarding personalized competency-based education, career pathways, and apprenticeship programs all feature dual enrollment as an embedded component. This creates the opportunity for policy movement related to dual enrollment that is not specific to dual enrollment, and in the federal sphere it is essential that advocates remain aware of all the possible opportunities for advancing dual enrollment policy as other education issues receive consideration.

## HOW TO ADVOCATE FOR NEW FEDERAL POLICY AND FUNDING

Just as important as what to ask for is how to ask for it. Once you have identified which federal asks you wish to advocate for, the next step is to determine who to approach and how to convince them to accommodate your requests. The remainder of this guide provides some tips for conducting successful meetings with federal policymakers.

## IDENTIFYING WHO TO MEET WITH

- You are represented by one member of Congress and two senators. Generally, you should expect that these members will meet with you given your status as a constituent.
- Pay special attention to the committees that the members of your congressional delegation serve on, with particular emphasis on members who serve on either the House or Senate Appropriations Committees, the House Education & the Workforce

Committee (sometimes called the House Education & Labor Committee), and the Senate Health, Education, Labor & Pensions Committee.

- Your meeting will likely be with congressional staff. Congressional staff advise the members on how to vote on relevant issues, and are often more likely to know more about the specific policy issue than the member of Congress will.
- If meeting with the US Department of Education, identify the appropriate office and staff member that you wish to meet with before reaching out. Meetings with the Secretary of Education and other top level officials are rare.
- Submit your meeting request approximately 1-2 weeks in advance of the meeting to the relevant staff or contact, and politely follow up if you do not receive a response within one week.
- Note that nowadays meetings do not have to be in person in Washington, DC. Many policymakers and their staff accept virtual meeting requests as well.

### BEFORE YOUR MEETING

- Clarify your asks. What are you going to ask for in your meeting? Support for legislation? A regulation? New funding? A site visit to your school or district?
- Does your ask already have a piece of legislation or regulation attached to it? Make sure you have that information handy.
- Gather data and stories to support your ask — get clear on why this is something that you need, and how the federal policymaker's action can support meeting your needs.

### DURING YOUR MEETING

- Be respectful of the time allotted for the meeting; typically, these meetings are scheduled for 20–30 minutes.
- Make sure to balance educating the person you are meeting with and making your ask clear. You want to provide them with enough information so that they understand what you are asking for is important, but not so much that you lose time for explaining what you want the policymaker to do.
- Provide the data and stories that you gathered before the meeting, and ideally provide a one page leave behind that has the key points and key asks from your meeting.

### AFTER YOUR MEETING

- Send a thank you note recapping briefly what you are asking for and why.
- Follow up politely on your requests if you have not heard anything within a reasonable time frame. Policymakers will not always agree to fulfill your asks, but a polite follow up can aid in ensuring your asks get the fair and full deliberation that they deserve.

### STAY INFORMED ON THE LATEST FEDERAL POLICY DEVELOPMENTS

If you want to stay informed on the latest policy developments for dual enrollment, including opportunities to get engaged in advocacy, you can sign up to the College in High School Alliance's mailing list, [here](#).

# Conclusion

There are a number of opportunities for states and individual programs to use existing federal funding to support dual enrollment, particularly using federal funding provided for K–12 education and CTE. In addition, there are growing conversations about how to support these programs through new federal funding and policy, which is largely focused on higher education policy and funding structures to complement the existing availability in K–12 and CTE. We invite you to join CHSA in partnering to advance federal policy to support this work, and expand access to high-quality dual enrollment for historically marginalized students.

## ABOUT THE AUTHOR

This report was authored by Alex Perry of the [College in High School Alliance](#) and Foresight Law + Policy, in collaboration with Erica Cuevas from [Jobs for the Future \(JFF\)](#), Daryl Hornick-Becker from [Bard College](#), Nick Mathern from [Achieving the Dream](#), and Steve Voytek from [Foresight Law + Policy](#).

