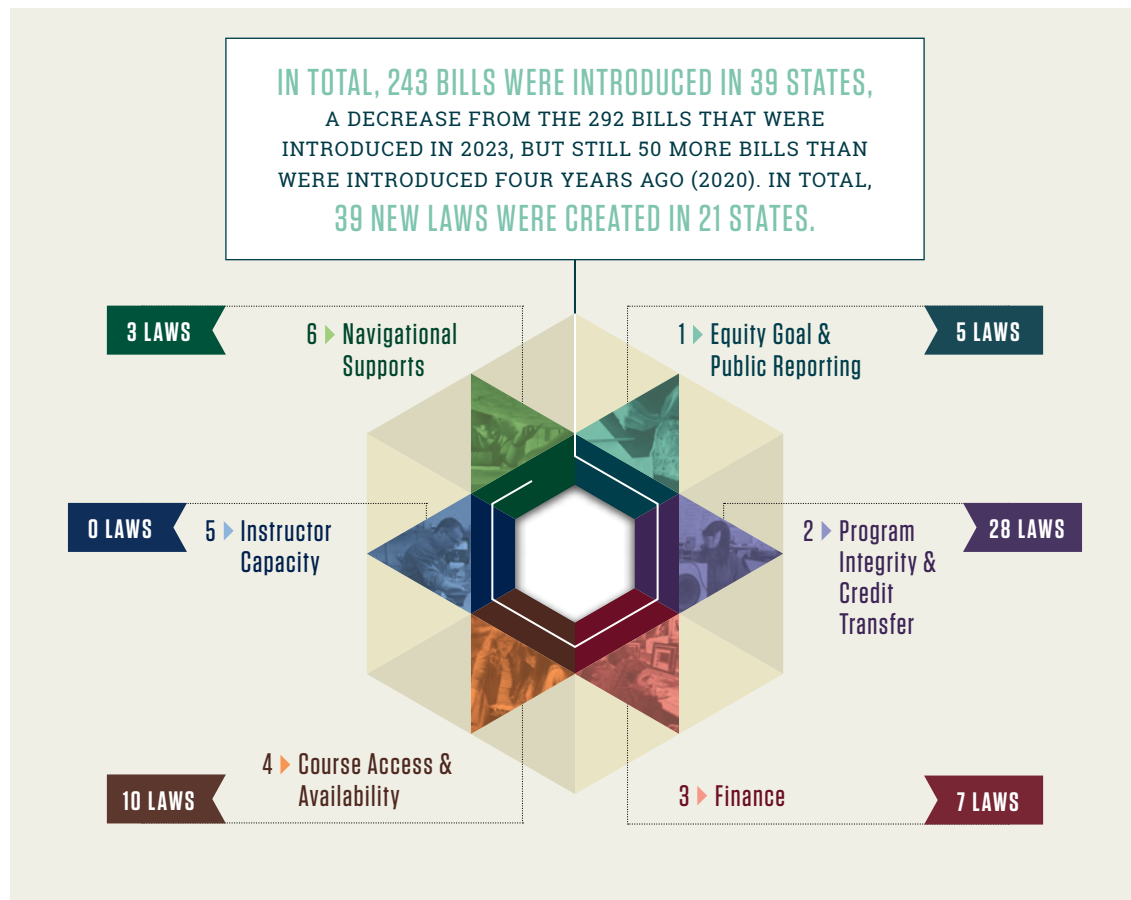


## 2024 YEAR IN REVIEW

# State Legislative Tracker

Policies impacting college in high school programs such as dual enrollment, concurrent enrollment, and early college high school continued to be significant across the country in 2024, though the overall number of bills introduced decreased in 2024 over 2023, as did the number of bills that became law. In total, 243 bills were introduced in 39 states related to college in high school programs, a decrease from the 292 bills that were introduced in 2023, but still 50 more bills than were introduced four years ago (2020). In total, 39 new laws were created in 21 states.

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



## NOTABLE NEW LAWS

### **California SB 153**

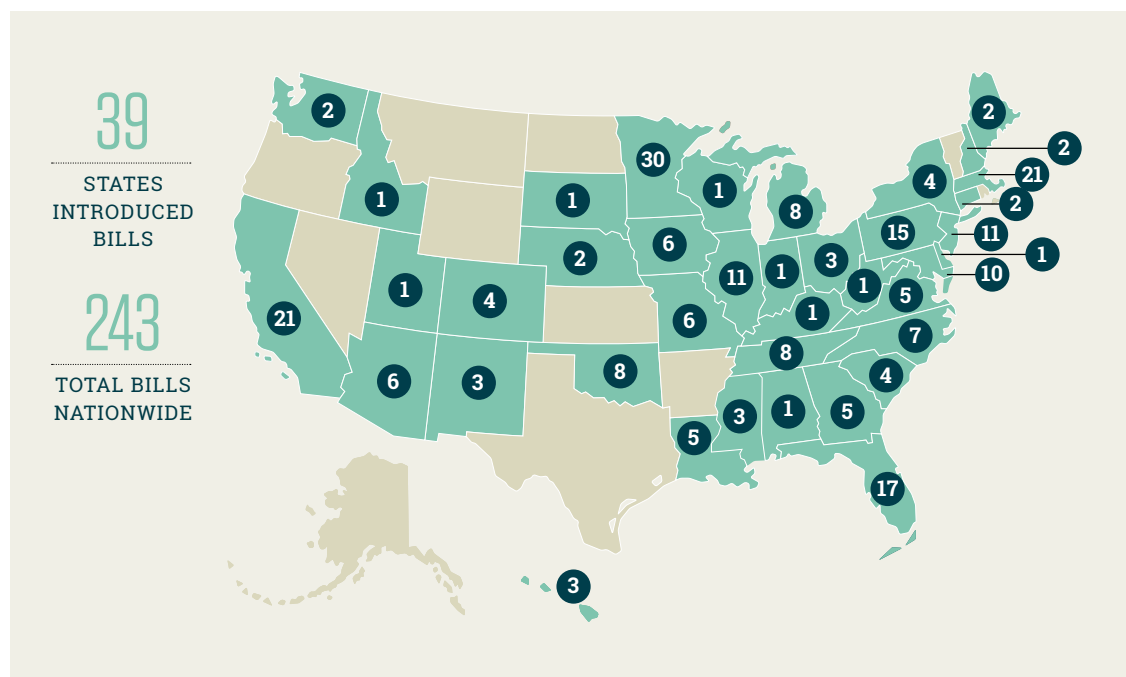
This law makes it easier for California dual enrollment students to access their course transcripts for dual enrollment, through requiring use of the eTranscript California platform.

### **Connecticut SB 14**

Connecticut currently lacks significant state policy to support dual enrollment access and success in the state, and this law would authorize a study regarding the feasibility of establishing and administering a statewide program to allow students to participate in dual enrollment.

### **Idaho SB 1359**

Idaho increased the funding available for eligible students in the Advanced Opportunities program to \$4,625 (up from \$4,125) to use towards postsecondary and career opportunities in high school, including dual credit.



### **Tennessee HB 1923**

This law is designed to increase the matriculation of dual enrollment students to the institution of higher education who provided them with dual enrollment opportunities by requiring each Tennessee College of Applied Technology (TCAT) to reserve an enrollment slot for each dual enrollment student in the term immediately following the last term in which the student was enrolled in the TCAT as a dual enrollment student.

### **Virginia SB 627**

This law establishes the College and Career Ready Virginia Fund and requires the Board of Education and State Board for Community Colleges to establish the College and Career Ready Virginia Program to expand access to dual enrollment for Virginia high school students statewide.

### **Washington HB 1146**

This law requires each public school to provide students in grades 9–12 and their parents with information about each available dual credit program and any financial assistance available to reduce dual credit course and exam costs, to promote awareness and access to these opportunities.

### **OTHER TRENDS**

There was a decline in new dual enrollment laws in 2024 for the first year since 2020. Some of that may be attributable to the significant slate of new laws passed related to dual enrollment in the last several years; many states have passed new laws and policies in the last several years related to dual enrollment, and need time to implement those laws and assess their impact before further policies can be considered.

The decline in new dual enrollment laws may also reflect the wider reality of state budgets and education policymaking in 2024. With the conclusion of many of the pandemic-era funding programs that provided significant financial support to K–12 and higher education, states have faced significant budget pressure to identify funding to continue many of the services, including education programs, that had been funded through these temporary programs. The result has been, across the board, a more challenging environment for new education policy and funding, and this may have also impacted the amount of new policymaking for 2024. These trends are likely to continue in 2025.

Summaries of each of the new laws impacting college in high school programs are included in the appendix. For summaries and more information about all of the bills introduced in 2024, visit the College in High School Alliance’s [State Legislative and Regulatory Tracker](#). The database will continue tracking all new bills and regulatory actions in 2025.

# Appendix

## 2024 State Laws Impacting College in High School Programs

### **California AB107 — Course Access & Availability; Finance; Program Integrity & Credit Transfer**

This bill provides funding for the Rising Scholars Network. Funding shall support ongoing implementation of model programming for juvenile justice-impacted students. This includes model college programming with key components based on the Project Change model, to be offered within juvenile facilities and on the community college campus. This bill specifies the model programs must utilize both Dual Enrollment and Guided Pathways frameworks. Funding is also provided for the Middle College High School Program.

### **California AB1796 — Navigational Supports**

This bill would require, at the beginning of the first semester or quarter of the regular school term, LEAs offering dual enrollment in grades 9–12 to inform parents or guardians of students in grades 9–12 of certain course offerings, including dual enrollment courses that are available at the school.

### **California AB2999 — Program Integrity & Credit Transfer**

This bill would encourage each school district, county office of education, and charter school by the start of the 2027–28 school year to develop and adopt (by 2028–29) a homework policy for all grades maintained by the local educational agency. This bill encourages the local educational agency to annually distribute the adopted or updated homework policy to all certificated staff and administrators, students, parents, or legal guardians. In developing the homework policy, the governing board or body is encouraged to consider certain factors, including different educational placements and programs in which students are enrolled, which includes dual enrollment courses and accelerated pathways.

### **California SB153 — Program Integrity & Credit Transfer**

This bill would require community colleges enrolling high school students through dual or concurrent enrollment to use eTranscript California to enable the uniform integration of the student's completed courses and grades received into the student's universal and electronic high school transcript that is housed on the [CaliforniaColleges.edu](https://www.californiacolleges.edu) platform.

### **California SB1244 — Course Access & Availability; Program Integrity & Credit Transfer**

Existing law authorizes the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district, county office of education, or governing body of a charter school to offer or expand dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education. This bill would require a community college district to allow an existing CCAP partnership to be amended, or a new CCAP agreement to be established with a school district, county office of education and a community college district outside of the primary community college district's service area, if the primary community college district has declined a request or has failed to take action within 60 calendar days of a request by the school district, county office of education, or charter school to either amend into the existing CCAP partnership the requested courses, or to approve another community college district to enter into a CCAP partnership to offer those courses.

### **Colorado HB24-1278 — Navigational Supports; Program Integrity & Credit Transfer**

This bill repeals the concurrent enrollment advisory board on September 1, 2027. Prior to repeal, the department of regulatory agencies will conduct a sunset review and make recommendations concerning its continuation. The bill requires the advisory board to work with the department of education, department of higher education, and the community college system that supports the enrollment of first-generation students, low-income students, and students of color in concurrent enrollment programs.

### **Colorado HB24-1305 — Course Access & Availability; Program Integrity & Credit Transfer**

This bill expands the type of programs a pathways in technology early high school (p-tech school) may focus on beyond science, technology, engineering, and mathematics. Further, through existing law, the college opportunity fund program provides funds for eligible undergraduate students. Undergraduate students currently are ineligible to receive funds for more than 145 credit hours during the student's lifetime. This bill makes an exception to this for college-level credit hours earned while the eligible undergraduate student was enrolled in a concurrent enrollment program, the accelerating students through concurrent enrollment program (ASCENT), the teacher recruitment education and preparation program, or a p-tech school.

### **Colorado HB24-1364 — Equity Goal & Public Reporting; Program Integrity & Credit Transfer**

This bill authorizes the Department of Education to commission a financial study with an independent contractor to analyze the costs to the state and school districts and potential cost savings to provide students the opportunity to obtain college credits, industry credentials, and work-based learning experiences.

### **Colorado HB24-1393 — Program Integrity & Credit Transfer**

This bill would, starting in 2025–26, cap the number of qualified students who can participate in the Accelerating Students through Concurrent Enrollment (ASCENT) program at the number of qualified students who participated in the ASCENT program in 2024–2025 state fiscal year and create additional eligibility requirements to participate in the ASCENT program. This bill would also require the Department of Education to submit a report to the education committees of the House and Senate and the joint budget committee regarding the ASCENT program. This bill also amends existing law relating to the total program funding for districts and would cap the dollar amount that is multiplied by the district's ASCENT program students within the district's extended high school funding formula.

**Connecticut SB14 — Equity Goal & Public Reporting; Program Integrity & Credit Transfer**

This bill requires the Department of Education to conduct a study regarding the feasibility of establishing and administering a statewide program that supports public high school students in participating in an advanced course or program, which gives priority to students from low-income families. “Advanced course or program” is defined to include dual enrollment programs, dual credit courses or programs, and early college programs.

**Florida HB523 — Program Integrity & Credit Transfer**

This bill provides for a Seal of Fine Arts for high school students — the bill outlines the requirements for this award. One of the ways a student can satisfy the requirements is by successfully completing a fine arts dual enrollment course in certain subjects.

**Florida HB917 — Program Integrity & Credit Transfer**

This bill amends existing law relating to the Reimagining Education and Career Help Act and the duties of the Office that implements this Act. Amendments would require the Office to coordinate with the Department of Education, the Department of Commerce, and CareerSource Florida to publish and disseminate a statewide asset map of career and technical education to inform workforce and industry partners of opportunities to partner and expand CTE in the state. The map must include a list of career dual enrollment programs offered in each school district in the state categorized by program type, offering location, and the number of students enrolled. The list must indicate the credential earned upon completion of the program.

**Florida HB1285 — Program Integrity & Credit Transfer**

This bill amends existing law relating to dual enrollment programs. The bill specifies that district school boards must make reasonable efforts to enter into dual enrollment articulation agreements with a Florida College System institution which offers online dual enrollment courses.

**Florida HB5001 — Finance**

This bill provides an appropriation for the dual enrollment scholarship program to support public postsecondary institutions, as well as independent colleges or universities, which are not for profit, in providing dual enrollment.

**Florida SB74 — Program Integrity & Credit Transfer**

This bill makes nonsubstantive changes to the Dual Enrollment Scholarship Program statute to improve clarity.

**Florida SB7032 — Program Integrity & Credit Transfer**

This bill amends existing law relating to funds for the operation of workforce education programs. Existing law allows high school students to be dually enrolled in a workforce education program and specifies the funding formula to be used. Existing law provides that if a student is coenrolled in core curricula courses for credit recovery or dropout prevention purposes and does not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school, the student may be reported for funding for up to two courses per year. Amendments would delete the “core curricula” requirement for the courses and amend this to allow a student to be reported for funding for up to four courses per year.

**Georgia SB440 — Program Integrity & Credit Transfer**

This bill makes amendments to the Dual Enrollment Act. Existing law defines “eligible dual credit course” and provides for certain maximum credit hour caps. This bill would delete those maximum credit hour caps. An amendment would also specify that each eligible student is limited to a total of 30 semester hours, or the equivalent amount of quarter hours, of eligible dual credit courses funded under this section of the law. Subject to appropriations however, the commission is authorized to waive the limitations for students participating in the Accelerated Career Diploma Program to the extent necessary for students to complete the program.

**Idaho SB1359 — Course Access & Availability; Finance**

This bill provides for increased advanced opportunities funding for certain public school students — students in public schools would now be eligible for \$4,625 (instead of \$4,125) to use towards opportunities, including dual credits. Nonpublic school students, initially eligible for \$750, would now be eligible for up to \$2,500 to use towards advanced opportunities, including dual credits.

**Illinois HR647 — Course Access & Availability; Program Integrity & Credit Transfer**

This bill recognizes Joliet Junior College on the successful implementation of its 12x12x12 dual credit program — this program that launched in fall 2023, allows students to earn 12 college credits for \$12 per credit hour by 12th grade and is available in 23 separate high school districts within the community college’s district. The college’s Board of Trustees also supports a policy that waives dual credit fees for high school students who are enrolled in the National School Lunch Program. The program has seen an increase of 23.9% in applications for fall 2023 — including 1,052 new dual credit students from the previous fall semester, including a 70% increase in African American student participation and 38% increase in Hispanic student participation.

**Illinois SB251 — Finance**

This appropriations bill provides funds to the Illinois Community College Board for grants and administrative costs associated with dual credit grants.

**Indiana SB8 — Program Integrity & Credit Transfer**

This bill creates the Reverse Transfer Program for Community College Associate Degrees. A “reverse transfer eligible former student” is defined in this new law to include individuals who have earned at least 70 credit hours towards an associate degree, which may be earned through credits earned during high school as postsecondary credit through a dual credit course, dual enrollment course, or similar early college program. “Reverse Transfer Eligible Undergraduate Student” is also defined to include students who earned postsecondary credit during high school through dual credit courses, dual enrollment courses, or similar early college programs.

**Louisiana HB551 — Program Integrity & Credit Transfer**

This bill revises the membership and duties of the Dual Enrollment Framework Task Force. This bill would add the president of the Louisiana Association for Career and Technical Education or designee. Another amendment would allow the task force to identify, in making recommendations, a process to guarantee that dual enrollment courses articulate to the appropriate public postsecondary education institution including advancing a student's progress toward postsecondary technical certificates, diplomas, and degrees and related industry-based certifications. Further, in making recommendations, the task force may consider a process to identify opportunities for expanding career-relevant college credit and industry-based credentials through dual enrollment, including by establishing regional technical high schools operated by partnerships of one or more school districts and one or more public colleges or universities. The task force may also consider expanding virtual instruction programs to increase the participation of dual enrollment offerings in school districts across the state.

**Louisiana SB313 — Course Access & Availability**

This bill creates the Louisiana Giving All True Opportunity to Rise (LA GATOR) Scholarship Program to provide educational savings accounts for parental choice in K-12 education - funds awarded to students may be used for tuition and fees at an institution of higher education that provides course instruction for a student participating in dual enrollment.

**Louisiana SB352 — Program Integrity & Credit Transfer**

This bill revises the membership and duties of the Dual Enrollment Framework Task Force. This bill would add the president of the Louisiana Association for Career and Technical education or designee. Another amendment would allow the task force to identify, in making recommendations, a process to guarantee that dual enrollment courses articulate to the appropriate public postsecondary education institution including advancing a student's progress toward postsecondary technical certificates, diplomas, and degrees and related industry-based certifications. This bill would allow the task force to explore the expansion of virtual instruction programs to increase the participation of dual enrollment course offerings in school districts across the state, and the task force may consider a process to identify opportunities for expanding career-relevant college credit and industry-based credentials through dual enrollment, including by establishing regional technical high schools operated by partnerships of one or more school districts and one or more public colleges or universities; among other amendments.

**Louisiana SR47 — Course Access & Availability**

This bill creates the Louisiana Opportunity Youth Task Force — this task force must study ways of improving the lives of this population and propose recommendations. The task force must consider certain topics, including advancement of dual enrollment implementation, which allows opportunity youth to earn college credit while earning their high school equivalency.

**Maryland HB1426 — Program Integrity & Credit Transfer**

This bill would authorize the State Board of Education and the Accountability and Implementation Board to establish certain limits on the number and types of courses taken by students dually enrolled at the student's public high school and at an institution of higher education as part of the post-CCR pathway.

**Michigan HB4677 — Equity Goal & Public Reporting**

This bill would require the department of health and human services and the department of education, as well as the center for educational performance and information, to provide a report annually to certain committees of the legislature, which should include the number of children in foster care who are assigned to advanced placement, early middle college, or dual enrollment, as well as other information.

**Michigan HB5507 — Equity Goal & Public Reporting; Finance**

This appropriations bill provides funding for CTE early middle college and CTE dual enrollment programs for planning grants for the development or expansion of CTE early middle college programs. The fiscal agent under this section of the bill must report CTE early middle college and CTE dual enrollment program and student data and information as prescribed by the Department.

**Minnesota HF5237 — Program Integrity & Credit Transfer**

This bill creates the Task Force on English Learner Programs, which must complete certain tasks, including, to the extent time is available, reviewing best practices for dual enrollment programs for students eligible for the graduation incentives program, including the provision of college and career readiness counselors and an accountability framework based on the acceleration of dual credit accumulation before a student graduates from high school as well as evaluation of the efficacy of the dual enrollment program.

**Minnesota SF3567 — Program Integrity & Credit Transfer**

This bill amends existing law relating to credits and grade point average weighting policies. School boards are required to adopt policies regarding weighted grade point averages for any high school or dual enrollment course. This bill requires the school board to adopt an identical policy regarding weighted grade point averages for credits earned via postsecondary coursework as it gives to credits earned via concurrent enrollment coursework.

**Missouri HB2003 — Finance**

This appropriations bill provides that funds should be transferred to the Department of Higher Education and Workforce Development to the Dual Credit Scholarship Fund.

**Nebraska LB1329 — Program Integrity & Credit Transfer**

This bill amends existing law relating to the Nebraska Career Scholarship Act — this bill amends the definition of “first-time freshman” as a student who has not previously been enrolled in a postsecondary institution within 3 years immediately preceding the application for the scholarship and has not previously earned a postsecondary credential, except as a dual credit or early-college high school student. Further, the bill would define “transfer student” — a student who previously earned a postsecondary credential, but only as a dual-credit or early-college high school student, would be considered a transfer student if the student transferred into an eligible program of study from another postsecondary institution or a program within the same postsecondary institution directly following such student’s early-college high school enrollment.

**New Mexico SB239 — Finance; Program Integrity & Credit Transfer**

This bill amends existing law relating to higher education scholarships — this bill would exempt dual credit classes from counting toward the opportunity scholarship credit-hour cap.

**Ohio SB104 — Equity Goal & Public Reporting; Program Integrity & Credit Transfer**

This bill amends existing law relating to the College Credit Plus Program — existing law requires the department to report on a district’s or building’s report card certain data without an assigned performance rating. Amendments would add reporting on whether the district or building provides information about and promotes the college credit plus program to students, notated with a “yes” or a “no”. This bill further amends existing law relating to public secondary school enrollment and participation in the college credit plus program. This bill would require the chancellor and department to report college data relative to the actual cost of programming under the program and submit that data to the auditor of the state, among other requirements.

**South Dakota SB2 — Program Integrity & Credit Transfer**

This bill removes provisions for establishing a uniform method for calculating high school credit received from completing a postsecondary course.

**Tennessee HB1923 — Course Access & Availability**

This bill would require each Tennessee College of Applied Technology (TCAT) to reserve an enrollment slot for each dual enrollment student in the term immediately following the last term in which the student was enrolled in the TCAT as a dual enrollment student if space is available.

**Utah HB493 — Course Access & Availability; Program Integrity & Credit Transfer**

This bill amends existing law to require local education agencies to contract with eligible institutions that offer online concurrent enrollment courses, where a student wants to enroll in an existing concurrent enrollment course that is not offered online by an LEA’s designated institution of higher education. This bill also amends existing language, changing all references to “institution of higher education” to “eligible institution.” Finally, this bill amends the definition of “eligible institution.”

**Virginia SB627 — Course Access & Availability; Program Integrity & Credit Transfer**

This bill establishes the College and Career Ready Virginia Fund and requires the Board of Education and State Board for Community Colleges to establish the College and Career Ready Virginia Program whereby each school board is required to offer each qualified high school student in the local school division access at the high school to dual enrollment courses at no cost to the student.

**Washington HB1146 — Navigational Supports**

Each public school would be required to provide students in grades 9–12 and their parents with information about each available dual credit program and any financial assistance available to reduce dual credit course and exam costs.