



CREATING BETTER DUAL ENROLLMENT GOVERNANCE

**A framework for effective policymaking
through governance improvements**

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EXECUTIVE SUMMARY

Dual enrollment — programs allowing high school students to earn college credit through partnerships between school districts and accredited higher education institutions — has become a cornerstone of the American education landscape.

With more than 2.5 million course enrollments by high school students in 2022–23, dual enrollment now represents 12 percent of all postsecondary enrollments nationwide. As participation continues to expand, states are grappling with how best to coordinate the complex intersection of K-12, higher education, and workforce systems that dual enrollment inhabits. This report, *Creating Better Dual Enrollment Governance: A Framework for Effective Dual Enrollment Policymaking Through Governance Improvements*, explores how states can design governance systems that ensure dual enrollment advances statewide goals for access, equity, and educational attainment.

This paper is grounded in extensive original research — direct interviews with officials in nearly every state — making it the most comprehensive study to date of how state agencies structure and manage dual enrollment governance. Each interview followed a standardized protocol to examine formal and informal governance arrangements, mechanisms for cross-agency collaboration, and engagement with practitioners and intermediaries. State officials subsequently reviewed and verified the accuracy of the findings, ensuring the results reflect current practice across the nation. The inclusion of both formal systems codified in statute or regulation and informal practices that shape day-to-day implementation provides an unprecedented view of how governance actually functions.

Across states, several themes emerged:

- **Governance matters.** Successful dual enrollment systems depend on clear leadership, defined decision-making authority, and coordination across agencies that were never designed to work together. Effective governance transforms policy vision into practice and sustains cross-sector collaboration over time.
- **Relationships drive effectiveness.** Regardless of structure, productive working relationships among agency staff are the engine of functional governance. States with strong interpersonal and inter-agency ties report smoother policymaking and implementation.
- **Local control shapes every state's approach.** Even highly centralized systems operate within a broader culture of local autonomy. States must balance the need for statewide coherence with the flexibility and innovation that local control enables.
- **Formal structures should build, not replace, informal collaboration.** Mechanisms such as dual enrollment councils, task forces, or P-20 partnerships work best when designed to nurture ongoing communication and trust rather than to impose bureaucracy.

- **Dedicated cross-sector staffing is essential.** Dual enrollment resides in a “shared space” between systems. States that assign clear staff responsibility for coordinating across K–12, higher education, and workforce sectors are best positioned to advance and sustain progress.

The report provides a policy playbook outlining design choices and trade-offs for states seeking to build or refine their dual enrollment governance systems. It highlights state case studies — from Kentucky’s multi-agency advisory council and Louisiana’s legislatively established task force to Massachusetts’s joint early college governance and Ohio’s sustained informal coordination — that demonstrate diverse but effective pathways to shared accountability.

Ultimately, dual enrollment’s potential to expand access, affordability, and workforce readiness depends on governance structures that connect vision to execution. By documenting the full range of formal and informal systems in use nationwide, this paper offers states a roadmap for strengthening governance so that every student can benefit from high-quality, equitable dual enrollment opportunities.

DEFINING DUAL ENROLLMENT

Dual enrollment programs 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.

States use many terms to describe programs that meet this definition, such as dual credit, concurrent enrollment, and early college. For the purpose of simplicity, this paper will use the term “dual enrollment” as a broadly descriptive term encompassing all variations on the model that allows high school students to take college courses. Where the specific kind of dual enrollment matters to the context of the argument being made, such as referring specifically to more intensive models of dual enrollment like the early college high school, specific terms will be used.

DEFINING DUAL ENROLLMENT GOVERNANCE

Governance exists on a spectrum — from formal systems to informal practices.

FORMAL DUAL ENROLLMENT GOVERNANCE

Formal dual enrollment governance is an established set of systems and procedures that are codified in statute, regulation, or policy that govern the relationship between the various entities that share governance authority over dual enrollment.

INFORMAL DUAL ENROLLMENT GOVERNANCE

Informal dual enrollment governance is a system where authority for policies, requirements, and resources is delegated primarily to local institutions, districts, or regions rather than being directed by the state.

For the purposes of this paper, dual enrollment governance refers to the systems, processes, and procedures that exist to manage policymaking related to dual enrollment at the state level. This can include the structure of agencies that share governance over dual enrollment, the systems, processes, and procedures through which personnel at those agencies interact with each other, and how policymakers engage with practitioners around policy implementation.

This paper is less concerned with what policies states should adopt to expand dual enrollment access and success, as those are covered in other resources such as those from the College in High School Alliance, National Alliance of Concurrent Enrollment Partnerships, and Community College Research Center. Instead, this paper examines the systems and processes states should adopt to ensure they are able to effectively implement policies that align with broader state goals around postsecondary enrollment and completion, college affordability, and workforce preparation.



THE CASE FOR DUAL ENROLLMENT GOVERNANCE

Why Dual Enrollment Governance Matters

Dual enrollment, and the opportunity it affords for high school students to take college courses while they are still in high school, is now a significant part of the US education system, and a normal and expected part of high school for many students across the country.

In the 2022–2023 academic year, 2.5 million college enrollments were from high school students. High school students now make up a significant share of states' overall postsecondary populations, accounting for 12% of all postsecondary enrollments and over one in five enrollments at two-year public institutions of higher education. In Indiana, a state with longstanding policy and investment in dual enrollment, nearly two in three high school students participated in at least one college course before graduating high school in 2018.

Dual enrollment is a flexible and adaptable education program and has been deployed across diverse educational contexts to advance multiple aims: broadening access and engagement, improving postsecondary success, early workforce exposure and preparation, and reducing both the time and cost required to earn a degree. States find this versatility attractive, often leveraging these programs to increase college-going-behavior, support college success, and improve affordability. The research-demonstrated benefits on improved secondary and postsecondary outcomes at the student level can support both state attainment and workforce goals. Most institutions report they offer dual enrollment for no or low cost to participants, a trend largely driven by state policy and/or investment, and one that is useful in working towards college affordability.

States that effectively leverage dual enrollment to advance education and workforce goals approach the work strategically. They define clear goals for what the program

should achieve. They align program structure and design with those objectives. They ensure impact by broadening participation beyond students already on a college-bound track by creating cost structures and access points that engage learners who might not otherwise continue their education after high school. They deliver dual enrollment through high-quality programs that provide not only rigorous coursework but also authentic college experiences, advising, and supports that prepare students for long-term postsecondary success, with accountability strengthened when states use NACEP's nationally recognized standards as a tool for program quality.

Secondary and postsecondary education are bounded by well-defined policies and oversight structures, reinforced by accreditation, licensing, and state or federal authority. Yet the shared space dual enrollment creates often lacks consistent policy, making the potential for policy/practice disconnect, and finding and correcting it, even more complicated. The work seems deceptively simple: build a program designed to produce the desired outcomes. The real complexity lies in the shared space dual enrollment occupies, where the objectives, levers, controls, systems, structures, and accountability elements differ between secondary and postsecondary.

Clear rules and hierarchies govern each system on its own but, if both secondary and postsecondary systems join to create these programs, who is ultimately responsible for ensuring they meet the goals of the state?

Ultimately, success depends on focused leadership and oversight from relevant state leaders (e.g. the governor, agency leadership, etc.) to translate vision into reality at the program level. In other words, good governance. Effective translation of policy to practice relies on good leadership, guidance, appropriate timelines and resources, and ongoing oversight. Governance provides clarity of roles, authority, and decision-making that persists and sustains programs that span across two very

different systems never designed to work together. Governance structures for K-12 and higher education vary widely across states and different states use a variety of pragmatic approaches to ensure policy intent matches program practice. There is no single blueprint to follow, making it all the more important to examine, share, and learn from approaches in use and the strengths and challenges inherent in using them to meet the goals of the state.

In The Next Phase of Dual Enrollment Policy: A Vision for the Field, the College in High School Alliance identified three priorities for state policy related to dual enrollment moving forward:



The importance of states setting a clear vision and goal for dual enrollment.

The importance of focusing on expanded access to dual enrollment to ensure all students have the opportunity to participate in college courses in high school.

The importance of deploying policy to promote intentional dual enrollment experiences by students that meaningfully progress along their journey into college and career.

Ensuring dual enrollment governance is optimized is essential to advancing the three priorities of the Next Phase of Dual Enrollment Policy. To ensure any statewide vision is translated into statewide practice, to close opportunity gaps to participation in dual enrollment, and to ensure students have access to dual enrollment courses that advance their college and career goals requires effective governance.

Dual Enrollment Governance Matters Beyond K-12 and Higher Education

While dual enrollment's effectiveness is largely determined by the success of the partnership between high schools and institutions of higher education, many dual enrollment programs have more complex arrangements that include multiple education, community, and business and industry partners. For example, CTE dual enrollment is found as a standard part of many traditional high school's career readiness programming but also exists in more focused and intensive forms such as career academies and Pathways in Technology Early College High School (P-TECH) programs.

Dual enrollment and concurrent enrollment already operate at the intersection of two distinct systems, K-12 and higher education, each with its own statutes, governance, and oversight. When career and technical education is added into the mix, the complexity expands even further. Programs must not only comply with education law but also address workforce-related regulations such as labor laws, workplace safety standards, industry certification requirements, liability coverage, and child labor protections. This can also include having a business or industry partner as part of the program governance, bringing corporate governance questions to bear in statewide governance discussions around dual enrollment.

Even the way these programs are discussed becomes more complicated. Career-focused dual enrollment demands fluency not only in the language of K-12 and higher education policy but also in the terminology and governance structures of the workforce sector. Taken

together, these overlapping systems highlight both the promise and the challenge of using dual enrollment as a tool for workforce preparation: alignment across education and labor policy is essential if states want to expand access to meaningful credentials and real-world experience while ensuring students are protected and supported.

Whether governance is an exercise in shared accountability or delegated to one state stakeholder in the partnership, it is essential to delineate roles, responsibilities, and clear decision rights.

But Dual Enrollment Governance Has Limits

Dual enrollment governance has a critical role to play in advancing the state's goals and objectives around the use of dual enrollment to advance its education system and student outcomes. But each state has a different setup for state-level control or oversight of secondary and postsecondary education, and how far that extends.

As a result, states need to be aware of the role that dual enrollment governance can play, but also where it has limitations specific to the state, and design a governance mechanism that maximizes the state's advantages while minimizing its disadvantages. Each state will have its own specific locus of control, usually including public secondary education, often including public postsecondary education, and sometimes including private secondary education or private higher education. Leveraging the areas that the states control, but also determining the right way to engage with stakeholders over whom the agency does not exert specific or direct control is key to ensuring the entire dual enrollment ecosystem moves into alignment with the state's objectives.

Supporting & Improving Dual Enrollment Governance

Much has been said about the disconnect between policy and practice, but the real work of effective policymaking lies in bridging that gap. Thoughtful program design, coupled with intentional implementation support, is what transforms statutes into strategy and strategy into meaningful student outcomes. Strategic governance ensures vertical alignment between policy and practice. Dual enrollment inhabits space potentially directed or overseen by two major sectors: K-12 and higher education. A third sector, labor & workforce, may also play a role. With the potential for multiple agencies involved and invested, the potential for retrenching to silos is real and multifaceted.

The priority to develop thoughtful and effective dual enrollment policies that facilitate proper partnership and collaboration between these systems creates an obvious challenge: how do state policymakers break down the silos between K-12 and higher education to create a coherent leadership and oversight system? Every state must grapple with this same challenge, but they frequently do so with little sense of the solutions already developed by their counterparts in other states.

The national examination of the governance and collaboration structures between states' K-12 and postsecondary systems for dual enrollment reveals the complex context that undergirds these unique programs. This report elevates the various methods, both common and unique, that states use to ensure systems for dual enrollment governance that are collaborative, actionable, and accountable. Policy research and interviews with

nearly every state and territory in the nation provided a comprehensive look at the mechanisms and approaches states apply to this unique challenge. We identified the range of policy options states have utilized, highlighting best practices, innovative models, and tradeoffs for policymakers to consider in building or refining their approach.

This report offers states a guide to the design choices, trade-offs, and supports that shape whether these initiatives succeed.

The lack of consistent information online and the significant time required to interview each state have likely limited past efforts to examine this space. Unlike other reports, we also attempted to capture informal practices within each state. These practices are, by definition, rarely written down, yet they are of immense importance to the way dual enrollment systems function in practice. To our knowledge, this is the first attempt to methodically capture informal systems alongside formal ones across states.

Methodology

The information in this report was compiled through direct interviews with state officials. We reached out to representatives from all 50 states, as well as Washington, DC and two territories. In most cases, the interviewees were officials at the state's K-12 education agency and/or higher education agency, although the exact composition of interviewees varied by the state's governance structure, and who the states invited to the interviews. Interviews typically lasted an hour, and followed a standardized set of questions. For some states, we conducted follow-up

interviews or emailed additional questions that could not be answered during the initial interview.

We conducted interviews with 51 states and territories in total. There were two states that were unable to meet with us; for those states, we conducted online research and shared the content with state officials to identify any errors.

After drafting, the content of this report was shared with interviewees so they could confirm the information and correct any errors. Please see the appendix for a list of questions asked.



MAPPING DUAL ENROLLMENT GOVERNANCE

The Evolution of Education Governance

The governance of higher education in the United States has deep historical roots shaped by state priorities, political structures, and regional traditions. Unlike K-12 education, which developed around a relatively uniform system of local school districts and state education agencies, higher education governance evolved in a far more decentralized fashion.

In some states, authority resides with consolidated governing boards that oversee all public institutions, while in others it is divided among multiple coordinating boards, university system offices, and independent institutional boards of trustees. A smaller number of states have experimented with combined governance structures that span K-12, higher education, and sometimes workforce, seeking greater alignment across sectors.

These models reflect different historical choices, such as whether states invested first in land-grant universities, community colleges, or regional institutions, as well as political considerations, including the degree of autonomy legislatures and governors were willing to grant to colleges and universities. Over time, the resulting patchwork has produced wide variation in how states organize, fund, and oversee education, creating a landscape where governance structures differ not only across states but sometimes within them.

The Dual Enrollment State Landscape

National data show that the vast majority of dual enrollment courses take place in high schools, with a smaller share delivered on college campuses or online. All programs create pathways for high-school students to enroll in college coursework. However, programs differ significantly in their specific goals, underlying structures and the “how and who” of program design and delivery.

Breaking the wide array of dual enrollment program types into clear categories using defining characteristics, such as instructor type or course location, is challenging due to significant overlap in some characteristics across models. One way to view these differences is by looking at how dual enrollment is integrated into school design. In traditional high schools, dual enrollment is generally an option layered onto the existing structure. Courses are most often taught by high school instructors qualified as adjuncts, though some rely on college faculty, online courses, or team-teaching arrangements.

By contrast, acceleration models such as Early Colleges, Middle Colleges, and P-TECH programs make dual enrollment central to the high school’s design. These models typically embed sequenced pathways toward college degrees or career credentials, requiring more intensive planning, and resource sharing across institutions. Acceleration models often serve as a district-level strategy drawing participants from across a district rather than just the individual high school.

In practice, the boundaries between these models often blur. Traditional high school models often adopt features of acceleration models, such as credit targets, multiyear pathways, or cohorts. Likewise, school-within-a-school Early Colleges may adapt aspects of traditional settings to overcome challenges of space and resources. These variations highlight both the adaptability of dual enrollment and the complexity of categorizing program types.

What is clear is that implementing dual enrollment requires more than simply offering college courses to high school students. It involves navigating questions of design, staffing, funding, and alignment across systems, all of which are shaped differently by state and local context. The blend of models and the overlapping responsibilities of K-12, higher education, and workforce partners demonstrate why governance in dual enrollment is so complex — and why understanding governance is essential to strengthening these programs.

“...DUAL ENROLLMENT INVOLVES NAVIGATING QUESTIONS OF DESIGN, STAFFING, FUNDING, AND ALIGNMENT ACROSS SYSTEMS...”

States, therefore, have a significant degree of variability in the way that they have structured their dual enrollment policies, funding structures, data reporting, and other relevant guidance, usually responding to the organic growth of dual enrollment across their state. This variability extends to the way states govern their dual enrollment programs.

Components of a Dual Enrollment Governance System

State dual enrollment governance is comprised of two basic components:

- **The Agencies and Systems:** Some combination of state agencies and systems with legal governance authority over dual enrollment, collaborating to set official dual

enrollment policy for the state. These agencies may have either a formal or informal governance structure.

- Examples of a formal governance structure for dual enrollment can include established data reporting mechanisms between agencies, task force or working groups established for the purpose of managing dual enrollment governance (e.g. Dual Enrollment Advisory Councils), formal collaborative governance mechanisms between pre-K, K-12, and higher education (e.g. P-20 councils), or other formal collaborative structure that explicitly has a role in dual enrollment policymaking in the state. In some states, collaboration between agencies is legislatively mandated.
- Examples of an informal governance structure for dual enrollment can include ad hoc meetings between agency personnel, scheduled calls that are not codified in existing policy or procedures for the involved agencies, and other opportunities for interaction between state agencies that share governance authority for dual enrollment that are not mandated as part of the participating agencies' policies or procedures.
- **Practitioners, Intermediaries, and External Partners:** A wider system of engagement between the state agencies and systems with legal governance authority over dual enrollment with the ecosystem of dual enrollment practitioners, intermediaries, and external partners who play a role in supporting dual enrollment programs. These relationships are often informal, but practitioners and intermediaries can have formal representation in systems for collaboration created by state agencies and systems.

- Examples of a formal role for the wider dual enrollment ecosystem of practitioners and intermediaries in dual enrollment governance includes representation from practitioners on relevant working groups or task forces run by the agencies, the existence of a formal statewide community of practice, and established policy input and review processes for practitioners as part of the policymaking process.
- Examples of an informal role for the wider dual enrollment ecosystem of practitioners and intermediaries in dual enrollment governance includes ad hoc meetings or phone calls between agency staff and practitioners to discuss policy or agency participation in statewide convenings or meetings that include an opportunity for interactive discussion.

For more information on the components of dual enrollment governance, see Appendix 1.

A circular inset image in the center of the slide shows a woman with long blonde hair, wearing a blue patterned top, smiling and looking at a tablet device with a young girl. The girl is wearing a pink t-shirt with the words "LIVE LOVE SURF" and "ROXY THE HEART SURF WITH YOUR SURF SURFSTYLED". They are in a classroom environment with bookshelves and other students in the background.

IMPROVING DUAL ENROLLMENT GOVERNANCE

DUAL ENROLLMENT STATE GOVERNANCE

By the Numbers

24
STATES

have a formal dual enrollment governance system between state agencies and systems.

29
STATES

have an informal dual enrollment governance system between state agencies and systems.

32
STATES

have a mechanism for collaboration between state agencies and systems and practitioners, intermediaries, and external partners.

For the purpose of these counts, “states” refers to the 50 states, American Samoa, Puerto Rico, and Washington, DC. See the Appendix for information on each state’s governance arrangement.

Key Themes of Dual Enrollment State Governance

- **Leadership & Vision Matters for Effective Governance** — For governance to be effective, agency and system leads must be bought in and have a clear vision for dual enrollment in the state.
- **Relationships are the Power Behind Effective Governance** — Productive relationships between personnel are what effectively move the work forward, and governance structures should be designed to maximize the development of effective relationships between agency and system personnel.
- **Local Control is a Factor in Every State** — Local autonomy is a feature of education governance in every state to some degree, therefore governance structures must be designed with the reality of this autonomy in mind.
- **Governance Structures Should Promote Strong State Systems that Maximize the Effectiveness of Local Autonomy** — Given the existence of local control, governance structures should focus on developing the systems, platforms, and supports that allow for strong local implementation.
- **Cross-Sector Work Requires Cross-Sector Staffing Through Specific Dual Enrollment Governance Structures** — Whether as part of a larger cross-sector collaboration like a P-20 council or not, states should have a specific dual enrollment governance structure with personnel who are dedicated to its support.

Leadership & Vision Matters for Effective Governance

Governance is the mechanism to achieve a set of ends, but it is not an end in and of itself. This paper focuses on the importance of setting up effective governance systems for dual enrollment, but it is essential not to lose sight of the reality that aligning governance systems is only ultimately effective if it is in service of a policy vision and set of goals for the state. The question underlining all discussions about governance for dual enrollment needs to be: what is the state looking to accomplish with its dual enrollment system?

“...ALIGNING GOVERNANCE SYSTEMS IS ONLY ULTIMATELY EFFECTIVE IF IT IS IN SERVICE OF A POLICY VISION AND SET OF GOALS FOR THE STATE.”

As a result, building a governance system that is designed to serve a set of goals and means will result in the work having meaning. Governance systems should ultimately be built to do something specific to advance the state's aims. The interviewed states with evolved dual enrollment governance systems discussed the importance of this, and how policy implementation and development of new policy requires an effective governance system.

In addition, states discussed the importance of leadership in ensuring effective governance for dual enrollment. Where state agency or system leaders are engaged, motivating the appropriate parties towards action, and communicating with the field of practitioners, intermediaries and external partners, states can leverage

their governance structures to advance effective policymaking. However, where agency leadership is not present, states warned that governance structures can become paralyzed and unable to effectively move forward.

All state agencies and systems are resource and capacity constrained. There is only so much money, so much staff time, and so much capacity to dedicate to any number of significant issues demanding the attention of policymakers. And dual enrollment does not naturally fit within the core remit of either K-12 or higher education agencies — dual enrollment is frequently challenged by its nature as a shared space, both a part of K-12 and higher education but also its own separate shared space that bridges the two.

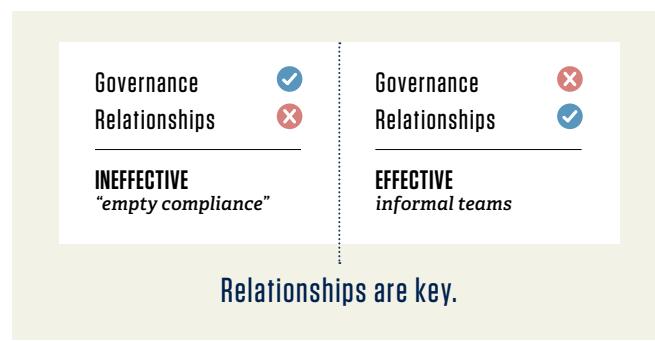
As a result, agency leadership is necessary to identify dual enrollment as a priority for the agency's governance and policy processes, cut through the challenges of dual enrollment crossing sectors, and to spur the governance structure forward to action. Without it, the ability to move forward on dual enrollment is much more limited.

For example, one state reported that their higher education governance agency leader had made dual enrollment a focus priority, had a clear vision for what the leader wanted in terms of dual enrollment policy advancement, and was using their own leadership capital with the state's K-12 leader and governor to advocate for dual enrollment policy advancement. On the other hand, another state reported that their cross-agency dual enrollment working group was severely limited in its ability to advance dual enrollment policy because of a lack of support and guidance from agency leadership. Because dual enrollment was not a priority for that state's agency leadership, the more junior staff who were responsible for advancing the

work of the council felt much more constrained in their ability, or even knowledge, about where and how to advance the work.

As a result, states should consider the role that leadership can play in effectively advancing dual enrollment policy. In addition, it can also support managing or resolving any tension that develops between agencies. Just like between high schools and colleges, K-12 and higher education agencies operate in different accountability systems and have different cultures and incentives, and as a result can often see very different things that they want to get out of dual enrollment. This can create tensions between agencies when there is not an aligned vision on what the state is looking to accomplish, and leadership at the agency and system level can be an important factor in helping to resolve those tensions and keep the agencies moving forward in a productive way.

Relationships are the Power Behind Effective Governance



Across all the states interviewed, one conclusion was key: regardless of the level of structure behind collaboration across key systems, relationships are the key lever to effective collaboration. Many states have informal governance structures that rely purely on relationships, where the key personnel from different agencies communicate and collaborate on an as-needed basis, and a close working relationship allows them to smooth over any issues.

Formal governance without informal relationships is not effective. A number of interviewed states discussed how they found themselves in this situation, dealing with outdated laws, ineffective dual enrollment advisory councils, and perceptions that the existing governance structures had little impact on how programs are managed day-to-day. These states discussed how they had a formal structure, but lacked the informal relationships necessary to make those structures meaningful and effective.

Meanwhile, states reported that informal relationships without formal governance can be very effective. Personnel who feel comfortable picking up the phone as necessary and engaging with their agency partners to problem solve and create solutions was the most effective means of moving policy forward in the state. But these relationships can also be difficult to build when personnel work for different agencies and do not have significant opportunities to interface with each other and build relationships. These arrangements are also very susceptible to staff turnover; two officials from different agencies might work well together, but after moving on to different opportunities, their replacements might not get along in the same way.

The win-win, therefore, is to have structures and systems that create space for and prioritize informal relationship-building. Creating opportunities for agency staff to interact with each other and create the relationships that will allow them to be effective is key, and formal structures that go beyond this remit can begin to dilute their effectiveness. For example, a number of states with formal dual enrollment task forces or advisory councils discussed how those efforts could wax or wane in effectiveness because of turnover on the council and a lack of opportunity for new council members to create the same relationships that had existed prior.

Building and maintaining strong governance systems for dual enrollment requires constantly revisiting the systems and ensuring that the space exists for informal relationships to develop and grow.

Local Control is a Factor in Every State

Officials from nearly every state interviewed stated that they were “a local control state.” This refrain was repeated across nearly every state, despite the fact there is significant variation in the levels of local control exerted in these various state environments. To put it simply (and, admittedly, overly-simplistically): America is a local control state. That is, the American education system is a decentralized one, both in terms of federal versus state power, and also state versus local power.

Therefore, saying a state is “a local control state” does not have much meaning, since every state could say the same. It is more meaningful to talk about the degree of local control within each state.

This does, in fact, vary significantly across states. There is not a clear pattern in the characteristics of the states with lower degrees of local control regarding dual enrollment in the state.

The more interesting angle from which to examine the question of how governance for dual enrollment is impacted by local control is how much the state prioritizes policymaking via centralized decisionmaking or policymaking through building consensus across stakeholders. Does the state see its role as setting a direction for programs and expecting them to follow, or does the state see its role as creating a space for consensus-building around program advancement?

In order for states to build effective dual enrollment governance systems, they need to therefore determine how local control manifests as a factor in their state, and what approach the state wants to take towards dual enrollment policymaking. A state looking to exert more influence over the way that programs function might set up different governance structures and policies than one looking to drive policymaking through the consensus of practitioners and working towards changing the perspective of the various stakeholders working at the local level to offer dual enrollment opportunities to students.

Governance Structures Should Promote Strong State Systems That Maximize the Effectiveness of Local Autonomy

A central theme that emerged in conversations with state policymakers was the role of centralization (or lack of it) in policymaking approaches. Specifically, striking the right

balance in how much policymaking authority rests at the state agency and system level as opposed to the local level of school districts and colleges.

Current state higher education governance systems range from being structured with clear oversight mechanisms to more diffuse with less formal oversight, while state secondary education governance systems' reach down to the practitioner level is determined by the strength of local control in that state. Regardless of where a states' current governance falls on the spectrum of how much control it can exert over the implementing entities (like high schools and colleges), designing a system with more or less control comes with tradeoffs.

Policymakers defined a centralized and decentralized policy approach based on the locus of control, at the state or local level:

CENTRALIZED POLICY APPROACH

A system where the state sets key policies, requirements, and resources at the state level rather than leaving them to local discretion.

DECENTRALIZED POLICY APPROACH

A system where authority for policies, requirements, and resources is delegated primarily to local institutions, districts, or regions rather than being directed by the state.

Balancing what to centralize at a policy level and what to leave up to the flexibility of practitioners is typically framed as a zero-sum tradeoff. States perceived there to be pros and cons to both approaches, and attempted to find

Centralization vs. Decentralization

Typical, zero-sum framework

STRONG STATE SYSTEMS	WEAK STATE SYSTEMS
<ul style="list-style-type: none"> ✓ More efficient and cost-effective (economies of scale) ✓ More equitable across regions ✓ Consistent and easier for students to navigate 	<ul style="list-style-type: none"> ✓ More autonomy ✓ More nimble and responsive to local context ✓ Greater potential for innovation
<ul style="list-style-type: none"> ✗ Reduced autonomy for districts ✗ Slower and more bureaucratic ✗ “One-size-fits-all” policies may not meet local needs 	<ul style="list-style-type: none"> ✗ Less efficient; duplication of effort and costs ✗ Inequitable variation across regions ✗ Inconsistent systems can be confusing to families

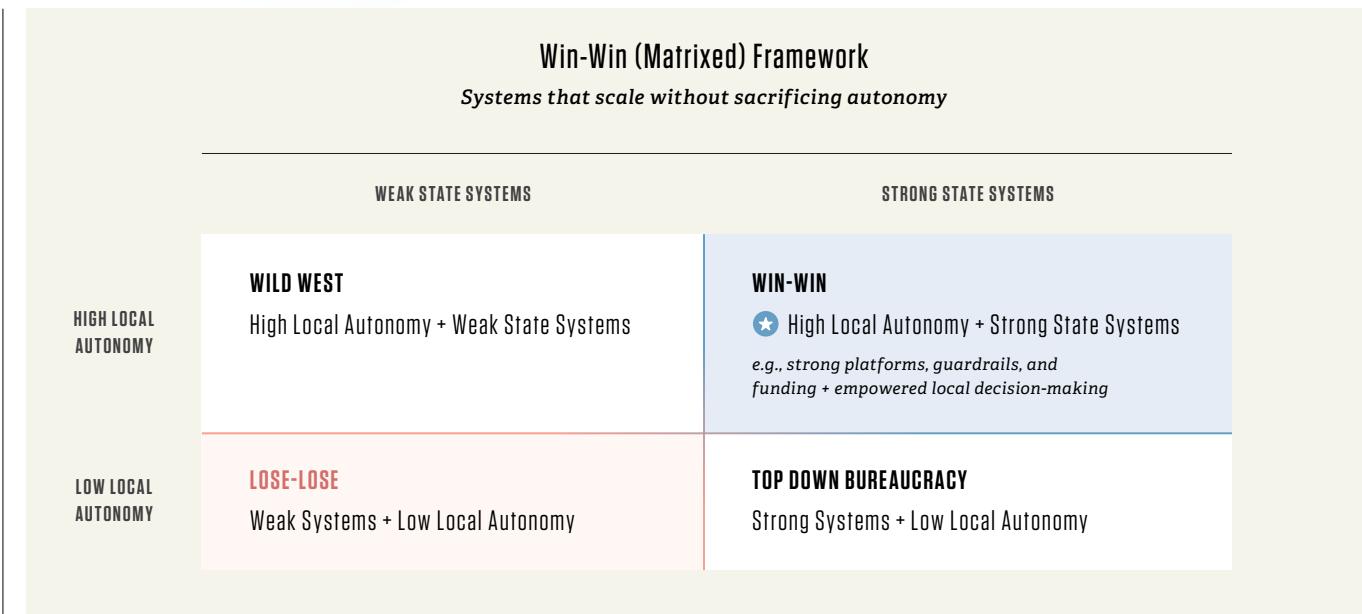
the optimal balance between these two extremes. State officials often (perhaps unsurprisingly) seemed generally in favor of greater centralization at the state level than currently existed in their state, but acknowledged that political realities required the state to be closer to the decentralization end of the spectrum than might be optimal from a policymaking perspective.

Policymakers interviewed touted several strengths in a centralized approach including better opportunities for identifying efficiencies for streamlining processes, clarity in decision rights and empowerment to act, broader reach across the state, and consistency in messaging and guidance. However, participants also noted that centralization can come at the expense of local autonomy,

be perceived as bureaucratic, and is also not immune from the perception of the “one-size-fits-all” approach to policy.

Policymakers within decentralized systems elevated the flexibility offered by less structured systems, citing the ability to adapt to local context and nuance, more potential for innovation and experimentation, and more responsive and nimble approaches to policy implementation. However, these policymakers expressed concerns around duplication of effort, uncertainty around decision rights, and variable internal and external messaging.

While this centralization vs. decentralization debate is typically framed as zero-sum — you either get stuck with the bureaucracy of a centralized system or the mess of a



decentralized one — the reality is most states exist in a hybrid state in which there are some areas where the policy systems are centralized, and some where they are decentralized. Either way, the decision of how much to apply policy uniformity across the state was seen to have advantages and disadvantages, and that choices made to move in one direction or another would have consequences in terms of how the state could tackle its issues.

The ideal state for balancing the competing advantages and disadvantages of centralization and decentralization is for states to focus on creating the platforms and structures that allow for scale without sacrificing autonomy, and that provide economies of scale and facilitate collaboration, without putting institutional autonomy at risk.

This can be achieved through strong state platforms and systems that build economies of scale, increase convenience for practitioners to provide more capacity for advancing the state's goals, provide guardrails around program behavior, and use funding systems to incentivize the state's idealized behaviors, but leave individual program decisions to the programs to empower local decisionmaking.

Areas for potential focus in building out these strong state systems that empower local autonomy to effectively support student access and success to dual enrollment include:

- Setting clear goals and providing clear guidance on common issue areas through aligned messaging, such as tuition and teacher credentials.

- Developing state data platforms and uniform collection and reporting systems that ensure programs have access to data to promote continuous improvement, such as:
 - Statewide credit transfer systems
 - Unified enrollment and course selection systems
 - A common information portal about dual enrollment opportunities and how to access them
 - A uniform data reporting system for dual enrollment.
- Training and resources for practitioners to create a baseline level of sophistication and knowledge among practitioners about the appropriate ways to advance dual enrollment access and success.
- Appropriate funding with guardrails aligned to the state's goals around dual enrollment.
- Platforms that minimize the need for added capacity among practitioners, such as a statewide enrollment platform.

This approach ensures that states are thinking critically about the power that they can exert over practitioners, how to ensure program practice effectively changes to meet the state's goals and objectives, and provides the resources and supports necessary to ensure programs can understand and participate in the state's work towards its dual enrollment goals. The role of the state to create a level playing field and clear rules of the road and the advantages that decentralization has provided the dual enrollment ecosystem can both be preserved and harnessed towards elevating the ecosystem and the quality of partnerships.

Cross-Sector Work Requires Cross-Sector Staffing Through Specific Dual Enrollment Governance Structures

Dual enrollment is part of a broader category of issues—generally referred to as “college and career pathways”—that cross educational systems and therefore likely cross agencies and systems as well. As a result, dedicated staff organized around addressing those areas that cross the P-20 system can be extremely beneficial to advance work like dual enrollment. If an issue like dual enrollment has no single “owner” with full authority to make decisions around policy, but is instead shared across agencies, then it is unlikely to see much progress or specific movement absent a governance structure that facilitates it. While cross-sector work may be part of many people's jobs, if it is not explicitly part of any one person's job, it will likely be neglected.

As a result, states should adopt formal dual enrollment governance systems that involve dedicated staff capacity to ensure that the work advances and that are structured to develop and maintain the relationships between the participating agencies and stakeholders. This could include:

- A formal memorandum of understanding between state agencies and systems laying out each agency's responsibilities and the staff who are assigned the duties of carrying them out.
- A collaboration structure that exists cross-agency, including a committee of relevant agency personnel, to meet and discuss common issues and how to solve them.

- A more expansive group such as a Dual Enrollment Task Force or Advisory Council that specifically meets to discuss dual enrollment policy issues and can include practitioners, intermediaries, and external partners in addition to agency personnel.
- A P-20 council structure that focuses on all elements of the educational ecosystem that cross-sector between pre-K, K-12, and higher education, of which dual enrollment is one component.

This is not a formal call for every state to immediately jump to the most intensive form of a formal governance structure for dual enrollment like a Dual Enrollment Task Force or P-20 council. States need to consider critically what governance structure matches their existing capacity and ability to dedicate staff time to the work. If states are not able to provide dedicated staff to advance the work forward between meetings, Dual Enrollment Task Forces and P-20 councils can oftentimes devolve into unproductive talking shops for officials from different agencies to discuss problems but not actually work towards solving them.

The key priority is to create a structure for durable relationships; this can be as simple as a regular standing call, and as complex as a legislative authorized Dual Enrollment Council. How formal governance is structured is less important than that the state has identified and detailed staff who can do the work and work with the governance structure to move it towards a decision and then support the implementation of that decision, and structured the governance around relationship building. There must be designated personnel whose primary job is to look across systems and work on

the connections between them to ensure those connections remain strong, and create the space for impactful collaboration.

States need to have both an “executive champions” team of senior leaders and a “pathmaking team” of mid-level staff to execute the vision. These teams need to span K12 and postsecondary, and there should be at least one person or team whose day-to-day job is focused on looking at the broader system.

When cross-system issues are implied parts of personnel functions, they can quickly be deprioritized or not addressed. But if they are a core part of an individual, or several individuals’ jobs, they ensure that the issues remain prioritized and that there is space to address them.



POLICY PLAYBOOK FOR STATES

Action	Recommendations	Guiding Questions
Set a Vision & Goals for Governance	<ul style="list-style-type: none"> • There's no right way to structure dual enrollment governance; it's highly context-dependent. • States have lots of options to choose from in how to structure their policies and governance, but should not feel pressured to select everything. 	<ul style="list-style-type: none"> • What is the state's vision for dual enrollment, does it have goals, and how can governance help the state achieve that vision? • What are your state's specific contextual issues that factor into your ambition around advancing dual enrollment governance?
Identify State Leadership	<ul style="list-style-type: none"> • It is important to identify the leaders who will move this work forward. • That includes both senior leadership who are able to set the direction and resolve disputes, but also the implementation level leadership that will ensure the work gets done. 	<ul style="list-style-type: none"> • Who are the senior leaders in the state who will advocate for the priority of this work? If you do not know who they are, how can you go about building that leadership? • Who are the implementers for this work? Which individuals across which agencies have a role to play in dual enrollment governance?
Understand Your Local Control Context	<ul style="list-style-type: none"> • Focus on structures and relationships both across systems and agencies (horizontal), and also from government to implementation (vertical). • This includes ensuring that there are strong collaboration mechanisms with practitioners to ensure a feedback loop between policymaking and implementation. 	
Maximize Effectiveness of State Policymaking	<ul style="list-style-type: none"> • Provide economies of scale and facilitate collaboration, without putting institutional autonomy at risk. • Consider how the state or system level can create platforms or systems that enhance the ability for programs to serve students but preserve their ability to make institutional-level decisionmaking. 	<ul style="list-style-type: none"> • Do you have a mechanism for collaboration with practitioners and understanding their perspective on dual enrollment policy? • What systems or platforms can your state create that provide economies of scale for dual enrollment practitioners and maximize the impact of your role at the state level? • How are you providing guardrails to practitioners and ensuring they understand and are aligned with your vision for dual enrollment?

Action	Recommendations	Guiding Questions
Codify Specific Dual Enrollment Governance – But Start Small	<ul style="list-style-type: none"> States need some structure to build relationships across P-20, and in dual enrollment specifically. This could start with light-touch functions like standing meetings and collaborative opportunities, followed by councils or task forces that are cross sector. As states develop deeper collaboration across systems, they can move as far towards formally unified agencies and boards as serves your state. 	<ul style="list-style-type: none"> Does my state have some kind of formal dual enrollment governance mechanism that codifies how agencies and systems interact to write and implement new policy? What would it look like to create such a function? What are good first steps we can create to get everyone involved comfortable with formal systems?
Staff Dual Enrollment Governance Functions	<ul style="list-style-type: none"> Create a formal dual enrollment governance function. Advisory boards or task forces should be backed by some administrative capacity looking at the entire P-20s system. This has a high return on investment for very few staff. 	<ul style="list-style-type: none"> Who are the staff across agencies who would be involved in doing this work? How do we ensure everyone understands this function is “their” job?
Use Structure to Build Relationships	<ul style="list-style-type: none"> Dual enrollment governance structures should be built to maximize developing effective relationships across agencies. Staff in different agencies should know each other, know how to contact each other, and be comfortable doing so in order to discuss dual enrollment policy and governance issues. 	<ul style="list-style-type: none"> How is our dual enrollment governance function being used to maximize developing effective relationships? Are we creating time and space for staff and stakeholders to get together and build the relationships that will lead to effective policymaking?



PROFILES IN PROGRESS: DIFFERENT STATE APPROACHES

A Complete Governance Approach

KENTUCKY

Kentucky policymakers have thoughtfully built a governance structure that provides multiple input points for cross-agency collaboration and engagement with stakeholders from the field.

Supported by strong policy in the form of the [Kentucky Dual Credit Scholarship](#) and guided by the state's [Dual Credit Attainment Goal and Dual Credit Policy](#), as well as a strong dual credit data system, the state's governance mechanism provides important oversight over existing policy initiatives but is also being deployed to consider policy challenges and advance solutions.

Governance for dual credit in Kentucky is split across a number of agencies. The [Council on Postsecondary Education](#) (CPE) is nominally the state's lead agency for dual credit policy. However, the [Kentucky Higher Education Assistance Authority](#) (KHEAA) is the agency that manages the Dual Credit Scholarship and, as such, has significant authority over high schools and colleges seeking to offer dual credit to students. In addition to the higher education governance functions, the [Kentucky Department of Education](#) plays a significant role, particularly around the expansion of CTE dual credit options in high schools. The [Kentucky Community and Technical College System](#) is the state's main dual credit provider and centralizes a number of dual credit policymaking and decisionmaking functions at the system level.

Managing the formal coordination across agencies is the [Dual Credit Advisory Council](#), with representatives from the previously mentioned agencies, as well as local K-12 partners and four-year institutions to provide

representation from most of the dual credit ecosystem in the state. The council meets regularly to consider dual credit policy questions and challenges, and advise on updates to the Dual Credit Policy.

But the state also has a robust set of engagement mechanisms outside the agencies that includes the ecosystem of practitioners active in dual credit as well. In addition to the Dual Credit Advisory Council, Kentucky's P-20 council, the [Commonwealth Education Continuum](#), has an Early Postsecondary Opportunities Working Group that meets to discuss issues that include dual credit. This group, also managed by CPE to ensure continuity of efforts across multiple forums, provides a space for select agency representatives and practitioners to engage and discuss relevant issues. CPE also manages a Dual Credit Community of Practice solely for practitioners to meet, collaborate, and develop recommendations for the state's dual credit agencies about advancing dual credit policies.

Through these work streams, which have many representatives but are all managed and facilitated by CPE, the state maintains thriving cross-agency, cross-sector, and policymaker to practitioner dialogues about dual credit and ways to advance student access and success.



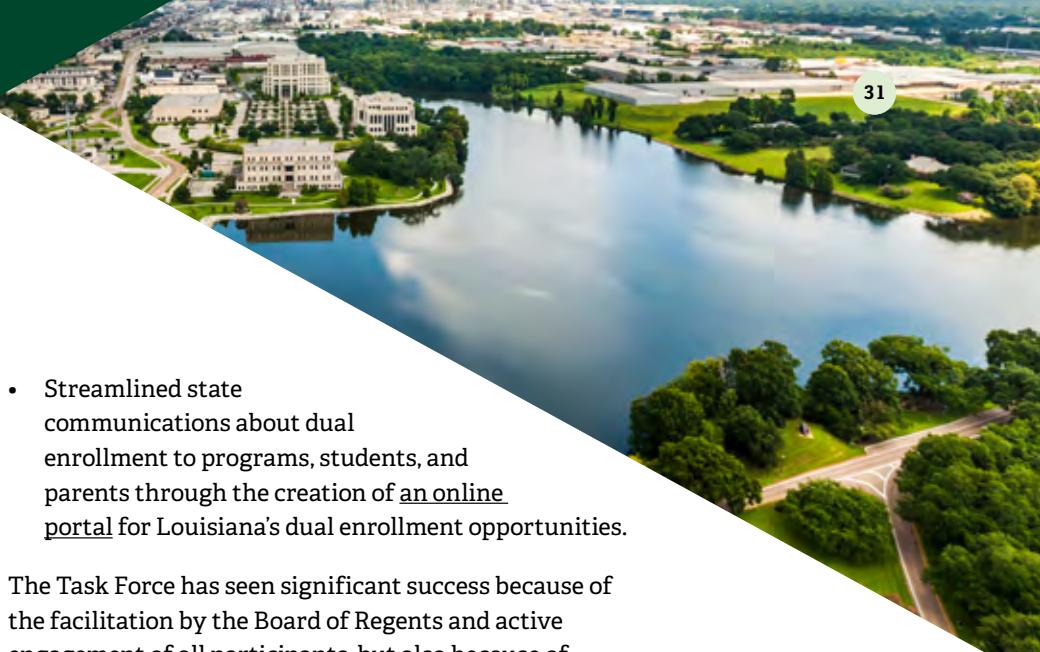
A Formal Statewide Task Force With Results

LOUISIANA

In 2019, the Louisiana legislature passed a law creating the [Louisiana Dual Enrollment Task Force](#).

The Task Force, which is managed by the [Board of Regents](#) but includes representation from the Governor's Office, [Department of Education](#), [State Board of Education](#), and relevant associations and non-profit groups, was originally designed to sunset in 2020 but has since been extended indefinitely due to demonstrated results. Meeting multiple times per year and with staff capacity from the Board of Regents to facilitate the work between meetings, the Louisiana Dual Enrollment Task Force has an impressive demonstration of policy success given Louisiana's relatively sparse dual enrollment policy and funding compared to other states. The Task Force has:

- Published an [annual report since 2020](#) providing statewide data and information on dual enrollment access and success in the state, the first time such data has been comprehensive and publicly available for all stakeholders to access.
- Led efforts to [revise the state's statewide eligibility criteria](#) for dual enrollment following the COVID-19 pandemic, developing and implementing multiple measures of eligibility for dual enrollment designed to expand access without impacting student performance.
- Secured funding to support high school teachers in [securing the graduate credits](#) necessary to be credentialed to teach dual enrollment courses in the high school.



- Streamlined state communications about dual enrollment to programs, students, and parents through the creation of [an online portal](#) for Louisiana's dual enrollment opportunities.

The Task Force has seen significant success because of the facilitation by the Board of Regents and active engagement of all participants, but also because of significant staff support from the Board of Regents and consultants who have been responsible for producing the annual report, actioning on the Task Force's recommendations, and focusing the process on productive steps and building the record of successful actions.

Structured Cross-Agency Policymaking

MASSACHUSETTS

To support the growth of the [Massachusetts Early College Initiative](#), in 2017 the [Board of Higher Education](#) and the [Board of Elementary and Secondary Education](#) adopted a [joint resolution](#) laying out a shared governance structure for launching and supporting early colleges across the state.

The [Early College Joint Committee](#) (ECJC) has met on a quarterly basis since that time, and is comprised of the Secretary of Education, and the Chair and an additional representative from each board. The Commissioner of the Department of Elementary and Secondary Education, and the Commissioner of the Department of Higher Education serve as non-voting members.

The ECJC is responsible for overseeing the Designation process of the Early College Initiative through which high school and college partnerships apply to be formally recognized as early college high schools, including periodically approving new Designations for early college programs in the state. To secure Designation, the programs must adhere to a set of [Guiding Principles and design criteria](#) approved by both Boards of Elementary and Secondary Education as well as Higher Education. The Board, as well as the Designated programs, are supported by staff at both departments and an Office of Early College was formally established in 2022.



Massachusetts has both a formal governance structure, as well as more informal arrangements and relationships for its early college programs. The Office of Early College issues grants, conducts evaluation of Designations, as well as provides technical assistance and coaching to potential applicants for Designation and current Designees needing support. In addition, the [Massachusetts Alliance for Early College](#) is a strong advocacy organization that convenes practitioners and stakeholders across the state who are engaged in early college, and interfaces with the agencies and ECJC to chart a path forward for policy in the state. All of this has been key to the significant interest and attention placed on early college in Massachusetts, including clear support from multiple Governors and the legislature, who continue to increase funding for the program.

Strong Informal Collaboration

OHIO

Ohio has a [College Credit Plus Advisory Committee](#) that was created in statute to provide a formal body for consideration of Ohio's dual enrollment policies and a place for the [Ohio Department of Higher Education \(ODHE\)](#) and [Ohio Department of Education and Workforce \(ODEW\)](#) — which itself is a relatively unusual formal governance structure merging education and workforce agencies — to interface directly with practitioners.

The Committee meets periodically to collaborate, and has undergone a number of revisions to size, composition, and membership over the years to keep the process fresh.

Ohio is notable for the purposes of this report less for the College Credit Plus Advisory Committee and more for the informal governance mechanism that has developed between ODHE and ODEW. The enabling legislation for College Credit Plus does not discuss how cross-agency collaboration between the agencies should function and it is not formalized in regulation or guidance anywhere. But for many years, senior representatives of all the relevant departments at ODHE and ODEW have been meeting as the Policy Legal Working Group once a week to discuss College Credit Plus policy and implementation issues.

This group provides an immediate and regular opportunity for the agencies to interact and collaborate, and can include discussing program or policy issues but can also provide a forum for addressing individual challenges with programs or students that require a formal agency or policy response. Though informal in the sense that this process is not enshrined by either ODHE or ODEW, these kind of informal mechanisms can be extremely effective at promoting and facilitating cross-agency collaboration on shared issues like dual enrollment in Ohio.

Conclusion

Dual enrollment has evolved from a promising innovation into a core component of the American education landscape, bridging high school and college for millions of students each year. Yet its success depends not only on strong policy but also on the systems that translate that policy into practice.

Governance — how agencies, systems, and stakeholders work together — determines whether states can deliver on the promise of equitable access, affordability, and high-quality experiences for all students.

The findings of this report underscore that governance is not a static structure but a living process that must adapt as programs expand, new partners emerge, and goals evolve.

The interviews conducted for this report reveal that every state has found its own path toward managing the “shared space” where K-12, higher education, and workforce systems overlap. Some have established formal mechanisms, such as advisory councils, dual enrollment task forces, or P-20 partnerships, while others rely on strong relationships and informal collaboration among agency leaders. Regardless of structure, the most successful states share common traits: a clear vision, dedicated staff capacity, strong interagency communication, and leadership committed to aligning policy with practice. These factors enable states to sustain progress even amid turnover, shifting priorities, and political change.

Moving forward, states should view dual enrollment governance not as a bureaucratic necessity but as a strategic lever for educational and economic advancement. Establishing clear decision rights, fostering trusted relationships across systems, and creating durable channels for practitioner input can ensure that dual enrollment continues to expand access, promote equity, and improve student outcomes. Effective governance is what transforms a set of disconnected programs into a coherent statewide system — and, ultimately, what allows dual enrollment to fulfill its full potential as a bridge to college and career success for every student.

ABOUT THE AUTHOR

This paper was written by Alex Perry at [Foresight Law + Policy](#) and the [College in High School Alliance](#), Spencer Sherman at [Ascendways](#) (and currently [Education First](#)), and Amy Williams at the [National Alliance of Concurrent Enrollment Partnerships](#) (NACEP). Spencer Sherman conducted the initial research for the paper, interviewed state agency representatives, and developed the initial framework of findings.

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APPENDICES

APPENDIX 1

Components of Dual Enrollment Governance: The Agencies and Systems

The components of a dual enrollment governance system across states usually includes some combination of the following agencies and systems:

K-12 Education

- **State Board of Education** — A number of SEAs are overseen by state boards of education, which may or may not be independently elected or appointed by the Governor. The State Board can have specific policy powers unique to it and independent from the powers of the SEA.

Examples: Texas State Board of Education, Oregon State Board of Education

- **State Education Agency (SEA)** — The state education agency, with governance authority over K-12 education.

Examples: California Department of Education, New York State Education Department

Postsecondary Education

- **Coordinating or Governing Boards** — The two or four-year systems of higher education are often overseen by some kind of board, which may be a coordinating board without specific authority over the institutions it coordinates, or a governing board with specific policy powers over the institutions it manages.

Examples: Kentucky Council on Postsecondary Education, Oregon Higher Education Coordinating Commission, Oklahoma State Regents for Higher Education

- **Postsecondary State Agency** — Many states have a state agency that oversees postsecondary education, such as the Department of Higher Education or Commission for Higher Education. In a few cases, the SEA and Postsecondary State Agency are part of one state agency with broad authority over P-20 education.

Examples: Ohio Department of Higher Education, Colorado Department of Higher Education

Higher Education System Office

- **Two-Year System** — In a number of states, the two-year institutions are governed as part of a single system, with one president (or chancellor) and some centralized functions for the system.

Examples: Virginia Community College System, Colorado Community College System

- **Four-Year System** — The same can be true of four-year institutions, but systems in this case tend to be weaker and lean more towards coordination than governance.

Examples: Universities of Wisconsin, University System of Georgia

- **Combined Two-Year and Four-Year Systems** — In several states, the two year and four year systems are combined into one system of higher education.

Examples: Montana University System, State University of New York, University of Hawaii System

Other State Entities

- **Higher Education Financial Aid Agencies** — In several states, dual enrollment state funding mechanisms are governed from separate agencies whose responsibility is for managing higher education finance.

Examples: Kentucky Higher Education Assistance Authority, Georgia Student Finance Commission

Cross-Agency Collaborative Structures

- **Dual Enrollment Councils and Task Forces** — A number of states have formal cross-agency mechanisms specific to dual enrollment policy, which may or may not be authorized in statute.

Examples: Colorado Concurrent Enrollment Advisory Board, Louisiana Dual Enrollment Task Force

- **P-20 Councils** — Several states also have active P-20 councils, which provide a structured space for cross-sector collaboration on education issues that straddle different parts of the education system like dual enrollment does between K-12 and higher education.

Examples: Minnesota P-20 Education Partnership, Kentucky Commonwealth Education Continuum

- **Other Cross-Agency Education Collaboration Structures** — There are also examples of states that have statutory mechanisms for encouraging collaboration between state agencies around education that are not P-20 councils but serve similar functions.

Examples: Washington Student Achievement Council, Michigan Department of Lifelong Education, Advancement & Potential

Components of Dual Enrollment Governance: Practitioners, Intermediaries, and External Partners

In addition to state agencies and systems, dual enrollment governance systems often include non-state partners who play some role in influencing or implementing the policies and procedures developed through the governance process. This can include:

Practitioners

- **School Districts & Regional Service Entities (K-12)** — With most in-person dual enrollment taking place in high schools, school districts have an important role to play as implementing entities for dual enrollment. In addition, states with regional service entities (like Education Service Centers/Districts or Boards of Cooperative Education Services) find those entities can have a role in coordinating dual enrollment opportunities for students across multiple districts or high schools, particularly in rural areas.
- **Public Two Year Institutions of Higher Education** — In states without a system governing the community colleges, individual colleges play a role in collaborating or communicating with state agencies who are undertaking dual enrollment governance.

- **Public Four Year Institutions of Higher Education** — Many public four year institutions of higher education operate outside of systems, and while currently a much smaller participant in dual enrollment than public two year institutions of higher education, interest in dual enrollment from four year institutions is growing.

- **Private Four Year Institutions of Higher Education** — Private four year institutions of higher education are one of the smallest providers of dual enrollment currently, but can play a significant role in certain states and locales in offering dual enrollment.

- **Dual Enrollment Communities of Practice & NACEP Affiliated Chapters** — A number of states have formal dual enrollment communities of practice, many of which are NACEP Affiliated Chapters and provide practitioners a space where they can come together and discuss policy, as well as frequently interact with policymakers.

- **Practitioner Associations** — A number of practitioner associations, e.g. school counselors associations, superintendents association, chief academic officer associations, provide a space for rolealike conversations about dual enrollment issues, and frequently provide opportunities to interact with policymakers.

Intermediaries

- **Pathways Intermediaries** — A number of states, regions, and cities have active intermediary organizations who focus on supporting educational entities like high schools and colleges with implementing pathways initiatives like dual enrollment.

External Partners

- **Business & Industry** — Particularly in CTE dual enrollment programs or structured P-TECH dual enrollment programs, business and industry partners may play a role in implementation, and may also have a role in advising the state's dual enrollment governance entities.
- **Advocacy Groups** — A number of states have advocacy groups who are either explicitly working to advance dual enrollment policy or have the advancement of dual enrollment policy as part of their advocacy agenda.

APPENDIX 2

50 State Comparison on Dual Enrollment Governance

The components of a dual enrollment governance system across states usually includes some combination of the following agencies and systems:

State	Agencies and Systems Sharing Dual Enrollment Governance	Structure of Dual Enrollment Collaboration	Practitioner and External Partner Collaboration
Alabama	<ul style="list-style-type: none"> Alabama Community College System Alabama State Department of Education Alabama Commission for Higher Education 	Informal. The Alabama Community College System leads dual enrollment policymaking, with informal collaboration with the Alabama State Department of Education. The Alabama Commission for Higher Education ensures higher education institutions align with state goals and maintains state data.	
Alaska	<ul style="list-style-type: none"> University of Alaska System State Department of Education and Early Development Alaska Commission for Postsecondary Education 	Informal. The University of Alaska System and State Department of Education and Early Development collaborate through informal meetings as needed. The Alaska Commission for Postsecondary Education oversees dual enrollment for non-University of Alaska institutions.	
American Samoa	<ul style="list-style-type: none"> American Samoa Department of Education American Samoa Community College 	Formal. A Memorandum of Understanding governs the relationship between the American Samoa Department of Education and American Samoa Community College, and is supplemented by regular informal meetings between both entities.	
Arizona	<ul style="list-style-type: none"> Arizona Department of Education Arizona State Board of Education Arizona Board of Regents AZ Transfer Office of Economic Opportunity 	Informal. The relevant entities collaborate on an as needed basis through informal meetings and calls.	The Dual Enrollment Coalition provides a forum for collaboration between agencies and stakeholders.
Arkansas	<ul style="list-style-type: none"> Arkansas Department of Education Division of Elementary and Secondary Education Division of Higher Education 	Informal. The Division of Higher Education takes the lead on concurrent enrollment and collaborates with the Division of Elementary and Secondary Education as needed, but each division has its own policies related to concurrent enrollment.	Arkansas has a NACEP chapter, the Arkansas Alliance of Concurrent Enrollment Partnerships that allows a forum for policymakers to interface with practitioners.

State	Agencies and Systems Sharing Dual Enrollment Governance	Structure of Dual Enrollment Collaboration	Practitioner and External Partner Collaboration
California	<ul style="list-style-type: none"> • California Department of Education • California State Board of Education • California Community Colleges Chancellor's Office 	<p>Informal. The agencies collaborate on an as needed basis.</p>	<p>California has a NACEP chapter, the California Alliance of Dual Enrollment Partnerships. There are also frequent informal collaboration meetings with external partners such as the Career Ladders Project, Ed Trust West, and more.</p>
Colorado	<ul style="list-style-type: none"> • Colorado Department of Higher Education • Colorado Department of Education • Colorado Community College System 	<p>Formal. Colorado has a Concurrent Enrollment Advisory Board that creates a formal structure for cross-agency collaboration, though it has limited authority. The work of the Board is supplemented by informal meetings between relevant entities, including monthly meetings between Colorado Department of Higher Education and Colorado Department of Education leadership.</p>	<p>The Concurrent Enrollment Advisory Board includes representatives from practitioners and stakeholders. Colorado also has a NACEP affiliated chapter, the Colorado Alliance of Concurrent Enrollment Partnerships</p>
Connecticut	<ul style="list-style-type: none"> • Connecticut State Department of Education • Connecticut State Colleges & Universities • University of Connecticut • Office of Higher Education 	<p>Informal. Collaboration between agencies is largely informal on an as needed basis, but can also occur in the more formal Postsecondary Success Work Group that includes representatives of K-12 and higher education.</p>	
Delaware	<ul style="list-style-type: none"> • Delaware Department of Education 	<p>Formal. Delaware has a unified state agency that promotes formal collaboration between divisions. Delaware also started a Dual Enrollment Task Force to include stakeholder perspectives from K-12 and higher education.</p>	<p>The Dual Enrollment Task Force creates a formal mechanism for K-12 and higher education representatives to provide input to the agency.</p>
Florida	<ul style="list-style-type: none"> • Florida Department of Education • Florida College System • State University System of Florida • Commission for Independent Education 	<p>Informal. Relevant agencies collaborate on an as needed basis on dual enrollment governance.</p>	<p>Florida has a NACEP chapter, the Florida Alliance of Dual Enrollment Partnerships, that provides a collaborative mechanism to engage with practitioners and stakeholders.</p>
Georgia	<ul style="list-style-type: none"> • Technical College System of Georgia • Georgia Department of Education • Board of Regents • Georgia Student Finance Commission 	<p>Informal. Representatives from the agencies meet frequently as a working group, but it has never been formalized. The group, which also includes the Georgia Independent College Association, addresses larger policy issues, but also specific course issues where necessary.</p>	

State	Agencies and Systems Sharing Dual Enrollment Governance	Structure of Dual Enrollment Collaboration	Practitioner and External Partner Collaboration
Hawaii	<ul style="list-style-type: none"> • Hawaii State Department of Education • University of Hawaii System 	<p>Formal. The Hawaii State Department of Education and University of Hawaii System operate under a joint memorandum of understanding, and staff meet weekly, work on joint reports, and conduct joint professional development.</p>	
Idaho	<ul style="list-style-type: none"> • Idaho State Board of Education • Idaho Department of Education 	<p>Formal. The agencies' roles in Idaho's dual credit system are enshrined in statute, and the agencies meet regularly to work through issues and advance their priorities.</p>	
Illinois	<ul style="list-style-type: none"> • Illinois Community College Board • Illinois State Board of Education • Illinois Board of Higher Education 	<p>Formal. New legislation in 2025 establishes the Dual Credit Committee with representation from each of the primary agencies. The work of the Committee supplements existing monthly calls between staff at the three agencies.</p>	<p>The Dual Credit Committee will include stakeholders and practitioners. Illinois also has a NACEP affiliated chapter, the Illinois Alliance of Concurrent Enrollment Partnerships.</p>
Indiana	<ul style="list-style-type: none"> • Indiana Commission for Higher Education • Indiana Department of Education • Ivy Tech Community College 	<p>Informal. Agencies collaborate on an as-needed basis, though dual credit is a factor in formal structured conversations like the Statewide Transfer and Articulation Committee, and weekly cabinet-level meetings to advance Indiana's workforce readiness agenda.</p>	<p>Indiana has a NACEP affiliated chapter, the Indiana Alliance of Concurrent Enrollment Partnerships.</p>
Iowa	<ul style="list-style-type: none"> • Iowa Department of Education • Iowa Board of Regents 	<p>Formal. Iowa has a unified state agency for K-14 education, and so the governance functions for most of the state's joint enrollment is under the Iowa Department of Education.</p>	<p>The Senior Year Plus Group and Postsecondary Audit Committees provide opportunities to engage with other stakeholders. NACEP also has an affiliate chapter in Iowa, the Iowa Alliance of Concurrent Enrollment Partnerships.</p>
Kansas	<ul style="list-style-type: none"> • Kansas State Department of Education • Kansas Board of Education • Kansas Board of Regents 	<p>Formal. Staff from the relevant agencies meet as required, as well as with stakeholders as part of the Dual Credit Steering Committee.</p>	<p>The Dual Credit Steering Committee provides a space for agency personnel and representatives of secondary and postsecondary to meet. Kansas is also working on establishing a NACEP affiliated chapter.</p>

State	Agencies and Systems Sharing Dual Enrollment Governance	Structure of Dual Enrollment Collaboration	Practitioner and External Partner Collaboration
Kentucky	<ul style="list-style-type: none"> • Kentucky Council on Postsecondary Education • Kentucky Department of Education • Kentucky Higher Education Assistance Authority • Kentucky Community and Technical College System 	<p>Formal. Kentucky has a Dual Credit Advisory Council that includes representatives of each of the agencies to do joint planning and decision making for dual credit policy in the state. The state also has a P-20, the Commonwealth Education Continuum, that has a working group on Early Postsecondary Opportunities.</p>	<p>Kentucky Council on Postsecondary Education manages a Dual Credit Community of Practice that is led by practitioners in dual credit from K-12 and higher education across the state.</p>
Louisiana	<ul style="list-style-type: none"> • Louisiana Board of Regents • Louisiana Department of Education 	<p>Formal. Louisiana has a Dual Enrollment Task Force that was created through legislation with representation from each of the major agencies and stakeholders to jointly advance dual enrollment priorities in the state.</p>	
Maine	<ul style="list-style-type: none"> • Maine Department of Education • Maine Community College System • University of Maine System 	<p>Formal. The Maine Department of Education, Maine Community College System, and University of Maine System signed an MOU in 2025 to govern the state's dual enrollment program and formalize collaboration between the key stakeholders.</p>	<p>Staff across institutions collaborate together as part of the state's required data reporting for dual enrollment. NACEP has an affiliate chapter for the New England region that includes Maine, the New England Alliance of Concurrent Enrollment Partnerships.</p>
Maryland	<ul style="list-style-type: none"> • Maryland Higher Education Commission (MHEC) • Accountability and Implementation Board (AIB) • Maryland Department of Education (MSDE) • University System of Maryland 	<p>Formal. In 2025, Maryland created a Dual Enrollment Workgroup with an Executive Committee co-led by MSDE, MHEC, and AIB, with subcommittees focused on programs of study, MOUs/Access/Quality, and credit transfer. The Workgroup also includes practitioner representation from the University System of Maryland, Maryland Association of Community Colleges, and Public School Superintendents Association of Maryland.</p>	<p>The Dual Enrollment Workgroup engages with practitioners, including through its subcommittees, to connect them to policymaker and agency discussions. NACEP also has an affiliate chapter in Maryland, the Maryland Dual Enrollment Alliance.</p>
Massachusetts	<ul style="list-style-type: none"> • Department of Elementary and Secondary Education • Massachusetts Department of Higher Education 	<p>Formal. Massachusetts's early college program is managed by the Early College Joint Committee of the State Board of Education, which includes representation from both agencies and makes formal early college policy..</p>	<p>The Massachusetts Alliance for Early College Partnerships serves as a technical assistance, advocacy, and convening organization for the field. In addition, NACEP has an affiliate chapter for the New England region that includes Massachusetts, the New England Alliance of Concurrent Enrollment Partnerships.</p>

State	Agencies and Systems Sharing Dual Enrollment Governance	Structure of Dual Enrollment Collaboration	Practitioner and External Partner Collaboration
Michigan	<ul style="list-style-type: none"> • Michigan Department of Education • Michigan Lifelong Education, Advancement and Potential (MiLEAP) 	<p>Informal. Relevant agencies and staff work together informally as needed to advance dual enrollment and early/middle college policies.</p>	<p>Michigan has a NACEP affiliate chapter, the Michigan Concurrent Enrollment Partnerships, and the Michigan Early Middle College Association supports the state's early/middle colleges.</p>
Minnesota	<ul style="list-style-type: none"> • Minnesota Department of Education • Minnesota Office of Higher Education • Minnesota State Colleges & Universities • University of Minnesota System 	<p>Formal. Minnesota has a formal, statutory structure for collaboration on education policy through the P-20 Education Partnership, which has a Dual Credit Committee that includes all the relevant agencies and systems as well as private colleges. Informal collaborations also happen cross-agency as needed.</p>	<p>Minnesota has a NACEP affiliated chapter, Minnesota Concurrent Enrollment Partnerships (MNCEP).</p>
Mississippi	<ul style="list-style-type: none"> • Mississippi Institutions of Higher Learning 	<p>Formal. Most dual enrollment policymaking is conducted through regular formal meetings of the Chief Academic Officers.</p>	
Missouri	<ul style="list-style-type: none"> • Missouri Department of Higher Education and Workforce Development • Coordinating Board for Higher Education (CBHE) • Missouri State Board of Education • Missouri Department of Elementary and Secondary Education 	<p>Informal. Staff from the relevant boards and agencies collaborate on an as-needed basis on dual enrollment issues.</p>	
Montana	<ul style="list-style-type: none"> • Office of Commissioner of Higher Education (OCHE) for the Montana University System • Montana Board of Regents • Montana Office of Public Instruction • Montana Board of Public Education 	<p>Informal. Staff from the relevant agencies collaborate on dual enrollment on an as needed basis.</p>	<p>OCHE coordinates a monthly call with dual enrollment coordinators across the state on the higher education side.</p>
Nebraska	<ul style="list-style-type: none"> • Nebraska's Coordinating Commission for Postsecondary Education • Nebraska State Board of Education • Nebraska Department of Education • State College Board of Trustees • University of Nebraska Board of Regents 	<p>Informal. Staff at Nebraska's Coordinating Commission for Postsecondary Education and Nebraska Department of Education communicate on an as-needed basis. Nebraska recently re-started its P-20 Council, which may take on dual enrollment as an issue.</p>	

State	Agencies and Systems Sharing Dual Enrollment Governance	Structure of Dual Enrollment Collaboration	Practitioner and External Partner Collaboration
Nevada	<ul style="list-style-type: none"> • Nevada System of Higher Education • Nevada Department of Education 	<p>Informal. Nevada had a Task Force between the Department of Education and Nevada System of Higher Education to collaborate on dual enrollment funding issues, but that task force's work was brought to an end. Collaboration between agencies has been largely informal since then.</p>	
New Hampshire	<ul style="list-style-type: none"> • Community College System of New Hampshire • New Hampshire Department of Education 	<p>Informal. The state agencies and systems play little role in dual enrollment governance; it is almost entirely handled at the program level.</p>	<p>NACEP has an affiliate chapter for the New England region that includes New Hampshire, the New England Alliance of Concurrent Enrollment Partnerships.</p>
New Jersey	<ul style="list-style-type: none"> • New Jersey Department of Education • Office of the Secretary of Higher Education 	<p>Informal. Staff between agencies collaborate on dual enrollment on as needed basis. New Jersey previously had a Dual Enrollment Study Commission that produced a legislatively required report. The Commission sunset upon the report's submission.</p>	<p>An informal meeting of dual enrollment coordinators on a weekly or bi-weekly basis includes representatives from New Jersey Department of Education and the Office of the Secretary of Higher Education.</p>
New Mexico	<ul style="list-style-type: none"> • New Mexico Higher Education Department • New Mexico Public Education Department 	<p>Formal. New Mexico has a Dual Credit Council that comprises attendance from both agencies and practitioners, with a rotating chairperson between the Higher and Public Education Departments. In addition, there are monthly informal council meetings facilitated by PED and HED staff that permit practitioners the opportunity to address and resolve problems in dual enrollment practice.</p>	<p>New Mexico has a NACEP affiliate chapter, the New Mexico Dual Credit Partnerships.</p>
New York	<ul style="list-style-type: none"> • New York State Education Department • State University of New York • City University of New York 	<p>Informal. Staff from relevant agencies and offices collaborate around dual enrollment on an as needed basis.</p>	
North Carolina	<ul style="list-style-type: none"> • North Carolina Department of Public Instruction • North Carolina Community College System • University of North Carolina 	<p>Formal. For the state's early colleges, a formal Joint Advisory Committee of the relevant agencies and independent colleges has oversight. For College & Career Promise, a leadership team of staff meets every month.</p>	

State	Agencies and Systems Sharing Dual Enrollment Governance	Structure of Dual Enrollment Collaboration	Practitioner and External Partner Collaboration
North Dakota	<ul style="list-style-type: none"> • North Dakota Department of Public Instruction • State Board of Education • North Dakota University System • Bank of North Dakota 	<p>Informal. Staff from relevant agencies meet on dual enrollment issues on an as needed basis.</p>	
Ohio	<ul style="list-style-type: none"> • Ohio Department of Higher Education • Ohio Department of Education & Workforce 	<p>Formal. The state has a College Credit Plus Advisory Committee that meets to provide input to agency staff. Staff from both agencies meet weekly to discuss dual enrollment issues.</p>	<p>Ohio has a NACEP affiliate chapter, the Ohio Alliance of Dual Enrollment Partnerships.</p>
Oklahoma	<ul style="list-style-type: none"> • Oklahoma State Regents for Higher Education • Oklahoma State Department of Education • Oklahoma Department of Career and Technical Education 	<p>Informal. Staff from the relevant agencies meet to collaborate on dual enrollment issues on an as needed basis. The state previously had a time limited Concurrent Enrollment Task Force that sunset after submitting a report to the legislature.</p>	<p>Oklahoma has a NACEP affiliate chapter, the Oklahoma Alliance of Dual Credit Partnerships.</p>
Oregon	<ul style="list-style-type: none"> • Oregon Higher Education Coordinating Commission • Oregon Department of Education 	<p>Formal. Oregon has an Oversight Committee that implements the state's dual enrollment program approval process. Staff at the relevant agencies also meet on an as needed basis.</p>	<p>The Oregon Dual Credit Coordinators are a group of partnership practitioners who work closely with state staff as a statewide peer support network.</p>
Pennsylvania	<ul style="list-style-type: none"> • Pennsylvania Department of Education • Pennsylvania State System of Higher Education 	<p>Informal. Staff from relevant agencies and offices collaborate around dual enrollment on an as needed basis.</p>	
Puerto Rico	<ul style="list-style-type: none"> • Department of Education • University of Puerto Rico 	<p>Informal. Staff from relevant agencies collaborate around dual enrollment on an as needed basis.</p>	
Rhode Island	<ul style="list-style-type: none"> • Board of Education • Rhode Island Department of Education • Office of the Postsecondary Commissioner 	<p>Formal. Staff from relevant agencies meet through the PrepareRI Initiative, which includes a cross agency structure, action plan, and regular meetings.</p>	
South Carolina	<ul style="list-style-type: none"> • South Carolina Technical College System • State Board of Technical and Comprehensive Education • University of South Carolina System • Commission on Higher Education • South Carolina Department of Education • State Board of Education 	<p>Informal. Staff from relevant agencies meet to discuss dual enrollment issues on an as needed basis.</p>	<p>South Carolina has a NACEP affiliate chapter, the South Carolina Alliance of Dual Enrollment Partnerships.</p>

State	Agencies and Systems Sharing Dual Enrollment Governance	Structure of Dual Enrollment Collaboration	Practitioner and External Partner Collaboration
South Dakota	<ul style="list-style-type: none"> • South Dakota Department of Education • South Dakota Board of Regents • South Dakota Board of Technical Education 	<p>Formal. The state's governance and data is determined by a Joint Powers Agreement of the relevant agencies. Staff meet regularly to collaborate on dual enrollment issues.</p>	
Tennessee	<ul style="list-style-type: none"> • Tennessee Higher Education Commission • Tennessee Department of Education • Tennessee State Board of Education • Tennessee Board of Regents • University of Tennessee System 	<p>Formal. The Tennessee Consortium for Cooperative Innovative Education is an advisory body for early postsecondary opportunities. The agencies also meet together regularly to collaborate on dual enrollment issues, including an Early Postsecondary Opportunities team shared between the Department of Education and Board of Regents.</p>	<p>Tennessee has a NACEP affiliate chapter, the Tennessee Alliance of Dual Credit Partnerships.</p>
Texas	<ul style="list-style-type: none"> • Texas Education Agency • Texas Higher Education Coordinating Board (THECB) • Tri-Agency Workforce Initiative 	<p>Formal. The Tri-Agency Workforce Initiative involves regular meetings of staff from TEA, THECB and the Texas Workforce Commission to discuss a number of issues, including dual enrollment. Staff also collaborate directly regularly on dual enrollment issues.</p>	<p>Texas has a NACEP affiliate chapter, the Texas Dual Credit Alliance.</p>
Utah	<ul style="list-style-type: none"> • Utah State Board of Education (USBE) • Utah Systems of Higher Education (USHE) 	<p>Formal. State law requires the USBE and USHE to collaborate on a concurrent enrollment course approval process that ensures credit is transferable to all eligible higher education institutions and that the learning outcomes for a concurrent enrollment course align with the core standards for Utah public schools adopted by the USBE.</p>	<p>Utah has a NACEP affiliate chapter, the Utah Alliance of Dual Credit Partnerships. USHE hosts monthly meetings with concurrent enrollment directors from the eligible higher education institutions to discuss system wide processes. USBE holds quarterly meetings with LEA Early College Coordinators to share information from the directors meetings and to reciprocate data sharing for system wide improvements.</p>
Vermont	<ul style="list-style-type: none"> • Agency of Education 	<p>Informal. The Vermont Agency of Education regularly convenes an Early College Equity Group to promote and increase equitable opportunities for its students.</p>	<p>The Early College Equity Group includes representation from key stakeholders and systems. The Vermont Agency of Education also convenes a Community of Practice quarterly to identify challenges to equitable opportunities in Early College.</p>

State	Agencies and Systems Sharing Dual Enrollment Governance	Structure of Dual Enrollment Collaboration	Practitioner and External Partner Collaboration
Virginia	<ul style="list-style-type: none"> • Virginia Community College System • Virginia Department of Education • State Council for Higher Education in Virginia 	<p>Informal. Staff from relevant agencies collaborate on dual enrollment issues on an as needed basis.</p>	
Washington	<ul style="list-style-type: none"> • Office of the Superintendent of Public Instruction • Washington Student Achievement Council • State Board of Technical Colleges • Education Research and Data Center 	<p>Informal. Work on dual enrollment is largely conducted through informal meetings between agency staff and other key stakeholders like the Council of Presidents representing four-year institutions. A Washington Council for High School-College Relations also provides some advisory role related to dual enrollment.</p>	
Washington, DC	<ul style="list-style-type: none"> • Office of the Deputy Mayor of Education • Office of the State Superintendent of Education (OSSE) • DC Public Schools • University of the District of Columbia 	<p>Informal. The agencies collaborate on an as needed basis on the functioning of the OSSE-run Dual Enrollment Consortium that facilitates dual enrollment access for students.</p>	OSSE organizes community of practice meetings with representatives from K-12 and higher education.
West Virginia	<ul style="list-style-type: none"> • West Virginia Higher Education Policy Commission • West Virginia Department of Education 	<p>Informal. Staff from relevant agencies collaborate on dual enrollment issues on an as needed basis, including providing guidance through the state's LevelUp dual enrollment pilot.</p>	The West Virginia Higher Education Policy Commission and Department of Education conduct monthly meetings with stakeholders participating in the LevelUp dual enrollment pilot.
Wisconsin	<ul style="list-style-type: none"> • Wisconsin Department of Public Instruction • Wisconsin Technical College System • Universities of Wisconsin 	<p>Informal. Staff from relevant agencies collaborate on dual enrollment issues on an as needed basis.</p>	The Wisconsin Technical College System manages coordination with practitioners. The Universities of Wisconsin has a Dual Enrollment Task Force. The Wisconsin Association of Independent Colleges and Universities also plays a role in coordinating its members.
Wyoming	<ul style="list-style-type: none"> • Wyoming Department of Education • Wyoming Community College Commission • University of Wyoming 	<p>Informal. Staff from the relevant agencies collaborate on dual enrollment issues on an as needed basis.</p>	The Community College Commission holds quarterly meetings with postsecondary dual enrollment coordinators. Wyoming Concurrent Enrollment Partnerships is a community of practice for college representatives around dual enrollment.

APPENDIX 3

Interview Protocol

Background

The National Alliance of Concurrent Enrollment (NACEP), in cooperation with the College in High School Alliance, is putting together a 50-state scan about how different states collaborate between their K-12 and postsecondary systems to run their College in High School Programs. Ascendways is conducting research for the report by conducting 60-minute interviews with the state officials that manage these programs.

College in High School Programs (also known as dual enrollment, concurrent enrollment, dual credit, early college high school, and Pathways to Technology Early College High School P-TECH, among others) 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. (Source)

Questions
1. Can you briefly summarize how the system for college classes in high school works in your state?
2. What role does the state government play in the college classes in high school system? <ul style="list-style-type: none"> a. Is there state funding? <ul style="list-style-type: none"> • How is that funding distributed (formula, competitive, etc.)? • Can you walk me through the process of determining funding amounts and approving it? Which government entities are involved and what roles do they play? Is this process a formal requirement, or an informal process that evolved? b. Is there any additional state-level approval or review process, such as for compliance, accountability, etc.? <ul style="list-style-type: none"> • Can you walk me through the process of determining funding amounts and approving it? Which government entities are involved and what roles do they play? Is this process a formal requirement, or an informal process that evolved? c. Is governance in college in high school shared between multiple agencies, or focused on just one agency? <ul style="list-style-type: none"> • If the governance is shared between more than one agency or system, how do the two agencies/systems cooperate? Is there a formal cooperation mechanism, or is it informal? What does that look like?
3. Are there any other formal structures or requirements for collaboration between the K-12 and postsecondary systems? How do the governance agencies interact with stakeholders and practitioners in the state?
4. Are there any other informal structures for collaboration? How do the governance agencies interact with stakeholders and practitioners in the state?
5. What do you think are the strengths and weaknesses of your governance system that other states could learn from?
6. Are there ways that you think you could improve your collaboration? Are you starting to do that?
7. Is there anyone else I should talk to about this? Are there any useful websites or documents that help explain any of this?

