

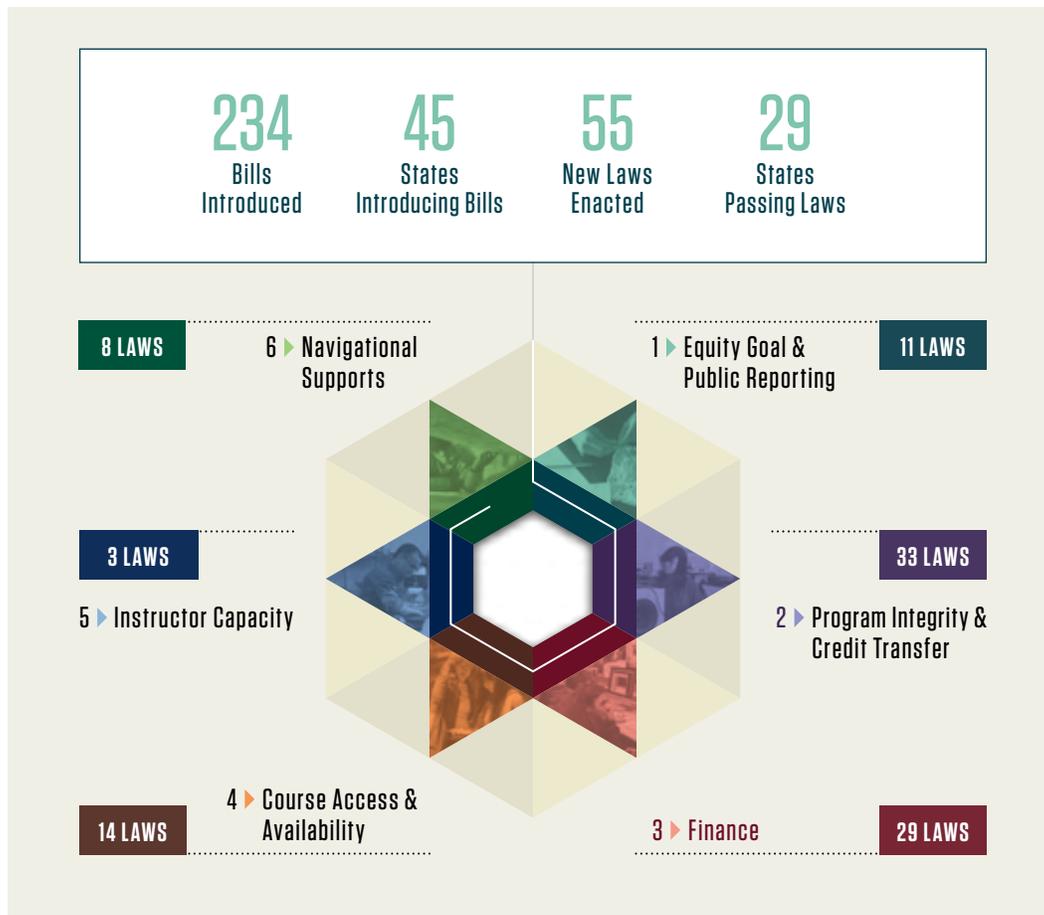


# STATE LEGISLATIVE TRACKER

## 2025 Year in Review

Policies impacting college in high school programs such as dual enrollment, concurrent enrollment, and early college high school continued to be significant across the country in 2025, with an increase in enacted laws from 2024. **In total, 234 bills were introduced in 45 states** related to college in high school programs, a relatively stable level of legislative interest from 2023 but across 6 more states. In total, **55 new laws were created in 29 states, an increase from 39 new laws in 2024.**

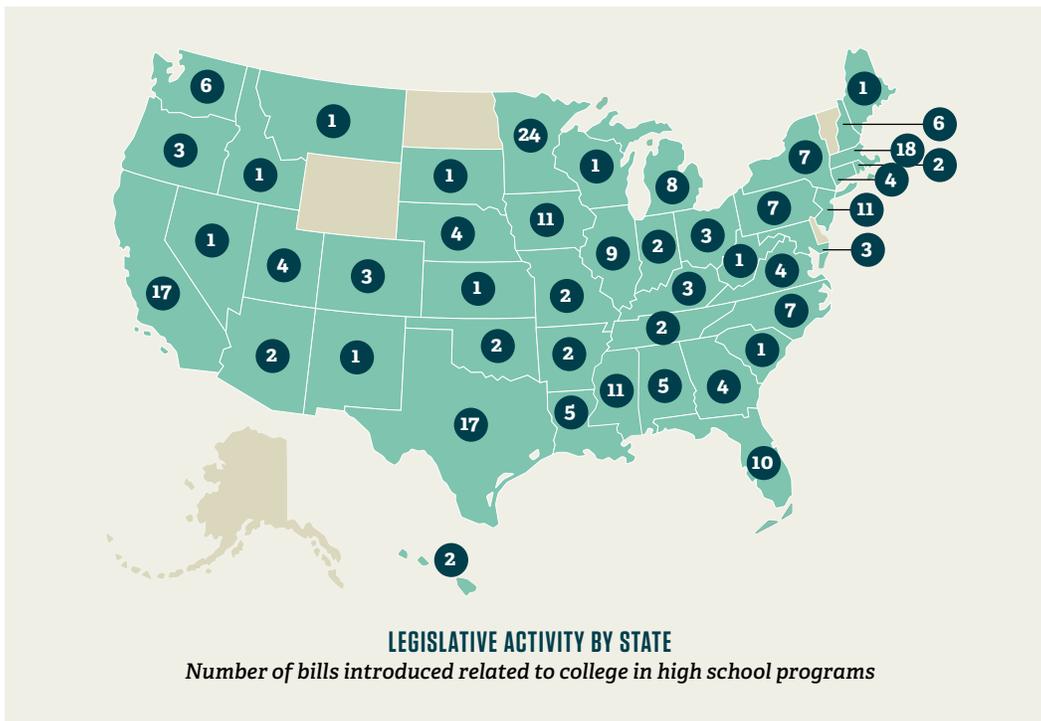
Using the College in High School Alliance’s framework for state policy explained in [Unlocking Potential: A State Policy Roadmap for Equity and Quality in College in High School Programs](#), breaking down the enacted laws by the six categories of the framework shows that the biggest areas of activity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



## NOTABLE NEW LAWS

### Arkansas HB1512/SB246

This law overhauls Arkansas's concurrent enrollment financing by replacing the Concurrent Challenge Scholarship with the ACCESS to Acceleration Scholarship, setting per-credit scholarships for eligible students, establishing uniform statewide tuition rules for concurrent credit, shifting instructor qualification requirements to align with IHE/accreditor standards, and ensuring students and families are not responsible for tuition, fees, or materials for participating courses.



### Connecticut HB6445

This law strengthens statewide dual enrollment quality and consistency by requiring parent notifications (grades 8–11), directing the state to develop a model secondary–postsecondary agreement, mandating NACEP accreditation for concurrent enrollment courses on a defined timeline, and requiring detailed student-level reporting by colleges.

### Illinois HB2967

This law creates a standing Dual Credit Committee to meet regularly and guide updates to dual credit policy tools like the model partnership agreement. It also establishes a formal appeals process when a college denies/withdraws approval of a dual credit instructor (or related course documentation), with defined timelines and a final, binding decision by the ICCB board.

### Kentucky HB193

This law makes dual credit more broadly accessible and more clearly priced by expanding eligibility beyond just juniors and seniors, defining the dual credit tuition ceiling as one-third

of the per-credit tuition (rounded down), and setting scholarship limits for CTE and general education dual credit coursework.

### **New York S3006**

This law requires New York to adopt a statewide dual enrollment definition and participation/data-reporting guidelines, and it obligates participating schools to submit partnership agreements with their higher education partners—creating a more standardized statewide policy and accountability framework. The state budget also authorized \$9.1 million for a College in High School Opportunity Fund to pay \$90 per credit hour for college credit completions by low income students.

## **OTHER TRENDS**

2025 was a challenging year for education policy given tightening state budgets and significant uncertainty around education policy and funding at the state level. But despite that, the amount of dual enrollment legislation considered in 2025 and the number of new laws jumped in 2025 from 2024 closer to levels seen during 2023 and 2022. This included New York becoming the 50th state to adopt a statewide policy for dual enrollment, and a number of states exploring policy innovations around dual enrollment and making tweaks to their funding mechanism.

In looking across the most notable dual enrollment laws passed in 2025, the clear trend is one of working to resolve tension points between high schools and colleges—Illinois' new law creating an appeals process for dual credit faculty credentialing decisions is an example—and states beginning to leverage the power of the purse to incentivize dual enrollment programs to offer certain courses or target certain student populations. New York's new College in High School Opportunity Fund targets expansion of low income student participation in dual enrollment, while the tweaks made to the Kentucky Dual Credit Scholarship gives the state's Council on Postsecondary Education the ability to restrict the courses the scholarship will pay for to the most transferable courses.

Given that state budgets are likely to remain tight in 2026, we expect many of these discussions to intensify this year and into 2027 as states move through their annual or biannual budget cycles. With some policy in place in all 50 states, the focus of states moving forward is on making policy changes that move the dual enrollment ecosystem towards the state's dual enrollment objectives.

Summaries of each of the new laws impacting college in high school programs are included in the appendix. For summaries and more information about all of the bills introduced in 2025, visit the College in High School Alliance's [State Legislative and Regulatory Tracker](#). The database will continue tracking all new bills and regulatory actions in 2026.

## APPENDIX

### 2025 State Laws Impacting College in High School Programs

#### SIGNED BILLS

##### **Alabama HB102**

*Course Access & Availability; Program Integrity & Credit Transfer*

Existing law provides that dual enrollment programs offered by local community colleges are only available to eligible high school students who are enrolled in partnering K–12 local education agencies. This bill would require courses offered by local community colleges and approved for dual credit by the Department of Education to be available to eligible high school students through all local education agencies. This bill also provides for the requirements for students to enroll in dual enrollment courses.

##### **Alabama SB112**

*Equity Goal & Public Reporting; Finance; Program Integrity & Credit Transfer*

This appropriations bill provides funding to be expended at the direction of the Chancellor of the Alabama Community College System to continue, expand, and develop a dual enrollment scholarship program for academic and career-technical education programs. Funds are also provided to AGSC/ STARS to provide Alabama college students with simplified, seamless, and streamlined transfer processes by providing students with accurate transfer information. This bill requires the Commission to work to ensure that dual enrollment courses apply towards a degree where applicable. The bill also specifies that colleges and universities which receive Education Trust Fund appropriations are not allowed to set per-credit-hour tuition rates for dual enrollment or early college courses below the per-credit-hour tuition rate of the Alabama Community College System institutions. The Alabama Commission on Higher Education is required to publish each college and university's dual enrollment tuition rates annually on their website and provide guidance to ensure compliance with this.

##### **Alabama SB113**

*Finance*

Out of funds appropriated to the State Board of Education–Local Boards of Education, this bill provides \$1,100,000 to be used for the CREATE Technology and Innovation Center to include providing dual enrollment scholarships through Gadsden State Community College.

##### **Alabama SB196**

*Course Access & Availability; Finance; Navigational Supports; Program Integrity & Credit Transfer*

Existing law allows high school students to dual enroll in college courses in certain circumstances. This bill would create the Move on When Ready Act and establishes a program allowing eligible 11th and 12th grade students admitted unconditionally to an eligible 2-year public institution of higher education to take a full schedule of courses and receive high school credit for the postsecondary coursework. Note that the bill provides that students are to be considered students of the institution where they are enrolled and are prohibited from taking courses at their high school or participate in any school activities, including extra-curricular activities. This bill creates a Move on When Ready fund to pay for the courses taken pursuant to the program. Two-year institutions that are participating in the program would be prohibited from charging students for the postsecondary coursework. This bill requires local boards of education to provide counseling services to students and parents before a student may enroll.

**Arkansas HB1512 (companion bill to SB246)**

*Finance; Instructor Capacity; Program Integrity & Credit Transfer*

This bill amends existing law relating to concurrent enrollment. The bill repeals the Arkansas Concurrent Challenge Scholarship program, which provided scholarships for students enrolled in endorsed concurrent enrollment courses or certificate programs. The bill then creates the ACCESS to Acceleration Scholarship Program which provides scholarships to eligible students (in grades 10–12 at public high schools) who are enrolled in a concurrent credit course, where the student is eligible to enroll in that course under statute. Scholarship funds may not be used for courses at vocational centers that are reimbursable under statute, nor are students eligible for schools for concurrent credit courses that are funded under other areas of the law. Students may receive \$65 per concurrent credit course hour in which the student is enrolled, for a maximum of 15 concurrent credit course hours per semester. The bill amends existing law relating to teacher skills and training and specifies that an instructor of an accelerated learning or concurrent credit course must meet the requirements of the institution of higher education that is offering the course or accreditation organization authorized under the law (existing law required the educator to have no less than a master’s degree that includes at least 18 hours of completed coursework in the subject area of the endorsed concurrent enrollment course). Existing law required students to be admitted to institutions of higher education as nondegree or noncertificate seeking students to be eligible to enroll in a concurrent enrollment course—amendments would eliminate the requirement that the student be admitted as a nondegree or noncertificate student—the student need only be admitted by the institution of higher education. Amendments specify, beginning with the 2025–2026 school year and each following year, the tuition rate for a concurrent credit course. Further, the tuition must apply uniformly to all participating eligible state-supported institutions of higher education located in the state. The amendments provide that students and parents are not responsible for tuition, fees, or materials for participating in a concurrent credit course.

**Arkansas SB246 (companion bill to HB1512)**

*Finance; Instructor Capacity; Program Integrity & Credit Transfer*

This bill amends existing law relating to concurrent enrollment. The bill repeals the Arkansas Concurrent Challenge Scholarship program, which provided scholarships for students enrolled in endorsed concurrent enrollment courses or certificate programs. The bill then creates the ACCESS to Acceleration Scholarship Program which provides scholarships to eligible students (in grades 10–12 at public high schools) who are enrolled in a concurrent credit course, where the student is eligible to enroll in that course under statute. Scholarship funds may not be used for courses at vocational centers that are reimbursable under statute, nor are students eligible for schools for concurrent credit courses that are funded under other areas of the law. Students may receive \$65 per concurrent credit course hour in which the student is enrolled, for a maximum of 15 concurrent credit course hours per semester. The bill amends existing law relating to teacher skills and training and specifies that an instructor of an accelerated learning or concurrent credit course must meet the requirements of the institution of higher education that is offering the course or accreditation organization authorized under the law (existing law required the educator to have no less than a master’s degree that includes at least 18 hours of completed coursework in the subject area of the endorsed concurrent enrollment course). Existing law required students to be admitted to institutions of higher education as nondegree or noncertificate seeking students to be eligible to enroll in a concurrent enrollment course—amendments would eliminate the requirement that the student be admitted as a nondegree or noncertificate student—the student need only be admitted by the institution of higher education. Amendments specify, beginning with the 2025–2026 school year and each following year, the tuition rate for a concurrent credit course. Further, the tuition must apply uniformly to all participating eligible state-supported institutions of higher education located in the state. The amendments provide that students and parents are not responsible for tuition, fees, or materials for participating in a concurrent credit course.

**California AB121***Finance*

This appropriations bill provides, for the 2025–2026 fiscal year, \$1,696,718,000 to the Department of Education to establish the Student Support and Professional Development Discretionary Block Grant, to be used for various purposes, including expanding career pathways and dual enrollment efforts, consistent with the Master Plan for Career Education.

**California AB1098***Equity Goal & Public Reporting*

This bill establishes the California Education Interagency Council, within the Government Operations Agency. The Council is required to submit a report to the legislature and the Governor on certain outcomes and recommendations regarding intersegmental, cross-sector, and interagency initiatives and programs, including dual enrollment.

**California SB101***Finance*

This appropriations bill would provide \$35,000,000 to support the Rising Scholars Network. This includes funds for community colleges to implement model programming to serve juvenile justice-impacted students. The bill provides that community colleges may implement model program components on a phased timeline, utilizing both Dual Enrollment and Guided Pathways frameworks. Funds are also provided for the Middle College High School Program.

**California SB638***Course Access & Availability; Equity Goal & Public Reporting; Finance; Program Integrity & Credit Transfer*

This bill amends existing law relating to the California Career Technical Education Incentive Grant Program. Applicants for this competitive grant program must meet certain minimum eligibility standards, including requiring programs to integrate academic and career technical education and that offer the opportunity for participants to prepare for postsecondary enrollment and to earn postsecondary credits through several ways, including formal agreement with a postsecondary partner to provide dual enrollment opportunities; providing for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements allowing for dual enrollment opportunities; and collaborating with labor and business entities for purposes of placement of students in dual enrollment opportunities, and others. This bill would require reports to the Superintendent of Education, which would include the number of students earning dual credit through career technical education courses and career pathways.

**Colorado SB25-315***Course Access & Availability; Program Integrity & Credit Transfer*

This bill repeals the ASCENT program after the 2025–2026 budget year, providing that local education providers may not designate a qualified student as an ASCENT program participant for the 2026–27 state fiscal year or any state fiscal year after that. Note the ASCENT program is the Accelerating Students through Concurrent Enrollment program that allows 5th year high school students to participate in concurrent enrollment during their year after 12th grade, earning college credit at no tuition cost.

**Connecticut HB6445***Equity Goal & Public Reporting; Navigational Supports; Program Integrity & Credit Transfer*

This bill requires the Department of Education to notify parents of public school students in grades 8–11 about opportunities to pursue a challenging curriculum and the availability of courses that grant

postsecondary credit. Further, the Commissioner of Education would be required to, in partnership with constituent units of the state system of higher education and independent institutions of higher education, develop a model agreement between secondary schools and postsecondary institutions to provide dual enrollment and concurrent enrollment courses. The bill requires that, no later than July 1, 2028, each institution of higher education that offers a concurrent enrollment course must obtain accreditation for the course from the National Alliance of Concurrent Enrollment Partnerships, unless the Department approves an extension of time for the accreditation in writing. Each new concurrent enrollment course established by an institution of higher education must obtain accreditation as well, not later than 3 years after establishing the course. The bill requires each institution of higher education that offers a dual enrollment or concurrent enrollment course to report to the Department of Education for each high school student who enrolled in a dual enrollment course certain information, including the grades and credits earned by the student and other information.

**Florida HB1105**

*Course Access & Availability; Program Integrity & Credit Transfer*

This bill amends existing law relating to dual enrollment programs. Career dual enrollment must be provided as a curricular option for secondary students to earn industry certifications under existing law—this bill would require the agreement between career centers and high schools to include a way to determine how students will be notified of transportation in situations where students are unable to provide their own transportation. Further the agreement must address scheduling changes that will increase access and student participation. This bill would make the same amendments relating to scheduling changes in comprehensive dual enrollment articulation agreement between districts and public postsecondary institutions.

**Florida SB2500**

*Finance*

This appropriations bill provides funds for the Seacoast Collegiate High School Dual Enrollment & Workforce Center Expansion. Funds are also provided for the Dual Enrollment Scholarship Program which provides funds to public postsecondary institutions and independent colleges or universities, not-for-profit, and accredited, in providing dual enrollment pursuant to statute.

**Florida SB2510**

*Finance*

This bill amends existing law relating to calculation of full-time equivalent membership with respect to dual enrollment instruction.

**Georgia HB192**

*Equity Goal & Public Reporting; Program Integrity & Credit Transfer*

This bill amends existing law relating to Dual Enrollment—existing law provides for guidance and program information and materials to be provided to 8th grade students as they are developing their graduation plan, as required in statute. This bill replaces “graduation plan” with “college and career plan.” Further amendments to existing law relate to the Dual Enrollment program and students who are eligible for HOPE grants – existing law provides that students participating in the Dual Enrollment program who are eligible for the HOPE grant are able to access HOPE grant funds for eligible CTAE courses. Existing law requires annual reports to be produced—this would add the President of the Senate to the list of individuals who receive interim reports on this program. Further, the final report would now be due on December 1, 2028 (rather than December 1, 2027). The code section will be automatically repealed on June 30, 2028 (rather than 2027 in existing law).

**Georgia HB217**

*Course Access & Availability; Finance; Program Integrity & Credit Transfer*

This bill amends existing law relating to the Dual Achievement Program—this bill would extend the program for an additional 5 years and provides for updated eligibility requirements for the program, as well as Quality Basic Education (QBE) funding and accountability assessments. For each eligible student enrolled in the program on or after July 1, 2026, the State Board of Education must pay to the state board an amount not less than a proportional share of QBE formula earnings, QBE grants, and federal funds earned by the resident school system for each eligible student. The Dual Achievement Program allows eligible students who have withdrawn from high school to enroll in a unit of the technical college system to participate in an academic and technical education and training program which, upon successful completion, allows the student to earn a high school diploma while also earning a technical college associate degree, a technical college diploma, or technical college certificates of credit in specific career pathways.

**Idaho H175**

*Course Access & Availability; Finance; Navigational Supports; Program Integrity & Credit Transfer*

This bill amends existing law relating to advanced opportunities. Amendments provide that community colleges may directly enroll a homeschool student for dual enrollment courses—direct enrollments must be coordinated with the state board of education. For non-public school students, amendments provide that the State Department of Education must reimburse community colleges for any out-of-district county tuition, which must not exceed \$50 per credit hour and only for dual credit courses. Further amendments provide that non-public school students who earn 15 postsecondary credits using the advanced opportunities program and who wish to earn additional credits must now first identify postsecondary goals. Advisors must then counsel any student who wishes to take dual credit courses that the student should ascertain whether the particular postsecondary institution that the student desires to attend will accept the transfer of coursework credits.

**Illinois HB2967**

*Program Integrity & Credit Transfer*

This bill amends the Dual Credit Quality Act—this bill amends “institution” to “postsecondary institution” throughout several sections of the law. The purpose of the law is expanded to make clear that the law seeks to enhance community “and collaboration” which leads to the establishment of strong local partnerships that seek to expand opportunities for students; as well as to provide meaningful educational opportunities that support student success and ensure dual credit is used as a strategic tool for closing opportunity gaps by increasing postsecondary completion. This bill further amends the law to provide that school districts and community college districts must designate a liaison and begin negotiations to reach a partnership agreement to offer dual credit coursework no later than 60 days after the initial request of the school district. In addition to other amendments, the bill provides that prior to offering dual credit coursework with any postsecondary institution other than a community college, a school district must first negotiate with the designated liaison of the school district’s local community college district to seek a partnership agreement with the community college district. After mutually agreeing that the partnership with the community college district is not feasible, the school district may then enter into a partnership agreement with an alternative postsecondary institution.

**Illinois SB2510**

*Finance*

This appropriations bill provides \$3,175,000 from the General Revenue Fund to the Illinois Community College Board for grants and administrative costs associated with dual credit grants.

**Iowa SF647***Finance*

This bill provides funding to community colleges for the concurrent enrollment of accredited nonpublic school students. The bill also provides funding for support costs associated with the creation of a program to provide additional moneys for resident high school students enrolled in grades 9–12 to attend a community college for college-level classes or attend a class taught by a community college-employed instructor during the summer and outside of the regular school year through a contractual agreement between a community college and school district under the future ready Iowa initiative.

**Kentucky HB193***Equity Goal & Public Reporting; Finance; Program Integrity & Credit Transfer*

This bill amends existing law relating to dual credit laws—this bill would add to the definition for “dual credit tuition rate ceiling” that the rate ceiling means 1/3 of the per credit hour tuition amount, rounded down to the nearest whole dollar. Existing law provides that “eligible high school student” is defined to mean a student who is enrolled in a Kentucky high school as a senior or junior—this bill would delete “as a senior or junior.” This bill provides that eligible students may now receive a dual credit scholarship for a maximum of two career and technical education dual credit courses per academic year and two general education dual credit courses over the junior and senior year, in addition to other amendments to the law relating to dual credit.

**Louisiana HB71***Program Integrity & Credit Transfer*

This bill revises the membership of the Dual Enrollment Task Force.

**Louisiana HB161***Program Integrity & Credit Transfer*

This bill requires the identification of programs in which an eligible student may enroll to receive a TOPS-Tech or TOPS-Tech Early Start Award. To be eligible, students must meet certain conditions, which may include meeting the eligibility requirements for technical dual enrollment courses as determined by the Board of Regents.

**Louisiana SB207***Course Access & Availability; Navigational Supports; Program Integrity & Credit Transfer*

This bill requires all public high schools to provide students the opportunity to enroll in vocational and technical education courses. Schools that do not offer these courses may enter into agreements to partner with other public schools or with one or more public postsecondary two-year institutions of higher education in the state to provide these courses for students. Further, the bill requires all public high schools to advise students of the availability of the TOPS Tech Early Start Award and provide information on the eligibility criteria—this award provides up to \$600 per academic year for any eligible 11th or 12th grade student attending a Louisiana public high school who wishes to concurrently enroll for up to 6 credit hours per semester.

**Massachusetts H4240***Course Access & Availability; Equity Goal & Public Reporting; Finance*

This bill provides that the executive office of education, in consultation with the department of elementary and secondary education and the department of higher education, to submit a report to the House and Senate Committees on Ways and Means and Joint Committee on Education on the implementation and expansion of the high quality college and career pathways initiative, including

early college, innovation pathways, and dual enrollment programs. The bill also appropriates funds for the department of higher education to support the dual enrollment program and funds for a discretionary grant program to provide funds to school districts and public institutions of higher education partnering together to offer inclusive concurrent enrollment programs for school age children with disabilities.

**Michigan SB166**

*Equity Goal & Public Reporting; Finance*

This appropriations bill provides funds for 2025–2026 for CTE early middle college and CTE dual enrollment programs and for planning grants for the development or expansion of CTE early middle college programs. The bill also allocates funds for 2025–2026 for grants to intermediate districts or consortia in order to plan for new or expanded early middle college programs. This also includes reporting requirements for both CTE early middle college and CTE dual enrollment program and student data and information.

**Minnesota (Special Session) HF5**

*Finance*

This appropriations bill from the first special session provides funding for the concurrent enrollment teacher training program, expanded concurrent enrollment grants, and concurrent enrollment aid.

**Minnesota (Special Session) SF1**

*Navigational Supports*

Existing law provides for planning and preparing for postsecondary opportunities for students beginning in 7th grade. Existing law requires the office to gather and share information about dual credit acceptance policies of each Minnesota public and private college and university. This bill deletes this requirement in the law.

**Minnesota (Special Session) SF17**

*Finance*

This appropriations bill provides funding for the Duluth Promise at Duluth Public Schools—funds must be used for specific purposes, one of which includes establishing clear pathways with early college credit, credit for prior learning, college in the schools, early work experiences, and earn-and-learn opportunities.

**Missouri HB3**

*Finance*

This appropriations bill provides funds to the Department of Higher Education and Workforce Development for providing reimbursements to eligible underserved students and for providing reimbursement of dual enrollment or outstanding dual credit costs of eligible students participating in coursework under the law.

**Montana HB252**

*Finance; Program Integrity & Credit Transfer*

This bill amends existing law related to incentives for creation of advanced opportunity programs. Existing law provides that permissible expenditures include dual credit tuition at any institution under authority of the board of regents. Amendments specify that the present law base calculated for K–12 local assistance must include advanced opportunity aid in an amount estimated to be sufficient to provide advanced opportunity aid to all districts of the state based on prior demand. Any shortfalls must be addressed in the same manner as funding of deficiencies in BASE aid and under the law.

**Nebraska LB261***Finance*

This appropriations bill provides \$8,062,234 General Funds for FY2025–26 for state aid for dual enrollment and \$8,062,234 for FY2026–27 for state aid for dual enrollment. These funds are to be distributed to community college areas in direct proportion to the most recent available three-year average full-time-equivalent enrollment in dual credit courses delivered by the respective community college areas based upon dual enrollment credit hour enrollment data reported to the Coordinating Commission for Postsecondary Education. This section of the bill specifies it is the intent of the Legislature that amounts distributed to each community college area in proportion to enrollment in dual credit courses be applied to support discounting of tuition assessed for enrollment in such courses.

**New Hampshire HB90***Instructor Capacity*

This bill defines “part-time teacher”—the definition specifies that part-time teachers are not required to hold a state board credential provided the individual meets certain requirements, one of which is that the person has expertise or significant professional experience to teach a subject-area offered by the school or district or an approved college dual or concurrent enrollment course in the high school that has the same quality and rigor as the courses offered on-campus at the sponsoring college or university.

**New Hampshire HB193***Course Access & Availability; Finance*

This bill amends existing law relating to dual and concurrent enrollment programs—students currently are provided funding for enrollment in no more than 4 dual or concurrent enrollment courses taken in grade 10, no more than 4 in grade 11, and no more than 4 in grade 12. This bill would further specify that each course must not exceed 4 credits. If the student takes any more than 4 courses per year, or participates in courses exceeding 4 credits, the student will be required to pay for the course(s).

**New Hampshire HB494***Course Access & Availability*

This bill amends existing law relating to the math learning communities program. The bill specifies that the Department must encourage every public high school in the state to consider placement in the program’s courses for students who may benefit. A student who has demonstrated mastery of Algebra 2 concepts must be considered for dual-enrollment, college-level mathematics courses.

**New York S3003***Finance; Navigational Supports; Program Integrity & Credit Transfer*

This appropriations bill provides funds for the College in High School Opportunity fund. This includes funding for the continuation of existing pathways in technology early college high school, smart scholars early college high school, and smart transfer early college high school grants; funds for grants in support of pathways in technology early college high school programs; funds for grants in support of smart scholars early college high school programs and/or smart transfer early college high school programs; and funds to support college in high school programs, provided the program provides students the opportunity to earn at least 12 transferable college credits, offer courses in subject areas consistent with guidelines created by the Commissioner of Education, provide students with high-quality counseling and academic support and provide outreach to underserved students, enroll students reflecting the population of students served in the school district, and file a current partnership agreement entered into by the participating school districts, institutions of higher education, and all other participating entities.

**New York S3006**

*Equity Goal & Public Reporting; Program Integrity & Credit Transfer*

This bill requires the Commissioner to adopt a statewide policy outlining the definition of dual enrollment programs in the state and guidelines for participation and data reporting. Data must be submitted annually regarding participation in and outcomes of dual enrollment programs. Further, all schools participating must submit a partnership agreement with the institution(s) of higher education with which they are partnered.

**North Carolina H378**

*Program Integrity & Credit Transfer*

This bill creates Leon's Law (Dual Enrollment Info Parents)—this bill would require each community college, to the extent it is allowed under FERPA, to make educational records of minor students automatically available to the parents, guardians, or others, if certain requirements are met. Minor students would be required to complete a form, prior to registration in any course at the community college, acknowledging that the parents, guardians, or others has access to the educational records of the student.

**Oregon SB784**

*Course Access & Availability; Program Integrity & Credit Transfer*

This bill adds certain subjects in the state's dual credit programs—this includes programs in agriculture, forestry, and natural resources. The bill specifies that career and technical student organizations, including organizations related to agriculture and natural resources, will work together to determine the quality of programs approved by the organizations to ensure the alignment of the content, objectives, and outcomes of individual courses in the programs.

**Pennsylvania SB160**

*Finance*

This appropriations bill provides funding for dual enrollment.

**South Dakota HB1040**

*Finance*

This bill would reduce the state's contribution to a subsidized high school dual credit program. Existing law provides that students must pay 33.3% of the total high school dual credit tuition rate and the school district may pay any portion of the student's share. This would amend this law and provide that the student must pay an amount equal to 50% of the total high school dual credit tuition rate.

**Texas HB2**

*Finance; Program Integrity & Credit Transfer*

This bill provides funding for public schools. This bill would add a section to existing law to make clear that school districts may use funding to which the district is entitled for several purposes, including to educate a student who has graduated from high school but is enrolled in the district in a program through which the student may earn dual credit, including the Pathways in Technology Early College High School (P-TECH) program under the law. Further, existing law relating to the Financial Aid for Swift Transfer (FAST) Program is amended to clarify students who are eligible to enroll at no cost in a dual credit course under the program.

**Texas HB120**

*Finance; Program Integrity & Credit Transfer*

This bill establishes various provisions on career and technical education and amends existing law relating to the school funding. This bill would add a section to existing law to make clear that school districts may use funding to which the district is entitled for several purposes, including to educate a student who has graduated from high school but is enrolled in the district in a program through which the student may earn dual credit, including the Pathways in Technology Early College High School (P-TECH) program under the law. Further, existing law relating to the Financial Aid for Swift Transfer (FAST) Program is amended to clarify students who are eligible to enroll at no cost in a dual credit course under the program.

**Texas HB1211**

*Program Integrity & Credit Transfer*

Existing law provides for certain exemptions for students from the payment of tuition and fees, including tuition and fees charged by an institution of higher education for a dual credit course or other course for which a high school student may earn joint high school and college credit, specifically for students under the conservatorship of the Department of Family and Protective Services. Existing law allows this exemption where a student enrolls in an institution of higher education as an undergraduate student or in a dual credit course or other course for which a high school student may earn joint high school and college credit no later than the student's 25th birthday. This bill would amend this timeline to the student's 27th birthday.

**Texas HB1868**

*Equity Goal & Public Reporting; Program Integrity & Credit Transfer*

This bill requires the coordinating board to conduct a study to assess the feasibility and the fiscal and policy implications, including the fiscal impact to the state, of decreasing the number of semester credit hours or the equivalent for a sequence of dual credit or dual enrollment courses for purposes of performance tier funding to 9 semester credit hours or the equivalent. The bill outlines the specific topics that must be considered in the study and requires the coordinating board to submit a report to the legislature, including the results of the study and any recommendations for legislative or other action, including recommendations for actions to support an expanded workforce of dual credit or dual enrollment instructors.

**Texas HB3041**

*Program Integrity & Credit Transfer*

This bill provides that, in admitting or enrolling high school students in a dual credit course, an institution of higher education must apply the same criteria and conditions to each student wishing to enroll in the course without regard to whether the student attends a public school or private or parochial school, including a home school.

**Texas SB1786**

*Program Integrity & Credit Transfer*

This bill amends existing law relating to dual credit courses—this bill amends existing law and replaces “high school” with “grade level from 9 through 12”; provides that eligible students include those who were educationally disadvantaged at any time during the school year in which the student enrolls in the dual credit course. Existing law provides that school districts or charter schools may make a determination whether students meet the criteria to enroll at no cost in a dual credit course (by showing the student was educationally disadvantaged) by using the district's or school's records, the agency's records, or any other method. Amendments require the agency to make available to districts and charter schools any available and relevant data for making that determination.

**Texas SB1191***Program Integrity & Credit Transfer*

This bill amends existing law and would require (rather than permit) the Commissioner to develop a standard method of computing a student's high school grade point average that provides for additional weight to be given for certain courses including OnRamps dual enrollment courses. An amendment would require the method to provide for an equal amount of additional weight to be given to an advanced placement course, an international baccalaureate course, an OnRamps dual enrollment course, and a dual credit course not included in the Workforce Education Course Manual or its successor adopted by the Texas Higher Education Coordinating Board; and the amount of additional weight to be given to a dual credit course described above to be different from the amount of additional weight to be given to a dual credit course included in the Workforce Education Course Manual or its successor adopted by the Texas Higher Education Coordinating Board.

**Utah HB260***Program Integrity & Credit*

This bill amends existing law relating to pathways development—the bill provides that, under the direction of the Office of the Commissioner of Higher Education, regional pathway coordinators must collaborate with regional secondary and postsecondary professionals in concurrent enrollment, among other requirements.

**Utah SB35***Course Access & Availability; Program Integrity & Credit Transfer*

This bill amends law relating to small school student access to courses—this bill provides that the Board must establish a prioritized funding distribution system that evaluates and ranks schools based on certain factors, including the school's demonstrated inability to provide courses, including concurrent enrollment due to insufficient student enrollment, geographic isolation, limited staff capacity to teach courses, or financial constraints.

**Utah SB102***Program Integrity & Credit Transfer*

This bill requires certain programs to be reviewed by the Education Interim Committee every five years—this includes the Concurrent Enrollment Program and the Concurrent Enrollment funding program.

**Virginia HB1892***Navigational Supports*

The bill requires the Board to develop and make available to each local school board a model parental notice of students with disabilities' rights and obligations relating to dual enrollment courses. This bill requires, during the annual IEP planning process prior to any year in which a child with a disability who is enrolled at a public high school is entering the 11th and 12th grade, the IEP team to provide to the parent of such student written notice of the student's rights and obligations relating to dual enrollment courses.

**Washington HB1273***Course Access & Availability; Equity Goal & Public Reporting; Navigational Supports;  
Program Integrity & Credit Transfer*

This bill creates a regional pilot program in order to increase career and technical education dual credit participation and credential attainment in professional technical programs. The bill lists certain expenses that the grant funding may be used for, including developing a comprehensive catalog of dual credit courses and programs, aligning dual credit programs with postsecondary credential pathways

and apprenticeships leading to in-demand career fields, supporting staff in outreach to prospective students, partnering with institutions to develop articulation agreements, among others. Finally, this bill requires a joint report by the office of the superintendent of public instruction, the state board for community and technical colleges, and the association of educational service districts regarding implementation of the pilot program and recommendations for additional improvements to state dual credit policies.

**Wisconsin SB45**

*Finance*

This appropriations bill provides funding for the early college credit program as well as funding for dual enrollment credential grants.