



Promoting Effective Transitions Between High School and College

Who Are We?

The College in High School Alliance (CHSA), founded in September 2016, is a coalition of leading national organizations committed to policies that support high-quality dual enrollment, concurrent enrollment, and early college high schools. CHSA believes that greater support for these models at the federal, state, and local levels will significantly improve the secondary and postsecondary outcomes of students, particularly those from low-income and middle-class backgrounds.

CHSA welcomes the participation of any organization supportive of these issues. There are two levels of membership, and the option to stay in touch:

- *Steering Committee* – The Steering Committee is composed of organizations with an interest in setting the agenda for the coalition and regularly engaging in direct advocacy. Admission requires a financial contribution and approval by existing steering committee members. Current steering committee members include Jobs for the Future, Bard College, KnowledgeWorks, National Alliance of Concurrent Enrollment Partnerships, and the Middle College National Consortium.
- *Associate Membership* – This membership tier is open to all organizations supportive of dual enrollment and early college policies and programs. Associate members of CHSA are listed on the membership roster, and will receive:
 - Regular updates on the organization’s work, progress in advancing its policy platform, and relevant policy developments on the federal and state levels; and
 - Regular opportunities to participate in support of policy and advocacy work, including sign on letters, briefings, and lobby days.
 - CHSA associate membership is free.
- *Keep Informed* – Any organization wishing to receive regular updates but not appear on the membership roster can be added to our electronic mailing list.

Our Goals

- Develop and advance a shared federal policy platform regarding dual enrollment, concurrent enrollment, and early college high schools for the new Administration and the 115th Congress.
- Help states establish the policy environments to develop, strengthen, and expand dual enrollment, concurrent enrollment, and early college high school programs.
- Raise awareness of dual enrollment, concurrent enrollment, and early college high school models and their impact on student achievement.
- Marshal existing resources and cultivate new champions with diverse perspectives to support the growth of these programs.

For additional information, to join, or to keep in touch, please contact Alex Perry at alex@majoritygroup.com or (202) 431-7221

What Are Dual Enrollment, Concurrent Enrollment, and Early College High Schools?

Dual or concurrent enrollment programs are partnerships between local educational agencies (LEAs) and Institutions of Higher Education (IHEs) that allow high school students to enroll in college courses and earn transferable college credit, setting them on an accelerated path to postsecondary success. Key characteristics of high quality dual and concurrent enrollment programs are:

1. Collaboration by high school and college faculty within the same discipline on curriculum and assessment alignment;
2. Efficient resource sharing between the K12 and postsecondary systems; and
3. Sustainable professional development to raise the rigor of the high school experience.

Schools with an early college design allow students to simultaneously complete a regular high school diploma and complete college courses as part of an organized course of study leading to a degree or credential. Key characteristics of these successful schools include:

1. An integrated, organized, transferable college course of study leading to a college degree or credential provided at no cost to students;
2. A comprehensive system of supports that proactively develops students' academic skills and the behaviors necessary for high school and college completion; and
3. A commitment to serving students from low-income families and backgrounds underrepresented in higher education.

Measurable Impact

Rigorous research has shown that dual and concurrent enrollment and early college high schools are effective strategies for increasing students' college access and success. Examples include:

- American Institutes of Research (2013), *Early College, Early Success: Early College High School Initiative Impact Study*: This randomized control trial study found that early college students were significantly more likely to graduate high school, enroll in college, and earn their college degree than comparison students.
- ACT Research and Policy (2014), *Dual-Credit/Dual-Enrollment Coursework and Long-Term College Success in Texas*: Texas students participating in dual enrollment/dual credit in high school were more likely to complete a bachelor's degree in a more timely manner than those students who had not participated.
- Jobs for the Future (2014), *Early College High Schools Get Results*: According to the data, early college students had a 93 percent high school graduation rate (compared to a national average of 78 percent), and earned an average of 36 college credits. Nearly one quarter of students earned a degree alongside their high school diploma.
- Jill D. Crouse & Jeff Allen, Community College Journal of Research and Practice (2013): *College Course Grades for Dual Enrollment Students*: The study, which looked at a large, multi-year sample of Iowa high school students, found that dual enrollment students consistently outperformed traditional students in community college courses, and dual enrollment had a positive impact on GPA for students enrolled in four-year institutions.