



What is the Current Federal Role in Dual and Concurrent Enrollment?

NACEP Washington Policy Seminar

April 23, 2019

www.CollegeinHighSchool.org

ESSA and College in High School Programs

Unpacking ESSA: Report Cards & Accountability (Title I)

1

A required
component of local
school and state
report cards

2

Listed as a possible
indicator in state
accountability
systems

Unpacking ESSA: Title I Programs

Allowable Uses of Funds

1

Targeted
Assistance
Programs

2

Schoolwide
Programs
Schools with >40%
poverty

3

Direct Student
Services
Schools in Need of
Improvement

Unpacking ESSA: Professional Development (Title II)



Dual and concurrent enrollment is an allowable use of funds for:

- Local formula grants
- State formula grants



And specifically listed as a:

- Program of National Significance

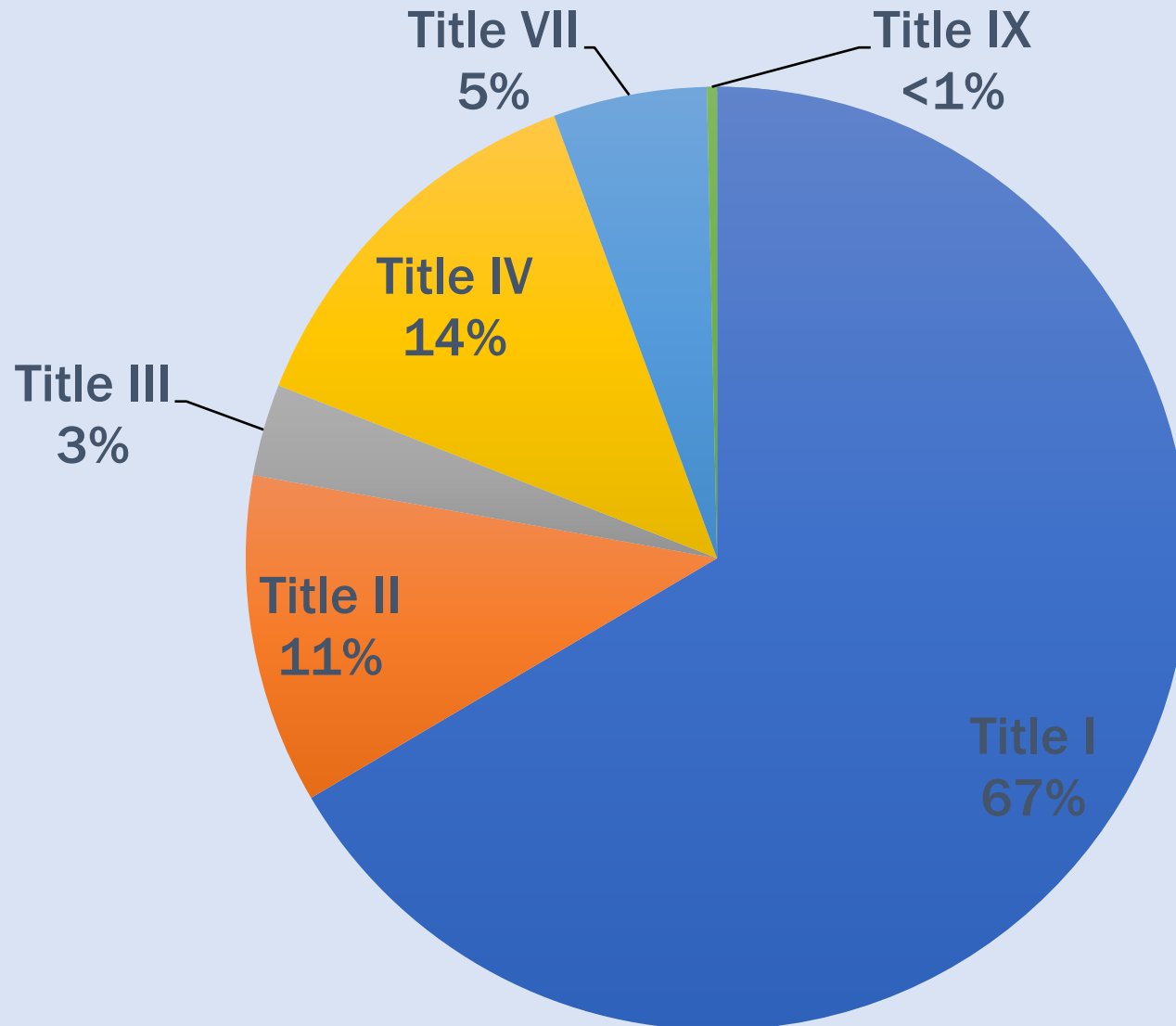
Language Instruction for English Learners (Title III)

Allowable use of Local Education Agency grants: “Offering early college high school or dual or concurrent enrollment programs or courses to help English learners achieve success in postsecondary education.”

Student Support & Academic Enrichment Grants (Title IV)

- Consolidated Block Grants for:
- Well-rounded educational opportunities
 - Safe and healthy students
 - Effective use of technology

AUTHORIZATION LEVELS (FY18)



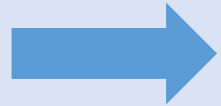
ESSA Funding Status



Title I - \$100 million in increased funding this year, after \$150 million increase last year.



Title II – Level funded at \$2.1 billion for the third straight year, following proposals by Trump Administration and House Republicans to defund.



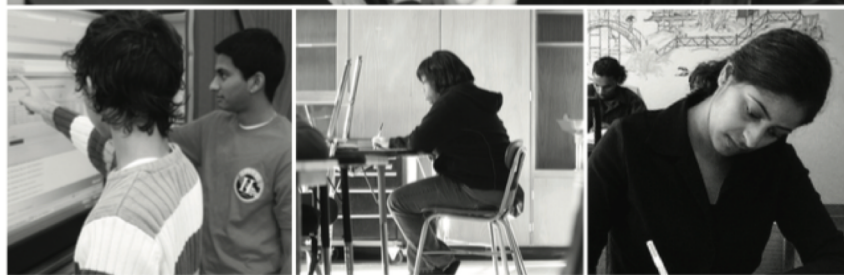
Title IV Part A – A \$70 million increase to \$1.17 billion, which will allow a meaningful grant to school districts for the second consecutive year.

Development of ESSA State Plans

CHSA State ESSA Support

- ➡ Released guidance on ESSA opportunities “How to Scale College in High School”
- ➡ Conducted outreach to states including webinar and submission of formal comments on ESSA draft plans.
- ➡ Helped CHSA members strengthen advocacy efforts and distribution of CHSA materials.

HOW TO SCALE COLLEGE IN HIGH SCHOOL



**A State Policy Guide for Implementing
Dual Enrollment and Early College Designs
Under the Every Student Succeeds Act**

February 2017

“How to Scale College in High School” Guide Contents

1. Core Principles of Dual Enrollment Programs and Early College Designs
2. Incorporating Dual Enrollment and Early College Designs into ESSA State Plans
3. New ESSA Funding Opportunities to Develop Dual Enrollment and Early College Designs
4. State Policy Best Practices
5. Profiles of Dual Enrollment and Early College Designs

Tips for Including Dual Enrollment & Early College High Schools in State Accountability Systems

1. Focus on **completion**, not just course access.
2. Ensure college coursework is **weighted meaningfully** in the accountability system, with a **meaningful denominator** (such as the ninth-grade cohort).
3. Increase points awarded for **greater numbers of college credit accumulated**, including completion of a degree or credential.
4. Allow a **range of models** for advanced coursework (e.g., dual enrollment, early college, AP/IB).
5. **Disaggregate** advanced coursework models and **weight them equally**.
6. Use **consistent definitions** of early college and dual and concurrent enrollment programs.
7. Build system and financial capacity to ensure widespread **student access and success** in quality college courses.

Trends in ESSA State Plans



ESSA: State-by-State Analysis

Strategies for Incorporating College
in High School Programs into the
Every Student Succeeds Act

September 2018

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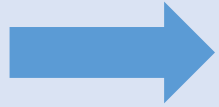
ESSA Implementation



47 STATES: 47 states and the District of Columbia include college in high school programs in their ESSA state plans.



37 STATES: 37 states include college in high school programs in their state accountability systems.



36 STATES: 36 states and the District of Columbia include college in high school programs in elements of their state plan beyond accountability.

Accountability Highlights

The majority of states are incorporating dual enrollment into a new college and career readiness indicator (CCRI) for high school students.



Emphasis on completion instead of access but varied approaches to completion.

- Examples – AZ expects a C or higher, DE expects a B or higher, MS would award 25 points for performance and 25 points for completion.



Incentives for taking more than one course.

- Examples – CT only awards credit at 2 courses completed or higher, LA assigns higher points for more credits completed (additional points for earning associates degrees).



Equal weight for AP/IB and dual enrollment and ECHS programs.

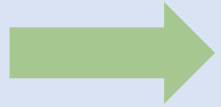


The CCRI is often weighted heavily for high schools, especially in states that cannot incorporate a growth measure for high schools because they only test once in that grade span.

School Improvement Highlights



Texas will create innovative high school programs including P-TECH, T-STEM, and early college high schools as part of its school improvement strategy.



Direct Student Services – A handful of states plan to reserve 3% of Title I to expand student access to high quality coursework, among other things, for students in identified schools. (NM, OH, LA)

- Example: Louisiana will establish Opportunity Academies for middle and high schools to provide students access to new courses and experiences such as a dramatic expansion of dual enrollment courses at the high school level.

Supporting Excellent Educators Highlights



Hawaii will use Title II state funds to provide the means to offer educators professional development focused on programs allowing students to earn college credits while in high school

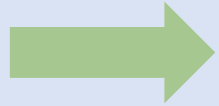


Pennsylvania will allow districts to use their funds for professional development to obtain the skills and credentials needed by teachers to teach in college in high school programs.

Supporting All Students Highlights



A majority of states highlighted existing pathway initiatives.



Promising new efforts:

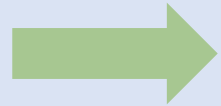
- **DE** – Will increase partnerships with IHEs to expand access to these programs including reducing tuition making admissions more transparent.
- **NV**- Will develop a dashboard to determine how well LEAs are offering well-rounded education programs (including dual enrollment).
- **TN** - Will provide technical assistance and resources to districts, including resources on how Early Postsecondary Opportunities can be funded.
- **MO** - Will use Title IV funds to address gaps in access to advanced coursework for minority, economically disadvantaged, and rural students.
- **PA** – Will launch the Future Ready PA Index in Fall 2018 to provide data on the number of high school students participating in advanced coursework (AP, IB, and DE)

Perkins V and College in High School Programs

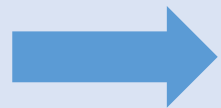
Perkins V



New Perkins Career and Technical Education law contains significant new provisions supporting college in high school programs.



States, who will begin writing new State Plans shortly, should be encouraged to include these programs in their state funding mechanisms, which have been expanded.



Also includes some ability for local recipients to use Perkins funds to defray individual student costs (except tuition.)

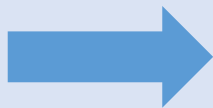
Perkins V



Local Use of Funds - Perkins V includes two allowable uses of funds for local recipients that directly impact college in high school programs to:



Expand access for students to college in high school programs with a CTE focus; and



Reduce or eliminate out-of-pocket expenses for special populations (defined as students with disabilities, students who are low income, single parents, displaced homemakers, and English language learners) participating in these programs, to include fees, transportation, child care, and addressing mobility challenges.

Perkins V



State Leadership Activities - Allows states to use funds to establish, expand, and integrate opportunities for students to participate in college in high school programs at no cost to them or their families. This replaces an allowable use under Perkins IV that allowed states to use money for dual or concurrent enrollment programs that were designed to transition career and technical education students into baccalaureate degree programs.



National Activities - Perkins V includes two uses of funds at the national level, which would impact college in high school programs, including authorizing research grants for innovative methods of delivering high-quality CTE programs of study, and creating a competitive grant program for innovation and modernization of CTE

USED Experimental Site

Department of Education Experimental Site for Pell



Department of Education experimental site for dual enrollment is ongoing. 41 IHEs started, though some have withdrawn.



ED has no current plans to end the experiment – have enrolled approximately half of intended total number of students in the program.



CHSA working with the Department to ensure a full evaluation of the experiment to determine its impact on students and participating institutions.

STAY IN TOUCH



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