STRENGTHENING COLLEGE TRANSITION IN STATE ESSA PLANS:

Incorporating Dual and Concurrent Enrollment and Early College High School
TODAY’S PRESENTERS

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WHO WE ARE

The College in High School Alliance (CHSA) is a coalition of leading national organizations committed to policies that support high-quality dual enrollment, concurrent enrollment, and early college high schools.
WHAT WE BELIEVE

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.
OUR GOALS

Develop and advance a shared federal policy platform for the new Administration and the 115th Congress around early college and dual enrollment.

Help states establish the policy environments to develop, strengthen, and expand early college and dual enrollment.

Raise awareness of dual enrollment and early college high school models and their impact on student achievement.

Cultivate existing and new champions to support the growth of these programs.
STEERING COMMITTEE

- Middle College National Consortium
- NACEP
- Jobs for the Future
- KnowledgeWorks
- Bard College
HOW TO GET INVOLVED

- Steering Committee
- Associate Membership
- Keep Informed
Early college and dual enrollment models are proven to increase college access, affordability, and success

Numerous rigorous, multi-institution and statewide quantitative research studies in more than a dozen states have demonstrated the effectiveness of early college high schools and dual enrollment models in increasing:

- High School Graduation
- College Readiness
- College Access
- College Completion
- College Affordability

These programs present an effective alternative to traditional high school and the typical high school through college pathway, particularly for students underrepresented in higher education.
Early college high school and dual enrollment models are particularly effective when they follow best practices

**Dual and Concurrent Enrollment**

- **Collaboration** by high school and college faculty on curriculum and assessment alignment
- Efficient **resource sharing** between the K12 and postsecondary systems
- Sustainable **professional development** to raise the rigor of the high school experience

**Early College High Schools**

- An **integrated, organized, transferable college course of study** leading to a college degree or credential provided at no cost to students
- A comprehensive **system of supports** that develops students’ academic skills and the behaviors necessary for high school and college completion
- A commitment to **serving students from disadvantaged backgrounds**
Early college high schools and many dual and concurrent enrollment programs are **low or no cost to participants**, creating a funding gap from the cost of tuition, fees, and books.

Early college high schools and many dual and concurrent enrollment programs have **costs of additional student support services** to help high school students succeed in college.

Programs provide students both high school and college education through an alternative model, but they often do not have access to higher education funding streams or a separate designation with aligned funding.
EVERY STUDENT SUCCEEDS ACT
Enacted December 2015

History
- ESEA predecessor signed into law in 1965
- Main source of federal support for nation’s K-12 education system

ESSA Implementation Timeline
- Ongoing: Plan and Engage Stakeholders
- August 2016: ESEA Flexibility Waivers Expire
- April 2017: First Deadline for State Plans
- September 2017: Second Deadline for State Plans
- SY 2017-18: New ESSA Plans go into Effect
KEY FEDERAL DEFINITIONS

**Dual or Concurrent Enrollment Program**

“The term ‘dual or concurrent enrollment program’ means a program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that—

(A) is transferable to the institutions of higher education in the partnership; &

(B) applies toward completion of a degree or recognized educational credential as described in the Higher Education Act”

**Early College High School**

“The term 'early college high school' means a partnership between at least one local educational agency and at least one institution of higher education that allows participants to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the institutions of higher education in the partnership as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant's family.”

**Evidence-Based**

“[A]n activity, strategy, or intervention that—

(I) Demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on—

   (i) Strong evidence from at least one well-designed and well-implemented experimental study;

   (ii) Moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or

   (iii) Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

   (II) Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.”
DUAL AND CONCURRENT ENROLLMENT IN 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
HIGH SCHOOL ACCOUNTABILITY SYSTEMS

HIGH SCHOOL REPORT CARDS AND ACCOUNTABILITY SYSTEMS INCORPORATING DUAL AND CONCURRENT ENROLLMENT IN 2016-17
REPORT CARD EXAMPLE

INDIANA HIGH SCHOOL ACCOUNTABILITY COMPONENTS

DEPARTMENT of EDUCATION
Louisiana Believes

WHAT PERCENT OF STUDENTS ARE EARNING COLLEGE AND CAREER CREDIT?
Students have the opportunity to earn college & career credits prior to graduation.

GRADUATES EARNING DUAL ENROLLMENT CREDIT

<table>
<thead>
<tr>
<th>SCHOOL 13/14 vs 12/13</th>
<th>DISTRICT</th>
<th>STATE</th>
</tr>
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<tbody>
<tr>
<td>19% IMPROVED</td>
<td>20%</td>
<td>28%</td>
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Graduation Rate
College & Career Readiness

Overall Growth
Overall Performance
Multiple Measures
Tips for Including Dual Enrollment & Early College High Schools in State Accountability Systems

1. Focus on completion of college courses, not just access to them.

2. Ensure each measure of 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 participating in advanced coursework and earning college credit (e.g., dual enrollment, early college, AP, and IB).

5. Disaggregate various advanced coursework models and weight them equally.

6. Use consistent definitions of early college and dual and concurrent enrollment programs.

7. Build the necessary system and financial capacity to ensure widespread student access and success in quality college courses.
TARGETED ASSISTANCE PROGRAMS

1. Targeted Assistance Programs
2. Schoolwide Programs
   Schools with >40% poverty
3. Direct Student Services for Schools in Need of Improvement

ALLOWABLE USES OF FUNDS

TITLE I PROGRAMS
Teacher Professional Development (Title II)

Dual and concurrent enrollment is an allowable use for:
- Local formula grants
- State formula grants

And specifically listed as a:
- Program of National Significance
TEACHER PROFESSIONAL DEVELOPMENT EXAMPLES

Programs to Support High School Teachers to Obtain Subject-Area Graduate Coursework
Colorado, Wyoming, Ohio, Indiana, Minnesota

Initial Training and Ongoing Professional Development for Concurrent Enrollment Instructors

BARD EARLY COLLEGES:

Summer orientation in Bard Writing & Thinking Pedagogy and Practices

Alternative Preparation and Credentialing Program for College Professors Transitioning to Early College High School Settings
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