



ESSA: State-by-State Analysis

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

September 2018

Introduction

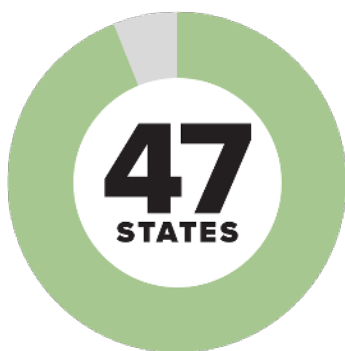
The Every Student Succeeds Act (ESSA) presents a unique opportunity for states and districts to help more students enter and complete college by implementing school designs that ease the transition between high school and higher education. College in high school programs, which include early college, dual enrollment and concurrent enrollment programs, allow students to earn college credits while in high school, offering the opportunity to increase access to and success in postsecondary education for students of all backgrounds. ESSA explicitly encourages states to use these approaches.

ESSA encourages states and school districts to consider dual enrollment and early college in three ways: (1) States can use federal funds to support college coursework, (2) States can include dual enrollment and early college to enhance their accountability systems and increase data transparency, and (3) States can include dual enrollment and early college in their written plans to improve achievement in the lowest-performing schools. In addition, ESSA provides the first federal definitions for “dual or concurrent enrollment” and “early college high school.”

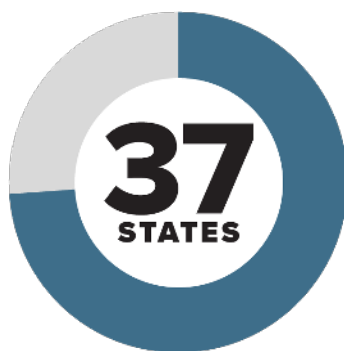
For this analysis, content is derived from KnowledgeWorks resource [ESSA and Personalized Learning: State by State](#) and final state ESSA plans. The U.S. Department of Education has approved all plans except for Florida’s. This analysis uses Florida’s April 2018 submitted plan.

Because the information in this report is only based on state ESSA plans, in some cases, it represents only part of the policy work happening in states to advance college in high school programs. However, ESSA plans do provide an important lens that stakeholders can leverage as they mobilize to continuously refine and improve high quality college in high school systems.

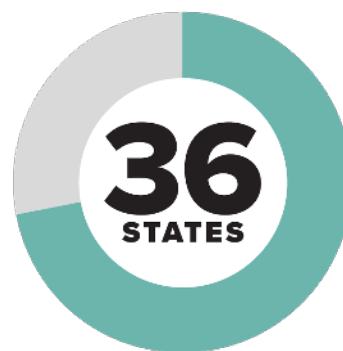
Fast Facts



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



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



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

Alabama

ACCOUNTABILITY

Alabama's college- and career-ready indicator is met by the successful completion of one of the following options:

- Achieving a benchmark score on ACT;
- Scoring a 3, 4, or 5 on an AP exam or a 4, 5, 6, or 7 on an IB exam;
- Scoring a silver level or above on ACT WorkKeys;
- Earning college credit while in high school;
- Earning an Industry Credential; or
- Being accepted for enlistment into a branch of the military.

Alabama has established a strategic goal that all students in the state will benefit from challenging, world-class standards in all subjects. One of the supporting structures for this goal is that all graduates in the classes of 2021-2024 will earn at least one college-readiness indicator and one career-readiness indicator. By 2025-2030, all graduates will earn at least one college-readiness indicator and one career-readiness indicator. As a measure of success, the state has established a goal to increase the college and career readiness rate of graduates to 94% by 2030.

SUPPORTING ALL STUDENTS

Title I, Part A funds can be used for activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs).

Title II, Part A funds can be used to support the education of gifted and talented students through dual or concurrent enrollment programs in secondary school and postsecondary education.

Title III funds can be used to offer early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education.

Alaska

SUPPORTING ALL STUDENTS

The state coordinator for homeless education encourages districts to provide opportunities for students identified as homeless to enroll in Advanced Placement Courses, International Baccalaureate Programs, Dual Enrollment Programs, Gifted and Talented Programs, and other academic programs.

Arizona

ACCOUNTABILITY

One of the indicators in the proposed accountability system is the College and Career Readiness Indicator for high schools, under which students receive regular and bonus points for completion of advanced coursework or career-readiness benchmarks. Rubric activities, which receive differing weights, include:

- Earning a Grand Canyon or IB Diploma,
- Completing a CTE sequence and completing the Arizona Technical Skills Assessment,
- Meeting ACT or SAT cut scores,
- Meeting AP cut scores,
- Completing the FAFSA,
- Earning a C or higher in a dual or concurrent enrollment course,
- Meeting the benchmark for ASVAB,
- Meeting the benchmark for ACT WorkKeys,
- Meeting the cut score on any nationally recognized college entrance examination used by AZ postsecondary institutions,
- Meeting the cut score on CLEP or any IB exam,
- Earning an industry-recognized credential,
- Completing well-defined work-based learning of at least 120 hours, and/or
- Meeting all 16 Arizona Board of Regents program of study requirements.

Arkansas

ACCOUNTABILITY

For School Quality/Student Success indicators, Arkansas proposes to immediately measure attendance; chronic absenteeism as a proxy for student engagement; and percent of students obtaining at least one credit in AP, IB, or Concurrent Credit.

SUPPORTING ALL STUDENTS

Arkansas intends to use Title IV, Part A funds to provide dual enrollment and AP credit opportunities.

California

ACCOUNTABILITY

California plans to include a Career/College Indicator (CCI). The CCI is designed to include multiple measures in order to value the multiple pathways that students may take to prepare for postsecondary education. The CCI currently has three levels (Prepared, Approaching Prepared, and Not Prepared) and is designed to allow new measures to be added when they become available.

The following measures will be included in the CCI:

- Grade 11 CAASPP results in ELA and mathematics,
- a-g Completion,
- Dual Enrollment,
- Advanced Placement exam,
- International Baccalaureate exam, and
- CTE pathway completion.

SUPPORTING ALL STUDENTS

The California Department of Education, in collaboration with California's postsecondary segments, will identify successful concurrent enrollment practices among districts and colleges, including early college and middle college programs, and share these approaches with Title I LEAs.

Colorado

ACCOUNTABILITY

For the postsecondary and workforce readiness metric in the proposed accountability system, the possible development of workforce readiness indicators, such as completion of advanced coursework, students graduating with college credit and/or industry credential, and/or post-graduation employment will be considered for the future.

Extended-year (five-, six-, and seven-year) adjusted cohort graduation rates account for students who may require additional time to complete high school, such as those in five-year programs (e.g., ASCENT: Accelerating Students through Concurrent Enrollment, a state program that allows a limited number of students to attend a year of post-secondary education after completion of 12th grade, while still in the K-12 system) those who started below grade-level, and students whose coursework is interrupted for a semester or more.

Connecticut

ACCOUNTABILITY

One of the indicators in the proposed accountability system is preparation for Postsecondary and Career Readiness Coursework. This indicator measures the percentage of students in grades 11 and 12 who participate in at least one of the following during high school:

- Two courses in Advanced Placement, International Baccalaureate, and/or dual enrollment;
- Two courses in one of 17 career and technical education categories; and
- Two workplace experience courses.

The ultimate target is 75 percent student participation.

District of Columbia

SUPPORTING ALL STUDENTS

Among DC's initiatives to provide students with multiple pathways to graduation is that DC allows for 360 students to dual enroll at George Washington University, Howard University, and University of the District of Columbia and provides funds for books, fees, transportation, and tuition at University of the District of Columbia.

Delaware

ACCOUNTABILITY

Delaware will include an emphasis on college- and career-readiness in its accountability system through multiple options, including performance on postsecondary coursework, including AP (3 or better), IB (4 or better), postsecondary credit attainment with a B or higher outside of a program of study, and SAT benchmarks. The state will also include career preparation such as completion of a work-based learning extension or attainment of a state-approved industry credential.

SUPPORTING ALL STUDENTS

The state will support successful postsecondary transitions for at-risk student populations by increasing participation and success in college-level courses, using strategies such as partnering with colleges to provide increased access to dual enrollment courses through reduced tuition and transparent admission standards and reporting high school and district participation and success rates by subgroup in college-level courses.

Florida

SUPPORTING ALL STUDENTS

Florida students in grades 6-12 are afforded the opportunity to dual enroll in postsecondary coursework that may count toward both graduation from high school and earning postsecondary credit. Each high school is required to advise each student of courses through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment, early admission, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.

Georgia

ACCOUNTABILITY

The state will adopt a readiness indicator to encourage a more holistic approach of educating the whole child and ensuring all students are prepared for success both in school and beyond. The readiness indicator emphasizes literacy, attendance, and credit earned on a well-rounded curriculum, as well as the following indicators for high school:

- Percent of graduates earning credit for accelerated enrollment via MOWR, Advanced Placement, or International Baccalaureate courses;
- Percent of graduates completing an advanced academic; Career, Technical, and Agricultural Education (CTAE); fine arts; or world language pathway;
- Percent of graduates entering the Technical College System of Georgia and the University System of Georgia without needing remediation;
- Percent of graduates achieving a readiness score on the ACT, SAT, two or more AP exams, or two or more IB exams;
- Percent of students passing a pathway-aligned end of pathway assessment resulting in a national or state credential; or
- Percent of students completing a work-based learning experience.

The readiness indicator accounts for 20% of the total College and Career Ready Performance Index score in elementary and middle school and 15% in high school.

SUPPORTING ALL STUDENTS

The CTAE division promotes successful transitioning of students from middle school to high school and from high school to college and careers, including promotion of postsecondary credit while still in high school. MOWR is a program available throughout the state for students at eligible Georgia high schools that wish to take college level coursework for credit towards both high school and college graduation requirements.

The Georgia Department of Education is currently conducting a Career Coach pilot in Rockdale County schools. Career Coaches support the school's counseling and advising program by helping all students identify their interests, aptitudes, and skills which help guide these students in planning and navigating their path toward their future career goal. Education and career opportunities range from

apprenticeships and industry credentialing for job readiness to careers requiring formal education beyond high school, and Career Coaches help students make these connections. Career Coaches are trained to administer various career-related assessments. These assessments help students determine areas of interest in careers as well as the abilities and skills needed to pursue these careers. In addition, Career Coaches share and support other programs such as MOWR and Work Based Learning, which provide opportunities for students to earn college credit and high school credit simultaneously and broaden their knowledge of career choices and the training needed for each. Career Coaches also help students identify high demand career areas in the state and understand how their own personal education and training impact workforce and economic development. Finally, Career Coaches work collaboratively with high school counselors, CTAE staff, and Work-Based Learning coordinators to provide events for college and career exploration with activities such as assisting students and parents in completing Free Application for Federal Student Aid (FAFSA) forms and coordinating career and college fairs, job shadowing, mock interviews, employability skills, training workshops, and business visits.

Hawaii

SUPPORTING EXCELLENT EDUCATORS

Title II, Part A funds will be used to ensure students are college- and career-ready by providing the means to offer educators professional development focused on programs allowing students to earn college credits while in high school such as Advanced Placement; International Baccalaureate; dual credit college courses; and programs aimed at building employability skills, such as the career academies and Career and Technical Education.

SUPPORTING ALL STUDENTS

To support the transition from high school to college, HIDOE will support schools to expand AP and dual credit offerings. High school students can also participate in the Early College program in partnership with the University of Hawaii Community Colleges.

Idaho

ACCOUNTABILITY

The school quality indicator in high school and alternative high schools is college- and career-readiness, determined by students participating in advanced opportunities, earning industry recognized certifications, and/or participating in recognized high school apprenticeship programs. College and career preparation is determined by calculating the percent of students who have demonstrated success preparation for education and/or career training after high school through advanced course work, technical skills attainment or work experience. Advanced coursework includes advanced placement courses, dual credit courses, and international baccalaureate programs. Students earn credit by passing the course.

SUPPORTING EXCELLENT EDUCATORS

Idaho provides financial support for concurrent high school and college credit, but at present, no courses are offered that fulfill requirements for an education degree. While Idaho explores increasing the opportunities for high school students in this area, the Idaho Department of Education is investigating scholarship opportunities for high school students who commit to teaching in high-need areas for a designated amount of time.

SUPPORTING ALL STUDENTS

The legislature has set aside state funds for students to offset costs associated with college entrance exams, dual credit, Advanced Placement, International Baccalaureate, and overload courses. Each student is eligible for \$4,125 to use beginning in 8th grade. Idaho's dual credit participation has increased drastically in recent years, with more students entering two- or four-year universities with transferable credits toward major or general education requirements.

Illinois

ACCOUNTABILITY

Illinois' accountability system includes a measure of college- and career-readiness which will be weighted at 6.25% at the high school level. This measure includes at least three of the following:

- Workplace learning experience,
- Industry credential,
- Military service (ROTC included),
- Dual credit career pathway course,
- Completion of a Program of Study,
- Attaining and maintaining consistent employment for a minimum of 12 months,
- Consecutive summer employment,
- 25 hours of community service, or
- Two or more organized co-curricular activities.

SUPPORTING ALL STUDENTS

The state is focused on providing a personalized, rigorous learning experience for all students. The state's strategic use of funds offers academic and CTE opportunities, including career pathways and dual credit. Career pathways programs include industry partnerships; work-based learning experiences, credentials and certifications; technical student organizations; and individualized career plans.

Indiana

ACCOUNTABILITY

The School Quality/Student Success Indicator for grades 9-12 measures the college- and career-readiness achievement rate. The college- and career-readiness achievement rate is based on the total number of graduates who completed at least one of the following:

- Earned a passing score on an International Baccalaureate exam,
- Earned a passing score on an Advanced Placement exam,
- Earned at least three college credit hours from an approved course, or
- Earned an approved industry certification.

Indiana has a goal that at least 25% of graduates demonstrate college- or career-readiness.

SUPPORTING ALL STUDENTS

Indiana is expanding access to and increasing the rigor of Advanced Placement, International Baccalaureate, and dual credit programs throughout local schools and LEAs in Indiana.

Iowa

ACCOUNTABILITY

Iowa will use a postsecondary readiness indicator as a measure of school quality and student success. The Department is establishing a post-secondary readiness indicator in the 2017-18 school year to include a robust set of indicators that will reflect stakeholder input and can be piloted and scaled across the state. Concurrent enrollment is one indicator identified by stakeholders as being a valuable addition to this indicator.

Kansas

No references to early college or dual enrollment.

Kentucky

ACCOUNTABILITY

The opportunity and access indicator emphasize the development of essential skills and characteristics needed for postsecondary and workforce success. This indicator recognizes completion of career pathways together; skills such as thinking skills, communication, working with others, and the skills associated with continuous learning; and participation in advanced coursework such as AP, IB, or dual credit.

The transition readiness indicator gives students a choice by offering academic readiness, career readiness, and military readiness. Transition readiness is the attainment of the necessary knowledge, skills, and dispositions to successfully move to the next level of education, work, or life. For high school students, a variety of experiences can be evidence of readiness so that students may personalize their

pathway to readiness in their area of focus. Academic readiness includes benchmarks on a college admissions exam, dual credit, AP, IB, or Cambridge Advanced International exams. Career readiness includes benchmarks on industry certifications of articulated credit and CTE dual credit, enrollment in the next credit for CTE, apprenticeship, or KDE-approved alternative process.

Louisiana

ACCOUNTABILITY

Louisiana has created a Strength of Diploma indicator in its accountability index. This indicator awards points based on the attainment of a high school diploma as well as post-secondary credit or credentials (i.e., more credits = higher points). It awards points for high school graduates who earn associate degrees, pass AP/IB/CLEP exams, earn credit in AP/IB/dual enrollment courses, earn industry credentials, graduate in 5 or 6 years, and complete a HiSET equivalency diploma. Unlike the graduation rate, this indicator recognizes the benefits to students when schools provide an array of opportunities for advanced coursework and credentials that promote a successful transition to college or a career. This indicator will count 25% of the overall score for high schools.

In alignment with the interests and opportunity indicator (5% of accountability score), high schools should offer all Louisiana students access to all courses required for receiving Tuition Opportunity Program for Students (TOPS) University and TOPS Tech scholarships, a variety of statewide Jump Start training pathways leading to advanced credentials, or an associate degree aligned to top-demand occupations.

SUPPORTING ALL STUDENTS

Louisiana will prioritize early college coursework in alignment with House Concurrent Resolution 141 and Senate Resolution 182 of the 2016 Regular Session which call for the design of statewide systems of expanded early college access for eligible students.

Louisiana will withhold 3% of its Title I allocation to participate in the Direct Student Services opportunity. Specifically, the state will establish Enrichment Academies (for elementary schools) and Opportunity Academies (for middle and high schools). These academies will provide students access to courses and experiences that align with the specific goals they are working to achieve, that parents seek for their students, and that are offered by the school. High schools, for example, can dramatically expand access to dual enrollment courses, Jump Start internships, post-secondary transition counseling, advanced academic coursework, and financial aid planning support.

Maine

SUPPORTING ALL STUDENTS

Maine recognizes that multiple pathways will promote student engagement and success. Ultimately, students must demonstrate proficiency in order to graduate. The state has the following pathways:

- CTE,
- Alternative education programs,
- Career academics,
- Advanced placement,
- Online courses,
- Adult education,
- Dual enrollment,
- Gifted and talented programs,
- Independent study, and
- Internships.

Maryland

ACCOUNTABILITY

The proposed accountability system includes an access to well-rounded curriculum indicator. For high school students, this includes the percent of students enrolled in AP or IB, a dual enrollment course, or a career and technical education concentrator. The high school accountability measure will take into account the percent of students graduating or exiting with a certificate of program completion and achieving at least one of the following:

- Scored 3 or higher on an Advanced Placement examination;
- Scored 4 or higher on an International Baccalaureate Program examination;
- Met a standard set by the College Board on the SAT examination (530 or higher in math and 480 or higher in reading);
- Met a standard set by ACT, Inc. on the ACT examination (21);
- Earned credit for dual enrollment;
- Met the University of Maryland entry requirements;
- Completed a career and technical education youth apprenticeship;
- Completed a career and technical education industry certification;
- Completed a MSDE-approved career and technology program;
- Met a standard on the ASVAB examination (standard to be determined pending study);
- Received the Seal of Biliteracy; or,
- Obtained a Maryland High School Certificate of Program Completion by entering the world of work through gainful employment, postsecondary education and training, supported employment, and/or other services that are integrated in the community.

Massachusetts

ACCOUNTABILITY

One indicator in Massachusetts' accountability system is access to advanced coursework (including growth in these areas) for high schools. Massachusetts will include successful completion of broad and challenging coursework as a measure of School Quality or Student Success at the high school level. This indicator would measure the percentage of students that successfully complete advanced courses (defined as AP, IB, honors, etc.) in a school year. The accountability system would incentivize student participation in these types of courses. While dual enrollment and early college are not explicitly mentioned, there is the opportunity for them to fit into Massachusetts' definition of advanced coursework.

SUPPORTING ALL STUDENTS

Massachusetts promotes early college models and partnerships. It also provides funding and technical support to schools, districts, and workforce investment boards to support students participating in work-based learning.

Michigan

ACCOUNTABILITY

Michigan's accountability system includes five subcomponents within its School Quality/Student Success Indicator. For high schools, this includes:

- Chronic absenteeism;
- Advanced coursework: AP, IB, dual enrollment, or CTE program completer; or
- Postsecondary enrollment.

SUPPORTING ALL STUDENTS

Under the Rural and Low-Income School Program, schools will complete a comprehensive needs assessment and school improvement plan to establish an instructional focus in which the district can provide support through Title V funds. Increasing access to dual enrollment options is provided as an example for the supports that districts may initiate.

The Michigan Department of Education's McKinney-Vento Monitoring Indicators Self-Assessment specifies that LEAs must coordinate efforts within the LEA and with other agencies as needed to provide homeless students access to a number of services and programs:

- Advanced/dual enrollment and online course offerings,
- Extracurricular activities,
- Vocational/technical education,
- Gifted talented education,
- Extended day/year (summer) programs including 21st Century, and
- Unique admissions programs (e.g., magnet schools and early college).

Minnesota

SUPPORTING ALL STUDENTS

An early/middle college program is a partnership between a state-approved alternative program and an eligible postsecondary institution, which is specifically designed to offer high school students well-defined pathways to postsecondary degrees and credentials. This model allows traditionally at-risk students the opportunity to earn dual credit with intentional academic and wraparound supports offered by the partnership—an option that was formerly not available for this population of students.

Mississippi

ACCOUNTABILITY

Mississippi has created an Acceleration Indicator that accounts for taking and passing the assessment associated with accelerated courses such as Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, SBE-approved industry certification courses, or dual enrollment classes.

SUPPORTING ALL STUDENTS

Mississippi intends to use its Title IV, Part A funds to support a variety of initiatives intended to pursue equitable education for students. Two of these initiatives include:

- **Well Rounded Educational Opportunities:** This initiative promotes access to accelerated learning opportunities, including AP, IB, dual or concurrent enrollment programs, and early college high schools, among other priorities.
- **Dual Enrollment/Dual Credit and Advanced Placement Task Force:** The Mississippi Dual Enrollment/Dual Credit and Advanced Placement Task Force seeks to create a College and Career Access Pathways partnership between K12 districts, Mississippi Community and Junior Colleges, and the Mississippi Institutions of Higher Learning. The goal of the partnership is to provide admission for qualified secondary students and seamless transfer of credits earned to college and career postsecondary institutions.

Missouri

ACCOUNTABILITY

Missouri's accountability system includes a college-and-career readiness measure that accounts for multiple opportunities for students to demonstrate they are prepared for postsecondary success, including earning qualifying scores on AP or IB courses, dual credit, or industry-recognized credentials.

SUPPORTING ALL STUDENTS

Based on identified shortages in the number of opportunities for advanced coursework, MO-DESE intends to use Title IV-Part A funds to increase access to advanced coursework for all students, but particularly for minority and economically disadvantaged students as well as for those whose rural or small school settings reduce access.

Montana

ACCOUNTABILITY

Montana's accountability system includes a School Quality and Student Success indicator which measures the percentage of students determined to be college and/or career ready, using the following criteria:

- College-ready benchmark on ACT composite,
- Concentrator in a career and technical education pathway, or
- Completion (with passing grade) of a dual enrollment course, AP or IB program.

SUPPORTING ALL STUDENTS

Montana will support high school students in the transition to college and career by focusing on the following strategies:

- Career and technical education programming that gives students an opportunity to earn industry-recognized credentials and move into further training after high school through the Big Sky Pathways;
- Advanced Placement courses and International Baccalaureate programs;
- Dual enrollment opportunities in academic and CTE courses;
- Career and Technical Student Organizations which give students the ability to explore career options, gain practical job skills and certifications, and meet experts and employers;
- Jobs for Montana Graduates, which teaches job skills including public speaking and leadership as well as how to prepare college applications and financial planning;
- Specific post-secondary planning for students with IEPs;

Montana Career Information System High School Career Development Framework offered by Montana's Department of Labor and Industry.

Nebraska

LONG-TERM GOALS

By 2020, the NDE will collaborate with the Governor, Legislature, postsecondary institutions, and the Educational Service Units (ESUs) to create a uniform process to align dual credit opportunities for students across the state.

SUPPORTING ALL STUDENTS

Dual enrollment for high school and college courses is available for students.

Nevada

SUPPORTING ALL STUDENTS

Districts across the state, including rural, are supported to offer AP, IB, dual credit, and CTE.

A dashboard will be created to assess the extent to which LEAs provide students with a well-rounded education (rigorous academics, CTE programs, health and wellness programs, advanced and accelerated learning options like AP and gifted programs, IB, dual credit, music and arts programs, culturally relevant experiences, athletics, and educational technology).

New Hampshire

ACCOUNTABILITY

For high schools, the additional indicator of student success is a career and college readiness (CCR) indicator. All graduating seniors will be eligible for counting as postsecondary ready by meeting any two of the following nine requirements

- Completion of a NH Scholars program of study (Standard, STEM, or Arts).
- A grade of C or better in a dual-enrollment course.
- SAT scores meeting or exceeding the college and career ready benchmark (480 in Evidence-Based Reading and Writing and 530 in Math).
- ACT scores meeting or exceeding the college and career ready benchmark (18 in English, 22 in Mathematics, 22 in Reading, and 23 in Science).
- A score of 3, 4, or 5 on an AP exam.
- A score of 5, 6, or 7 on an IB exam.
- Earning a CTE industry-recognized credential.
- Completion of NH career pathway program of study.
- Scoring at least Level III on components of the ASVAB that comprise the Armed Forces Qualifying Test (AFQT).

The total number of graduating seniors meeting at least one of these requirements will be divided by the total number of students in the cohort to form the career and college ready index for schools. As with the other indicators, the CCR score for schools will be indexed into four performance levels.

SUPPORTING ALL STUDENTS

The NH DOE will use Title IV funds to support evidenced-based practices that support personalized educational experiences in the following areas:

- Robotics and science, technology, engineering, and math initiatives;
- Arts-based learning strategies;
- Civics education;
- Personalized educational experiences;
- Career pathways;
- Dual-enrollment programs;
- Multi-tiered system of support for behavior and wellness; and
- Integration of digital tools and technology.

New Jersey

STAKEHOLDER FEEDBACK

Stakeholder input on New Jersey's ESSA plan asked that the state include student participation in dual enrollment and concurrent courses as a schoolwide performance targets, either in place of or in addition to one of the college-based exams. While it is not stated elsewhere in the ESSA plan, the New Jersey Department of Education responded that they currently report on several career-readiness indicators, including dual or concurrent enrollment data along with data on the number of students taking college-entrance exams such as the SAT and ACT.

New Mexico

SUPPORT/IMPROVEMENT FOR SCHOOLS

New Mexico will focus its Direct Student Services approach on five areas and will prioritize (via competitive grant) those that are most aligned to the state's academic needs, including:

- Extended learning time opportunities,
- AP course access,
- Other course access (CTE, dual credit, credit recovery),
- K-3 literacy and mathematics,
- Pre-K services,
- Personalized learning (linking to Title II and IV funds), and
- Student transportation (school choice)

ACCOUNTABILITY

The New Mexico School Grading system will incorporate multiple indicators, one of which is a college and career readiness indicator that will award credit to high schools when students participate in the college- and career-readiness activities. High schools further receive credit for students achieving a benchmark known to demonstrate readiness on each of the following activities:

- PSAT/NMSQT, Preliminary SAT/National Merit Scholarship Qualifying Test;
- SAT;
- ACT;
- Concurrent enrollment/dual credit (all courses that are non-remedial are counted);
- AP (students must demonstrate participation and/or success in the national exam);
- Career Program of Studies;
- AccuPlacer;
- COMPASS;
- IB;
- Test of Adult Basic Education;
- WorkKeys; and
- ASVAB.

New York

ACCOUNTABILITY

At the high school level, New York will use a College, Career, and Civic Readiness Index as a measure of school quality and student success. The Index will give credit to schools for students who pass high school courses and additional credit for students who achieve specified scores on nationally recognized exams associated with these courses or who earn college credit for participation in a dual enrollment course. By including this indicator as a measure of school quality and student success, the state will encourage more schools to offer advanced coursework to more students.

SUPPORTING ALL STUDENTS

The Smart Scholars Early College High School Program allows high school students to earn up to 60 transferable college credits. The NYS Pathways in Technology initiative is a 6-year program in collaboration with an institution of higher education and an industry partner to have students graduate high school with an associate degree and an offer of employment.

North Carolina

SUPPORTING ALL STUDENTS

Career and College Promise (CCP) is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at NC community colleges and universities while still in high school. Students choose pathways focusing on college

transfer or career technical education and/or enroll in Cooperative Innovative High School (CIHS) as they work toward their postsecondary plans and career development. Students who successfully complete college courses earn technical certificates/diplomas, associate degrees, or transferrable college credit while in high school. NC continues to be a leader in this area with an ever-growing CCP program, including one of the largest networks of CIHS/Early Colleges in the country.

One of the key aspects of the work of the Division of Advanced Learning and Gifted Education is to implement programs that address the needs of underserved populations to ensure access to rigorous and advanced pathways for learning. NCDPI will continue to support the development of K-12 programs that intentionally cultivate and recognize outstanding student potential in school districts and charter schools. To support this effort, the Division will continue to support and expand the proven practice of Career and College Promise, including CIHS/Early Colleges that support students at-risk of dropping out and first-generation college students to earn dual enrollment credit and post-secondary credentials. In 2015-16, 60 percent of the 4,457 graduates from CIHS/Early Colleges earned both a high school diploma and a career credential or associate degree, and all students earned transferable college credit while in high school.

Career Pathways are a critically important resource for CTE in the state. Career pathways articulate a path of education and training that prepares students for high wage, high skill, and high demand careers. These pathways begin with career exploration in middle grades and culminate with advanced industry certification or educational credentials. Pathways should include secondary and post-secondary technical courses with opportunity for dual enrollment and articulated credit through the NC to Community College Articulation Agreement and the NC Comprehensive Articulations Agreement.

North Dakota

ACCOUNTABILITY

Under North Dakota's Choice Ready Framework, students are required to meet the conditions listed for their chosen pathway. Dual enrollment is one of the options in each of the three pathways.

College Ready:

- An ACT composite score of 22 or higher,
- 2.8 GPA or higher, and
- At least two additional indicators from below:
 - Earned a C or higher in an AP course,
 - Earned a C or higher in a math or English Language Arts dual credit course,
 - Earned a C or higher in Algebra II,
 - Earned 3 or higher on an AP exam,
 - Earned a 4 or higher on an IB exam, or
 - Earned a 3.0 or higher in the core course requirements for university admission.

Career Ready:

- 2.8 GPA or higher in CTE Pathway,
- Two credits in a Coordinated Plan of Study, and
- At least two additional indicators from below:
 - Career Ready Practices (3.0),
 - 75 hours in a work-based learning experience,
 - Earned a C or higher in a dual credit course,
 - WorkKeys (Gold or Silver), or
 - Technical Assessment/Industry Credential.

Military Ready:

- ASVAB Score of 31 or higher,
- Quality citizenship (as measured by expulsions or suspensions of zero),
- Physically fit as deemed by physical education instructor, and
- Any two additional indicators from college or career ready.

SUPPORTING ALL STUDENTS

The state has prioritized Local Educational Opportunities, including the need to support school districts in a variety of academic, cross curricular, and CTE opportunities, especially in their secondary school experiences. Programs include CTE options and career pathways, health and wellness programs, advanced coursework options (e.g. AP, IB, dual credit, early entry), music and arts programs, competency-based initiatives, STEAM education, internships, educational technology opportunities, and all the necessary supports.

North Dakota supports school districts in leveraging educational technology opportunities to support students in becoming digitally literate and to provide learning opportunities not afforded them otherwise. The North Dakota Center for Distance Education provides direct access to courses such as advanced coursework, STEM experiences, and credit-recovery or developmental coursework, especially for students living in the state's most rural areas. Dual enrollment and early college are not specifically included in these digital options, but this provides an opportunity to expand dual enrollment and early college to remote school districts.

Ohio

ACCOUNTABILITY

One of the indicators in the proposed accountability system is a Prepared for Success indicator for high schools which will track:

- College Admission tests (percentage of kids with non-remediation score)
- Dual credit courses
- Industry certificates (at least 12 points with an industry-recognized credential or bundle of credentials)
- AP (3 or higher)
- IB (4 or higher)

SUPPORT/IMPROVEMENT FOR SCHOOLS

Ohio will leverage the opportunity to reserve up to 3% of Title I funding to support direct student services. These funds will be targeted to districts with the highest percentage of schools identified for improvement to:

- Improve access to rigorous coursework at all grade levels including but not limited to Advanced Placement courses.
- Expand the number of students accessing accelerated coursework, particularly students in traditionally underrepresented student groups.
- Support development and delivery of transitional coursework to reduce college remediation rates and better prepare students for postsecondary education.
- Support early literacy initiatives.

Oklahoma

ACCOUNTABILITY

Oklahoma's accountability system includes a Postsecondary Opportunity indicator that is given a weight of 10 out of 90 points. This indicator includes AP/IB participation, dual enrollment, internships and apprenticeships, and industry certifications.

Oregon

SUPPORTING ALL STUDENTS

Accelerated learning experiences offer students an early chance to work towards attaining a college degree or certificate.

Regional Promise grants encourage K-12 and higher education collaboration to design learning communities that align high school through college to prepare students for post-secondary opportunities and to create accelerated learning models.

Oregon’s Department of Education, Bureau of Labor and Industries, and Office of Community Colleges and Workforce Development are collaborating to offer pre-apprenticeship programs to high school students for the opportunity to earn dual credit, develop employability and technical skills, potentially earn a wage, and start planning a postsecondary pathway.

Pennsylvania

ACCOUNTABILITY

The Pennsylvania Department of Education plans to begin using the Future Ready PA Index as its school report card in the fall of 2018 based on data from the 2017-18 school year. It will provide measures of school performance presented in a dashboard approach that includes measures for student access to well-rounded and advanced course offerings, such as AP, IB, dual and concurrent enrollment, and CTE programs of study.

The Future Ready PA Index includes new career-ready indicators as measures of school performance, including:

- Career readiness indicator,
- Attainment of industry credentials,
- Access to advanced coursework, and
- Post-secondary transition.

SUPPORTING EXCELLENT EDUCATORS

Districts may use federal funds, including Title II funds, for professional development for educators to obtain skills and credentials needed to teach as part of a dual/concurrent enrollment program, as well as to improve schools' identification of gifted and talented students to enroll in college-level coursework.

SUPPORTING ALL STUDENTS

PA has a goal of expanding the number of students enrolled in at least one advanced rigor course—AP, IB, and dual enrollment—and specifically aims to reduce gaps. The Future Ready PA Index will launch in Fall 2018 and will provide data on the number of high school students participating in advanced coursework and the number earning industry-recognized credentials.

LEAs may use Title IV, Part A fund, as well as other federal funds, to provide dual or concurrent enrollment programs or early college high schools.

Rhode Island

ACCOUNTABILITY

The Post-Secondary Success Indicator measures students’ success in demonstrating achievements beyond those needed to earn a high school diploma. The Post-Secondary Success Indicator will measure the percent of students in each high school that graduate each year with one or more of the following: Career and Technical Education industry-approved credential, college credits through dual- or

concurrent-enrollment, or successful completion of 34 Advanced Placement tests. Rhode Island will analyze data for this indicator after the 2016-2017 school year when data has been collected and validated to ensure it will support meaningful differentiation of schools.

SUPPORTING ALL STUDENTS

Rhode Island is committed to ensuring that students are prepared for college and careers and to making postsecondary opportunities more accessible and affordable through statewide partnerships such as our dual and concurrent enrollment programs, P-Tech and work-based learning opportunities.

South Carolina

VISION

One of South Carolina's agency goals is expanded learning. This means that all students must have the opportunity to develop world-class knowledge, world-class skills, and life and career characteristics. According to the state providing this opportunity requires a diversity of options outside the traditional school day or building. Ensuring that all students—not just those in high income, high capacity school districts—have access to career and technical education, virtual options, world languages, the arts, advanced credit in middle school, Advanced Placement, International Baccalaureate, and dual credit coursework is critical to achieving the SCDE's mission.

ACCOUNTABILITY

One of the student success indicators for high schools is college- and career-readiness. This measures the percentage of high school students meeting any one of the following indicators:

- ACT composite score of 20;
- SAT benchmarks of 1020;
- AP exams of 3 or higher in English, mathematics, science, social studies, or AP capstone;
- IB exams of 4 or higher in English, mathematics, science, and social studies;
- Six hours of dual credit coursework in English, science, technology, engineering, and mathematics (two-year or four-year college transfer courses with a grade of C or higher);
- WorkKeys National Career Readiness Certificate of Silver, Gold, or Platinum;
- ASVAB score of 31 or higher;
- Completion of a registered Youth Apprenticeship program; or
- Completion of a Career and Technical Education (CATE) program with nationally-recognized industry credential or state that leads to a living wage.

SUPPORTING ALL STUDENTS

South Carolina will use Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) funds to enhance the statewide implementation of the Education and Economic Development Act (EEDA) to increase student achievement through rigorous and relevant career and technical education programs at both the secondary and post-secondary levels. The Education and Economic Development Coordinating Council made recommendations to the South Carolina Commission on Higher Education (CHE) regarding course work that is acceptable statewide for dual enrollment. Dual enrollment college

courses offered to high school students by two-year and four-year colleges and universities must be equivalent in content and rigor to the equivalent college courses offered to college students and taught by appropriately credentialed faculty. These EEDA components complement the stated purposes and priorities of Perkins IV to ensure that students achieve challenging academic and technical standards and prepare for high-skill, high-wage, or high-demand occupations in current and emerging professions.

The McKinney-Vento state coordinator encourages LEAs to provide opportunities for homeless students to enroll in AP courses, IB programs, dual enrollment programs, GT programs, and other academic programs.

South Dakota

ACCOUNTABILITY

25% of the high school School Performance Index will be based on the percentage of students demonstrating College and Career Readiness. Students can show readiness on two benchmarks: an assessment benchmark and a coursework benchmark.

- Assessment benchmark: Students must score at a level sufficient to enter into credit-bearing courses on the ACT, the Smarter Balanced assessment, or by completing state-approved remedial work in both English and math. Students can also show they are ready by earning the National Career Readiness Certificate (silver level or above), which measures workplace skills.
- Coursework benchmark: Students can show readiness by becoming a Career and Technical Education Concentrator (earning two credits in an approved CTE program); completing two CTE courses or capstone experiences; or successfully completing a dual credit, concurrent credit, or Advanced Placement course or exam.

Tennessee

ACCOUNTABILITY

Tennessee will incorporate transparency metrics into its state report card in order to provide relevant, easily understood information to stakeholders in order to compare and better understand schools and districts, even though these metrics do not count towards a school's accountability score. Included in a list of these metrics are:

- Types of Early Postsecondary Opportunities (EPSO) offered (including dual enrollment),
- Percent of students earning EPSO credit,
- Percent of students completing at least one EPSO,
- Percent of students completing 2+ EPSO and earning industry credentials,
- Percent of students completing 4+ EPSO, and
- The extended cohort graduation rate of five years and a summer.

The Ready Graduate accountability indicator for high schools will focus on readiness for postsecondary, military, and the workforce. It will be calculated as Graduation Rate multiplied by the percent of students

- Scoring 21+ on the ACT (or SAT equivalent) OR
- Completing 4 EPSOs OR
- Completing 2 EPSOs + earning Industry Certified Achievement OR
- Completing 2 EPSOs + scoring the state designated score on the Armed Services Vocational Aptitude Battery Armed Forces Qualifying Test.

Ready Graduate criteria reflects research that student participation in dual enrollment and Advanced Placement programs is positively correlated with higher college GPA and higher college graduation rates.

SUPPORTING ALL STUDENTS

The state will promote access to accelerated learning opportunities, including dual enrollment and early college high schools, as ways to support a well-rounded education for students.

The department continues to support new ideas and creative ways to engage students and parents, including the launch of an annual “Early Postsecondary Opportunity (EPSO) Week” to promote EPSO options for students and families.

To improve access to high-quality EPSOs, the department will provide technical assistance and resources to districts, including resources on how EPSOs can be funded, which is a common challenge faced by districts.

The dual enrollment grant is one of the state funded education lottery scholarships and provides grant funding for dual enrollment tuition and fees. Information on grant eligibility and participation requirements is available on the Tennessee Student Assistance Corporation website. Beginning in the 2015-16 school year, the grant pays the full cost of tuition and fees for a high school student’s first two dual enrollment courses at a community college (\$500 per course). For students taking dual enrollment courses through a Tennessee College of Applied Technology (TCAT), the grant provides \$100 per contact hour (up to \$600 per semester). The award amounts at eligible two-year institutions and four-year institutions are as follows:

- Up to \$500 for the first course,
- Up to \$500 for the second course,
- Up to \$200 for the third course, and
- No award for the fourth course.

The Tennessee Department of Education and Board of Regents are working with select high schools and Tennessee Colleges of Applied Accountability (TCATs) to pilot early postsecondary partnerships. The TCAT Dual Enrollment Pilot, which began in the 2015-16 school year, is designed to link select secondary CTE programs of study with TCAT instruction to create opportunities for high school students to earn postsecondary credit while in high school.

Texas

ACCOUNTABILITY

Texas will use a college, career, and military readiness measure for its high school quality/student success indicator at the high school level. The indicators account for the following:

- Students who meet Texas Success Initiative (TSI) benchmarks in reading or mathematics
- Students who satisfy relevant performance standards on AP (or similar) exams
- Students who earn dual course credits
- Students who enlist in the military
- Students who earn an industry certification
- Students admitted into postsecondary certification programs that require as a prerequisite for entrance successful performance at the secondary level
- Students who successfully complete a college preparatory course
- Students who successfully meet the standards on a composite of indicators that indicate the student's preparation to enroll and succeed, without remediation, in an entry-level general education course for a baccalaureate or associate degree
- Students who successfully complete an OnRamps dual enrollment course
- Students who are awarded an associate degree while in high school

Current consideration is that annual graduates can meet the standard through achievement of at least one of the indicators listed. The indicator will include outcomes for all students as well as each student group.

SCHOOL IMPROVEMENT

The state will utilize a number of tools to support schools and decrease the risk of students dropping out, including the Texas Readers initiative focused on parental and public awareness, creating high-quality professional development opportunities, building innovative classrooms, and continuing to support the creation of innovative high school programs including P-TECH, T-STEM, and early college high schools that provide students with a range of opportunities to earn post-secondary credits while in high school.

Utah

ACCOUNTABILITY

The postsecondary readiness indicator is included to promote preparation for the transition from high school to the multiple pathways after graduation. Points are allocated for the readiness coursework metric in proportion to the percentage of students who complete at least one of the following:

- a C grade or better in an Advanced Placement course,
- a C grade or better in an International Baccalaureate course,
- a C grade or better in a concurrent enrollment course, or
- a career and technical education pathway.

SUPPORTING ALL STUDENTS

To exit English Learners, the Exit Rubric with the Conversation Guide's notations and recommendations will be kept in the English Learner Documentation Folder and reviewed at the annual teacher-student-parent conference in the beginning of each year for the following four years of monitoring. A critical component of the annual team meeting will focus on the student's increased abilities to do challenging academic work as aligned with the Utah State Board's strategic imperative of Educational Equity and access to early college coursework.

The current USBE programs that support well-rounded educational opportunities include the Mathematics Science Partnership (MSP), Dual Language Immersion, Beverly-Taylor Sorenson Arts Learning Program, and the Early College Coursework Program (Advanced Placement, the Concurrent Enrollment, and the International Baccalaureate programs).

State Youth in Custody funding, supported by ND funding during Summer School, provides students access to concurrent enrollment to students who are advanced enough to pursue academic rigor at that level. Additionally, state YIC funds provide for additional post high school classes for those who have graduated from high school and/or received high equivalency credentials.

Vermont

ACCOUNTABILITY

One of the indicators in the proposed accountability system is the percent of seniors with one or more tests that meet the career and college ready benchmark (dual credit, SAT, ACT, AP, IB, CLEP, ASVAB, IRC/CTE Certification).

Virginia *No references to early college or dual enrollment.*

Washington

ACCOUNTABILITY

Washington will use dual credit participation as one of its measures of school quality/student success. Dual credit includes AP, IB, College in the High School, Tech Prep, and Cambridge.

SUPPORTING ALL STUDENTS

Washington offers Bridge to College courses for 12th grade students who score at Level 2 on their Smarter Balanced 11th grade exam (the second-to-lowest level, indicating potential need for remediation). These courses focus on CTE readiness expectations in math and ELA. If students receive a B in the class, they are eligible to enter credit-bearing coursework at any state community college or technical college.

West Virginia

ACCOUNTABILITY

For high schools, the academic achievement progress indicator includes on track to graduation and post-secondary attainment. The post-secondary attainment measure includes AP, IB, completion of college credit bearing courses or advanced coursework, or completion of CTE courses.

Wisconsin *No references to early college or dual enrollment.*

Wyoming

ACCOUNTABILITY

A post-secondary readiness indicator is used to measure School Quality and Student Success in high school. It will measure the percentage of each school's 12th grade students who meet the state's definition of post-secondary readiness based on one of the following options:

- Option One: Completion of a college success curriculum and one or more of the following:
 - A college-ready score on a standardized college entrance exam or
 - Eligibility to earn college credits through AP, IB, or dual/concurrent enrollment courses.
- Option Two: Completion of a CTE pathway (with a minimum of a three-course sequence) and one or more of the following:
 - A passing score on a CTE exam or
 - An industry-recognized certification
- Option Three: Completion of a college success curriculum or a CTE pathway and a military readiness score on the ASVAB.



Who We Are

The College in High School Alliance (CHSA) is a coalition of national and state organizations collaborating to positively impact policies and build broad support for programs that enable high school students to enroll in authentic, affordable college pathways toward postsecondary degrees and credentials offered with appropriate support. CHSA's core belief, backed by numerous studies that demonstrate the significant benefits to students, is that strengthening and expanding college in high school programs will improve secondary education and significantly increase college access, affordability, and completion for all students, particularly those who are low-income, underrepresented in higher education or at risk of not completing postsecondary education.

