



## **Request for Proposals:**

### **The Next Phase of Dual Enrollment Policy: A Seven-State Cohort to Create Comprehensive Dual Enrollment Policy Systems**

Thanks to the generous support of the ECMC Foundation, Joyce Foundation, & Strada Education Foundation the College in High School Alliance is releasing a [Request for Proposals](#) to recruit **seven states over a two-year period** to form the **Next Phase of Dual Enrollment Policy Cohort**, and receive technical assistance and funding to support those states in setting a statewide vision for dual enrollment, closing access gaps for rural students and one other state-identified student population, and deploying policy to provide students with more intentional dual enrollment experiences.

This project supports the work of the dual enrollment policy movement aligned to the ambitious goal and vision outlined in CHSA's [The Next Phase of Dual Enrollment Policy: A Vision for the Field](#). That goal is:

***By 2030, all states will have eliminated access gaps for participation and success for historically marginalized students in college in high school programs such as dual enrollment and early college, and have a policy system and funding in place that are designed to ensure students are completing meaningful and intentional college course experiences in high school.***

***If this vision is realized, quality college in high school programs will serve as a catalyst for closing postsecondary access and attainment gaps, and improving the efficiency and efficacy of transitions into college and career for all students.***

### **What is the College in High School Alliance?**

The [College in High School Alliance](#) (CHSA) is a collaborative partnership between [Achieving the Dream](#), [Advance CTE](#), [Bard College](#), [Foresight Law + Policy](#), [JFF](#), the [Middle College National Consortium](#), and the [National Alliance of Concurrent Enrollment Partnerships](#).

Working together under the banner of the CHSA, these organizations have dedicated staff, capacity, and resources towards their shared mission of working with policymakers, programs, and other stakeholders to advance equity, quality, and student success for college in high school

programs. In addition to the core collaborative, CHSA connects [80 other national and state organizations](#) as partners in its work.

## What is Dual Enrollment?

“Dual enrollment” in this context applies to any opportunity for K-12 students to enroll in college courses that lead to transcribed credits and involve partnerships between school districts and institutions of higher education in some form.

These programs go by many names, but are typically referred to as **dual enrollment**, **dual credit**, **concurrent enrollment**, or **early college high school**. Included in our understanding of this term are also programs with a career and technical education focus, such as **P-TECH**.

## The Opportunity

With the recent news that dual enrollment participation [has expanded to 2.5 million students](#) and that dual enrollment makes up 21% of total enrollments at community colleges nationwide, thoughtful state policy for dual enrollment has never been more critical. Dual enrollment is reshaping the education landscape and many students’ transition between secondary and postsecondary education, and policy systems need to be responsive to these changes.

To that end, CHSA is excited to offer technical assistance and funding to support a cohort of seven states in working collaboratively and with a state coach to implement the state-focused recommendations of [The Next Phase of Dual Enrollment Policy: A Vision for the Field](#). Those are:

- **Setting a Statewide Vision for Dual Enrollment:** Every state must have a vision and set a goal related to dual enrollment and its role in the state’s education system that is informed by the experiences and needs of students.
  - **Why?** As states experience ongoing increases in the number of students taking college courses while they are in high school, it is essential that states and systems begin to determine what a steady state for dual enrollment looks like, and the model’s role in the state’s education ecosystem.
- **Doubling Down on the Equity Mission:** Nationally, we must work to close access gaps to dual enrollment for underrepresented groups like Black and Hispanic students, low-income students, rural students, and to expand our work to include new student populations like students with disabilities, English learners, and other special populations.
  - **Why?** There are still persistent equity gaps for access to dual enrollment for students of color, low-income, and male students. But some of the biggest equity gaps are experienced by students with disabilities and English learners, and much more focused work is necessary to understand how to provide the benefits of these experiences to those students also, in addition to not losing sight of the ongoing work with other populations of students.

- **Focusing Policy on Intentional Dual Enrollment Experiences:** States and programs must support making intentional and meaningful dual enrollment experiences available to students that are part of structured pathways or programs, allow students to advance towards a degree or credential, and ensure students are maximizing the benefits of a dual enrollment experience through thoughtful program design and high-quality counseling and advising.
  - **Why?** As more dual enrollment students take more courses, it really matters what those courses are and how they meaningfully and intentionally help students advance towards a post-high school goal. To maintain the value proposition of dual enrollment for students, maximize state investments, and ensure the dual enrollment ecosystem functions as well as possible, this is one of the biggest topics to tackle in the next phase of dual enrollment policy.

With that new agenda in mind, CHSA is seeking to recruit **a cohort of seven states** to advance the next phase policy agenda. The cohort will receive a complete suite of services including structured opportunities for collaboration between the states, both in person and virtually, and direct state coaching and technical assistance from CHSA and its Steering Committee organizations.

Drawing from the Next Phase of Dual Enrollment Policy, CHSA will work with the seven selected states over two years to advance each of the following deliverables of the Next Phase of Dual Enrollment Policy Cohort:

- **Vision Deliverable:** Each state will publish a public vision for its dual enrollment programs and policy that is focused on addressing access gaps, is integrated into the state's existing secondary and postsecondary agendas, and is aligned across systems. This vision will also include a measurable goal, depending on the state's availability of regular data on dual enrollment access and success.
- **Equity Deliverable:** Each state will examine its policies and statewide practices impacted by those policies related to dual enrollment access and success for rural students and one other underrepresented student population to be selected by the state based on its data on student access and success gaps, and develop and begin to implement an action plan to advance policy and practice to close access and success gaps for these students.
- **Intentional Deliverable:** Each state will examine its policies and practices related to ensuring students have intentional dual enrollment experiences – including through deploying policy to build more structured dual enrollment programs that offer pathways and programs of study, and/or providing students with high-quality counseling and advising – and develop and begin to implement an action plan to advance policies and practices to ensure students are having the most meaningful dual enrollment experiences possible that support their post-high school plans.

### **The Benefits to Participating States**

States who are selected to participate in the Next Phase of Dual Enrollment Policy cohort will receive significant benefits from their participation, designed to position those states as national leaders in thinking about dual enrollment policy regardless of the state's current baseline of how developed its dual enrollment policies are currently. States will have the opportunity to complete the three deliverables outlined above with support from CHSA and its team of national dual enrollment policy experts, and from the other states in the cohort. This will include states having the opportunity to work:

- **Collaboratively:** Through a series of two in-person and four virtual convenings of the Next Phase Cohort that advance the objectives above and provide the states with milestone points to anchor their visioning, action plan development, and implementation around.
- **With Individualized Support:** Through direct coaching and individualized technical assistance from the College in High School Alliance, which will assign a CHSA Steering Committee organization to coordinate providing individualized support to the participating states as they work on their individual work and action plans, with a focus on closing equity gaps and ensuring more intentional dual enrollment.

Selected states will also receive a **\$20,000 grant** to support them in the costs of holding in-state convenings with key players in policy and practice for their dual enrollment ecosystems to consider challenges and plan solutions.

### **Expectations**

States who participate in the Next Phase of Dual Enrollment Policy cohort will be engaging in a robust and valuable scope of work during the project period, receiving support along the way from CHSA in the form of individualized technical assistance and through the opportunity to work in collaborative settings with the full seven state cohort to significantly advance the state's dual enrollment policy agenda. We encourage you to see this as a significant opportunity to receive a lot of support from national experts and peers that will allow your state to take a big step forward in its dual enrollment policy and practice ecosystem.

To make the most of this experience, states should determine a lead point of contact who will be managing the state's participation in the Next Phase of Dual Enrollment Policy Cohort, and a relevant team of representatives of other stakeholders who share governance of dual enrollment or have an important role to play in moving forward on the three objectives for the state - setting a dual enrollment vision, working to close access gaps through policy, and focusing policy on intentional dual enrollment. States will receive support from CHSA and should also anticipate needing to commit appropriate hours to the project to maximize its success, and should have appropriate support from your leadership to do so.

Specifically for the project team, this two-year project will involve:

- Monthly 1-hour calls with the state's CHSA state coach (at minimum, more as needed depending on the work) to discuss the work and next steps.
- Participating in five 2-3 hour virtual convenings to advance the work as a collaborative of states.
- Participating in two all-day in-person convenings. The in-person convenings are tentatively scheduled for [DREAM 2025](#) in February 2025 and NACEP 2025 in October 2025 ([see here](#) for details on the 2024 NACEP conference in Orlando, Florida). Travel and conference participation will be covered for three team members.
- Arranging convenings and other meetings across the state relevant to the vision objective, equity objective, and intentional dual enrollment objective.
- Developing and publishing a state vision for its dual enrollment.
- Developing a policy action plan for closing access gaps for rural students to dual enrollment and one other student population of the state's choice.
- Developing a policy action plan for advancing intentional dual enrollment experiences for students.
- Working among the project team and with the state's CHSA state coach to implement the action plans developed.

### **Eligibility**

- This opportunity is open to all interested states, plus the District of Columbia and U.S. territories.
- Cross-agency participation in these engagements is strongly encouraged, as well as partnerships with non-state intermediaries or non-profits, institutions of higher education, and school districts, where appropriate.
- The lead applicant must be able to demonstrate they have decision-making authority for policies impacting college in high school programs in their state, and have the support from senior leadership from the lead applicant to advance this work.
  - This can include, but is not limited to, the governor's office, state education agency, higher education governing authority, public system of higher education (two or four year), or career and technical education agency.

### **How to Apply**

Interested states may apply using this [online application form](#):

Successful applicants will be those who:

- Can demonstrate support from senior leadership of the relevant agencies or systems that have governance over dual enrollment policy in the state.
- Can demonstrate appropriate partnerships across sectors (K-12, higher education - including two- and four-year, workforce etc.) to advance success for students participating in college in high school programs.

- Can articulate how support from the CHSA and completing the three objectives of the Next Phase of Dual Enrollment Policy cohort will ignite or enhance progress in the state to expand access to and success in college in high school programs for populations of students who are currently underrepresented, such as low-income students, students of color, and students with disabilities.
- Can demonstrate how grant funds will be used to advance the objectives of this work.

Priority consideration will be provided to applicants who:

- Have a data system for dual enrollment that at least allows the state to track dual enrollment participation and success for student demographics over time, and disaggregates that data by student population
- AND/OR**
- Include participation of a representative of the governor's office or equivalent political appointee (e.g., chief state school officer if appointed in the state) on the project team.

### **Application Deadline**

All applications must be received through the [online application form](#) by **October 18, 2024** in order to be considered. Applicants may be asked to meet with the selection team for a short interview.

### **Selection Announcements**

CHSA will inform selected states on **November 22, 2024**. A public announcement will follow.

### **Interested Applicants Webinar**

CHSA held a webinar for interested applicants to learn more and ask questions about any element of this RFP on **September 25, 2024 at 3:30 PM - 4:30 PM Eastern**. [Click HERE to review the recording of the webinar.](#)

### **For Questions, Please Contact**

We have developed an [Application Guide](#) with more information about this project and the opportunities. For additional questions about any of these opportunities or submission requirements, please contact:

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