



COMMONWEALTH of VIRGINIA

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October 1, 2025

The Honorable L. Louise Lucas
Chair, Senate Finance & Appropriations
Committee
General Assembly Building, Room 1404
P. O. Box 396 Richmond, VA 23218

The Honorable Luke E. Torian
Chair, House Appropriations Committee
General Assembly Building, Room 1223
201 North 9th Street Richmond, VA 23219

The Honorable Ghazala F. Hashmi
Chair, Senate Education and Health
General Assembly Building, Room 616
PO Box 396 Richmond, VA 23218

The Honorable Sam Rasoul
Chair, House Education
General Assembly Building, Room 910
201 North 9th Street Richmond, VA 23219

Dear Chairs Torian, Rasoul, Lucas and Hashmi:

Please accept the enclosed updates from the Virginia Department of Education and the Virginia Community College System on the implementation of the College and Career Ready Virginia Program, as required in Va. Code § [22.1-237.4](#) of the Code of Virginia.

In 2024, the General Assembly enacted Chapters [647](#) and [684](#), which require the Virginia Department of Education and the Virginia Community College System (VCCS) to complete a comprehensive review of the effectiveness of the College and Career Ready Virginia Program, to include costs, student outcomes, the quality and rigor of courses, and a plan for continuous improvement to be annually reported to the General Assembly. School divisions and community colleges are working in partnership to fully implement this Program during the 2025-2026 school year. The enclosed report details the previous steps taken to plan for full implementation and upcoming action items to ensure success of the Program.

For additional questions, please contact [Amanda Nevetral](#), Director of the Office of Advanced Learning at the Virginia Department of Education at 804-418-4693 or [Dr. Micol Hutchison](#), Interim Assistant Vice Chancellor for Policy and Instructional Support Services at the Virginia Community College System at 804-819-4978.

Sincerely,



Emily Anne Gullickson, M.Ed. J.D.
Superintendent of Public Instruction

EAG/RD/an

c: The Honorable Aimee Rogstad Guidera
Virginia Secretary of Education

Dr. David Dore, Chancellor
Virginia Community College System

Deputy Superintendent Dewayne McClary
VDOE Division of Innovation, Student Pathways, and Opportunities

COLLEGE AND CAREER READY VIRGINIA REPORT

Va. Code § 22.1-237.4
October 1, 2025



COLLEGE AND CAREER READY VIRGINIA REPORT

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LEGISLATIVE DIRECTIVE

House Bill 1087 and Senate Bill 627 (Chapters 647 and 684, 2024 Acts of Assembly), now codified at Va. Code [§ 22.1-237.1](#), established the College and Career Ready Virginia (CCRV) Program and Fund. Section [22.1-237.2](#) provides, “The Board [of Education] and the State Board for Community Colleges shall establish the College and Career Ready Virginia Program.” Further, that “All funds appropriated for such purpose and any gifts, donations, grants, bequests, and other funds received on its behalf shall be paid into the state treasury and credited to the Fund.” Lastly, community colleges and local school boards are prohibited from charging qualified high school students tuition or fees for enrolling and participating in Program courses.

The General Assembly identified the CCRV Program in [Va. Code § 22.1-237.3](#) as consisting of “dual enrollment and participation of qualified high school students at the high school in college courses pursuant to the Passport Program and the Uniform Certificate of General Studies Program established in accordance with the requirements set forth in subsection B of [§ 23.1907](#).”

As provided in Va. Code [§ 22.1-100](#), dual enrollment is defined as:

the enrollment of a qualified high school student in a postsecondary course that is creditable toward high school completion and a career certificate or an associate or baccalaureate degree at a public institution of higher education. "Dual enrollment" does not include the enrollment of a qualified high school student in a postsecondary course that is not creditable toward high school completion.

Section [23.1-907](#) provides that the Passport Program is a one-semester program consisting of 15-credit hours and is a component of the Uniform Certificate of General Studies Program. The Uniform Certificate of General Studies Program (the UCGS Program) is a one-year, 30-credit hour program. “Each [UCGS] Program and Passport Program course shall be transferable and shall satisfy a lower division general education requirement at any public institution of higher education.” Section [23.1-907](#) further provides that:

Each comprehensive community college shall develop agreements for postsecondary credit and degree attainment with the public high schools in the school divisions that such comprehensive community college serves specifying the options for students to complete an associate degree, the Passport Program, or the Uniform Certificate of General Studies Program concurrent with a high school diploma consistent with the requirements for the College and Career Ready Virginia Program set forth in Article 5.1 ([§ 22.1-237.1](#) et seq.) of Chapter 13 of Title 22.1

The CCRV initiative directly supports the Commonwealth’s goal of ensuring all public high school graduates are ready for life, through enrollment in postsecondary education options, employment, or enlistment in the military, while removing financial barriers to early college credit attainment.

DUAL ENROLLMENT DATA SNAPSHOT FROM PREVIOUS YEARS

- According to data from approximately 93 school divisions in the Commonwealth, about **62 percent of high school students could qualify to take dual enrollment classes**. However, of 2024 high school graduates, only 2,408 completed any type of VCCS credential and of 2025 graduates, that number slightly increased to 2,745 students.
- School divisions have varied resources for dual enrollment and therefore, some are better poised to offer DE courses. **Between 2021-2022 and 2023-2024, 10 school divisions were responsible for 65 of the dual enrollment growth in the Commonwealth** and six divisions reported lower enrollment than the statewide average.
- In the beginning of the last academic year (2024-2025), **70 percent of school divisions could only offer UCGS by tapping into virtual and community college resources**. Only seven school divisions could offer UCGS utilizing high school instructors only and up to 25 percent of school divisions did not outline a pathway for UCGS completion.

This data indicates that in many school divisions, dual enrollment courses are an underutilized opportunity for eligible students to earn college credit. Other programs that lead to college credit, such as Advanced Placement, International Baccalaureate, and/or Cambridge, may contribute to lower dual enrollment numbers in certain divisions. However, the last bullet indicates that resources and teacher credentialing for dual enrollment courses are factors. This data supports a need for robust technical support for school divisions, consistent outreach to families, and a close partnership between VCCS and VDOE to ensure dual enrollment growth in the Commonwealth.

PLANNING AND IMPLEMENTATION

In 2024, the CCRV advisory committee convened for a series of meetings and planning across nine months to craft a roadmap for implementation of the program. Per the requirements of this statute, this advisory committee include broad stakeholder representation from school divisions, institutes of higher education, state agencies focused on workforce development, and parents.

These meetings discussed a series of actionable steps towards full implementation of CCRV in the fall of 2025 with the following guiding principles:

- Prepare every graduate for success;
- Ensure seamless pathways;
- Prioritize industry alignment;
- Provide access to quality information, options, and funding;
- Strengthen advising; and
- Aim for continuous improvement.

The advisory committee discussed and approved final reports and recommendations for implementing the CCRV program. Recommendations from that meeting included the creation of a statewide governance structure between VDOE, VCCS, and State Council of Higher Education Virginia (SCHEV) with regular meetings, expanding and improving resources for counselors around CCRV, determining key metrics for program improvement, and creation of a CCRV program webpage to house links and resources.

A copy of the full report with recommendations can be found [here](#).

The following items are ongoing and future initiatives by VDOE and VCCS to support students, families, school divisions, and community colleges in the first year of implementation of CCRV:

Additional Coordination Across State Agencies

- Initiation of a series of bimonthly meetings, beginning in fall 2024 and continuing through the present, with members of the SCHEV, VCCS, VDOE, the Virginia Office of Education Economics (VOEE), Virginia Works (VA Works) and other experts to discuss implementation of CCRV and to improve vertical articulation of pathways for students in the Commonwealth. These ongoing meetings remain crucial to the work of aligning and connecting K-12 students to postsecondary outcomes that fulfill and enhance the economic needs of Virginia;
- VDOE and SCHEV have also partnered to jointly support a cross-agency position, the Postsecondary Access and Success Specialist (PASS), that facilitates postsecondary access between Pre-Kindergarten – Grade 12 and postsecondary, and create school environments, education policies, staff expectations, resources, and technical assistance that support all students' pursuit of a postsecondary education, including supporting students who have been traditionally underrepresented in higher education. The position, which is currently funded by the 2022 General Assembly budget and the Guidance to Postsecondary Success (GPS) program, is funded and shared jointly by VDOE and SCHEV beginning in Fiscal Year 2024. This role is located in the Office of Advanced Learning and supports the Director with dual enrollment access and CCRV implementation efforts;
- Reoccurring weekly meetings between VCCS and VDOE, VCCS administrators at the colleges and VCCS System Office, as well as dual enrollment coordinators, held regular meetings to gain understanding of and work through the logistics and implementation of this statute. These meetings began in the fall of 2024 and are ongoing through the present;
- Exploration of innovative initiatives to increase the number of credentialed dual enrollment teachers in Virginia, including partnerships with four-year universities to implement programs for teachers to earn the necessary credits and a thought partnership exercise with leaders in Oregon to explore a sponsored dual credit model for teachers.

- Development of an improved process, in collaboration with data teams from VDOE, SCHEV, and VCCS, to collect better dual enrollment program student enrollment data and postsecondary outcomes for reporting purposes. This includes points for the 3E Readiness component of the School Performance and Support Framework where high schools earn points for students earning college credit, including through UCGS and Passport dual enrollment pathways, and maximum points for students earning associate's degrees while in high school;
- Development of a process, in collaboration with budget teams from VDOE and VCCS, to collect receipts and expenditures related to the implementation of CCRV;

Communication around Shared Goals

- Collaboration by VDOE and VCCS on a [joint memo](#) to school divisions and community college presidents to clarify expectations around the implementation of the College and Career Ready Virginia program in June 2025;
 - The State Superintendent followed up with this memo through her weekly Superintendent's Section in the newsletter on June 20, 2025, [here](#) and copied in Appendix A.
 - VDOE hosted VCCS and the Virginia Association of School Superintendents for a virtual meeting in June 2025 to ensure alignment on the law and to help troubleshoot with implementation efforts.
- Initiation of workgroups with VCCS stakeholders from around the Commonwealth that are focused on improvements in the areas of: Policy and Instruction, Course Offerings and Delivery, Technology and Data, Marketing, and System-wide Funding and Costs. These work groups target proposed solutions, guidance and policies that will continuously improve the CCRV program;
- Realignment of existing state General Fund teacher scholarship metrics to prioritize dual enrollment pathway options, especially for teachers wanting to lead Passport and UCGS coursework;

Increased National Philanthropic Support

- VDOE and VCCS secured a two-year grant from the College in High School Alliance (with support from the National Alliance of Concurrent Enrollment Partnerships) to create thought partnerships in the national space around elevating this opportunity to rural and low-income families in Virginia in early 2025;
- Ongoing collaboration with national state partners and College in High School Alliance advisors on innovative licensure solutions to support school divisions with teachers that want to pursue dual enrollment coursework for credentialing;

- Ongoing collaborative work with national partners, including Strada Education Foundation, Education Strategy Group, and FutureReady States to help provide conversation and context about national best practices regarding credentials and noncredit offerings;

Improved Communication with the Field

- Reorganization of staff at VDOE to add dual enrollment, including CCRV, to the VDOE Office of Advanced Learning and align that office with the Division of Innovation, Student Pathways, and Opportunities to build a seamless pipeline of academic opportunities in the K-12 ecosystem and one-stop-hub for divisions, families, postsecondary agencies, SCHEV, and VCCS teams with questions about advanced course opportunities;
- Collaboration with Learning Heroes, a consulting entity with expertise in parent communication and engagement, on materials for VDOE, VCCS, and school divisions to better communicate this free advanced learning opportunity to all families in the Commonwealth;
- Redesign and alignment of the dual enrollment webpage hosted by VDOE to connect stakeholders to information about CCRV and house resources for school divisions and families. The webpage will also include graphics, information, and links to VCCS programs;
- Creation of an advising toolkit to provide school counselors and other school personnel with the necessary information to support students and families in obtaining academic support services within the high school and community college to ensure success for those enrolled in CCRV. This includes review of such materials by the Virginia Advisory Committee for Advanced Learning for stakeholder feedback;
- Review and broad communication of the policies for quality and rigor in a VCCS class to community colleges, instructors, and pertinent high school staff, including administrators;
- Consistent and ongoing outreach about the advantage of earning college credit during high school through dual enrollment courses and how this supports high school outcomes within 3E Readiness in the School Performance and Support Framework.

VDOE and VCCS look forward to supporting students, staff, and families during the first full year of implementation and per the statute, will deliver a robust report on cost, student outcomes, quality and rigor of courses, and a plan for continuous improvement in 2026.

APPENDIX A:

[Superintendent Newsletter Segment June 20, 2025](#)

Virginia's New Law is a Win for Students, Families, and the Workforce

Virginia is stepping up with commonsense policy that empowers families and prepares young people for real-world success. Last year's *College and Career Ready Virginia* law goes into effect in the 2025-2026 school year and is a course correction for our pipeline of learning opportunities. At the heart of this reform is an important, forward-looking strategy: expanding dual enrollment opportunities for students to earn college-level credits while still in high school. Dual enrollment is the way to provide *opportunity*, not limit it.

Across Virginia, more than 50,000 high school students a year earn college credit while in high school by participating in dual enrollment through partnerships between school divisions and Virginia's community colleges. This is one of the smartest investments we can make in our youth. It gives motivated students a head start on higher education, offers meaningful savings on college tuition, and builds a stronger, more skilled workforce that's ready for the demands of the modern economy. This provides our high school graduates the freedom to choose a path that works for them, whether that's a four-year university, a technical degree, the military, or immediate entry into a well-paying career. When we equip young people with the tools to succeed both early and efficiently, everybody wins.

Through the *College and Career Ready Virginia Program*, cost barriers are coming down for families and public schools. Eligible students will gain [no-cost access to the courses they need](#) to earn a 15-credit Passport or a 30-credit Uniform Certificate of General Studies, both of which are widely accepted for degree credit across Virginia's universities. In short, the cost of earning a bachelor's degree just got much cheaper for Virginia's families. And, more Virginia students will have access to the life-improving power of dual enrollment leading to meaningful postsecondary credentials.

Another strength of the *College and Career Ready Virginia* law is that it respects local control while setting a strong statewide vision. Local school divisions still have the flexibility to tailor programs to their students' needs, but now operate under a clear, more consistent framework that prioritizes access, rigor, and relevance. This law also encourages personal initiative, reduces government spending on duplicative education, and better aligns taxpayer-funded education with the needs of Virginia's economy. This is an area of bipartisan agreement and for good reason: dual enrollment works. It serves students, strengthens families, and supports a healthier economic future for our Commonwealth.

We are excited to co-lead this effort with Chancellor David Doré of the Virginia Community College System and to expand opportunities for more high school students across the Commonwealth.

APPENDIX B

Superintendent's Memo, June 13, 2025

Beginning in Fall 2025, school divisions are required to offer qualified students access to no-cost dual enrollment courses that fulfill the Passport and/or UCGS Certificate.

The Virginia Community College System (VCCS) is required to offer school boards access to courses so that qualified high school junior and senior students have access to the dual enrollment courses needed to complete a Passport and/or UCGS Certificate by the conclusion of the senior year. This may be accomplished through providing virtual courses to supplement a high school's dual enrollment program.

Each community college will work in collaboration with the school division or high school to establish a pathway of prescribed courses that leads to the completion of the 30-credit-hour UCGS and the 15-credit-hour Passport. Additional UCGS courses outside of the prescribed pathway can also be offered at the high school. For school divisions with multiple high schools, the prescribed UCGS pathway may differ at each school.

All UCGS courses taught by credentialed high school dual enrollment instructors on the high school campus are at no cost to the student or school division. For those courses specifically in the high school's prescribed 30 credit hour pathway, VCCS will ensure that the course is provided virtually at no cost to the student or school division, if there is no credentialed high school instructor to teach those required courses. (see Dual Enrollment Course Staffing Procedure).

Each college will work with the high school to provide a sufficient offering of UCGS courses so that your (qualified) Juniors can complete the UCGS simultaneously to their graduation, and that your (qualified) Seniors can complete the Passport (if they have not taken any dual enrollment courses previously) or the UCGS (if they have taken any dual enrollment courses) prior to graduation. While there is no tuition cost for the UCGS courses (prescribed pathway and high school taught), the costs for textbooks and lab fees will be the responsibility of the school division.

School divisions are highly encouraged to identify, support, and incentivize credentialed high school instructors to teach dual enrollment courses in your high schools. VCCS and VDOE are committed to working on providing alternative credentialing and educational attainment opportunities for interested high school instructors.