

CCRCWEBINAR

Enabling DEEP

**How States and Systems Can
Support Practitioner Efforts to
Strengthen Dual Enrollment**

Tuesday, January 9
2-3pm ET



Presenters



John Fink
CCRC
Senior Research Associate and Program Lead



Jessica Steiger
CCRC
Senior Research Assistant & PEAR Fellow



Alex Perry
College in High School Alliance
Policy Advisor

Panelists



Chris Gabrieli
Massachusetts Board of Higher Education
Chair



Kim Hunter Reed
Louisiana Board of Regents
Commissioner



Aaron Thompson
Kentucky Council on Postsecondary Education
President

Webinar Agenda



Welcome!

Webinar Agenda & Introductions



Overview of CCRC & CHSA Guidance

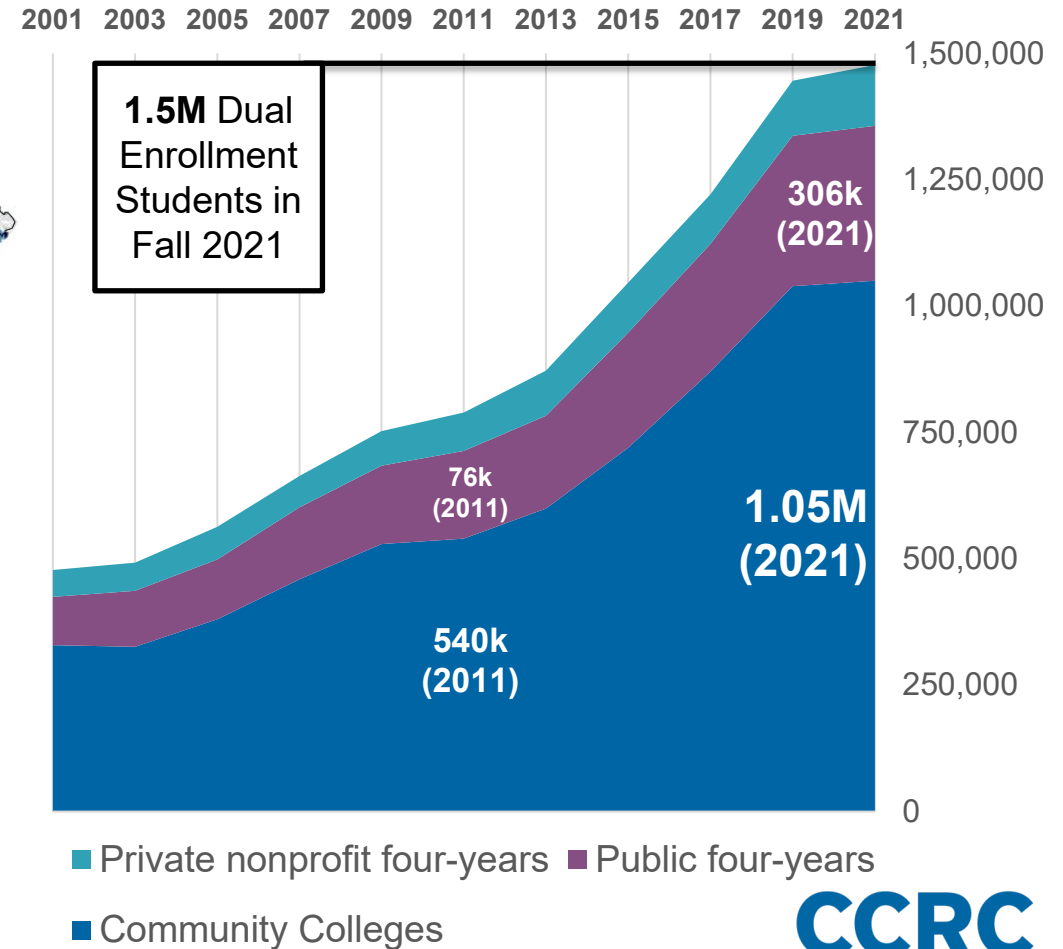
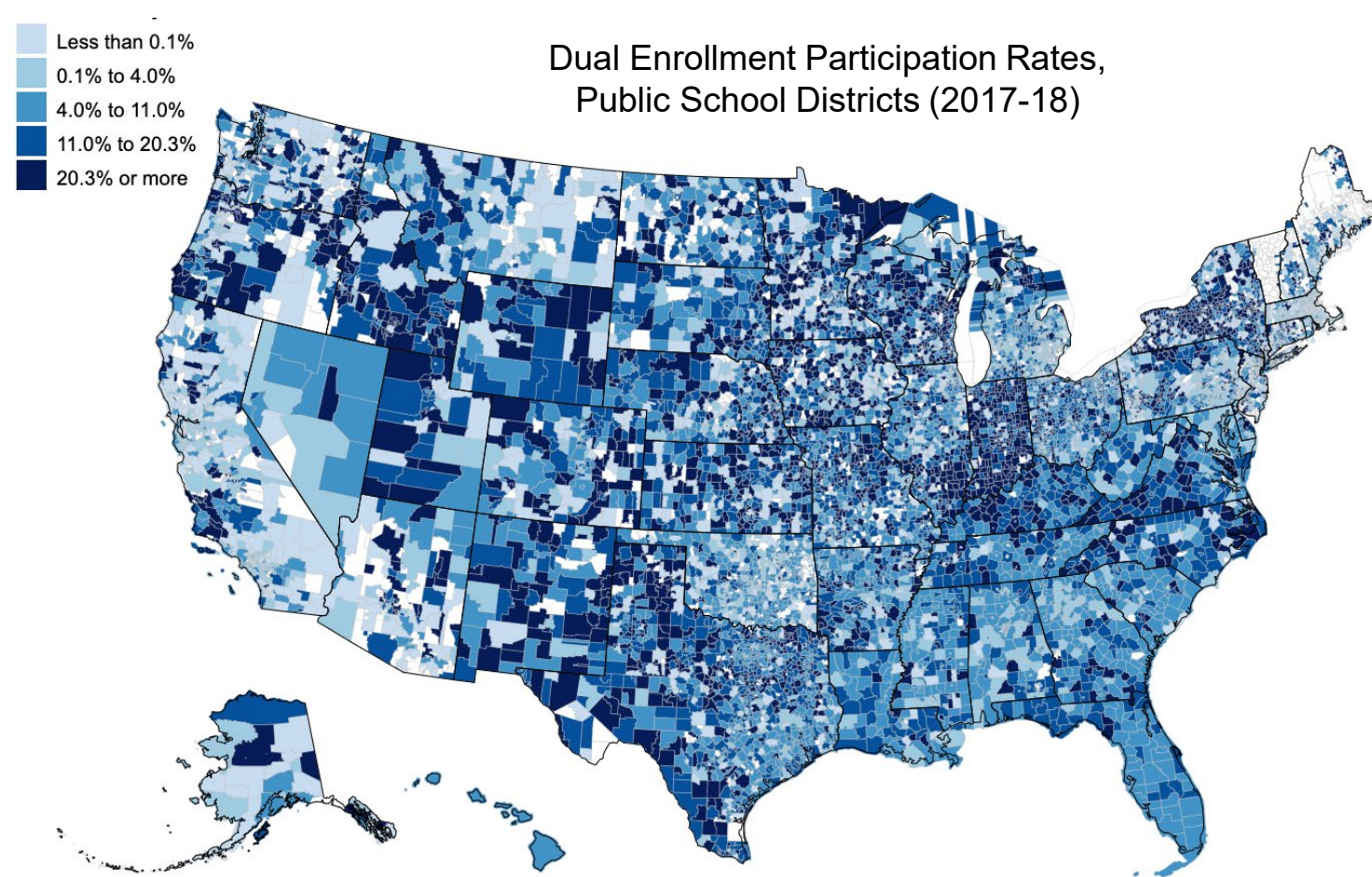
How States and Systems Can Support Practitioner Efforts to Strengthen Dual Enrollment



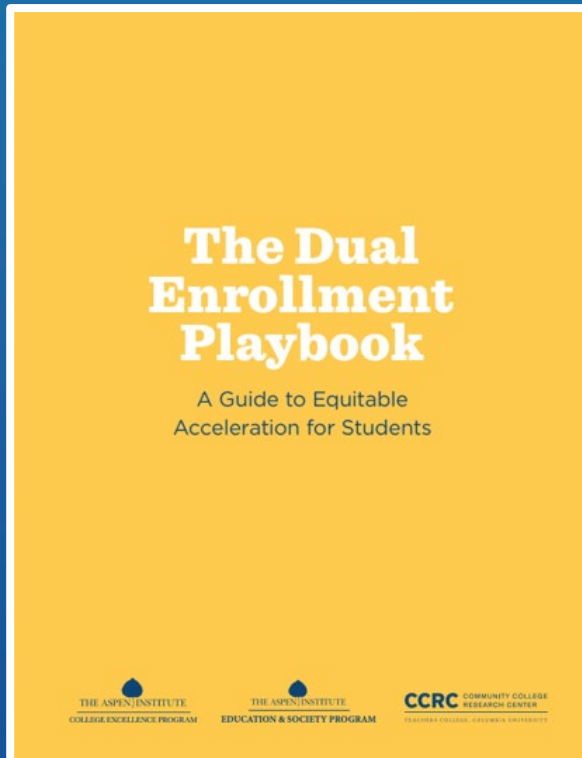
State Leader Panel Discussion

Commissioner Kim Hunter-Reed, Louisiana Board of Regents
Chairman Chris Gabrieli, Massachusetts Board of Higher Education
President Aaron Thompson, Kentucky Council of Postsecondary Education

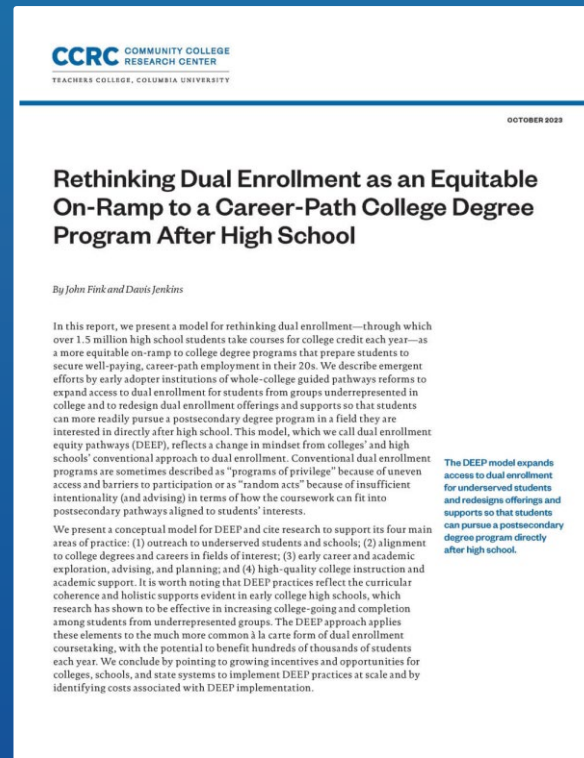
High School Dual Enrollment: Widespread and Growing



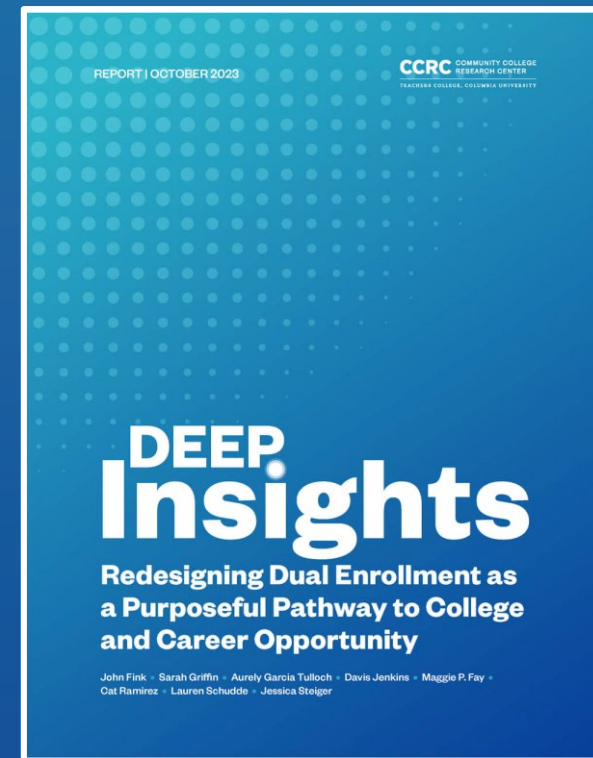
How are Practitioners Strengthening DE as an Equitable On-Ramp to College Degrees?



The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students (October 2020)



Rethinking Dual Enrollment as an Equitable On-Ramp to a Career-Path College Degree Program After High School (October 2023)



DEEP Insights: Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity (October 2023)

Incentives for Rethinking Dual Enrollment as an On-Ramp to College Degrees

	Potential Incentives
Colleges	<ol style="list-style-type: none">1. Declining enrollments among older students; open seats2. Expanding the pool of potential college-going students after high school3. Downstream benefits to retention, completion, and statewide performance funding by increasing yield of former DE students4. Reputational benefits
K-12 Schools	<ol style="list-style-type: none">1. Attracting students and families looking for college acceleration options2. Can offer new and attractive programs in partnership with colleges3. Improved student outcomes, particularly for underserved populations and schools4. Gains in state performance reporting and funding

How Can States and Systems Support Practitioner Efforts to Strengthen Dual Enrollment?

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FUNDING

The recommendations in this report are accomplished more easily through the provision of additional funding to dual enrollment programs for specific purposes. Funding can provide incentives for changing program practices so that they align with what the state wants to see.

REGULATION

Regulation by state education agencies can provide state policymakers with a targeted tool that can often address specific challenges more quickly than a legislative solution. Regulation can drive statewide changes in practice and elevate the state's expectations for dual enrollment as a whole.

LEGISLATION

Legislation can provide the clearest statewide mechanism for creating consistent program design and practice with broad legitimacy. In addition, legislation creates an accountability mechanism through which actors who are not abiding by its requirements can be brought into compliance.

Policy Mechanisms

Non-Policy Mechanisms

GUIDANCE

Even if legislation or regulation is not an option, states can use agency-issued guidance documents to describe the kinds of practices that the state wants to see prioritized in DE programming. Guidance can also take the form of tools or other resources to help practitioners understand and achieve what the state wants prioritized.

RESOURCES

State policymakers can empower other actors within the state to provide technical assistance to DE programs. They can work directly with programs to assess their current practices and make recommendations for improvements, offer tools and resources for programs to use on their own through self-guided technical assistance, or endorse a state or national organization with expertise to provide those services.

ENGAGEMENT

Beyond formal guidance, policymakers can also communicate with a variety of stakeholders about their vision and goals for dual enrollment. There is significant power in convening DE stakeholders promoting collaboration and communication on key issues. Whether formalized through a governance structure like a dual enrollment advisory council or through a community of practice, these forums allow policymakers to hear about issues and communicate goals and expectations.

AREA 1**Expanding Access**

Supporting the expansion of access to DE requires deliberate efforts by states and systems to address the state- and system-wide barriers most difficult for individual programs to solve. This involves establishing a data-informed statewide vision for the role of these programs (which includes a clear understanding of who is currently participating in DE and who is not), creating conditions for greater access and participation, and reducing the cost burden for students.

Recommendation 1: Set statewide goals and measure progress.

Recommendation 2: Rethink eligibility requirements.

Recommendation 3: Reduce tuition and non-tuition costs to students and families through state funding.

Strengthening On-ramps to Postsecondary Pathways

States and systems can reinforce practitioners' efforts by encouraging and incentivizing and the implementation of DE as well-designed, well-aligned on-ramps to postsecondary programs of study that high school students are interested in. States and systems support DE programs by ensuring that policies and initiatives enable rather than impede mutually beneficial DE partnerships across school districts and colleges/universities.

Recommendation 4: Align and promote credit transfer.

Recommendation 5: Prioritize advising and navigational support.

Recommendation 6: Promote FAFSA completion before graduation.

Recommendation 7: Provide support to strengthen the quality of instruction.

Building and Sustaining Strong Partnerships

Successful DE requires strong partnerships between K–12 and college practitioners. State-level leaders can help to develop stronger K–12–college networks. While particular colleges and school districts are focused on their own partnerships, often maintained through bilateral articulation agreements or memoranda of understanding, states and systems can provide supportive infrastructure to facilitate and systematize these partnerships.

Recommendation 8: Align college and K–12 incentives to promote dual enrollment access and success.

Recommendation 9: Diversify, expand, and support further credentialing of the instructor pool.

Recommendation 10: Maximize K–12–college partnership potential through relationships and communities of practice.

Recommendation 11: Encourage a culture of equity in dual enrollment programming



State Leader Panel

Moderated by Alex Perry, College in the High School Alliance

State Leader Panel



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Thank you!

Please stay in touch.

John Fink, john.fink@tc.columbia.edu
Jessica Steiger, jls2389@tc.columbia.edu
Alex Perry, alex.perry@flpadvisors.com

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