

Show Me the Funding! College Business Models for Purposeful Dual Enrollment

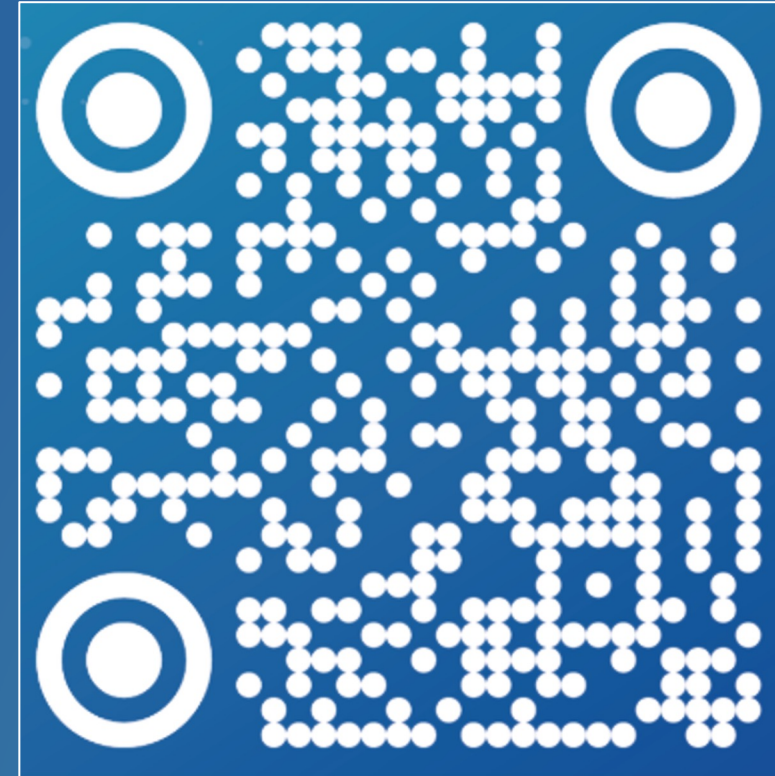
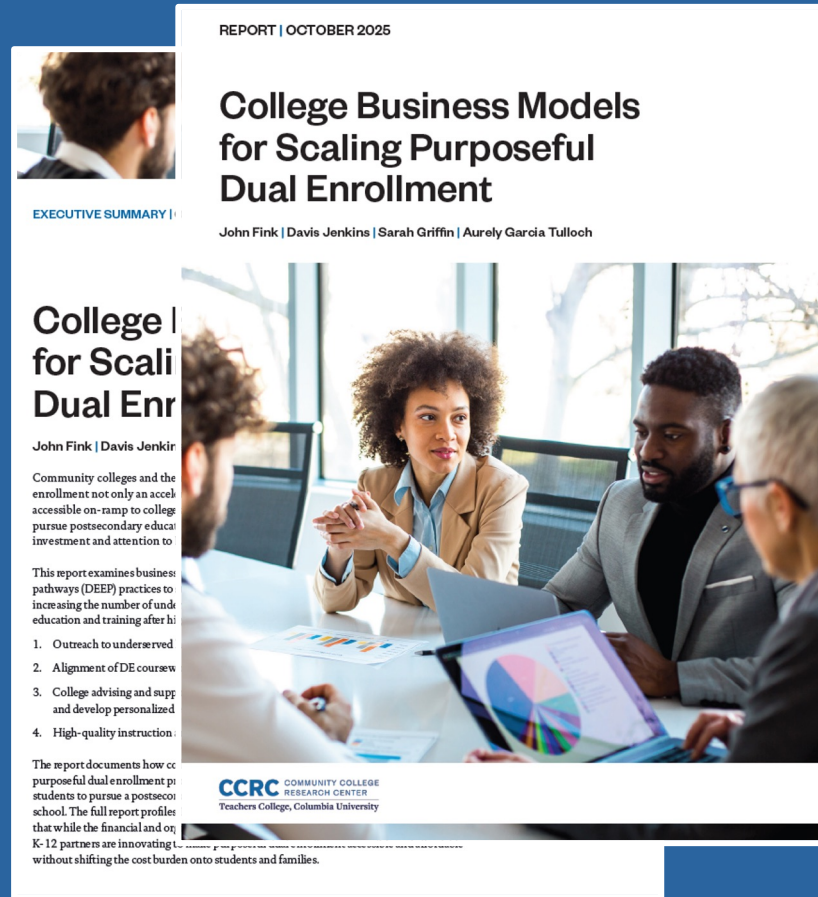
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October 27, 2025 | [NACEP 2025](#)

New Research From CCRC



Find the report at ccrc.tc.columbia.edu.

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A photograph of a classroom with students sitting at desks, some writing in notebooks. The image is overlaid with a semi-transparent blue filter. The text "Redesigning Dual Enrollment" is centered in white.

Redesigning Dual Enrollment

Need to Rethink Dual Enrollment

Conventional Approach



“Programs of privilege”



“Random acts”



DEEP Approach

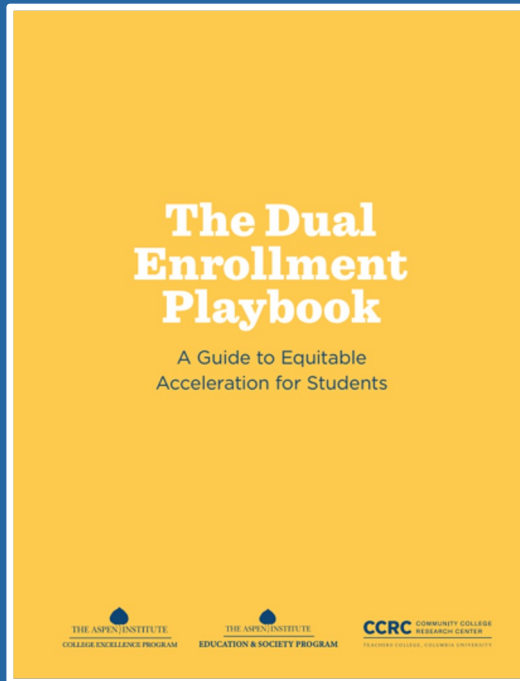


All – and especially underserved students

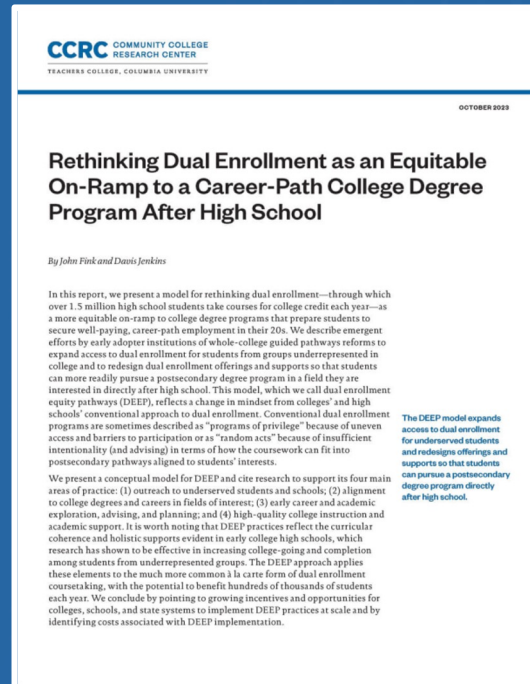


Designed to expand college and career opportunities

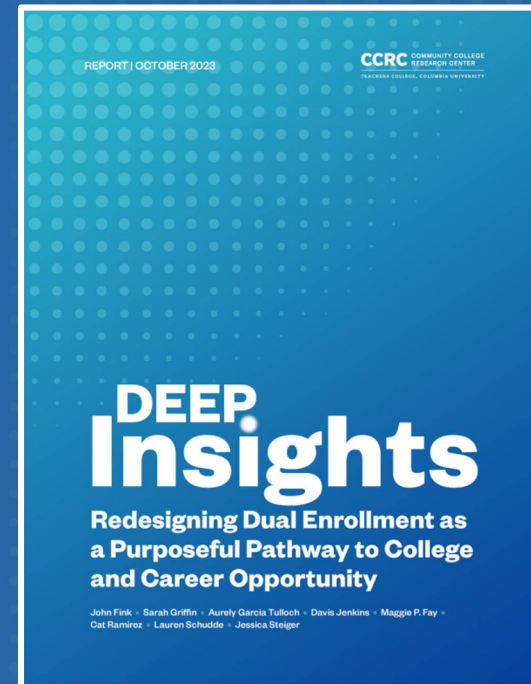
Our Research Focus: Expanding College Access and Success Through Dual Enrollment



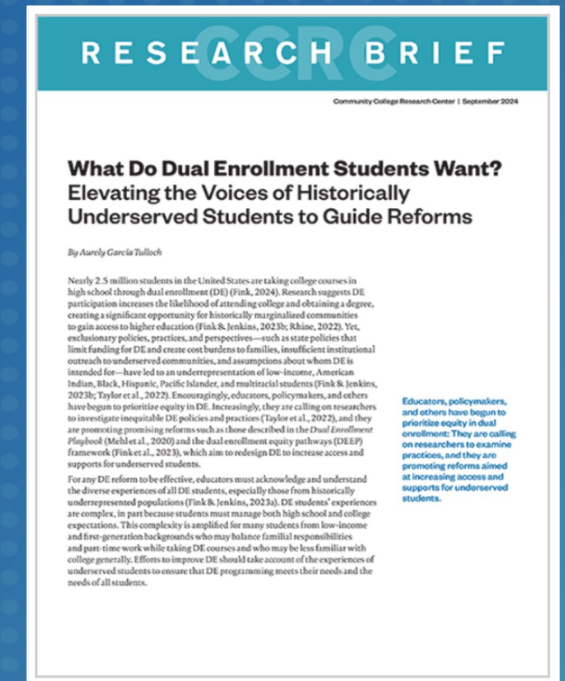
The Dual Enrollment Playbook:
A Guide to Equitable
Acceleration for Students
(October 2020)



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



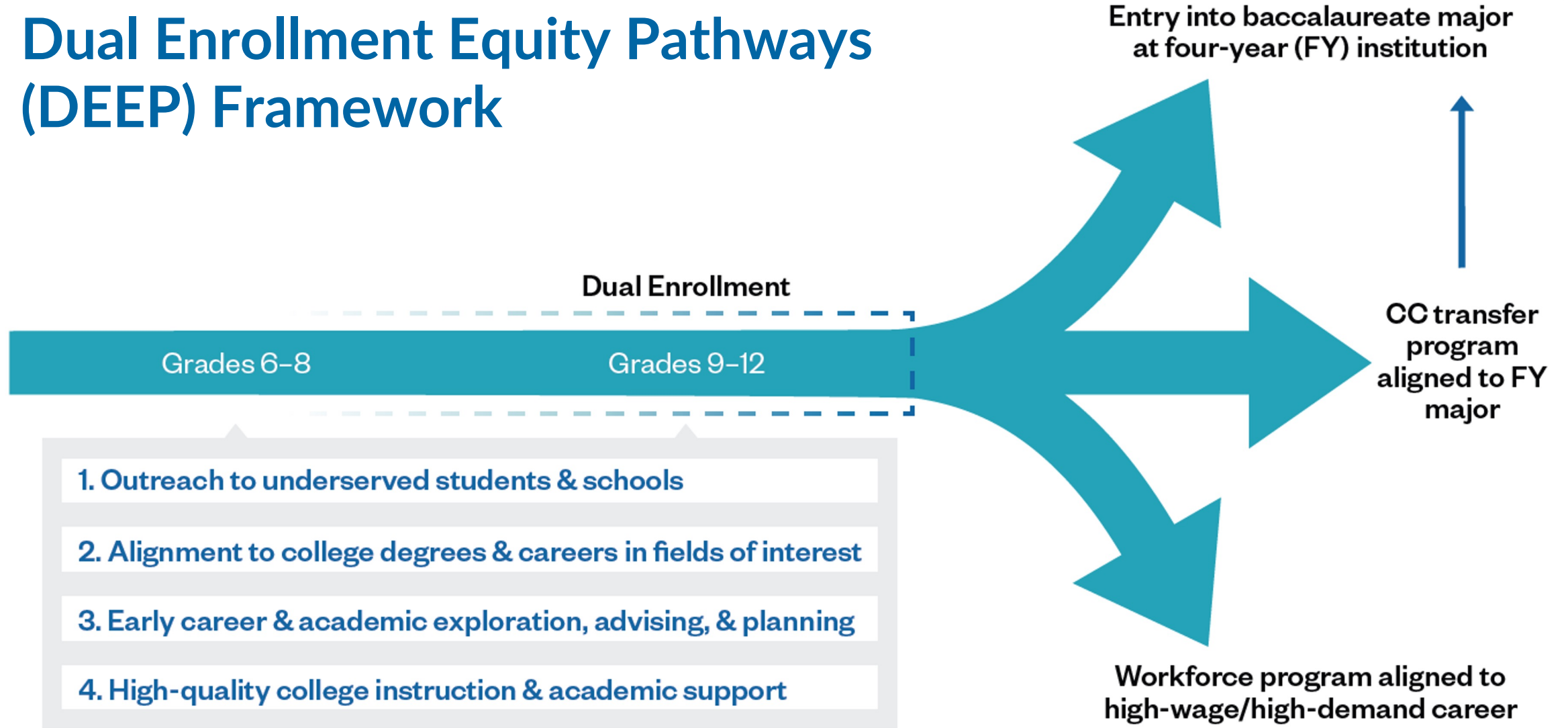
DEEP Insights: Redesigning Dual
Enrollment as a Purposeful
Pathway to College and Career
Opportunity (October 2023)



What Do Dual Enrollment
Students Want? Elevating the
Voices of Historically
Underserved Students to
Guide Reforms (September
2024)

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Dual Enrollment Equity Pathways (DEEP) Framework



Conventional Versus DEEP Approaches

Conventional Approach

DEEP Approach

Who is it designed for?

Primarily students who are already headed to college after high school

All students, especially those who might not otherwise pursue further education after high school

What courses are offered?

Primarily general education courses or whatever course is easy to offer based on teacher availability

Foundational coursework (including general education courses) aligned to college degree programs in fields of interest to students

What is the approach to teaching?

Reliance on qualified high school teachers with limited quality control and professional development

Strong quality control and professional development through collaboration with college faculty and programs

What academic supports are provided to students?

Ad hoc, as needed, if students reach out for help

Unavoidable and proactive academic support, frontloaded for new DE students

What college advising is provided?

Advising from the college available to students who seek it out

College-provided advising for all students at key checkpoints to help explore career and academic interests and create an individualized post-high school learning plan

A blue-tinted photograph of a classroom. In the foreground, a young man with dark, curly hair is sitting at a desk, leaning forward and writing in a notebook with a pen. He is wearing a light-colored sweater. To his left, another student is partially visible, also writing. In the background, several other students are seated at their desks, some looking towards the camera and others looking down at their work. The overall atmosphere is one of a busy, focused learning environment.

A New Business Model

Conventional Versus DEEP Approaches

DEEP Practice Area	Example Practice	Associated Costs
Outreach efforts to promote dual enrollment	Proactive marketing and recruitment to underserved K-12 schools and communities	Adequate staff to provide single point of contact and support for numerous partner high schools
Alignment of dual enrollment coursework	DE offerings mapped to postsecondary CTE degrees and bachelor's major pathways	Adequate staff time to plan course offerings and instructor availability by high school to avoid "random acts"
Advising provided by the college	College provides advising to all students in collaboration with high school counselors;	Adequate staffing to provide individualized advising and planning assistance
High-quality instruction and support	DE students exposed to instruction by college faculty on college campuses and where possible in classes with post-high-school students Proactive academic and nonacademic support for DE students	Extensive quality control, professional development, and support for instructors who are high school teachers Faculty or staff time to proactively identify and support struggling students Learning management, early alert, and online tutoring systems for DE students
Close working partnerships with K-12	Day-to-day communication with K-12 partners to support planning, operations, and troubleshooting	Adequate staff time to coordinate planning and operations and to troubleshoot with numerous, often widely dispersed schools

Conventional DE and DEEP Business Models



Lower costs: Minimal investments made to cover DE program operations

Lighter supports, designed for students who are already college-bound

Less re-enrollment after high school means lower downstream revenues



Higher costs: More investments to scale DEEP practices to implement DE as an on-ramp to college and career pathways

More supports, designed for all high school students

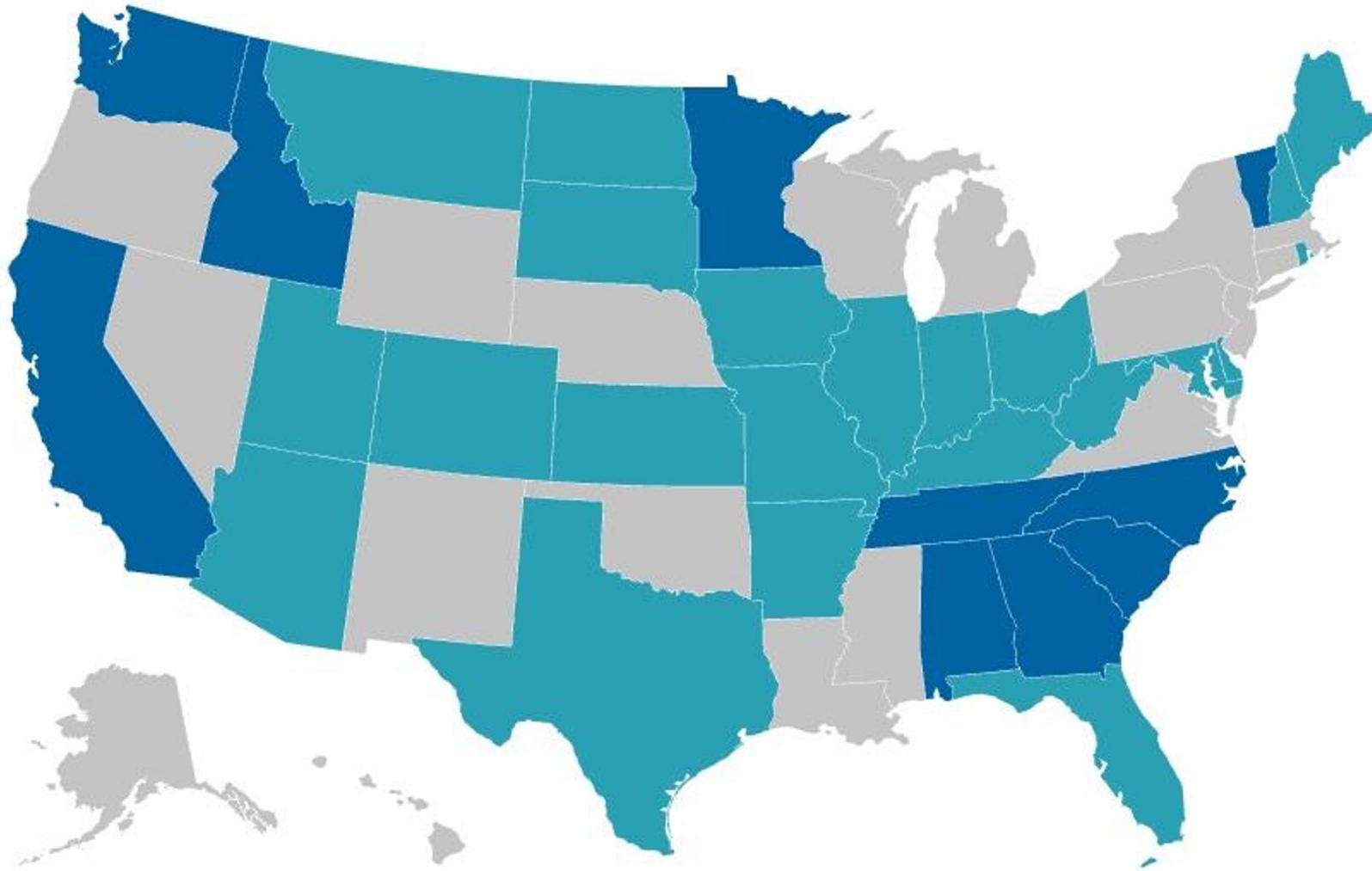
Greater downstream revenues from more students re-enrolling after high school instead of not pursuing any postsecondary education and training

**Which business model most
resembles the one at your college?**

How do states fund colleges for dual enrollment?

Level of State Funding to Colleges for Dual Enrollment

■ High ■ Medium ■ Low



The **CCRC** Blog

[Jenkins, Steiger, & Fink, 2025](#)

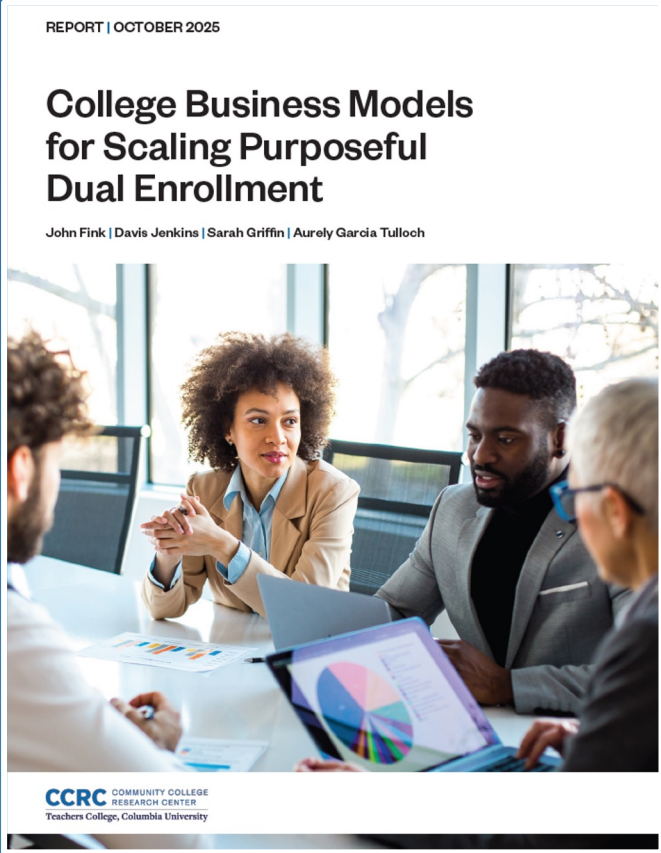
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We interviewed staff from colleges at various stages of DEEP implementation and with varying levels of state funding for DE.

State Funding for Dual Enrollment at Colleges Interviewed

State	College	State DE funding level
Alabama	Coastal Alabama College	High
California	Compton College	High
	Lemoore College	
Iowa	Kirkwood Community College	Medium
Nebraska	Northeast Community College	Low
New Jersey	Hudson County Community College	Low
Ohio	Marion Technical College	Medium
South Carolina	Tri-County Technical College	High
Texas	Alvin Community College	Medium
	Amarillo College	
	South Texas College	
Washington	South Puget Sound Community College	High (Running Start); medium (College in the High School)
Wisconsin	Madison Area Technical College	Low

Note. Funding level characterization is based on a 50-state analysis of state funding of DE (Jenkins et al., 2025).





Strategies for Investing College and K-12 Resources to Scale DEEP

Key Strategies

1. Establish a “DEEP” mindset by committing to dual enrollment as an accessible pathway to college and careers for every student
1. Leverage the college’s core staff, facilities, and technology resources to support a DEEP experience for students
1. Partner with K-12 schools to maximize available resources for DEEP
1. Strategically invest financial resources to scale DEEP practices

1. Establish a “DEEP” mindset



Increasing DE access has huge potential benefits for students, families, and communities



Access isn't enough: DE should provide an on-ramp to college and career pathways



DE students are “our” students

Strategy: Establish a “DEEP” mindset



Compton College

Dr. Darlene Zarazu

2. Leverage the college's *core* resources

Colleges are using “core” resources—including staff, facilities, and technology—to sustain DEEP-aligned practices.



Core college staff



Facilities



Technology

Strategy: Leveraging technology



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Dr. Darlene Zarazu

3. Partner with K-12 schools to maximize available resources for DEEP



Integrate DE into related high school academies and programs to increase support



Increase local resources by helping K-12 schools meet performance goals

4. Invest financial resources strategically

Such as:

- Measure and closely monitor dual enrollment costs
- Implement a sustainable pricing model that balances variable costs and returns
- Keep costs low and prioritize investments in underserved students and schools
- Capitalize on state and local workforce development funding
- Generate performance funding and reinvest in strengthening dual enrollment program supports
- Generate downstream revenue by increasing post-high-school matriculation of DE students

Strategy: Measuring and monitoring dual enrollment costs



Compton College

Dr. Darlene Zarazu

This is a template
based on a report
created by
Compton College.

Table 2. DE Program Implementation Annual Time and Effort

Example responses in italics

College staff	FTE allocation in support of DE	Description	Salary & benefits
<i>College president</i>	<i>1%</i>	<i>Executive leadership</i>	<i>\$XX,XXX</i>
<i>VP student services</i>	<i>3%</i>	<i>Partnership and workgroup meetings, planning, agreements, general meetings</i>	<i>\$XX,XXX</i>
<i>VP academics</i>	<i>15%</i>	<i>Partnership and workgroup meetings, planning, agreements, general meetings</i>	<i>\$XX,XXX</i>
<i>Dean, advising</i>	<i>10%</i>	<i>Oversight of DE advising staff</i>	<i>\$XX,XXX</i>
<i>Institutional research analyst</i>	<i>20%</i>	<i>Designing, maintaining, manipulating, querying specialized databases and information systems</i>	<i>\$XX,XXX</i>
<i>Division/department chairs</i>	<i>50% (10% for 5 divisions)</i>	<i>Hiring, onboarding, evaluating faculty</i>	<i>\$XX,XXX</i>
<i>Division coordinators</i>	<i>100% (20% for 5 divisions)</i>	<i>Scheduling, contracts, coordination with faculty</i>	<i>\$XX,XXX</i>
<i>Associate registrar</i>	<i>30%</i>	<i>Planning and oversight of student registration, admissions and records maintenance operations</i>	<i>\$XX,XXX</i>
<i>Director, admissions</i>	<i>20%</i>	<i>Planning, organizing, controlling, directing the processes and operations in admissions and records offices</i>	<i>\$XX,XXX</i>
<i>Records specialist</i>	<i>85%</i>	<i>Managing student enrollments and records for DE courses</i>	<i>\$XX,XXX</i>
<i>DE program director</i>	<i>100%</i>	<i>Leading DE program and collaboration with K-12 partners and college departments</i>	<i>\$XX,XXX</i>
<i>DE associate director</i>	<i>100%</i>	<i>Assisting DE program director; responsible for establishing and maintaining relations with area school district and college personnel</i>	<i>\$XX,XXX</i>
<i>DE outreach specialists</i>	<i>150% (50% for 3 advisors)</i>	<i>Working directly at high schools with students, assisting with DE application and registration</i>	<i>\$XX,XXX</i>
<i>College advisors</i>	<i>330% total FTE across 5 advisors</i>	<i>Helping DE students explore postsecondary pathways and create individualized program plans</i>	<i>\$XX,XXX</i>
... Add more rows as needed			
Total staff time & effort	XXX.X FTE		\$XXX,XXX

A blue-tinted photograph of a classroom. In the foreground, a young man with dark, curly hair is sitting at a desk, leaning forward and writing in a notebook with a pen. He is wearing a light-colored sweater. Behind him, another student with glasses is also writing in a notebook. The classroom is filled with other students, some looking towards the front and others looking down at their work. The overall atmosphere is one of focused learning.

Taking Action

Take Action Using the Inquiry & Action Guide

CCRC COMMUNITY COLLEGE
RESEARCH CENTER
Teachers College, Columbia University

Inquiry and Action Guide: Toward a Sustainable College Business Model for Scaling Purposeful Dual Enrollment

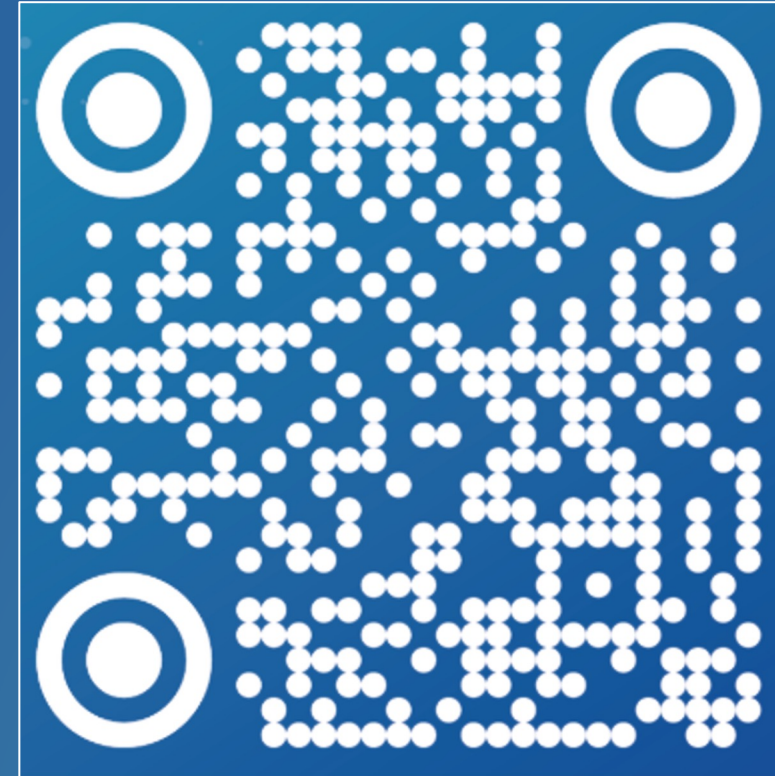
John Fink, Davis Jenkins, Sarah Griffin, & Aurely Garcia Tulloch

The accompanying report, *College Business Models for Scaling Purposeful Dual Enrollment* (Fink et al., 2025) describes how community colleges and their K-12 partners are developing sustainable financial and organizational models that enable dual enrollment (DE) to better serve as an on-ramp to college and career opportunities for more students. The report examines business models at colleges implementing dual enrollment equity pathways (DEEP) practices to strengthen their DE programs. DEEP is a framework for increasing the number of underserved students who pursue degree- and career-connected education and training after high school. It includes four key practice areas: (1) outreach to underserved high schools and students, (2) alignment of DE coursework to postsecondary programs in high-opportunity fields, (3) college advising and supports to explore career and academic interests and develop personalized education plans, and (4) high-quality instruction and academic supports.

To scale DEEP practices, the report finds that colleges must shift from a business model with lower cost, lighter support, and limited marginal revenue from current DE enrollments to one that requires more investment for more supports for students but that also produces higher downstream revenue through increased college going by students who would not otherwise continue their education after high school. The report describes four strategies for colleges to create business models for scaling DEEP practices without passing on costs to students and families:

1. **Establish a DEEP mindset.** This requires college leaders to cultivate a shared commitment and vision that DE is an accessible pathway for all students to college and career opportunity. It means seeing DE students as “our” students and providing them with an experience and supports similar to that of “regular” post-high-school students.
2. **Leverage core resources.** This involves deploying core college staff, facilities, and technology resources that typically serve post-high-school students to support a DEEP experience for DE students in coordination with specialized DE staff.
3. **Partner with K-12 schools.** Colleges can leverage K-12 resources and help raise additional funds by integrating DE into high school academies and career pathways and helping schools meet performance goals.
4. **Strategically invest financial resources.** This involves carefully managing costs and investing scarce resources in practices that connect DE students not already bound for college to postsecondary programs after high school—thus generating downstream revenue and, where applicable, performance funding.

October 2025



Find the guide at ccrc.tc.columbia.edu.

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Overview of Action Steps

Action Steps Presented in This Guide

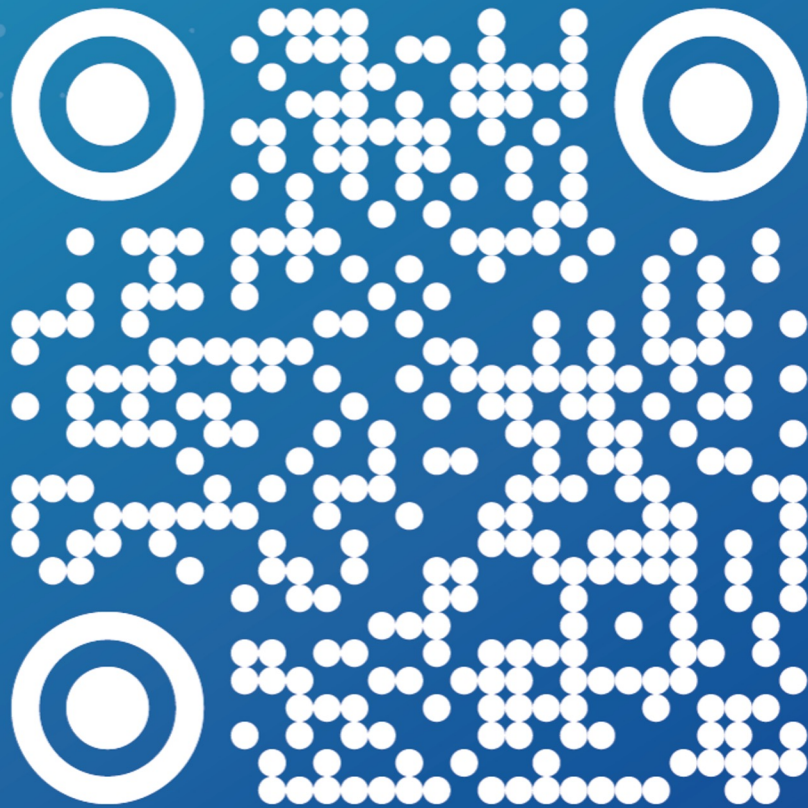
Phase 1. Self-Study and Gap Analysis to Identify DEEP Implementation Priorities	3
(1a) Produce a snapshot of your college's current DE program, including costs and revenues.	3
(1b) Inventory how dual enrollment is currently organized, staffed, and resourced.	7
(1c) Assess current DE practices using the DEEP framework to help identify priorities for improvement.	8
Phase 2. Planning and Execution of DEEP Practice Implementation Goals	11
(2a) Map resources available and needed for high-priority DEEP practice implementation goals. ...	11
(2b) Identify opportunities to redeploy current college resources.	12
(2c) Generate additional resources needed to scale DEEP practices.	13

Questions and Answers

Slides:
tinyurl.com/nacep2025-businessmodels

DEEP@CCRC

Resources on dual enrollment
equity pathways for K-12 and
college practitioners.



Thank You!

Sarah Griffin | sarah.griffin@tc.columbia.edu

Slides:
tinyurl.com/nacep2025-businessmodels

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