

## Task 5 Training, Coaching, and Technical Support: Materials & Agenda

Regional Educational  
Laboratory  
Central

*From the National Center for Education Evaluation at IES*

**Project Title:** CE5.1.24 – Interpreting Research on Dual Enrollment

**Partnership:** Rural Education Research Alliance, College and Career Readiness Research Alliance

**Project Leads:** John Lopez, Caitlin Scott, Jing Liu, Ben Erwin

**Deliverable Number:** CE5.1.24.2

## Meeting 2 Agenda

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### Overview

**Date:** October 14, 2021

**Time:** 10:00 a.m.–12:00 p.m. MT

**Location:** Zoom videoconferencing

**Stakeholder participants:** Tammy Ward, Colorado Community College System; Carl Einhaus, Colorado Department of Higher Education; Andy Tucker and Michelle Romero, Colorado Department of Education; Kim Maxwell, Morgan Community College; Martin Goldberg, Front Range Community College; Mary Perez, District 49; Dawn Post, Aurora Public Schools; Lauren Votruba, Swink School District; Diana Zakhem, Englewood Public Schools; Woody Longmire, Harrison School District

**REL Central participants:** John Lopez, Caitlin Scott, Jing Liu, Ben Erwin

### Goals:

1. To discuss key observations from Meeting 1.
2. To explore root causes related to the predominant barriers to access, equity, and participation in dual enrollment programs.
3. To determine which strategic and operational activities most directly support progress toward increased access, equity, and participation in dual enrollment programs.
4. To discuss critical next steps in creating an implementation plan to increase access, equity, and participation in dual enrollment programs.

### Description

**Content:** In this training, REL Central will facilitate activities for partners from Colorado state and local education agencies. Partners will review their outcomes from Meeting 1 regarding the 5 Ds process and the tool evaluating equitable practices in dual enrollment. We will then lead a root cause analysis activity, exploring factors most associated with challenges and barriers to dual enrollment outcomes related to access, equity, and participation. Then, we will introduce Plan-Do-Study-Act to begin designing an implementation plan to improve some policies and practices related to dual enrollment access, equity, and participation.

**Activities:** During a virtual meeting, REL Central will lead the partners in the following activities.

1. Discussing key observations from Meeting 1. *[15 minutes]*
  - a. Using the PowerPoint presentation, REL Central will facilitate a conversation with partners about key observations they have from Meeting 1.
2. Exploring root causes related to the predominant barriers to access, equity, and participation in dual enrollment programs. *[45 minutes]*
  - a. REL Central will introduce and facilitate use of the *Root Cause Fishbone Protocol* (Handout B) to help the partners explore the underlying factors most associated with challenges and barriers to dual enrollment outcomes related to access, equity, and participation.
  - b. Partners will work in small groups to complete Handout B and discuss the results of their root cause analyses. The partners will reconvene as a whole group, and REL Central will facilitate a conversation to synthesize the results of the partners' root cause analyses.
3. Determining which strategic and operational priorities most directly support progress toward increased access, equity, and participation in dual enrollment programs. *[30 minutes]*
  - a. Partners will review their notes from the dual enrollment equitable practices tool and the results of their root cause analyses and prioritize action items intended to create improvements to policy and practice.
4. Discussing critical next steps in creating an implementation plan to increase access, equity, and participation in dual enrollment programs. *[30 minutes]*
  - a. REL Central will provide an overview of the Plan-Do-Study-Act (PDSA) continuous improvement process to implement potential changes to policy and practice identified in the previous activity.
  - b. REL Central will introduce the *Plan-Do-Study-Act Worksheet* (Handout C) that partners will use through the activity. The worksheet will guide the partners through the process of developing a PDSA plan. The partners will establish improvement goals, identify specific implementation and outcome progress monitoring measures, and discuss implementation supports.

**Materials to be used or distributed (including handouts or datasets):**

- Materials 1 – PowerPoint presentation
- Materials 2 – Handout A: *Understanding Access to and Participation in Dual Enrollment by Locale and Income Level*

- Materials 3 – Handout B: *Root Cause Fishbone Protocol*
- Materials 4 – Handout C: *Plan-Do-Study-Act Worksheet*