

# Broadening the Benefits of Dual Enrollment: Strategies to Increase Program Access and Participation

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John Lopez  
REL Central

Jing Liu  
REL Central

Amy Williams  
National Alliance of  
Concurrent Enrollment  
Partnerships

Landon Pirius  
Colorado Community  
College System

Ken Spellman  
Omaha Public Schools (retired)

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The screenshot shows a live captioning interface with the following transcript:

Voice Relay Demo

CC Live Captions Transcript Message Center Settings

Carol: If the customer wanted them to add something else about, you know, people trying to speak one at a time, etc., or whatever they wanted to say, the operator would say that.

Michelle: is that stated at the beginning of the call, but when people come in late -

Carol: That's correct. It is stated at the beginning of the call.

Michelle: When I got here, the call was already in progress, so I didn't get that, either.

Carol: Yeah, that might be something that we want to look at because you can usually hear when someone else joins, and maybe the operator would want to jump in there and say that again.

Michelle: Is there any way -- I don't know. That might get confusing if the call is already in progress. Then saying the operator is relaying something, and after that, they have to stop and do that. Is there any way that -- I don't know -- they could find out? Or when

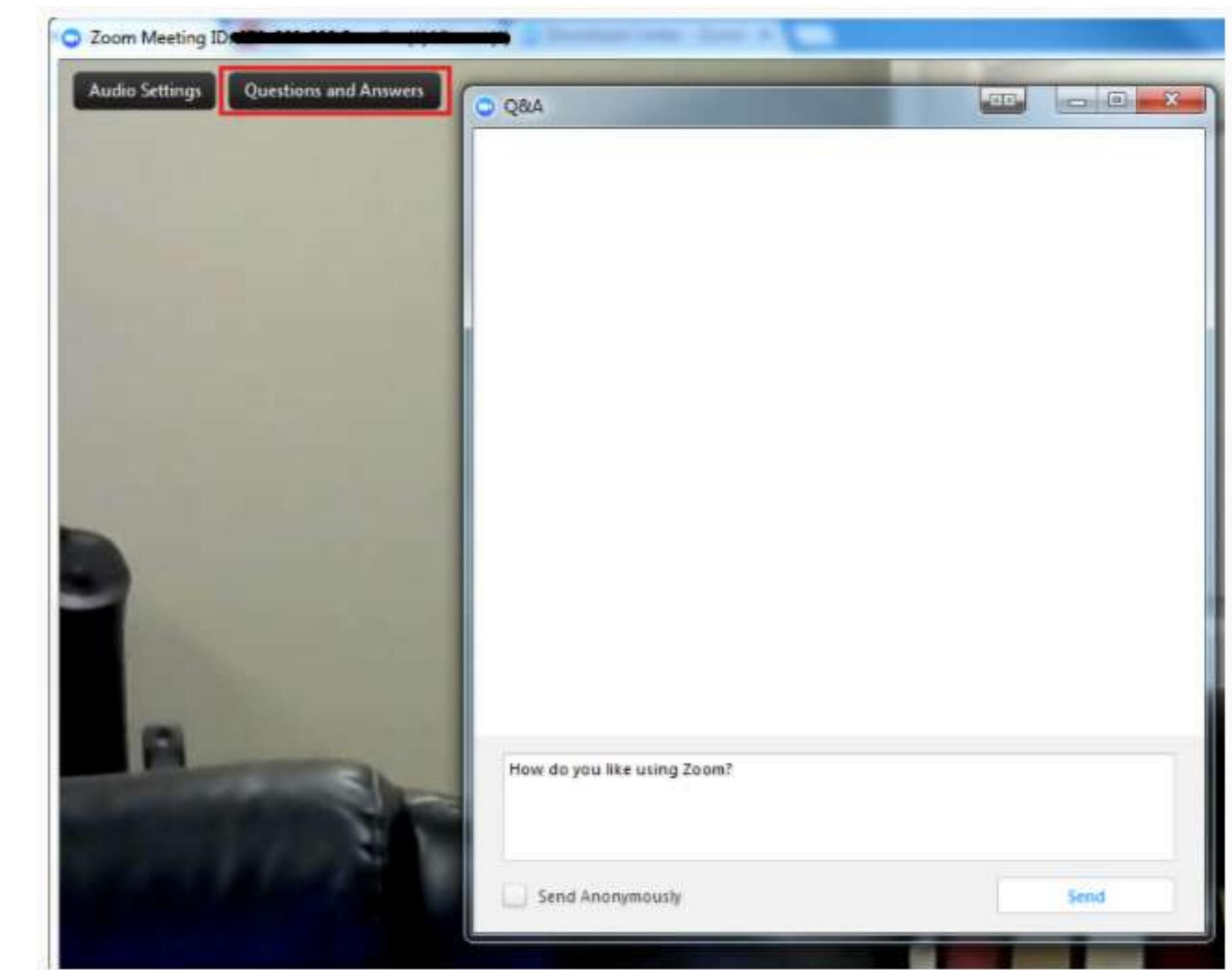
Message to Captioner

# Q & A

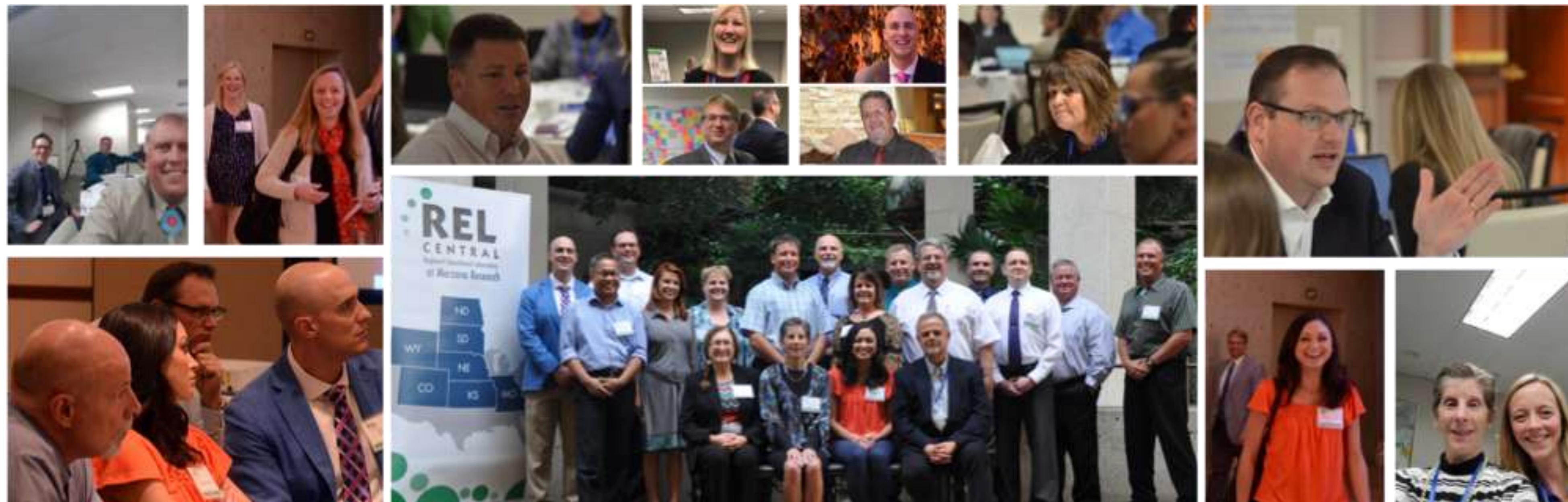
To reduce background noise, we have muted all participants. Although chat has been disabled, you are welcome to communicate by using the Q & A box.



- We will monitor the Q & A box throughout the presentation. Please feel free to use it at any time for any comments or questions you have.
- Simply click on the Q & A box panel at the top left corner of your screen and send us your question.



# REL Central: Who We Are



The Regional Educational Laboratory (REL) Central at Marzano Research serves the applied education research needs of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

# REL Central: College and Career Readiness Research Alliance

An alliance united by goals ensuring that all students graduate from high school prepared to enter the workforce or enroll in postsecondary degree or certification programs.

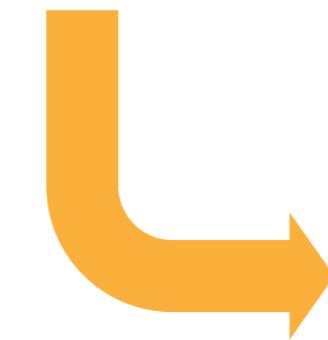
## Areas of Focus



Postsecondary  
success assessment



Algebra I  
readiness support



Interpreting Research on Dual Enrollment

# Meet Our Presenters

- John Lopez, REL Central
- Jing Liu, REL Central
- Amy Williams, Executive Director, National Alliance of Concurrent Enrollment Partnerships
- Landon Pirius, Vice Chancellor, Colorado Community College System
- Ken Spellman, Career and Technical Education Coordinator (retired), Omaha Public Schools

# Meet Our Participants (Poll Question)

**What is your role within your organization?**

1. Postsecondary faculty
2. Secondary teacher
3. School or district leader
4. School board member or local education agency member
5. State administrator, official, or policymaker
6. Other

# Goals

1. To share the research on access to and participation in dual enrollment programs in various states and by locale and income level.
2. To discuss findings and share strategies for increasing access to and participation in dual enrollment.

# *Background and Findings: Understanding Access to and Participation in Dual Enrollment by Locale and Income Level<sup>1</sup>*

# Dual Enrollment Benefits for Students



- Dual enrollment has a positive effect on
  - high school academic outcomes, such as attendance and achievement; and
  - postsecondary outcomes, such as college readiness and degree attainment<sup>2</sup>.
- Students who participate in dual enrollment have a higher probability of attaining a postsecondary degree<sup>3,4</sup>
- State education agencies have identified dual enrollment access as a strategic priority<sup>5</sup>

# Relevance of the Study

- **Who:** Rural Education Research Alliance and College and Career Readiness Research Alliance members from REL Central.
- **What:** Request for information about dual enrollment by locale and income level in the REL Central region.
- **Why:** To inform thinking about approaches to increasing participation in dual enrollment, given its impact on increasing college access, enrollment, and degree attainment.

# Research Questions

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1. What are the rates of dual enrollment access and participation?
2. Do rates of dual enrollment access and dual enrollment participation vary by school locale or by percentage of students from low-income households?



Understanding Access to and  
Participation in Dual Enrollment  
by Locale and Income Level

A Publication of the National Center for Education Evaluation and Regional Assistance at IES



Regional  
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REL 2021-089  
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# Definitions

**Dual (concurrent) enrollment:** Any program that allows students currently enrolled in high school to take college courses and earn college credits.

## Access:

- School-level dual enrollment access: a school that provided at least one dual enrollment course in 2017/18.
- Student-level dual enrollment access: students attending a school that provided at least one dual enrollment course in 2017/18.

**Participation:** The percentage of grade 11 and 12 students at a school who participated in at least one dual enrollment course.

**School income quartile:** An indicator of family income level, based on the percentage of students eligible for the National School Lunch Program.

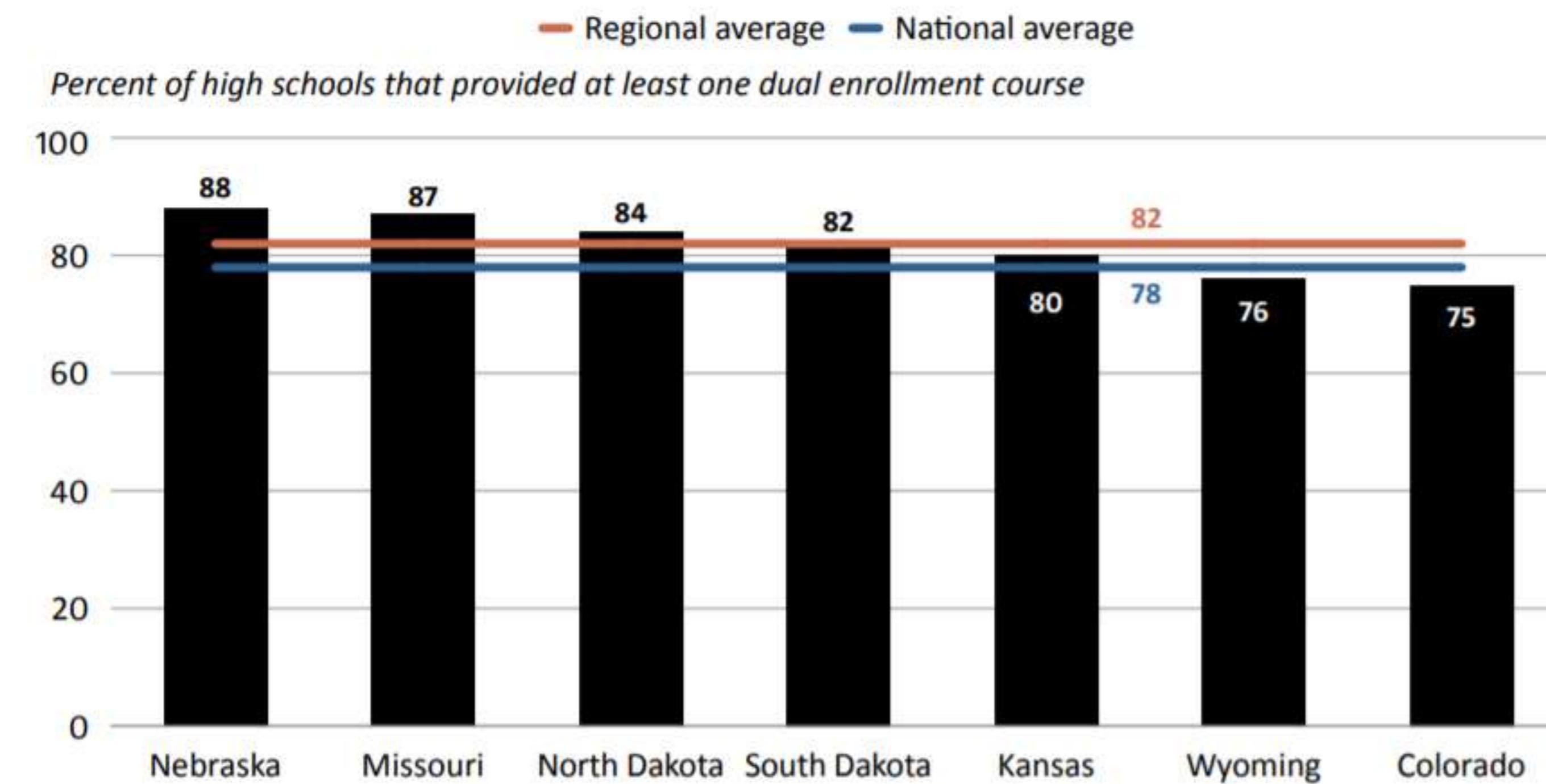
**Locale:** A geographic indicator of a school's distance from a population center (city, rural, suburban, town), based on the National Center for Education Statistics locale framework.

# Key Findings

1. A higher percentage of high schools in REL Central provided **access** to dual enrollment than high schools nationally.
2. Dual enrollment **participation** in REL Central was generally higher for students in rural and town locales than for their peers in city locales. In some states, however, both dual enrollment access and participation were higher in town and suburban schools than in city schools.
3. In the REL Central region, schools with more students from low-income households had higher rates of dual enrollment participation.

# Access to Dual Enrollment Courses

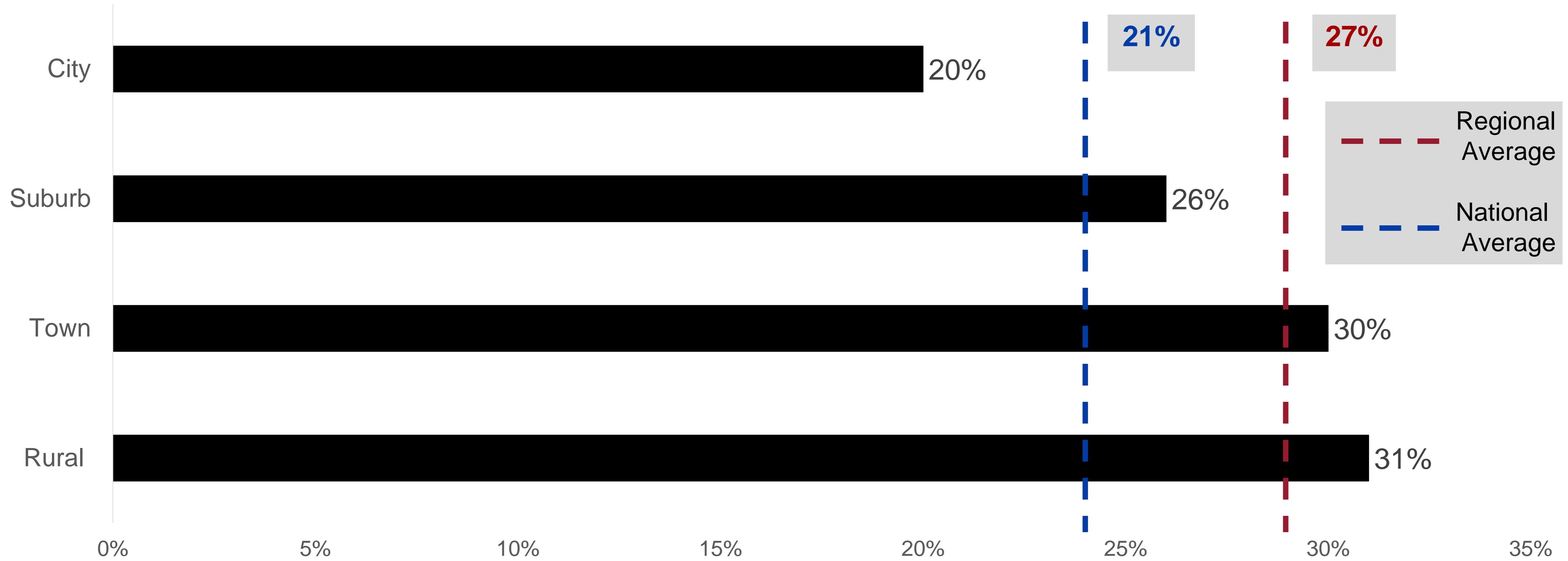
**Figure 1. The percentage of high schools that provided at least one dual enrollment course was higher for the Regional Educational Laboratory Central region than the national average, 2017/18**



Source: Authors' analysis of data from the Civil Rights Data Collection (<https://ocrdata.ed.gov/Home>) for the 2017/18 school year.

# Participation of Students in Rural Communities

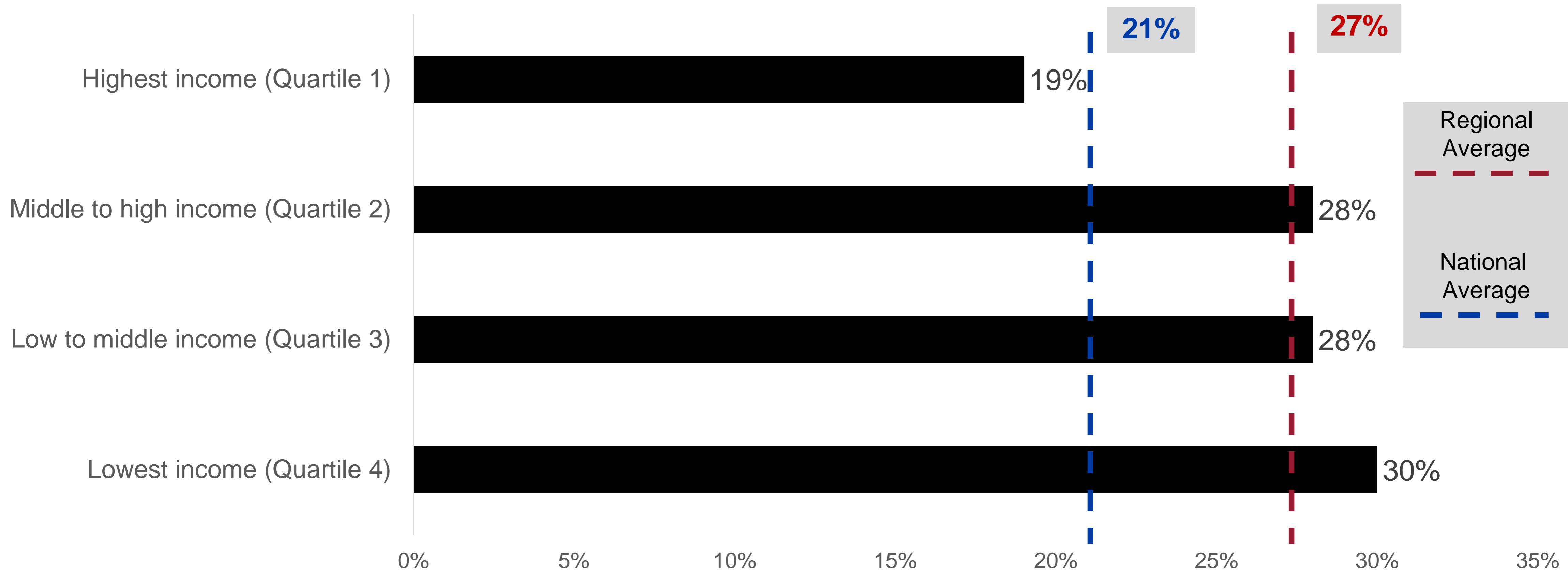
**Figure 2. In the REL Central region, students from rural areas and towns were more likely to participate in dual enrollment 2017/18**



Source: Authors' analysis of data from the Civil Rights Data Collection (<https://ocrdata.ed.gov/Home>) from the 2017/18 school year.

# Participation in Schools Serving Low-Income Communities

**Figure 3. In the REL Central region, schools with more students from low-income households had higher rates of dual enrollment participation 2017/18**



Source: Authors' analysis of data from the Civil Rights Data Collection (<https://ocrdata.ed.gov/Home>) from the 2017/18 school year.

# Discussion: Strategies for Increasing Access to and Participation in Dual Enrollment

# Conversation 1

## Strategies that increase access and participation for schools serving students from low-income households and rural students

- Career guidance for students and benefits of participation.
- Process support through the application process.

# Conversation 2

**State and local strategies that have increased dual enrollment access and participation, particularly in the REL Central region**

- Research funding opportunities for students (e.g., grant opportunities).
- Relationships with state and local agencies.

# Conversation 3

## Innovative or emergent strategies, policies, or supports that expand dual enrollment participation

- National perspective on approaches in different states.
- Pandemic-inspired insights and strategies?

# Questions?

# References

1. Gagnon, D., Liu, J., & Cherasaro, T. (2021). *Understanding access to and participation in dual enrollment by locale and income level* (REL 2021–089). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. <https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2021089>.
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3. An, B. P. (2013). The impact of dual enrollment on college degree attainment: Do low-SES students benefit? *Educational Evaluation and Policy Analysis*, 35(1), 57–75. <https://eric.ed.gov/?id=EJ1009522>
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