

STRENGTHENING STUDENT ACCESS AND SUCCESS IN DUAL ENROLLMENT IN WASHINGTON, DC

Report and Recommendations

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Overview of Dual Enrollment in Washington, DC

Dual Enrollment is a key component of the Bowser Administration’s vision to reimagine and strengthen the high school experience in Washington, DC. The goal of this work is that every DC student, regardless of their background or zip code, will graduate prepared for life after high school. This includes a foundational secondary school experience, broad access to advanced and specialized courses, and the opportunity to complete at least one semester of fee-free college and career experience, facilitated through District-wide access to postsecondary programs. Our reimagine high school strategies include Dual Enrollment, the Advanced Technical Center (through which students from any public high school in DC can gain work experience and take college courses towards degrees and credentials in high-demand industries), work-based learning aligned to high-demand careers, and a course hub, offering specialized courses virtually for students at participating schools. Our goal is for experiences like Dual Enrollment, which can be difficult for individual schools to provide, to be available to all DC public school students, regardless of their high school of attendance, and for these programs to supplement and enhance the high school experience.

Dual Enrollment refers to programs, offered through a partnership between at least one institution of higher education (IHE) and at least one Local Education Agency (LEA), that allow high school students to enroll in college courses and earn transcribed credit.

Dual Enrollment is an evidence-based strategy for increasing college enrollment and completion, especially for students who are low-income and from backgrounds underrepresented in higher education. Therefore, many states have invested in Dual Enrollment to boost postsecondary completion rates and provide pathways to college for students. Washington, DC has invested in Dual Enrollment programs with the underlying goal to prepare every DC student — regardless of their background, zip code, or income — for life after high school and to give students a head start on college and careers.

However, despite recent growth in programming and student participation, Dual Enrollment is not yet meeting the need in DC, creating room to expand the opportunity to all students who want to participate.

The Office of the Deputy Mayor for Education (DME) and the Office of the State Superintendent for Education (OSSE) estimate that 7% of DC public high school students (approximately 1,300 students), including District of Columbia Public Schools (DCPS) and public charter school students, accessed publicly funded, fee-free Dual Enrollment programs in SY 22-23.¹ Compared to available data from other jurisdictions, this likely places DC in the bottom half of states in terms of Dual Enrollment access and participation.

Currently, Dual Enrollment in DC is offered in the following ways:

- 1) The Office of the State Superintendent of Education (OSSE’s) Dual Enrollment Consortium (the Consortium)

¹ The 9% figure assumes no overlap in program enrollment (approximately 1,300 across Dual Enrollment programs) and a baseline of 19,625 students in grades 9-12.

- a. Through the Consortium, OSSE allows 10th-12th grade students at any public high school to take courses at participating colleges and universities free of charge.
 - b. In SY 22-23, 3% of age-eligible students—approximately 393 students—participated in Dual Enrollment through the Consortium, up from 2% in SY 21-22.²
 - c. Starting in Spring 2024, the University of the District of Columbia (UDC), the District’s only public institution of higher education, will join the Consortium.
 - i. UDC currently offers Dual Enrollment through the community college (UDC-CC) and the four-year university (UDC-Flagship).
 - ii. In SY 22-23, UDC’s Dual Enrollment programs served 298 students.
- 2) Partnerships between individual LEAs and IHEs
- a. LEAs, including DCPS, partner directly with IHEs to provide Dual Enrollment for their students.
 - b. In SY 22-23, 530 DCPS students enrolled in early college high schools³ or other Dual Enrollment programs.
- 3) The Advanced Technical Center (ATC)
- a. The ATC, launched in SY 22-23, allows students to take college courses in distinct pathways – general nursing and cybersecurity – through Trinity Washington University and UDC.
 - b. The ATC served 96 students in its inaugural year and was hosted on the campus of Trinity Washington University.
 - c. In SY 23-24, the ATC is on track to serve nearly 200 students following the opening of a standalone ATC site at the Penn Center (1709 3rd Street NE) in August 2023.

² This number does not include students enrolled in Dual Enrollment through partnerships between individual LEAs and IHEs.

³ Per the federal Every Student Succeeds Act, “the term ‘early college high school’ means a partnership between at least one local educational agency and at least one institution of higher education that allows participants to simultaneously complete requirements toward earning a regular high school diploma and earn not less than 12 credits that are transferable to the institutions of higher education in the partnership as part of an organized course of study toward a postsecondary degree or credential at no cost to the participant or participant’s family.” Some states require a higher credit threshold. While early college high schools can be considered part of the umbrella of dual enrollment offerings, they are specific programs whose enrollments are not included as part of the OSSE Dual Enrollment Consortium data.

Vision Statement for Dual Enrollment in DC

Once at scale, our vision is that Dual Enrollment will be an option for all eligible public school students in DC who are interested in participating, regardless of background or zip code, with a priority on enrolling and supporting students who face the greatest barriers to accessing higher education, including students designated as “at risk” for funding purposes,⁴ first generation college students, and Black and Latino students.

Our vision is that Dual Enrollment will enroll students in a variety of meaningful program options that meet their interests and needs, with the academic support and guidance necessary for students to perform to the best of their abilities.⁵ Moreover, Dual Enrollment will complement and enrich the secondary school experience and allow students to graduate with enhanced postsecondary readiness and a head start on their college and career pursuits.

⁴ Per [DC Code](#), “at-risk” means a DCPS student or a public charter school student who is identified as one or more of the following: (A) Homeless; (B) In the District’s foster care system; (C) Qualifies for the Temporary Assistance for Needy Families program or the Supplemental Nutrition Assistance Program; or (D) A high school student that is one year older, or more, than the expected age for the grade in which the student is enrolled.

⁵ This vision statement was developed by the Dual Enrollment Working Group in the Fall of 2022.

Developing Recommendations

Dual Enrollment Working Group

To identify strategies and solutions aimed at increasing the scale of Dual Enrollment in DC, DME and OSSE convened dual enrollment working groups in two distinct phases. First, starting in April 2022, DME and OSSE brought together intergovernmental stakeholders to develop a vision statement for Dual Enrollment (included in the section above) and make recommendations for program design and expansion. From there, starting in June 2022, a group of administrators, practitioners, and advocates were invited to further develop and refine these recommendations.

Student Focus Groups

In recognition of the importance of student experiences and preferences in guiding Dual Enrollment programming, DME and OSSE held focus groups composed of current, former, and prospective Dual Enrollment students in DC as well as students who did not participate. Their feedback helped to shape the recommendations in this report.

Summary of Recommendations

The recommendations in this report support DME and OSSE's goals of expanding Dual Enrollment access to more public school students in DC, allowing all who want to participate an opportunity to do so, with a priority on students who face the greatest barriers to accessing and succeeding in higher education.

These recommendations do not represent policy positions or changes that DME and OSSE will enact upon publishing this report. Rather, this report and recommendations serve to highlight the state of Dual Enrollment in DC and provide a roadmap to further expansion and inclusivity in Dual Enrollment programming for DC students.

The recommendations are organized by the categories identified in the [College in High School Alliance's State Policy Roadmap](#):

- Course Access and Availability
- Program Integrity and Credit Transfer
- Instructor Capacity
- Navigational Supports
- Equity Goal and Public Reporting
- Finance

The recommendations are summarized below and organized by the responsible agency. More details about the recommendations are included in the [Recommendations](#) section, starting on p. 16.

1. Course Access and Availability

A. OSSE can:

- In partnership with IHEs, clarify what courses and modes of instruction (e.g., in person, hybrid, virtual) are available before students apply to and select their higher education institutions of choice;
- Work with IHEs, particularly community college partners, to create a consistent menu of course offerings;
- Center student voice in outreach and advertisements, including through social media, and expand outreach to students and families;
- Prioritize school visits in outreach efforts, and explore the creation of a Dual Enrollment ambassador corps;
- Share information on dual enrollment with youth-serving organizations and agencies (e.g., Child and Family Services Agency (CFSA) and Department of Youth Rehabilitation Services (DYRS)) and community groups and provide materials specifically to parents and caregivers; and
- Identify ways to expand access to free college courses for populations in LEAs currently excluded from Dual Enrollment (e.g., adult charter school students with a secondary credential).

B. Institutions of Higher Education can:

- Identify a set of courses that will consistently be offered to Dual Enrollment students;
- Offer courses to cohorts of students, on campus or at high schools;
- Create more options for Dual Enrollment during the summer; and
- Allow students to continue with the same institution of higher education year-over-year without reapplying.

C. LEAs can:

- Create more options for their students to take Dual Enrollment courses during the day, including through the cohort model of Dual Enrollment (e.g., in which professors teach courses at the high school), so courses are built into students' schedules; and
- Ensure the Dual Enrollment opportunity is shared widely with 10th-12th graders and GED-seeking students.

2. Program Integrity and Credit Transfer

A. OSSE can:

- Consider Dual Enrollment courses when evaluating graduation requirements (i.e., credit requirements for Dual Enrollment and early college high school students, how graduation requirements can be met).

B. Institutions of higher education can:

- Offer a consistent menu of course offerings for Dual Enrollment, with a priority on high-demand courses in which Dual Enrollment students succeed and that are aligned to degree and credential pathways;
- Facilitate the intentional taking of courses that are transferable, part of programs of study leading to degrees and credentials, and aligned with students' interests;
- Ensure that Dual Enrollment courses and programs meet accreditation standards; and
- Make course prerequisites clear to applicants and ensure that such prerequisites are met.

C. LEAs can:

- Ensure that dual credit courses are an option for students and that such courses count towards graduation requirements; and

- Ensure intentionality in course choice: encourage students to take courses that align with their interests, are aligned to degree and credential pathways, and provide value to students (e.g., help them identify a major or career path, are broadly transferable); ensure course prerequisites are clear and fulfilled.

3. Instructor Capacity

- A. OSSE can:
 - Facilitate professional development and a community of practice for IHE instructors teaching Dual Enrollment.
- B. Institutions of higher education can:
 - Intentionally select and train instructors for Dual Enrollment classes; and
 - Explore allowing qualified high school teachers who meet IHE qualifications to teach college courses at the high school, as long as the course is intentionally designed for quality (e.g., fulfilling [National Alliance of Concurrent Enrollment Partnership accreditation standards](#)) and meets institutional accreditation standards.
- C. LEAs can:
 - Explore models of Dual Enrollment in which high school instructors with credentials to teach at a partnering college offer dual credit courses at the high school, as long as the course is intentionally designed for quality.

4. Navigational Supports

- A. OSSE can:
 - Offer orientation and cohort programming to Dual Enrollment students at each grade level to build college knowledge and community;
 - Institute mandatory trainings for Dual Enrollment points of contact and counselors to help students navigate the application and enrollment processes and course experiences; and
 - Facilitate data sharing and communication between LEAs and IHEs to track student progress.
- B. Institutions of higher education can:
 - Provide orientations for Dual Enrollment students and share information about available support services; and
 - Share student progress data with LEAs and OSSE.
- C. LEAs can:
 - Ensure that each Dual Enrollment student has an advisor point of contact from the time of application through course completion; establish regularly scheduled touch points between advisors and students; and
 - Include Dual Enrollment as part of high school guidance.

5. Equity Goal and Public Reporting

- A. OSSE can:
 - Collect Dual Enrollment participation and outcome data annually by subgroup and program to understand impact;
 - Publish a needs assessment on Dual Enrollment and annually publish comprehensive Dual Enrollment data on OSSE's website, including around participation and performance;
 - Publish an equity goal for Dual Enrollment; and
 - Include Dual Enrollment data in District-wide accountability systems and school report cards.

- B. Institutions of higher education can:
 - Submit data to OSSE as requested.
- C. LEAs can:
 - Submit data to OSSE as requested.

6. Finance

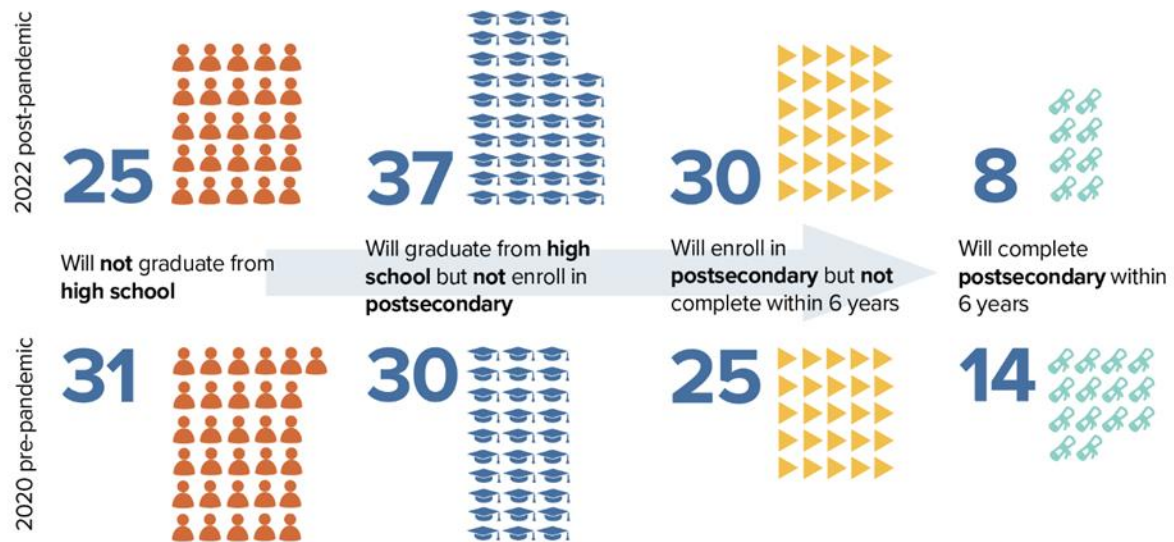
- A. OSSE and DME can:
 - Explore establishing a recurring funding stream for Dual Enrollment. This could be accomplished through dedicated local funding for District-wide postsecondary programming that LEAs cannot easily provide at scale, including but not limited to Dual Enrollment;
 - Establish a price range for IHEs participating in the Consortium that promotes sustainability and predictability;
 - Consider funding for additional staff to support the Dual Enrollment Consortium at OSSE;
 - Ensure that Dual Enrollment is provided free of charge to students; and
 - Explore including funding for advising services as part of Dual Enrollment and other postsecondary programming,
- B. Institutions of higher education can:
 - Discount courses for Dual Enrollment students; and
 - Agree to a reasonable common price range for Consortium courses that appropriately reflects institutional costs.

Why Dual Enrollment?

Dual Enrollment is a proven strategy for increasing college enrollment and completion, especially for low-income students and students from backgrounds underrepresented in higher education. Rigorous research demonstrates that students who participate in Dual Enrollment are more likely to enroll in college and complete degrees and credentials than similarly situated peers who do not participate. Moreover, the impact is largest for students who are from low-income and underrepresented backgrounds (e.g., Black and Hispanic students).⁶ Thus, dual enrollment is an important strategy for increasing college and enrollment, both of which are critical needs in DC.

We know that far too many DC public school graduates are not set up to complete higher education, with negative impacts on their economic futures and life outcomes. This reality has been exacerbated by the COVID-19 pandemic. As illustrated in the graph below, out of every 100 ninth grade students in public schools in DC, only eight will complete a postsecondary degree within six years of graduating high school, down from 14 out of every 100 students pre-pandemic. Even pre-pandemic, DC's college completion rates are well below national averages of approximately 34% completion for associate degree programs and 64% for bachelor's degree programs.⁷

Out of every 100 students in D.C.'s ninth grade cohort...



Credit: Adapted from a graphic by Wenxin Zhao

D.C. POLICY CENTER
Education Policy Initiative

We know that postsecondary completion has positive impacts on earnings and life outcomes, and a high school diploma is often insufficient for securing economic prosperity and upward mobility. Illustrating this, according to a 2021 CityWorks DC report, one in four DC graduates without a postsecondary credential in the Greater Washington DC Metropolitan Area self-reported as

⁶ <https://collegeinhighschool.org/what-we-do/evidence-of-success/>.

⁷ <https://nces.ed.gov/fastfacts/display.asp?id=40>.

unemployed.⁸ Generally, college graduates are half as likely to be unemployed as their peers who only have a high school degree. Typical earnings for bachelor's degree holders are \$36,000, or 84% higher than those whose highest degree is a high school diploma, and college graduates on average make \$1.2 million more than those who do not complete college over their lifetimes.⁹ These statistics demonstrate the importance of higher education in preparing DC students to obtain good jobs and experience upward mobility in DC's economy.

⁸ <https://www.dcpolicycenter.org/publications/measuring-outcomes/>

⁹ <https://www.aplu.org/our-work/4-policy-and-advocacy/publicvalues/employment-earnings/#:~:text=College%20graduates%20are%20half%20as,million%20more%20over%20their%20lifetime.>

DC's Dual Enrollment Landscape

Dual Enrollment in DC is offered at the state level, through OSSE, as well as through partnerships between individual LEAs and IHEs.

Through OSSE, Dual Enrollment is primarily offered through the **OSSE Dual Enrollment Consortium (the Consortium)**, a program that allows students to take courses at the 13 public and independent IHEs participating in the Consortium, free of charge.¹⁰ The Consortium was founded in 2018 to facilitate partnerships between the Washington DC region's diverse community of IHEs and local LEAs, including small charter LEAs that may struggle to establish individual partnerships with IHEs.

A unique feature of DC's higher education landscape is the number of IHEs in and around DC, giving the region one of the highest concentrations of IHEs per capita in the country. Simultaneously, the District has only one public institution, the University of District of Columbia (UDC), which includes a community college, a workforce development division, and a four-year university under a single umbrella entity. Additionally, as of SY 22-23, there were 70 LEAs in DC, including 69 charter LEAs (43 of which only include one school) and DCPS, the school district of right.¹¹ This means there are many potential partnerships and a strong rationale for a centralized system like the Consortium to streamline those opportunities.

In addition to facilitating Dual Enrollment opportunities for individual students across DC's public education system, the Consortium has piloted a cohort model, through which students take college courses at their school. An example of this model is the partnership between Friendship Public Charter School and Marymount University that launched in SY 22-23. OSSE also offers a program called OSSE Scholars, which allows high-achieving secondary school students to enroll in on-campus, college-level courses over the summer. Finally, OSSE launched a new career preparation model in SY 22-23 called the Advanced Technical Center (ATC), where students take college courses in industry-aligned, high-demand pathways, including general nursing and cybersecurity. The ATC opened its inaugural standalone location in August 2023 and serves approximately 200 students in SY 23-24.

Beyond OSSE's programs, several IHEs and LEAs have created independent Dual Enrollment programs for their students. An example is UDC CARE, sponsored by UDC and open to DCPS and charter high school students.¹² In SY 22-23, UDC CARE offered 298 seats, 189 at the community college and 109 at the four-year university. UDC is joining the Consortium as of Spring 2024 but to date has operated as a separate program.

¹⁰ The 13 IHEs include George Mason University, which joined the consortium for SY 23-24. UDC participates in the Consortium for the four-year college, and also offers the UDC CARE program, which is the UDC Community College's Dual Enrollment program. While UDC CARE is included in the Consortium, students enroll in UDC CARE directly through UDC-CC.

¹¹ Of the 20 charter LEAs with high schools, 12 are made up of a single school that contains grades 9 through 12 (as of SY 22-23).

¹² The UDC CARE Dual Enrollment program, for the community college and the four-year college, will come under the Consortium starting in Spring 2024.

Within DCPS, there are several Dual Enrollment and early college partnerships, including the DCPS Private Universities Dual Enrollment Program; the National Education Equity Lab Partnership; the GW Early College Program; Bard High School Early College; and the Coolidge Early College Academy. In SY 22-23, 530 DCPS students enrolled in early college and other Dual Enrollment programs. Additionally, a new early college partnership is launching between UDC and Anacostia High School in SY 23-24. Early college high school programs allow high school students to earn up to an associate degree from the partnering colleges, free of charge.

Some charter LEAs have formed their own Dual Enrollment partnerships. These partnerships include those between Thurgood Marshall Academy and Bard College; KIPP and Trinity Washington University; Friendship Public Charter School and both Arizona State University and the National Education Equity Lab; and Cesar Chavez Public Charter School (PCS) and the National Education Equity Lab. However, it has historically been more difficult for charter LEAs, in particular smaller LEAs with fewer associated schools, to develop independent relationships with IHEs. This challenge is what led to the formation of the Consortium in 2018.

By the Numbers

In SY 22-23, there were 12,699 10th-12th graders in DC public schools (including both DCPS and charter school students), an increase from 11,960 students in SY 21-22. These students were all age-eligible for OSSE’s Dual Enrollment Consortium. The grade breakdown is as follows:

- 10th graders: 5,155
- 11th graders: 3,973
- 12th graders: 3,571

In SY 21-22, 2% of age eligible students,¹³ or 217 total students, participated in OSSE’s Dual Enrollment Consortium. As a result of targeted outreach and relationship building with IHEs and LEAs, which resulted in eight additional LEAs and six additional IHEs joining the Consortium,¹⁴ that number grew to 3%, or 393 students, in SY 22-23. We expect this program will grow to approximately 500 students in SY 23-24.

OSSE Dual Enrollment Consortium Enrollment

School Year	Fall	Spring	Summer	Total Number	Total % Age Eligible Students
SY 22-23	138	123	132	393	3%
SY 21-22	78	68	71	217	2%

*Note: the seat count and the individual student count are different. **The total seat count for SY 21-22 was 222; the total seat count for SY 22-23 was 436, almost double the year prior.** These numbers also*

¹³ Note that age eligibility does not mean students meet course entrance criteria.

¹⁴ With one dedicated staff member managing the Consortium, the number of LEAs in the Consortium grew from 18 to 26, and the number of IHEs grew from 6 to 13.

do not include UDC CARE; with UDC CARE enrollment, the total seat count for SY 22-23 increases to 625. Starting in Spring 2024, the Dual Enrollment Consortium will include UDC CARE data.

The majority of students in the OSSE Consortium are from schools with high concentrations of poverty (Community Eligibility Provision schools), and more than 70% identify as Black/African-American. Most Dual Enrollment Consortium participants live in Wards 7 and 8. These Wards have median incomes below the District average and a high concentration of students designated “at risk” for purposes of funding, demonstrating that the OSSE Dual Enrollment Consortium as currently designed provides opportunity to students who can especially benefit from the free college education. See the OSSE Consortium [Demographic Snapshot](#) for more information.

In terms of enrollment, despite investments in expanding access to Dual Enrollment, DC is still behind the national average of approximately 10 percent of a state’s postsecondary population being under the age of 18.¹⁵ Moreover, states that are national leaders in Dual Enrollment are serving significantly higher percentages of students than DC. Iowa, for example, enrolls approximately 45% of 11th and 12th grade students in Dual Enrollment.¹⁶ With additional policy support, DC can build out its existing Dual Enrollment program and extend this transformative opportunity to more students.

¹⁵ <https://public.tableau.com/app/profile/john.fink/viz/UndergraduateEnrollmentTrendsbySector/Summary>.

¹⁶ <https://ccrc.tc.columbia.edu/easyblog/what-happened-to-community-college-enrollment-depends-students-age.html>.

Barriers to Dual Enrollment Program Access and Success

The following key access and success barriers were identified by the Dual Enrollment Working Group and Student Focus Groups.¹⁷

Program Awareness

- Lack of awareness of Dual Enrollment opportunities among students
- Lack of understanding of Dual Enrollment and its benefits
- Limited understanding of broad eligibility criteria (e.g., no minimum GPA requirement for Dual Enrollment at UDC-CC)
- Lack of knowledge about course offerings and options

Course Access

- Course accessibility (timing and location, including transit)
- Competing priorities, especially after school, that dissuade students from applying or participating
- Programming is typically not embedded in the high school schedule or program of study, with the exception of specific LEA-IHE partnerships
- Lack of support with the application process
- Lack of support with the registration process

Student Support

- Lack of guidance, awareness, and choice in course selection
- Lack of support navigating IHE systems
- Limited access to academic support
- Limited access to non-academic (e.g., mental health) support
- Competing priorities (at school, after school) that de-prioritize Dual Enrollment

¹⁷ A comprehensive list of access barriers is included in the appendix.

Recommendations

Dual Enrollment is a foundational pillar of the Bowser Administration's vision to reimagine and strengthen the high school experience in Washington DC and ensure that every DC student, regardless of their background or zip code, will graduate prepared for life after high school. Fee-free Dual Enrollment is offered through the OSSE Dual Enrollment Consortium, is a core part of certain school models, such as DC's early college high schools, and can be a powerful element of CTE programs, such as those offered at the Advanced Technical Center (ATC). Because Dual Enrollment is an evidence-based strategy for increasing college enrollment and completion, our goal is for Dual Enrollment to be available to all DC public school students, regardless of their high school of attendance, and for it to enhance the high school experience and students' college readiness.

The following recommendations for consideration are derived from the Dual Enrollment Working Group conversations in the summer and fall of 2022 and the Dual Enrollment student focus groups conducted in winter and spring of 2023. Together, these recommendations are geared towards expanding access to Dual Enrollment for more DC students who can benefit, strengthening the course experience, designing the program to align with students' needs, providing navigational supports to promote completion, and structuring and funding the program for scale.

Recommendations are grouped according to categories identified by the [College in High School Alliance's State Policy Roadmap](#): Course Access and Availability; Program Integrity and Credit Transfer; Instructor Capacity; Navigational Supports; Equity Goal and Public Reporting; and Finance. The College in High School Alliance's State Policy Goals for each of these areas can be viewed in the Roadmap document.¹⁸ The Dual Enrollment recommendations are grouped into tiers, with Tier 1 signifying recommendations that continue and strengthen existing work, Tier 2 signifying recommendations that are achievable with some changes to resources and/or policy, and Tier 3 signifying recommendations that would require significant shifts in resources, infrastructure, and/or policy. Each recommendation includes notes on 1) the impact, defined as the degree to which the recommendation would help us achieve our goals of equity and scale in Dual Enrollment; 2) the ease of implementation of the recommendation, defined as the level of infrastructure or policy change required; and 3) the entity responsible for implementation. Within these tiers, recommendations are ordered based on input from the Dual Enrollment Working Group, and top priority recommendations are starred.

Course Access and Availability Recommendations

These recommendations seek to increase awareness of Dual Enrollment in DC so that students who may be interested in participating and who can benefit, not solely students at the top of their class or those with an engaged advisor, are well positioned to enroll. These recommendations also seek to clarify and streamline the application process for students so that applicants are not dissuaded by multiple steps and fully understand what they are applying for. Finally, these recommendations seek to expand access to courses in ways that align with students' schedules and increase students' exposure to a range of college options.

Tier 1

¹⁸ <https://collegeinhighschool.org/resources/state-policy-roadmap/>.

- **Create more options for Dual Enrollment courses during the day, so courses are built into students' schedules.***
 - Offering Dual Enrollment options during the day makes it easier for students to take the courses, as they do not conflict with sports, clubs and other extracurriculars, jobs, family responsibilities, and other after school activities. This can be accomplished through the following mechanisms:
 - IHE faculty offer courses to cohorts of students at the high school (the “cohort model”). This allows a class of students to complete a Dual Enrollment course during the day, increasing accessibility and program reach.
 - Encourage LEAs to offer schedules that allow students to travel to campus (e.g., half day schedules for seniors). Common scheduling across high schools would support this recommendation.
 - Offer dual enrollment courses virtually at high schools, with support from adults in the school building (e.g., through a learning coach in the classroom).
 - Allow select, IHE-approved high school faculty with appropriate credentials to teach a college course in the high school.

Notes: Happening in some cases, high impact, medium ease of implementation, OSSE and LEA responsibility, with IHE support

- **Create more options for Dual Enrollment during the summer.***
 - Offering Dual Enrollment over the summer allows students to take courses when there are fewer competing priorities.
 - The summer offers the opportunity for experiences on the IHE campus, including residential experiences.
 - OSSE has created such opportunities with Virginia State University and through OSSE Scholars.
 - Ideally, Dual Enrollment opportunities could include earn and learn models through the Summer Youth Employment Program, if the IHE is willing to be a host site.

Notes: Builds on current practice, high impact, medium ease of implementation, OSSE and IHE responsibility

- **Prioritize school visits in outreach strategies.**
 - OSSE has limited staff to visit schools, although the Dual Enrollment team makes it a priority to do so as much as possible.
 - More resources, including possibly through the creation of a Dual Enrollment ambassador corps (see recommendation below), and training for advisors and Dual Enrollment points of contact, can help more students hear about Dual Enrollment while at school.

Notes: Builds on current practice, low to medium impact, easy implementation, OSSE responsibility

- **Offer a mix of Dual Enrollment opportunities at the high school and on the IHE campus.**
 - Offering a mix of courses at the high school and on the college campus can simultaneously increase access for students and provide an opportunity for them to experience a physical college environment, which, in turn, can increase college readiness and excitement.
 - Experiences on the IHE campus may make sense to prioritize over the summer and for 12th grade students in particular, given greater schedule flexibility.

Notes: Happening in some cases, medium impact, medium ease of implementation, OSSE, IHE, and LEA responsibility

- **Offer multiple course modalities.**
 - DC should make sure to offer a range of course modalities (e.g., in person, hybrid, virtual and synchronous, virtual and asynchronous) to maximize opportunities for students to access courses that meet their learning and scheduling needs.

Notes: Current practice, medium impact, easy implementation, IHE responsibility

Tier 2

- **Clarify to students what courses and what course modalities are available by IHE before students apply to and select their institution of higher education.***
 - Currently, students apply to the college or university through the Consortium before knowing which courses and modalities (e.g., in person, hybrid, virtual) are available, and, as a result, do not always end up in courses they are interested in or that align with their preferred learning styles.
 - The Consortium should work with its IHE partners to determine a set of courses that are routinely offered, with clarity around any entrance requirements. IHEs may require testing to place students in courses; those requirements and timelines should be clear to students and incorporated in partnership agreements.

Notes: Not current practice, high impact, medium ease of implementation, OSSE and IHE responsibility

- **Ensure the Dual Enrollment opportunity is shared widely with 10th-12th graders and GED-seeking students.**
 - To ensure broad awareness of Dual Enrollment, high school counselors should share information about Dual Enrollment widely and message that there is broad academic eligibility for Dual Enrollment, specifically that the GPA requirement is 2.5+ for the OSSE Consortium and there is no GPA requirement for the UDC CARE program.
 - Counselors should include a wide range of students who may benefit in outreach, not just the top performing students, and make sure that all eligible students know about the opportunity.
 - This could be facilitated by training through OSSE for counselors and Dual Enrollment points of contact and through additional outreach materials created by OSSE.

Notes: Not current practice, medium impact, easy implementation, LEA responsibility, with OSSE support

- **To expand the reach of information, OSSE should share information about District-wide Dual Enrollment through youth-serving organizations, agencies, and community groups as well as schools and provide materials specifically to parents and caregivers.**
 - Outreach should include student populations least likely to know about and participate in Dual Enrollment programming, including students involved with CFSA and DYRS.
 - All materials should be translated to the greatest extent possible.

Notes: Not current practice, medium impact, easy implementation, OSSE responsibility

- **Center student voice in outreach and advertisements.**
 - Youth surveyed said it can be especially powerful for young people to hear from peers who have participated in Dual Enrollment to understand more about the opportunity and how students might benefit from it.
 - Centering student voice could be accomplished through a **youth-led social media campaign**, with student testimonials and classroom footage.
 - Youth surveyed said that social media was more effective as an advertising platform than TV or public transportation.
 - Social media ads could reduce overall advertising costs. Youth could participate in a focus group to weigh in on the design of advertisements.

Notes: Not current practice, low to medium impact, easy implementation, OSSE responsibility

- **Allow students to continue with the same institution year-over-year without reapplying.**
 - Currently, students can continue with the same institution of higher education throughout the school year and summer, but they have to reapply at the start of each academic year.
 - Allowing students to continue with the same institution without reapplying as long as students remain in good academic standing would reduce the barriers to participation and limit application paperwork.
 - Changing this policy would require IHE approval.

Notes: Not current practice, low impact, easy implementation, OSSE and IHE responsibility

- **Create a Dual Enrollment ambassador corps to support outreach and recruitment for Dual Enrollment.**
 - The Dual Enrollment ambassador corps, composed of students who completed a Dual Enrollment course, could support the program in a variety of ways.
 - This could include outreach efforts at schools and in the community to create interest among peers.
 - This could include near-peer support for current Dual Enrollment students.
 - Ambassador corps members could earn community service and/or internship credit.
 - The ambassador corps members could be overseen and supported by OSSE staff and/or LEA points of contact.
 - The Delaware Future Education Leaders Program could be a relevant model for this program.
 - The ambassador corps should be intentional in recruiting student ambassadors that represent a diverse array of backgrounds, including but not limited to first generation college students, Black and Latino students, and students designated “at risk” for funding purposes.

Notes: Not current practice, medium impact, medium ease of implementation, OSSE or LEA responsibility

- **Intentionally recruit and support eligible students supported by the Office of Students in the Care of DC.¹⁹**
 - As part of Dual Enrollment outreach and recruitment, ensure that students currently or formerly in foster care or who have been justice involved receive materials about Dual

¹⁹ The Office of Students in the Care of DC supports students who are justice involved or involved in the foster care system.

Enrollment and are made aware of any available supportive programming to help them successfully complete a course and pursue postsecondary education. Such students may be strong candidates for college and may be at risk of being overlooked in recruitment.

- In partnership with DYRS and DOC, explore strategies for offering in-person and virtual college courses within DYRS and DOC facilities by select IHE-approved faculty with appropriate credentials and training for providing educational instruction within a carceral setting, during the school year and over the summer.

Notes: Not current practice, high impact on a relatively small population, easy implementation, OSSE and District responsibility

Tier 3

- **Identify ways to expand access to free college courses for adult students with a secondary credential enrolled in an LEA.**
 - Since Dual Enrollment is defined as serving students without a secondary credential, adult students enrolled in an LEA with a GED or high school diploma are not eligible.
 - However, these students are enrolled in an LEA because of academic need and are typically not ready to enroll in college full-time and therefore are ineligible for college scholarship programs offered by the District.
 - These students could be offered the opportunity to take seats in Dual Enrollment courses if slots are not filled.
 - If this relatively small subset of students who can benefit from Dual Enrollment cannot participate, OSSE should allow these students to participate in a comparable program to access free college in order to increase their chances of enrollment and success in higher education.

Notes: Not current practice, high impact on a relatively small population, medium ease of implementation, OSSE responsibility

- **Cover transportation costs for Dual Enrollment.**
 - The District could consider providing transportation or transportation reimbursement (i.e., for taxis and ridesharing services) for students traveling to IHEs for Dual Enrollment courses, as it does for students at the Advanced Technical Center.
 - Eligibility criteria could be based on factors such as:
 - The IHE's distance from the student's home or school;
 - If the IHE is located in another state;
 - The family's ability to pay; and
 - If the student is a part of a demographic that is highly transient and/or housing insecure and less likely to attend college, such as youth experiencing homelessness, returning citizens, and youth living in group homes, foster homes, and youth shelters.
 - While this approach could significantly increase attendance, it would have a high cost, and there are broader questions around why a particular program (in this case, Dual Enrollment) should be prioritized for transit reimbursement when others are not.

Notes: Not current practice, high impact, difficult implementation, District responsibility

Program Integrity and Credit Transfer Recommendations

These recommendations seek to create structures so that Dual Enrollment is recognized towards degrees at the high school and college levels and to maximize the academic experience.

Tier 1

- **Ensure that dual credit (taken for college and high school credit) courses are an option for all students and that such courses count towards graduation requirements.***
 - Ensuring that students can earn dual credit (on the college and high school transcripts) for Dual Enrollment courses will allow college courses to count as part of the student's program of study towards high school graduation, and will mean that college courses are not "extras" in a student's schedule.
 - This will encourage the college work to be manageable, recognized, and prioritized.
 - For this to be possible, LEAs must have access to the college course syllabi from the IHE partner in a timely manner so they can approve the courses for high school credit.

Notes: Happening in some cases, high impact, medium ease of implementation, LEA responsibility

- **Ensure intentionality in course choice, with a focus on pathways.***
 - Students should be encouraged to take courses that align with their interests and provide value to them, for example because they are broadly transferable and part of programs of study.
 - As much as possible, students should be encouraged to take courses that are part of pathways to degrees and credentials.
 - Students should understand how courses may apply to degrees and credentials they are interested in pursuing at IHEs of interest.
 - Implementing this recommendation with fidelity will be dependent on the availability and quality of advising services and courses.

Notes: Happening in some cases, high impact, medium ease of implementation, LEA and IHE responsibility

- **Ensure that Dual Enrollment programs and courses meet accreditation standards.**
 - Ensuring that Dual Enrollment programs meet institutional accreditation standards (e.g., through the Middle States Commission on Higher Education) ensures academic integrity and is a national best practice and institutional requirement for colleges and universities.
 - Beyond accreditation, IHEs should take special care to ensure that any programs offered specifically for younger students or at an off-site location such as a high school are carefully supported and overseen to ensure consistency in quality across the institution.

Notes: Current practice, high impact, easy implementation, IHE responsibility

- **Make course prerequisites clear to applicants and ensure courses with prerequisites are only available for students who have met such prerequisites.**
 - Ensuring that course prerequisites are clear to applicants and met by students will avoid situations in which high school students enroll in courses for which they do not have the foundational content knowledge and therefore are not set up for success.

- IHEs should make prerequisites, including testing requirements, clear at the time of application so students and advisors are aware.
- Advisors should double check requirements when giving students advice about course selection.

Notes: Happening in some cases, low impact, easy implementation, IHE responsibility

Tier 2

- **Encourage IHEs to offer a consistent course catalog, with a priority on high-demand courses where Dual Enrollment students succeed.***
 - To create predictability and clarity for students, OSSE should work with IHEs to offer a consistent menu of courses for Dual Enrollment students.
 - This course catalog should be centered on courses that have a strong track record of student demand and success.
 - Similarly, if most DC Dual Enrollment students fail a given course, that course may not be an appropriate introductory course to offer.
 - A predictable set of course offerings will make it easier for all parties to navigate the available options and will go a long way towards setting students up for success.
 - To accomplish this, OSSE should **partner with community colleges** in particular, as they typically offer a wide, consistent range of courses, at affordable rates. UDC-CC, Northern Virginia Community College, Montgomery College, and Prince George's Community College are all members of the Consortium.
 - OSSE could also issue an annual Dual Enrollment student course survey to capture more data from students about their experiences, to support course design and selection at the college level.

Notes: Not current practice, high impact, medium ease of implementation, OSSE and IHE responsibility

Instructor Capacity Recommendations

These recommendations seek to create consistent, high-quality instruction across Dual Enrollment and strengthen the Dual Enrollment instructor pipeline.

Tier 1

- **Encourage IHEs to select and train instructors for Dual Enrollment classes.***
 - Rather than using random assignment or scheduling availability, IHEs should select instructors for Dual Enrollment courses who want to teach the younger age group.
 - These faculty members should receive training on teaching younger scholars.
 - If a professor consistently fails a majority of students or receives unfavorable evaluations from students or LEA partners, they should receive training or not be selected for Dual Enrollment courses in the future.
 - This approach will support high-quality instruction that recognizes the needs of younger students and will increase student success.

Notes: Happening in some cases, high impact, medium ease of implementation, IHE responsibility

Tier 2

- **Facilitate professional development and a community of practice for IHE instructors teaching high school cohorts.**
 - To increase the quality and consistency of instruction for Dual Enrollment, OSSE should facilitate a community of practice and professional development for instructors teaching Dual Enrollment students.
 - This training should be led by IHE faculty and experts in the field and should focus on helping faculty understand and meet the needs of younger scholars in DC, including training on classroom management, differentiated instruction, and trauma-informed instruction.

Notes: Not current practice, medium impact, medium ease of implementation, OSSE and IHE responsibility

Tier 3

- **Explore Dual Enrollment options in which high school instructors with credentials to teach college offer dual credit courses at the high school.***
 - Nationally, a common model of Dual Enrollment involves having a high school instructor with the credentials to teach college (typically a master's degree in the field at minimum) and IHE approval teach dual credit courses at the high school. This model allows the instructor to teach students on-site, facilitating ease of access for students, and provides a career ladder for the teacher.
 - For this model to be effective, the course must be intentionally designed for quality (e.g., following [National Alliance of Concurrent Enrollment Partnerships accreditation standards](#)) and must meet institutional accreditation standards of the IHE.
 - In particular, it is critical that the high school teacher possess the necessary academic credentials and experience to teach at the college, the instructor is in close contact with the partnering institution, and there are systems for quality monitoring and oversight at the IHE level.

Notes: Not current practice, high impact, medium ease of implementation, LEA and IHE responsibility

Navigational Supports Recommendations

These recommendations seek to ensure that students have the appropriate support and guidance so they can be successful in navigating college courses and a college environment.

Tier 1

- **Offer orientation and cohort programming to Dual Enrollment students at each grade level to build college knowledge and confidence.***
 - While individual IHEs offer orientations, there is no District-wide cohort programming geared towards building a sense of community and helping Dual Enrollment students succeed in college at a younger age.
 - Creating orientations and ongoing cohort programming for Dual Enrollment students and their families District-wide, at each grade level, would help students understand college norms and expectations and how to navigate college systems and practices.
 - Orientation and cohort programming, starting once students are accepted to the Consortium, should be offered by OSSE in partnership with IHEs.

- In addition, all IHEs should offer orientation specifically for Dual Enrollment students and should share a list of support services with them.
- Student attendance in orientation sessions and cohort programming should be required.
- OSSE and IHEs could also explore affinity groups among Dual Enrollment students to build community and near-peer support networks.

Notes: Not current practice, high impact, medium ease of implementation, OSSE and IHE responsibility

- **Encourage data sharing and communication between LEAs and IHEs to track student progress.***
 - As part of partnership agreements between IHEs, OSSE, and LEAs, strong data sharing systems should be in place so that all parties are aware when students become off track.
 - This can include sharing student progress data at various points during the semester, robust use of early warning systems, and regular communication between institutional partner.
 - More tracking of student progress and communication will help catch students who become off track and ensure that they have access to support services to help them succeed.
 - This may require additional capacity at the IHEs, LEAs, and OSSE.

Notes: Happening in some cases, high impact, medium ease of implementation, OSSE, IHE, and LEA responsibility

Tier 2

- **Include Dual Enrollment as part of high school guidance.***
 - Currently, many DC students and families are unaware that Dual Enrollment is an option.
 - High schools and even middle schools should offer information about Dual Enrollment to students and families as part of the guidance process, including information about what Dual Enrollment is and benefits and considerations around participation.
 - OSSE should provide materials and training, translated into multiple languages, to facilitate information sharing for students and families.

Notes: Not current practice, high impact, medium ease of implementation, LEA and OSSE responsibility

- **Institute mandatory training for Dual Enrollment points of contact and counselors.**
 - For the recommendations around advising to be effective, counselors need information about Dual Enrollment.
 - To that end, OSSE should offer mandatory training for counselors and Dual Enrollment points of contact so they have pertinent information to share with a broad range of students.

Notes: Not current practice, medium impact, easy implementation, OSSE responsibility

Tier 3

- **Ensure that each Dual Enrollment student has an advisor point of contact and establish regular touch points between advisors and students.***
 - To facilitate success in Dual Enrollment, from the point of application through the course experience, students should have an advisor point of contact.
 - This advising should include ensuring that the student understands Dual Enrollment, is interested in the course and opportunity, and understands and is prepared to meet college expectations.
 - The advisor should support the student in selecting and enrolling in courses and navigating IHE systems so students do not miss important information and fall behind.
 - Advisors should identify and help students who are struggling academically and help them connect to academic and other support services.
 - To promote effective advising, advisors should have **regularly scheduled check ins and touch points** with students to prevent students from becoming off track.
 - Advisors should use multiple methods to reach students to ensure that communications are received.
 - This advising support can be accomplished through any of the following, for example:
 - Dual Enrollment points of contact at the LEA;
 - Support services through IHEs;
 - Dual Enrollment ambassador corps members; and
 - Support through additional capacity at OSSE.

Notes: Not current practice, high impact, medium to difficult ease of implementation, LEA, OSSE, and IHE responsibility

Equity Goal and Public Reporting Recommendations

These recommendations seek to strengthen data collection and reporting so that policymakers and the public understand and can make data-informed decisions about Dual Enrollment, and to incentivize and reward schools for offering Dual Enrollment to their students.

Tier 1

- **Incorporate Dual Enrollment in the state accountability framework and school report cards.***
 - OSSE should include Dual Enrollment data in its statewide accountability system and in school report cards to raise public awareness about Dual Enrollment and create incentives for schools to offer programming to their students, particularly those with limited access.
 - Beginning with the 2023 DC School Report Card, Dual Enrollment participation data will be included and reported in the Dual Enrollment, AP, IB Participation metric, as outlined in the District's Every Student Succeeds Act (ESSA) State Plan.
 - OSSE plans to receive performance and outcome data on Dual Enrollment courses beginning in the 2024-25 school year as part of course data collection; we suggest the implementation of this recommendation align with the course collection initiative.

Notes: Builds on existing practice, high impact, medium ease of implementation, OSSE responsibility

Tier 2

- **Collect Dual Enrollment participation and outcome data annually by subgroup and program to understand impact.***
 - OSSE should collect data on Dual Enrollment student participation and outcomes by high school, IHE, course, and subgroup (i.e., income, geography, race/ethnicity, first generation status, as available) to understand who is participating and succeeding, and in which programs.
 - Data should inform recruitment efforts, programming, and support for students and can form the basis of the annual data report and needs assessment (see recommendation below).
 - Dual Enrollment data should be included in the District’s new Education through Employment Data System and in OSSE’s course cataloging initiative.

Notes: Not current practice, high impact, medium ease of implementation, OSSE responsibility

- **Publish a needs assessment on Dual Enrollment and annually publish comprehensive Dual Enrollment data on OSSE’s website, including around student participation and performance.***
 - OSSE should publish a Dual Enrollment needs assessment as well as an annual data report for the public that highlights data on student enrollment and performance.
 - The annual report should describe the reach of Dual Enrollment and the types of programs offered, including the participating institutions, the academic programs offered, and the supports provided to students.
 - The report could include information on course grades, course completion, credits earned, and credits applied to high school graduation.
 - With longitudinal data, and once the District’s new Education through Employment Data System is established, the report could include information on credit transfer, postsecondary enrollment, postsecondary completion, and career outcomes.
 - The needs assessment should identify access and programmatic gaps and be informed by the equity goal (see recommendation below).
 - These documents will help the public and policymakers understand the Dual Enrollment landscape and should inform programming, expansion, and partnerships.

Notes: Not current practice, high impact, medium ease of implementation, OSSE responsibility

- **Publish a Dual Enrollment equity goal.**
 - DC should publish a Dual Enrollment equity goal for student participation and success.
 - This goal can be included on the OSSE website and in publications about the Dual Enrollment Consortium. DC’s public equity goal for Dual Enrollment should guide recruitment, programming, and expansion efforts.
 - The goal can build on the vision statement developed by the Dual Enrollment Working Group.
 - Kentucky’s Dual Credit Attainment Goal is a strong example of a statewide Dual Enrollment equity goal: <http://cpe.ky.gov/policies/academicaffairs/dualcreditpolicy-2023revision.pdf>

Notes: Not current practice, medium impact, easy implementation, OSSE responsibility

Finance Recommendations

These recommendations seek to identify sustainable funding for Dual Enrollment to allow the program to meet the need and stated vision.

Tier 1

- **Consider including funding for additional staff to manage the Dual Enrollment Consortium at OSSE.***
 - Currently, OSSE has limited staff capacity for Dual Enrollment, with an individual dedicated staff member leading the majority of the work.
 - Expanding the staff capacity would allow OSSE to do more in the areas of outreach, data collection and analysis, student and school support, and partnership management.
 - Addition roles could include:
 - Coordinator roles (to support student outreach and application review);
 - Cohort application grants management specialist (if the cohort model is expanded through the Consortium);
 - Quality assurance specialist (to provide technical support for students and schools); and
 - Data manager (to support data collection, analysis, and reporting).

Notes: Builds on existing practice, high impact, easy implementation, OSSE and District responsibility

Tier 2

- **Explore including funding for advising support as part of Dual Enrollment.***
 - Currently, advising costs are not built into Dual Enrollment programs in most cases.
 - Given the importance of navigational support to student success, we recommend exploring how advising can be incorporated into postsecondary pathways programming and funding, including Dual Enrollment.
 - This navigational support can help students and families understand their options, work through scheduling, meet deadlines, review academic progress, and access support as needed.
 - Advising can be facilitated through the following mechanisms, for example:
 - Additional staffing at OSSE;
 - Additional staffing at LEAs;
 - Required touchpoints between advisors and students at the start of each semester and through a regular cadence of check ins, possibly with stipends for Dual Enrollment points of contact;
 - Trainings for LEA points of contact;
 - Training sessions for students on course selection, navigating IHE systems, and accessing resources at IHEs; and
 - Near-peer support (i.e., through Dual Enrollment ambassadors or interns).

Notes: Not current practice, high impact, medium ease of implementation, District responsibility

Tier 3

- **Explore establishing a recurring local funding stream for Dual Enrollment.***

- The District, through OSSE, should explore a recurring funding stream for Dual Enrollment to promote program sustainability and growth and ensure that Dual Enrollment is part of the fabric of academic options for high school students in DC.
- This funding stream could be part of a District-wide postsecondary pathways fund for credit-bearing programming offered to students regardless of home school.
- This funding could be based on the number of participating students and the number of courses or credits they take.
- District-funded programming could be prioritized for high-need student populations (e.g., at-risk students).
- As part of this approach, LEAs should be encouraged to offer the cohort model of Dual Enrollment. Cohort courses could be offered at high schools, at hub sites, or on college campuses.²⁰

Notes: Not current practice, high impact, medium to difficult ease of implementation, District responsibility

- **Establish a price range for IHEs participating in the OSSE Dual Enrollment Consortium.**
 - Currently, each IHE charges a different rate to OSSE for Dual Enrollment through the Consortium.
 - The price per seat ranges from under \$500 to over \$2,000 for a 3-credit course.
 - Establishing a per credit or per course price range, inclusive of tuition and fees, across partnering IHEs that is sustainable for the District and for IHEs would create consistency in funding for the Consortium and facilitate sustainable program expansion.
 - The price range should have sufficient flexibility to accommodate the needs of the range of partners in the Consortium.
 - The price range could include a price for individual students taking courses on the IHE campus and a rate for the cohort model offered at the high school or on the college campus.

Notes: Not current practice, medium impact, medium to difficult ease of implementation, IHE, OSSE, and District responsibility

²⁰ Other options considered included 1) a formula grant to LEAs to offer postsecondary programming, including but not limited to Dual Enrollment; 2) a weight in the Uniform Per Student Funding Formula for students participating in approved postsecondary programming, including Dual Enrollment, and 3) dedicated local funding for the OSSE Dual Enrollment Consortium, sufficient to meet demand.

Scaling for Success

To have maximum impact, Dual Enrollment, either through District-wide or LEA-driven programs, would ideally be available to all 10th through 12th grade students and GED-seekers who want to participate, with targeted outreach and encouragement for students who face the greatest barriers to enrolling in and completing higher education, including students designated as “at risk” for funding purposes, first generation college students, and Black and Latino students. At the same time, the number of credits students can earn towards degrees and credentials would also ideally increase, starting with at least one semester of credit, building momentum toward degree completion. With sufficient resources and a combination of OSSE and LEA-specific programs, we believe DC can increase the number of students served in Dual Enrollment to up to 20% of eligible students or approximately 2,500 annually within the next five years.

Appendix

Dual Enrollment Demographic Snapshot

The following chart shows the demographic makeup of Dual Enrollment students in DC through the OSSE Consortium.

Term	Number of students	Race/ethnicity	Participants from a Community Eligibility Provision School (low-income)	SPED status	Ward	Top Zip Codes	Grade Level Breakdown
Fall 2021	78	82% Black/African American 8% Latino 5% White 5% Other	81%	5%	W1 - 6 W2 - 0 W3 - 6 W4 - 12 W5 - 10 W6 - 5 W7 - 19 W8 - 19	20019 (Ward 7) = 15 20020 (Ward 8) = 15 20032 (Ward 8) = 8 20011 (Ward 4) = 7	10 th grade = 28% 11 th grade = 24% 12 th grade = 46% GED Seeking = .01
Spring 2022	68	76% Black/African American 15% Latino 6% White 3% Other	85%	4%	W1 - 7 W2 - 1 W3 - 3 W4 - 7 W5 - 9 W6 - 8 W7 - 15 W8 - 18	20020 (Ward 8) = 15 20019 (Ward 7) = 11 20032 (Ward 8) = 8 20002 (Ward 5) = 7	10 th grade = 36% 11 th grade = 36% 12 th grade = 27%
Summer 2022	71	75% Black/African American 21% Latino 3% White 1% Other	65%	4%	W1 - 5 W2 - 1 W3 - 3 W4 - 23 W5 - 16 W6 - 3 W7 - 9 W8 - 11	20011 (Ward 4) = 25 20020 (Ward 8) = 11 20002 (Ward 5) = 6 20019 (Ward 7) = 6	10 th grade = 63% 11 th grade = 30% GED seeking students = 1%

Fall 2022	138	71% Black/African American 18% Latino 7% White 4% Other	76%	5%	W1 - 9 W2 - 4 W3 - 8 W4 - 32 W5 - 29 W6 - 7 W7 - 31 W8 - 18	20011 (Ward 4) = 28 20019 (Ward 7) = 23 20032 (Ward 8) = 13 20002 (Ward 5) = 11 20020 (Ward 8) = 11	10th grade = 27% = 11th grade = 29% 12th grade = 46%
Spring 2023	123	72% Black/African American, 18% Latino, 8% White, 2% Other	63%	2%	W1 - 12 W2 - 5 W3 - 7 W4 - 34 W5 - 17 W6 - 5 W7 - 29 W8 - 13	20011 (Ward 4) = 25 20019 (Ward 7) = 24 20002 (Ward 5) = 11 20020 (Ward 8) = 9 20032 (Ward 8) = 8	10th grade=33% 11th grade=39% 12th grade=25% GED Seeking=.03%

Summer 2023	132	58% Black/African American 20% Latino 14% White 8% Other	47%	5%	W1 - 11 W2 - 5 W3 - 11 W4 - 36 W5 - 27 W6 - 15 W7 - 15 W8 - 12	20011 (Ward 4) = 31 20002 (Ward 5) = 20 20020 (Ward 8) = 14 20012 (Ward 4) = 9 20010 (Ward 1) = 8 20019 (Ward 7) = 8	
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As an example, in the summer 2023 term, Jackson-Reed High School was the top sending school for DCPS, followed by Duke Ellington School of the Arts; most other high schools had limited enrollment. Top sending charter schools included DC International, Basis DC, and Girls Global Academy.

Key Themes from Student Focus Groups

The following are the most common themes expressed by students in the dual enrollment focus groups conducted in the winter and spring of 2023.

What makes dual enrollment attractive?

- Participants understand what college is like (including the different styles and expectations of professors)
- Students want a challenge
- Credit transfer matters to students; they have a desire to accelerate college study with the option to graduate early
- Students can explore their interests, figure out what they want to study and pursue in the future
- Students want to save towards their degrees (through free credits)
- Opportunity to take interesting classes, learn new things
- Opportunity to make the college experience easier, gain more college confidence
- Participants learn college academic skills and soft skills (e.g., independence, pacing, how to read a syllabus, self advocacy)
- More relaxed, independent environment, openness in class

What are barriers to accessing dual enrollment?

- Not getting to pick the classes
- Course timing is tough, especially after school
- Issues submitting paperwork and/or accessing the college systems (e.g., Blackboard)
- High school courses and homework compete with college work, since the college courses are additional
- Competing priorities (work, family, activities) after school
- Lack of communication from IHE
- Safety and transit
- Lack of support around completing assignments, understanding college expectations
- It can be isolating/challenging to be younger in class

What are recommendations for program improvement?

- Make sure students can choose the mode of instruction and offer multiple options (in person, virtual, asynchronous)
- Allow options for courses to be dual credit
- Offer more Dual Enrollment options during the summer, especially with pay
- Offer Dual Enrollment options during the day
- Offer navigation and counseling support; support students with professors who aren't as helpful or responsive
- Let students pick their classes (related to their interests)
- More communication, with advisors/professors
- Offer more course time options

What are recommendations for strengthening the advertising for dual enrollment?

- Make sure the ad tells students what they will get out of Dual Enrollment (e.g., financial and academic benefits)
- Use social media

- Prioritize school visits
- Word of mouth is important
- It's powerful to hear from students who have participated in dual enrollment

Dual Enrollment Student Focus Group Composition

Schools

Academy of Hope PCS

Paul PCS

Carlos Rosario PCS

Cesar Chavez PCS

IDEA PCS

LAYC Career Academy

Roosevelt High School

School Without Walls

Thurgood Marshall Academy PCS

Partner Organizations and Institutions

Black Swan Academy (Anacostia,* Eastern)

Spark the Journey (Phelps*, Maya Angelou, IDEA, McKinley Tech, Columbia Heights Education

Campus, Bard DC, Washington Leadership Academy, Banneker)

UDC (Bell, Jackson-Reed, Banneker)

**Indicates a majority of students from that campus*