

# Scaling and Sustaining Purposeful Dual Enrollment

John Fink & Davis Jenkins  
Community College Research Center

March 12th, 2026

NCII Rural Guided Pathways 2.0

# Goal for the Morning:

Align on a Strategy for Scaling Dual Enrollment  
Connected to High School Career Programming  
Leading to Good Jobs in Your Region

## Agenda

1. Aligning on a Shared Vision
2. Inventory DEEP Practices & Identify Opportunities
3. Plan to Plan How to Scale and Sustain

# Aligning on a Shared Vision for Dual Enrollment

## Eight Potential Goals for Dual Enrollment

1. Reducing time and costs for students and families to earn degrees that lead to high-demand, career-path jobs
2. Increasing academic rigor in high school in preparation for college and increasing the chances of attaining a degree, especially for underrepresented students
3. Introducing high school students to college-level expectations and helping them develop self-confidence
4. Advancing students' sense of purpose by exposing them to people and programs in postsecondary fields of study
5. Promoting upward mobility in the community by connecting historically underrepresented students to a high-opportunity postsecondary pathway in high school
6. Growing the local talent pipeline and helping more students access well-paying, in-demand jobs
7. Increasing revenue/enrollment of dual enrollment students and post-high school students
8. Meeting K-12 state accountability metrics that reward dual enrollment participation and college-going success

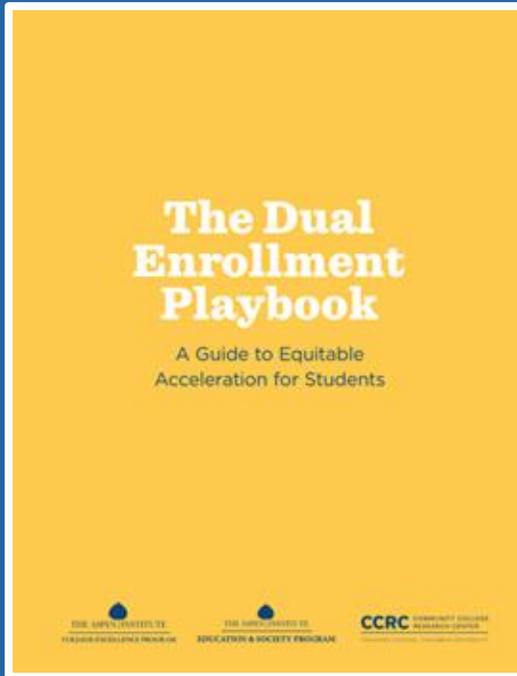
## Questions for Table Discussion

What are the purposes and goals of dual enrollment (DE) for our organizations?

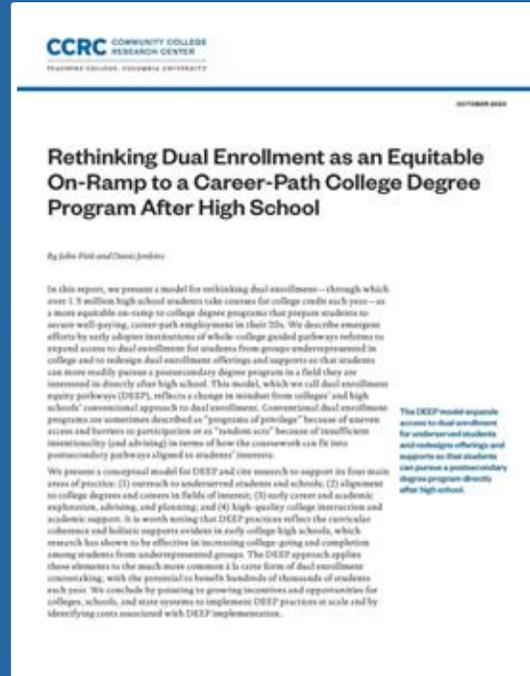
What goals are we trying to achieve for students and our community?

Where are the greatest needs and opportunities to use DE to strengthen and expand on-ramps for high school students to postsecondary education and employment in high-demand, high-opportunity fields in our area?

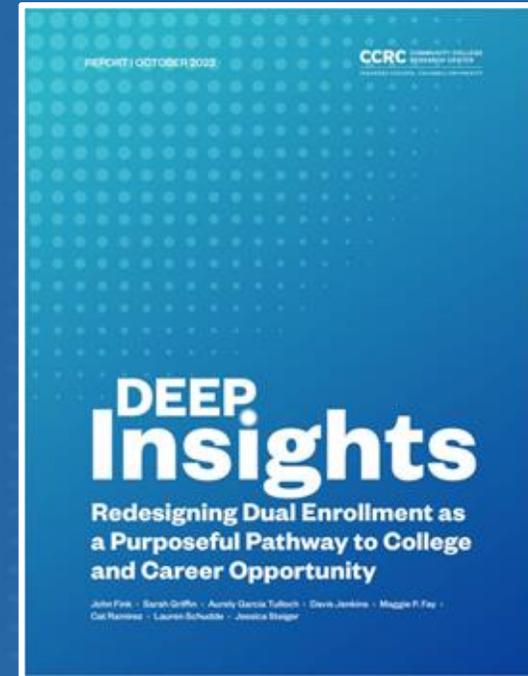
# CCRC's Research Focus: Expanding College Access and Success Through Dual Enrollment



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)

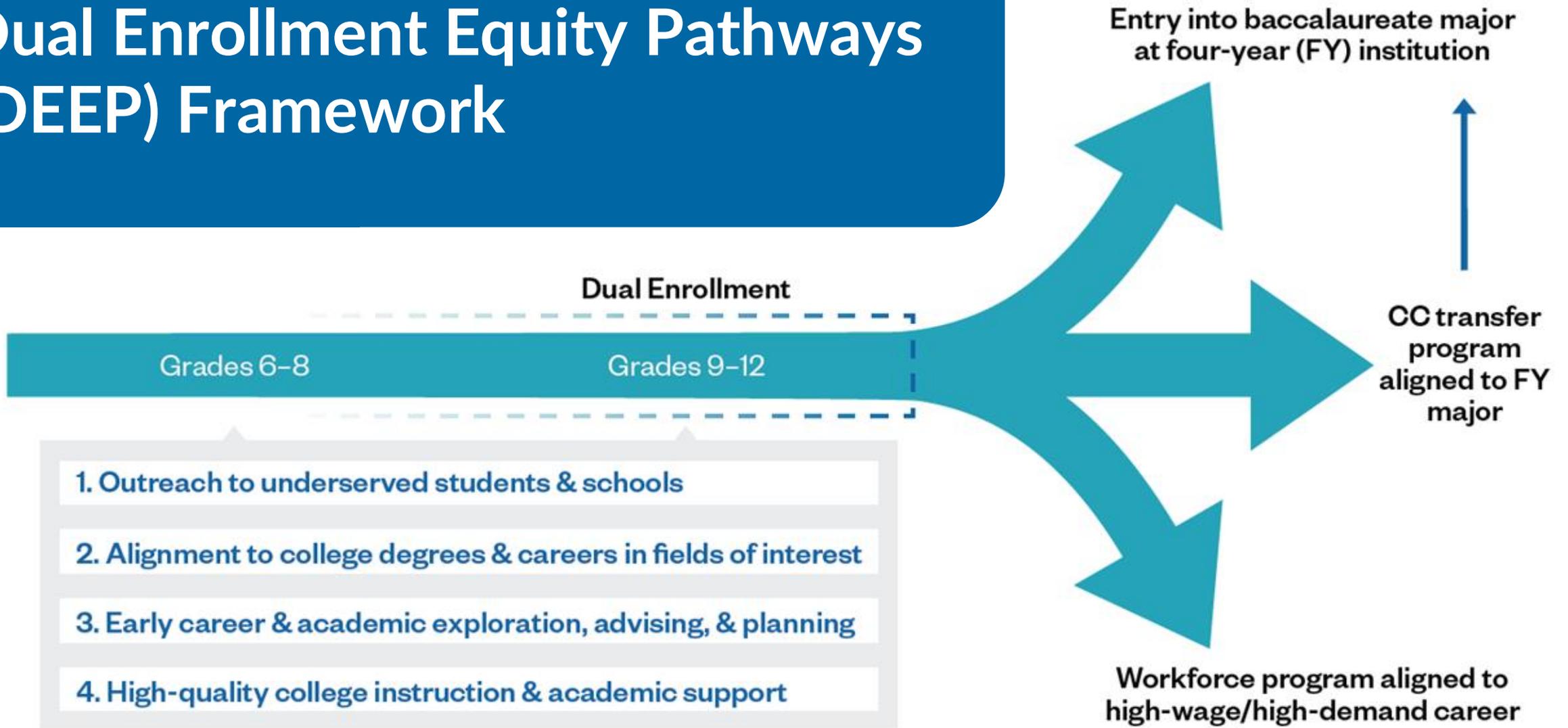


DEEP Insights: Redesigning Dual Enrollment as a Purposeful Pathway to College and Career Opportunity (October 2023)



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

# Dual Enrollment Equity Pathways (DEEP) Framework



# Inventorying DEEP Practices and Identifying Opportunities

CCRC COMMUNITY COLLEGE RESEARCH CENTER  
Teachers College, Columbia University

NATIONAL CENTER FOR SECURITY & ENTREPRENEURSHIP

**DEEP Dive: Scaling and Sustaining Purposeful Dual Enrollment**  
Rural Guided Pathways 2.0. Advancing DEEP K-12 Pathways

**Activity 2: Comparing DEEP to Current Practices and Identifying Opportunities**

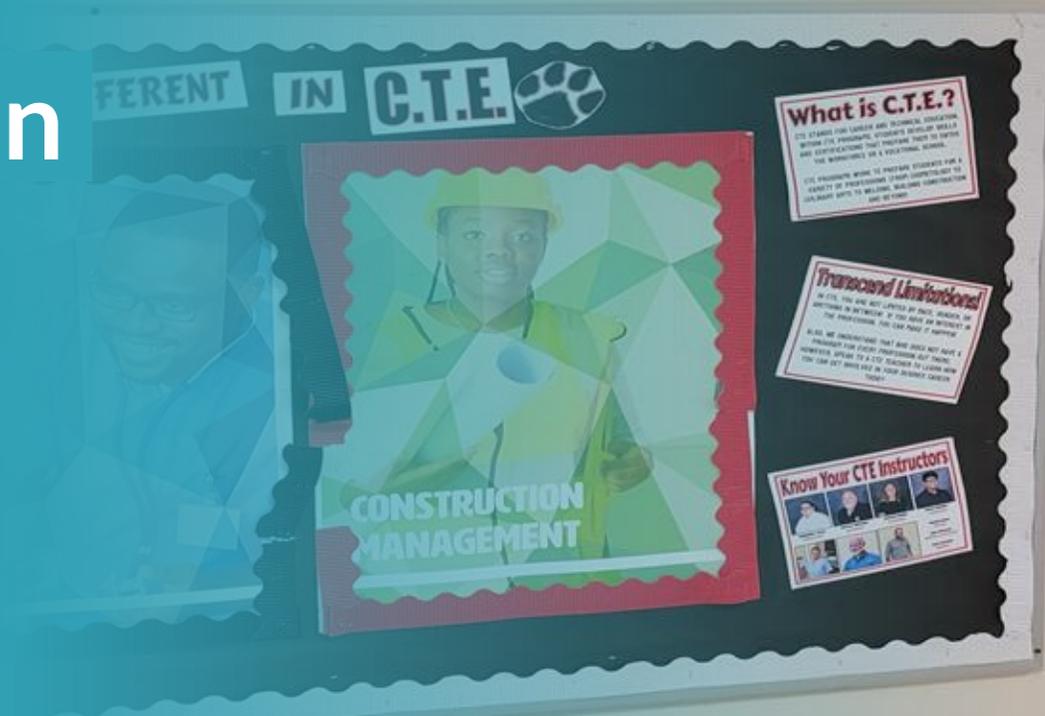
DEEP Practice Areas	What practices are currently working well?	Biggest opportunities to improve?
<p><b>Outreach Practices</b></p> <ul style="list-style-type: none"> <li>Focus outreach on underserved high schools, students, and communities.</li> <li>Start outreach before high school.</li> <li>Leverage community connections to build awareness.</li> <li>Build trust with and educate parents and families.</li> <li>Use high school grades as an alternative to placement testing for eligibility.</li> </ul>		
<p><b>Support Practices</b></p> <ul style="list-style-type: none"> <li>Scaffold coursework and front-load supports.</li> <li>Respond quickly when students are struggling.</li> <li>Provide additional, structured support for online classes.</li> <li>Support DE instructors and monitor quality.</li> </ul>		
<p><b>Alignment Practices</b></p> <ul style="list-style-type: none"> <li>Inventory current DE offerings.</li> <li>Map DE offerings to college degree programs in fields of interest.</li> <li>Embed DE offerings in career-connected high school programs.</li> </ul>		
<p><b>Advising Practices</b></p> <ul style="list-style-type: none"> <li>Use DE to showcase college programs and support exploration.</li> <li>Coordinate advising roles across sectors.</li> <li>Help students develop a college program plan and provide checkpoint advising.</li> </ul>		

# Align DE to College Degrees and Careers in Fields of Interest

Inventory current DE offerings.

Map DE offerings to college degree programs in fields of interest.

Embed DE offerings in career-connected high school programs.



# Academies



**ACE Academy**



**MED Academy**

# Medicine, Exper Academy



**Charlotte Harris**  
MED Academy Principal  
✉ Email Charlotte Harris  
☎ (346) 378-7253



**Vanetta**  
MED Aca  
✉ Email  
☎ (346) 3

The MED Academy supports the following CT Endorsement:



### Health Science



**Health Informatics (Dual Credit Program)**    **Healthcare Diagnostics (Dual Credit Option Available)**

**Healthcare Therapeutic (Dual Credit Option Available)**    **Nursing Science (KNIT) (Dual Credit Program)**



## Health Science Public Service Endorsement

The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostics services, health informatics, support services, and biotechnology research and development. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, communicate effectively, and work well with others.




The Health Informatics program of study focuses on exposing students to the management and use of patient information in the healthcare field. Students may learn about and research recent modifications of computerized healthcare and the process of creating and maintaining hospital and patient records in accordance with regulatory requirements of the healthcare system. Students may also practice writing and interpreting medical reports.

### Courses

- 9<sup>th</sup> Grade**  
Principles of Health Science  
Business Information Management (BIM) I
- 10<sup>th</sup> Grade**  
Medical Terminology
- 11<sup>th</sup> Grade**  
Health Informatics @ San Jacinto College  
Medical Intervention Evaluation and Research @ San Jacinto College  
Healthcare Administration and Management @ San Jacinto College  
Anatomy and Physiology
- 12<sup>th</sup> Grade**  
Project-Based Research @ San Jacinto College

### Work-Based Learning and Expanded Learning Opportunities

WORK BASED LEARNING AND EXPANDED LEARNING OPPORTUNITIES	
<b>Exploration Activities:</b> Health Occupation Students of America (HOSA)	<b>Work Based Learning Activities:</b> Volunteer at a community wellness center, hospital, assisted living center, or nursing home.

### Aligned Occupations

OCCUPATIONS	MEDIAN WAGE	ANNUAL OPENINGS	% GROWTH
Medical Records and Health Information Technicians	\$35,922	1,588	24%
Medical and Health Service Managers	\$93,995	2,562	29%
Billing and Posting Clerks	\$35,485	5,775	25%

### Postsecondary Opportunities

- Associates Degrees**
- Health Information/Medical Records Technology/Technician
- Bachelor's Degrees**
- Medical and Health Service Managers
- Master's, Doctoral, and Professional Degrees**
- Medical and Health Service Managers

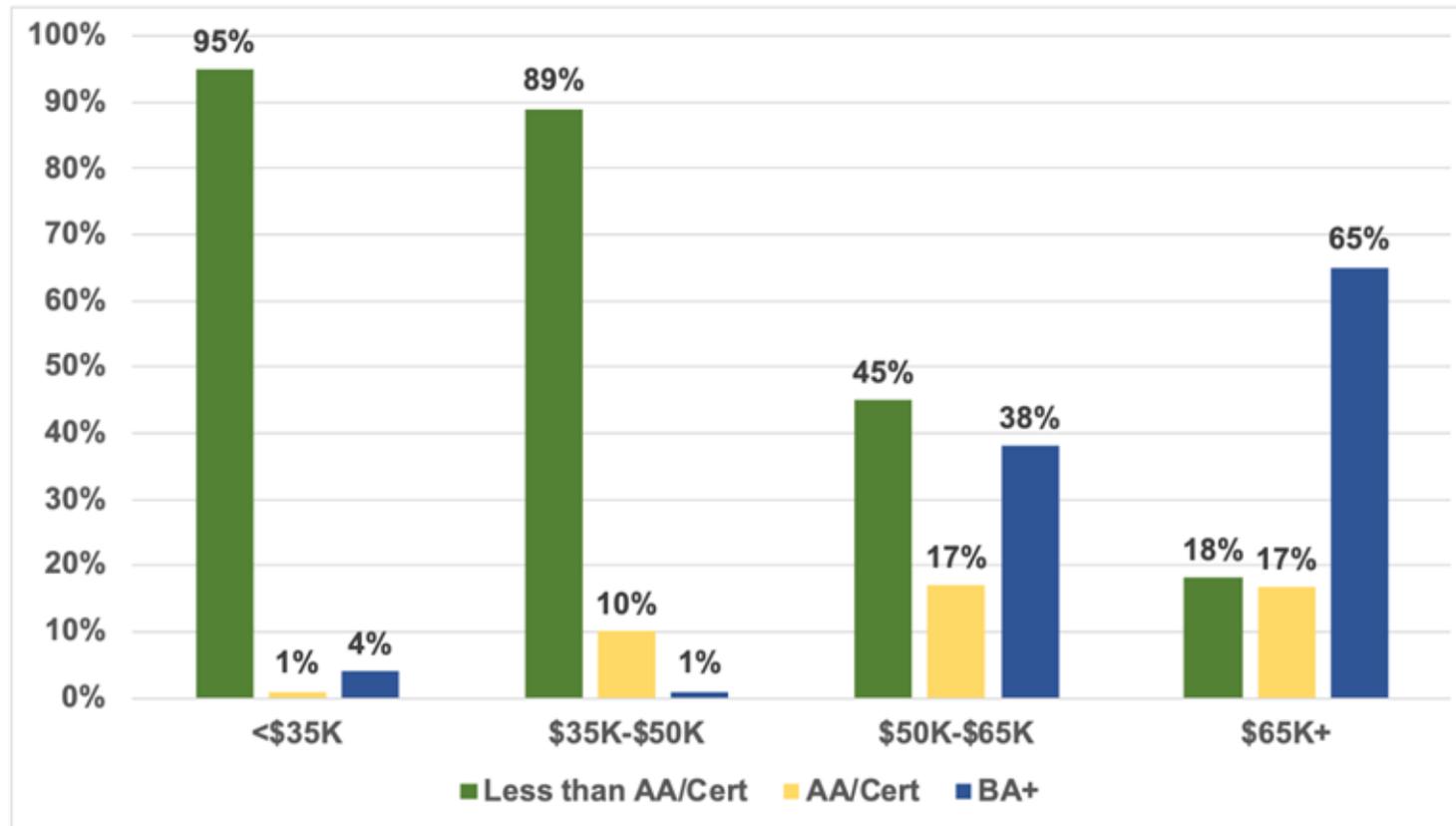
Successful completion of this program of study will fulfill requirements of the Public Service Endorsement. Approved Statewide Program of Study, C. E. King High School – 2023-24

## REL - Maritime - 26 credit hours Certificate of Technology

HIGH SCHOOL/SECONDARY														COLLEGE/POSTSECONDARY			
Subjects		9th		10th		11th		12th		Year 5		Year 6					
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Semester I (Fall)	Semester II (Spring)	Semester III (Fall)	Semester IV (Spring)				
English	1	English I		English II		English III		English IV									
Math	2	Algebra I		Geometry		Algebra II		HS Elective									
Science	3	Biology		Lab Based Science		Elective Science		HS Elective									
Social Studies	4	World Geography or World History		Fine Art		US History		Economics	Government								
Additional Requirements & Electives	5	LOTE I		LOTE II		NAUT 1320 - Seamanship I (8 weeks) / NAUT 1315 - Basic Safety (8 Weeks)	NAUT 2310 - Seamanship II / NAUT 1345 - Marine Cargo Operations	NAUT 2415 - Terrestrial Navigation / NAUT 1255 - Maritime Law and Reg	NAUT 2301 - Able Bodied Seaman and Lifeboatman / NAUT 1230 - Engineering Familiarization								
	6	PE		HS Elective	NAUT 1305 - Intro to Ships and Shipping												
Maritime	7	Principles of Maritime		Maritime Science I A													
Work Experience																	
Total required college credits completed in high school = 26																	
		High School Courses		CTE courses		Dual Credit Courses											

# Use your regional labor market data from institute #2

## #1.11: What Level of Education Do People Need to Get Jobs in Different Salary Ranges in the (College Name) 4-County Region?



Note:  
Adjusted COL  
Index in the  
Patrick-Henry 4-  
County Region is  
96.4

A "Good Job"  
has a Median  
COL-Adjusted  
Salary of \$65K+

Level of Analysis  
is Six-Digit SOC  
Codes, of which  
there are about  
800

# Advise Students to Explore Interests and Develop Career Path Plans

Showcase DE to support exploration.

Coordinate advising roles across sectors.

Help students develop a college program plan and provide checkpoint advising.

# Outreach to Underserved Students and Schools

**Focus** outreach on underserved high schools, students, and communities.

**Start** outreach before high school.

**Leverage** community connections to build awareness.

**Build** trust with and educate parents and families.

**Use** high school grades as an alternative to placement testing for eligibility.

*Background Image: Miami Dade College*

Big Brother Big Sister Kickball Game and Dual Enrollment Information Session

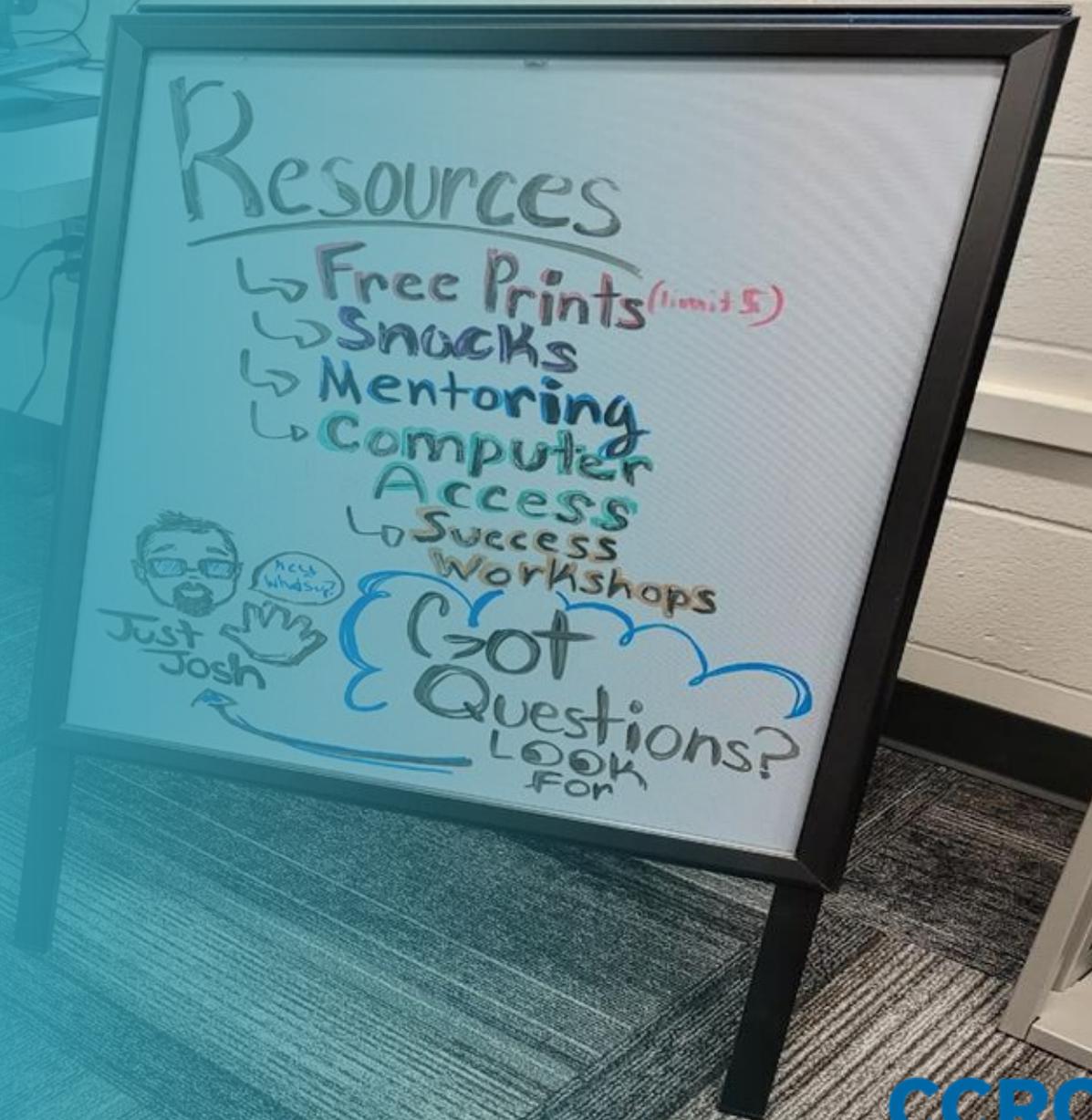
# Support Students by Delivering High-Quality Instruction

Scaffold coursework and front-load supports.

Respond quickly when students are struggling.

Provide additional, structured support for online classes.

Support DE instructors and monitor quality.

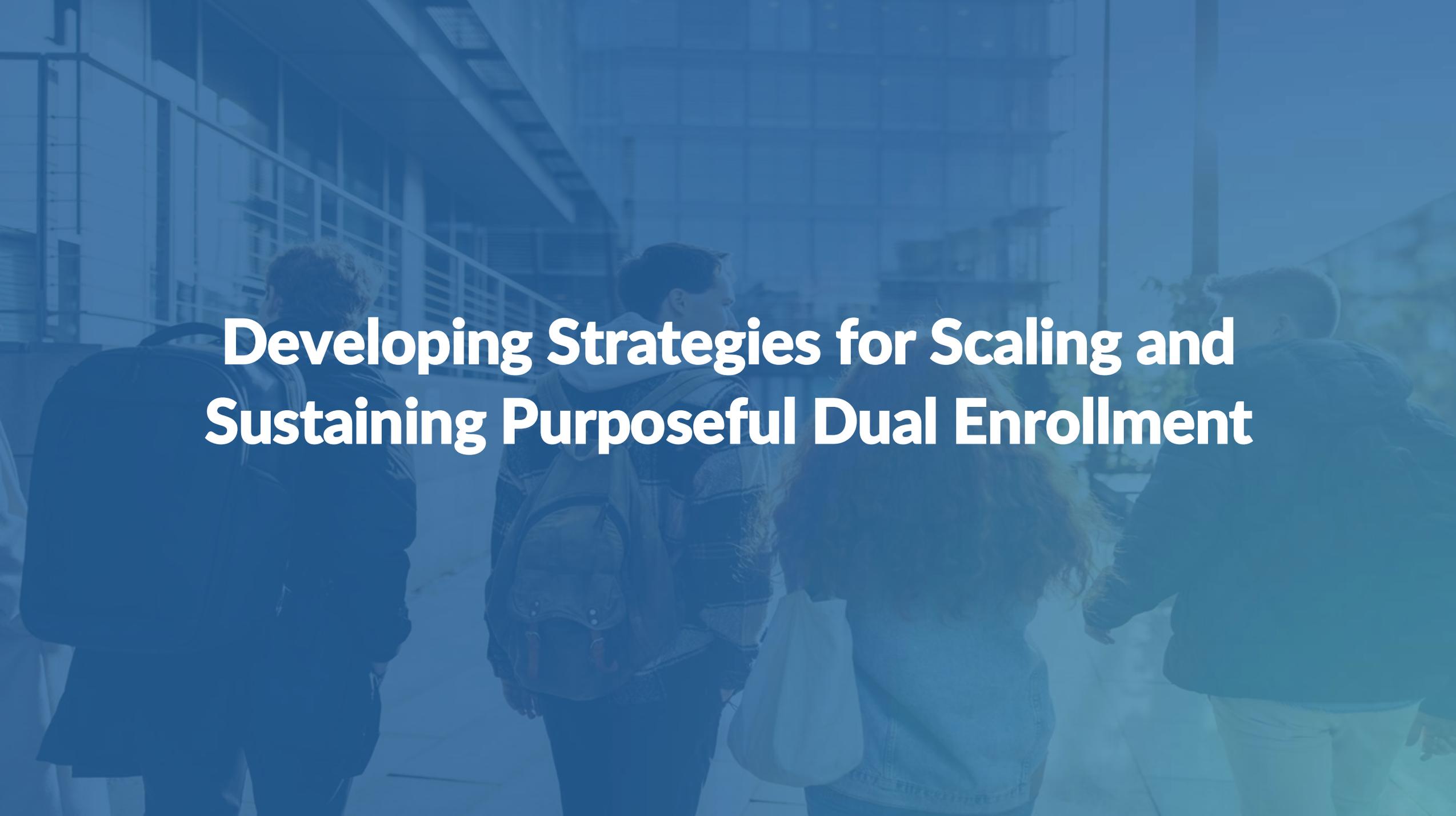




## Prioritizing Dual Enrollment in High School CTE Programs

**Susan Jackson**  
Deputy Superintendent, Goose Creek CISD (TX)

**Which changes to our dual enrollment practices would best enable widespread integration of dual enrollment coursework into high school CTE programs and get more students on postsecondary pathways aligned to good jobs in our region?**

A blue-tinted photograph of four students walking away from the camera on a paved path. The student on the left is wearing a dark jacket and a backpack. The student in the middle is wearing a plaid shirt and a large backpack. The student on the right is wearing a light blue denim jacket and a white bag. The background shows a modern building with a glass facade and a staircase. The text is overlaid in the center of the image.

# **Developing Strategies for Scaling and Sustaining Purposeful Dual Enrollment**

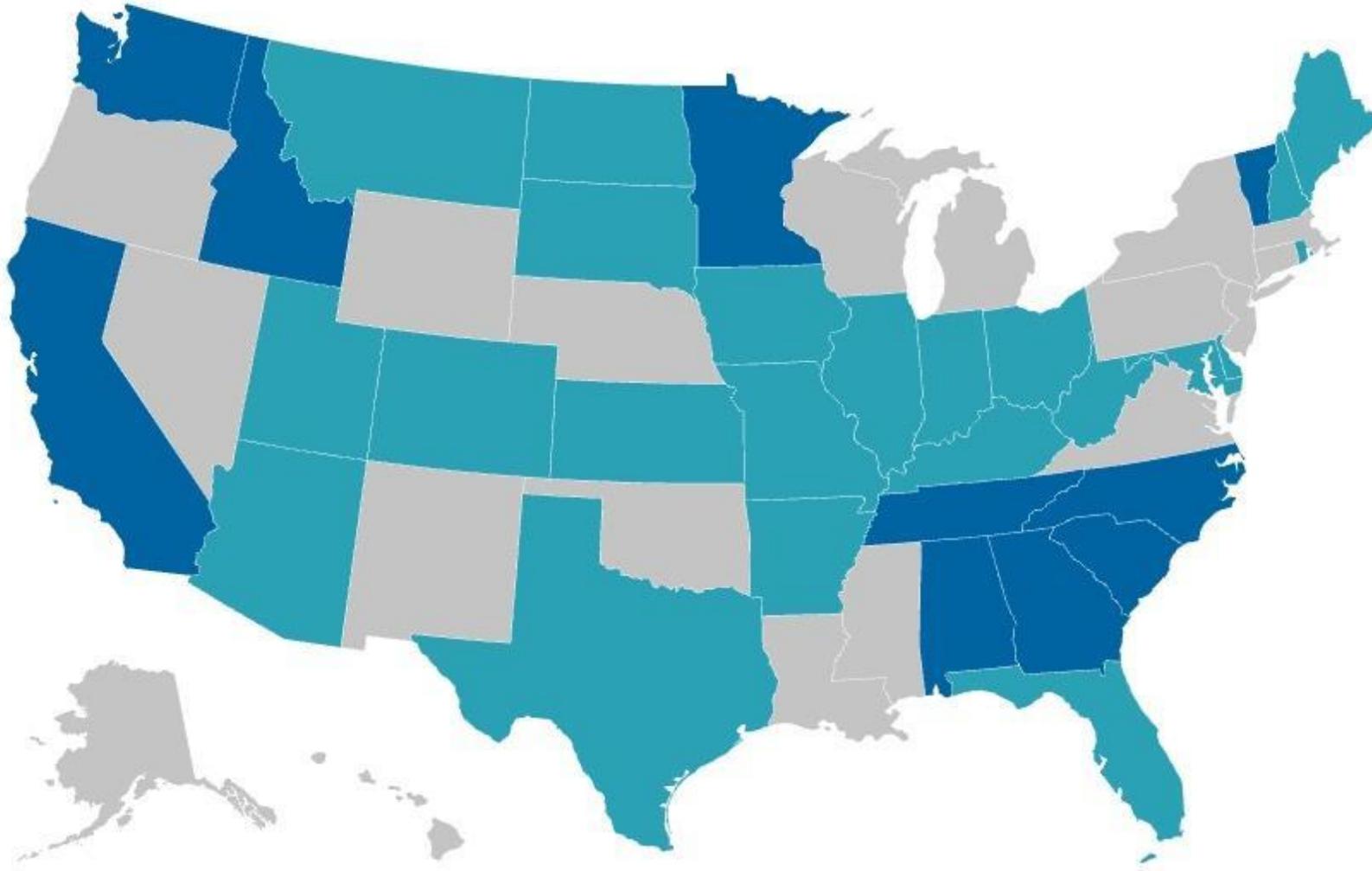
# Additional Costs of the DEEP Approach

DEEP Practice Area	Example Practice	Associated Costs
<b>Outreach</b> 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
<b>Alignment</b> 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"
<b>Advising</b> 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 <b>instruction and support</b>	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 <b>partnerships</b> 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

# How do states fund colleges for dual enrollment?

## Level of State Funding to Colleges for Dual Enrollment

■ High ■ Medium ■ Low



The **CCRC** Blog

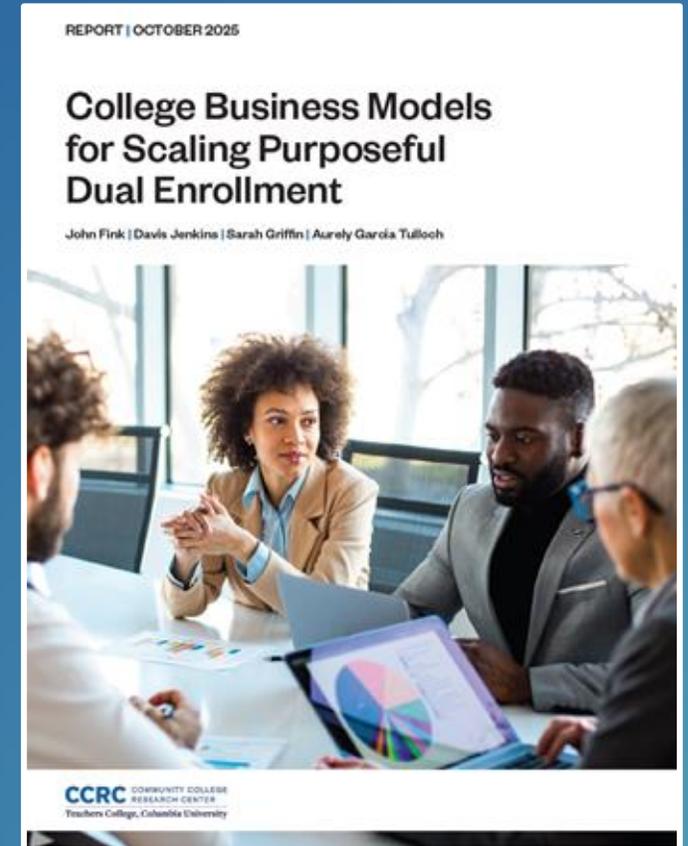
[Jenkins, Steiger, & Fink, 2025](#)

# 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).



# Conventional DE and DEEP Business Models

Which business model most resembles the one at your college?



**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

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

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

# Potential Incentives for DEEP Investments

## **K-12 schools**

- Can offer new and attractive programs in partnership with colleges
- Can attract students and families looking for college acceleration options
- Improved high school graduation, college-going and other student outcomes, particularly for underserved populations and schools
- Gains in state performance reporting and funding

## **Employers**

- “Grow-your-own” talent development strategy: Generates a reliable supply of employees with specific knowledge and skills catered to industry needs that also better reflect the specific make-up of the local community
- Helps students gain early awareness and exploration of career opportunities that can promote better matching with jobs, more career advancement opportunities, and less employee turnover

## **Colleges**

- Expands the pool of potential college-going students after high school
- Downstream benefits to retention, completion, and statewide performance funding by increasing re-enrollment of former DE students after high school
- Reputational benefits (generating public support to sustain or increase local funding)

A blue-tinted photograph of four students walking away from the camera on a paved path. The student on the left is wearing a dark jacket and a backpack. The student in the middle is wearing a plaid shirt and a backpack. The student on the right is wearing a light blue denim jacket and a white bag. The background shows a modern building with large windows and a staircase.

# **Team Discussion: Developing Strategies for Scaling Dual Enrollment as an Onramp to College and Career Opportunity**

# Take Action Using New 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**

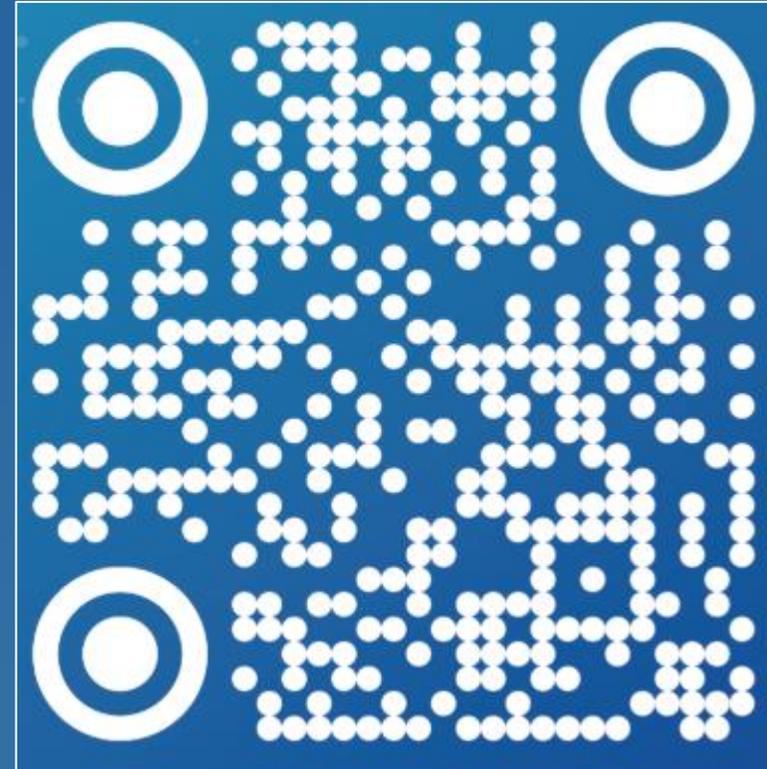
John Fink, Davis Jenkins, Sarah Griffin, & Aurely Garcia Tulloch

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](https://ccrc.tc.columbia.edu).

**CCRC**

# Overview of Action Steps

## Action Steps Presented in This Guide

<b>Phase 1. Self-Study and Gap Analysis to Identify DEEP Implementation Priorities .....</b>	<b>3</b>
(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
<b>Phase 2. Planning and Execution of DEEP Practice Implementation Goals .....</b>	<b>11</b>
(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

## The Dual Enrollment Pathways SOAA: Assessing and Improving Dual Enrollment Practices at Scale

APRIL 30, 2025

By Multiple authors



By John Fink and Sarah Griffin

High school dual enrollment programs continue to grow nationwide, but **too many students** still experience these as “programs of privilege” or “random acts” instead of an accessible on-ramp to greater college and career opportunity after high school. Our team developed the DEEP framework to outline a set of research-based dual enrollment practices **observed** at college–K-12 partnerships that have been more effective in broadening the benefits of dual enrollment. We’re encouraged by the momentum building among college leaders and their K-12 partners to strengthen dual enrollment programs by not only expanding access to high-quality coursework but also increasing advising and alignment to college and career pathways after high school.

In this post, we present the dual enrollment pathways scale of adoption assessment (SOAA), a self-assessment tool for colleges and college–K-12 partnerships to compare their current dual

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### Dual Credit Student Success Scale of Adoption Assessment (SOAA)

#### Information About the SOAA

#### What is the purpose of this SOAA?

Over the past three years the Community College Research Center to conduct applied research in Texas to learn about how to design and implement dual credit (DC) programs pathways. Based on this research, CCRC introduced a [framework](#) and supports the student success goals of the Talent Strong Tex that these practices will enable a greater number of students to their intended pathway while in high school, an outcome aligned performance-based funding model. In addition, these practices implementation of House Bill 8 and the [Financial Aid for Swift](#) from CCRC’s framework describes four areas of practice by which broaden the benefits of DC by:

- reaching out to underserved students and families to enroll in DC,
- aligning DC course offerings to bachelor’s and career-high-opportunity fields,
- supporting every student with career and academic experience
- delivering high-quality instruction that builds students’

This SOAA was designed by CCRC for use by college leaders and high school DC partners are implementing practices research in access and outcomes. The SOAA is designed for use by your college to benchmark your practices in the current academic year and dev responses to the SOAA will also inform our understanding of how value your partnership in this effort to build knowledge for the completing this SOAA.

#### Who should complete the SOAA, and how long will it take?

This SOAA is designed to be completed by college staff and advisors. We recommend that the SOAA be completed by staff who have knowledge of the college’s DC population, high school DC partnerships, and DC supports for DC students). We estimate that the SOAA will take approximately 15-20 minutes to complete. In addition to completing the SOAA, please complete the [online](#) your completed SOAA to this online form: [https://ccolumbia.qualtrics.com/jfe/form/SV\\_6XnLmKzK17554](https://ccolumbia.qualtrics.com/jfe/form/SV_6XnLmKzK17554) and email your completed SOAA.

#### Dual credit definition

For the purposes of this SOAA, we **define DC broadly** to include any course where high school students take courses offered for college credit.

college may offer more than one model of DC. This includes models commonly described as concurrent enrollment, dual enrollment, Early College High Schools (ECHS), Pathways in Technology Early College High Schools (P-TECHs), etc. If your college offers more than one model of DC, **please take all of your college’s DC models into account** when answering the SOAA questions. Additionally, for the purposes of the SOAA, it is okay if the DC models your college offers have different characteristics (such as modality, payment structures, etc.).

If you have any questions about the SOAA, please contact CCRC Research Associate Sarah Griffin at [sg3507@tc.columbia.edu](mailto:sg3507@tc.columbia.edu). Thank you!

#### SOAA Questions

College Name: \_\_\_\_\_ Date: \_\_\_\_\_

Current Academic Year: \_\_\_\_\_

Most Recent Completed Academic Year: \_\_\_\_\_

**Please list the names, emails, and positions/titles of the persons completing the SOAA:**

Primary point of contact / main respondent: \_\_\_\_\_

Additional individuals providing input on responses: \_\_\_\_\_

The SOAA starts below. If your college offers more than one model of DC, **please take all of your college’s DC models into account when answering the SOAA questions.**

#### Dual Credit at Your College

Questions 1–12 contains background questions on your college’s DC program for the **most recent completed academic year**.

1. How many DC students take courses through your college in the most recent academic year (unduplicated count; you can use the closest round number if you don’t know the exact count off hand)?  
 1–5 schools  
 6–10 schools  
 11–15 schools  
 16–30 schools  
 More than 30
2. How many high schools were served through your DC offerings in the most recent academic year?  
 1–5 schools  
 6–10 schools  
 11–15 schools  
 16–30 schools  
 More than 30
3. DC made up approximately what percent of your college’s annual unduplicated headcount enrollment (credit programs) in the most recent academic year?

Last Updated: 01/31/2025

**Table 1. Dual Enrollment Cost and Revenue Analysis Template**

Academic year:	Breakdowns by DE course type (examples for illustration)
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**Table 2. DE Program Implementation Annual Time and Effort**

*Example responses in italics*

	College staff	FTE allocation in support of DE	Description	Salary & benefits
DE credit hours	<i>College president</i>	1%	<i>Executive leadership</i>	<i>\$XX,XXX</i>
	<i>VP student services</i>	3%	<i>Partnership and workgroup meetings, planning, agreements, general meetings</i>	<i>\$XX,XXX</i>
State revenue (per credit or FTE)	<i>VP academics</i>	15%	<i>Partnership and workgroup meetings, planning, agreements, general meetings</i>	<i>\$XX,XXX</i>
Performance funding	<i>Dean, advising</i>	10%	<i>Oversight of DE advising staff</i>	<i>\$XX,XXX</i>
Program grants (state and local)	<i>Institutional research analyst</i>	20%	<i>Designing, maintaining, manipulating, querying specialized databases and information systems</i>	<i>\$XX,XXX</i>
Tuition/fees	<i>Division/department chairs</i>	<i>50% (10% for 5 divisions)</i>	<i>Hiring, onboarding, evaluating faculty</i>	<i>\$XX,XXX</i>
Other program revenue	<i>Division coordinators</i>	<i>100% (20% for 5 divisions)</i>	<i>Scheduling, contracts, coordination with faculty</i>	<i>\$XX,XXX</i>
<b>Total revenue</b>	<i>Associate registrar</i>	30%	<i>Planning and oversight of student registration, admissions and records maintenance operations</i>	<i>\$XX,XXX</i>
Instruction	<i>Director, admissions</i>	20%	<i>Planning, organizing, controlling, directing the processes and operations in admissions and records offices</i>	<i>\$XX,XXX</i>
Instructional materials	<i>Records specialist</i>	85%	<i>Managing student enrollments and records for DE courses</i>	<i>\$XX,XXX</i>
DE program implementation (1)	<i>DE program director</i>	100%	<i>Leading DE program and collaboration with K-12 partners and college departments</i>	<i>\$XX,XXX</i>
Overhead/indirect (%)	<i>DE associate director</i>	100%	<i>Assisting DE program director; responsible for establishing and maintaining relations with area school district and college personnel</i>	<i>\$XX,XXX</i>
<b>Total expense</b>	<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>
<b>Total net revenue (revenue - expense)</b>	<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			
	<b>Total staff time &amp; effort</b>	<b>XXX.X FTE</b>		<b>\$XXX,XXX</b>

# Template for monitoring costs and revenues

Comprehensive accounting includes staff time, even when roles are not DE-specific

# Resource Mapping

**Table 5. Resource Mapping for DEEP Practice Implementation**

*Example responses in italics*

<p><b>DEEP practice implementation goal:</b> <i>We will increase advising and development of college program plans such that more than 80% of our DE students have completely mapped out an individualized college program plan by the end of next academic year.</i></p>			
Area	Current resources & unmet need	Opportunities to redeploy core college resources	New resources needed
Staffing	<i>Currently, 2 staff advise 2,000 students; need 2–3 more for reasonable caseloads. Most DE students take a college success course, but planning and advising is limited as a part of the course.</i>	<i>College advising office has 10 staff, with declining enrollments and caseloads. College success course could include group advising and planning time.</i>	<i>Hire 2–3 more advisors if we cannot redeploy other college advisors. DE staff and college advisors need time to work with college success course instructors to redesign course elements.</i>
Technology and systems/processes	<i>No system to track DE advising notes.</i>	<i>College advising portal could also be used for DE students.</i>	<i>Need to figure out how to also give access to school counselors.</i>
Facilities or other resources	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

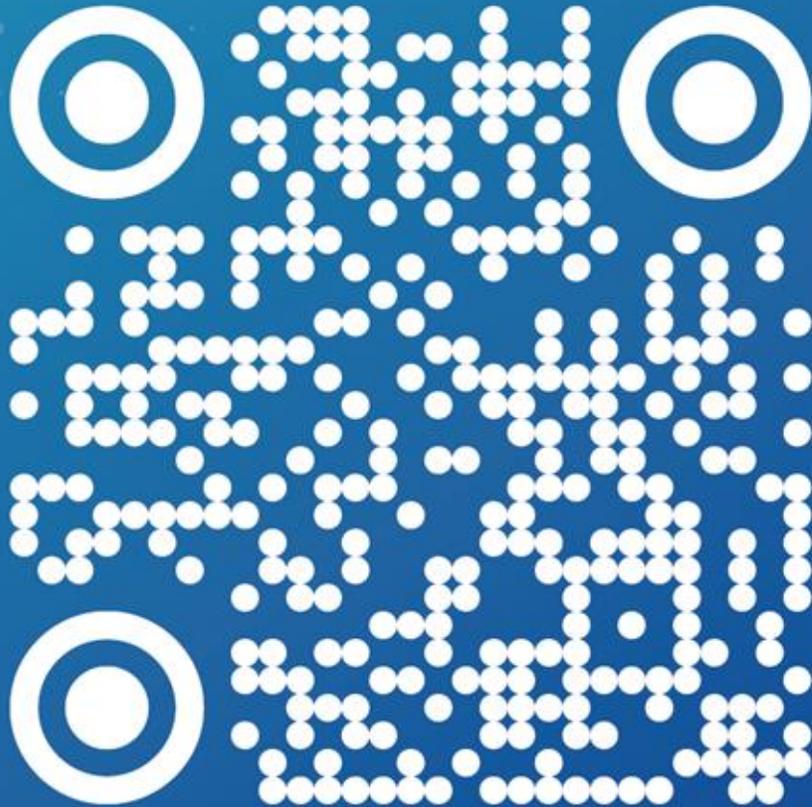
**Table 6. Projecting Future Revenues From Dual Enrollment Matriculation After High School**

(a) High school graduation year	(b) Observed/ projected	(c) Number of graduates who took DE	(d) Re-enrollment rate	(e) Number of DE students who re-enrolled after high school	(f) Average credits enrolled per student in year 1 post-high-school for (e)	(g) Total tuition/fee revenue for (f)
2022	observed	# graduates	% re-enrolled	# re-enrolled	# credits per student	\$ tuition/fees
2023	observed	#	%	#	#	\$
2024	mixed	# (obs.)	% (proj.)	# (proj.)	# (proj.)	\$ (proj.)
2025	projected	# (proj.)	% (proj.)	# (proj.)	# (proj.)	\$ (proj.)
2026	projected	# (proj.)	% (proj.)	# (proj.)	# (proj.)	\$ (proj.)
2027	projected	# (proj.)	% (proj.)	# (proj.)	# (proj.)	\$ (proj.)
2028	projected	# (proj.)	% (proj.)	# (proj.)	# (proj.)	\$ (proj.)
2029	projected	# (proj.)	% (proj.)	# (proj.)	# (proj.)	\$ (proj.)
Calculations for projections		Prior year number * expected % growth of DE	Expected re-enrollment rate. This can be based on prior years $([e] / [c])$ or set as a new target rate.	Projected number of graduates who took DE (c) * expected re-enrollment rate (d)	Total credits enrolled in year 1 post-high-school among (e), observed or projected based on prior years / number of students (e)	Number of students (e) * Avg. credits enrolled per student (f) * tuition/fee revenue per credit

# Projecting ROI from scaling DEEP Practices

# DEEP@CCRC

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



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## Thank you!

John Fink, [john.fink@tc.edu](mailto:john.fink@tc.edu)

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