

Project Overview: Developing a Dual Enrollment Research Agenda

What are we Doing?

With funding from The Joyce Foundation, the purpose of this project is to examine existing dual enrollment/concurrent enrollment (DE/CE) evidence to clarify and articulate the existing DE/CE evidence base and help develop a forward-looking research agenda that can help advance more equitable DE/CE policies and programs. The project will assemble a small group of leading researchers and leaders/policymakers to help review the existing literature and contribute to the development of a DE/CE research agenda. The results of this work will be a White Paper that articulates a clear and cohesive research agenda for DE/CE. We expect this paper will provide the field a roadmap for future research, scholarship, and inquiry on DE/CE. We will also engage in several activities to ensure that the White Paper is widely circulated among the relevant research, funder, practitioner, and policymaker communities.

Why is this Needed?

- The DE/CE evidence base is small but growing, and there is a need to distill and synthesize the existing evidence base for DE/CE.
- DE/CE enrollments continue to increase and DE/CE policies are evolving, and the policy and practice communities need more evidence to inform practice and policy decisions.
- DE/CE is a critical policy lever to equitable access to higher education.
- A bold research agenda can help prioritize future research, scholarship, and research-practice partnerships.

Timeline

- January – June, 2021: Researchers develop literature review and draft research agendas, and leaders meet to develop policy- and practice-relevant research questions.
- June – November, 2021: Virtual convening with researchers and leaders to review literature assessment and agenda, and draft and review White Paper.
- November, 2021 – February, 2022: Finalize public White Paper/Report and dissemination of White Paper

Project Leadership and Funder

- **Principal Investigator:** Jason Taylor, Ph.D. Assistant Professor, Department of Educational Leadership and Policy, University of Utah
- **DE Leader Liaison, Logistics, Dissemination Lead:** Alex Perry, FLP
- **Graduate Assistant:** Willie Chen, University of Utah
- **Funder:** The Joyce Foundation

Dual Enrollment Researchers and Expertise

Dual Enrollment Outcomes and Impacts

- Brian An
Associate Professor, Department of Educational Policy and Leadership Studies
University of Iowa

Dual Enrollment Faculty, Teaching & Learning

- Christine Denecker
Associate Professor, Department of English
Director of the Center for Teaching and Program Excellence
University of Findlay

Early & Middle Colleges

- Julie Edmunds
Adjunct Associate Professor
Program Director for Secondary School Reform, SERVE Center
The University of North Carolina at Greensboro

Dual Enrollment Participation and Access

- John Fink
Senior Research Associate, Community College Research Center
Columbia University

Dual Enrollment and Career & Technical Education

- Matt Giani
Director of Research and Data Science
Assistant Professor of Practice, Department of Educational Leadership and Policy
The University of Texas at Austin

Dual Enrollment Implementation/Program Design/Leadership

- Michelle Hodara
Manager – Research and Evaluation
REL Northwest, Education Northwest

DE Finance & Affordability

- Xiaodan Hu
Assistant Professor, Department of Counseling and Higher Education
Northern Illinois University

HS-College Transitions Policy/Practice

- Jenny Nagaoka
Deputy Director, University of Chicago Consortium on School Research
University of Chicago

Dual Enrollment Equity & Justice

- Taryn Ozuna Allen
Associate Professor, Department of Educational Leadership
Texas Christian University

Dual Enrollment Student Experiences and Voices

- Barbara Tobolowsky
Associate Professor, Educational Leadership and Policy Studies
The University of Texas at Arlington