



NACEP 2022 Washington Policy Seminar

April 19-20, 2022

Hall of the States, Conference Room 233/235
444 North Capitol Street, NW | Washington, DC 20001

Tuesday, April 19th

8:00-8:45

Registration/Informal Networking

- Continental Breakfast Available
- Note: Attendees will be issued a Visitors ID badge that will provide them access to the Hall of the States facility on both days. Badges and event materials will be available at the check in table in the lobby of the Hall of the States Tuesday morning. Attendees arriving after 11:00 am will need to check in at the Hall of the States security desk.

8:45-9:00

Welcome! Washington Policy Seminar Goals and Approach

Amy Williams - Executive Director, NACEP

Melissa Biegert - NACEP Advocacy Commission Chair, Director of High School Programs Academic Success at Austin Community College

9:00-9:45

Forecasting the Future of Higher Education

Tom Harnisch - Vice President for Government Relations, State Higher Education Executive Officers (SHEEO)

- The past decade has seen tremendous swings in education policy impacting education. This session casts an eye towards what we hope is a post-pandemic future and the landscape changes to watch for in higher education.
 - Recommended resource: <https://sheeo.org/sheeo-newsletter-signups/>

9:45-10:00

Break

10:00-10:45

Mind the Policy Gap-Federal Policy in Dual and Concurrent Enrollment

Alex Perry - Coordinator of the College in High School Alliance (CHSA) Policy Advisor with Foresight Law + Policy

Amy Williams - Executive Director, NACEP

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- Dual and concurrent enrollment crosses boundaries and connects separate systems. As a result, it lives in between federal policy for secondary and postsecondary education. This session summarizes the major policy areas that impact dual and concurrent enrollment.
 - Recommended resources: [ESSA](#), [Perkins V](#), [HEA](#), [Pell Exp.](#), [USED 2023 Budget](#), [Unlocking Potential](#)

10:45-11:00 **Break**

11:00-12:00 **Endgame: What is the Next Evolution for Dual and Concurrent Enrollment?**

Attendee discussion facilitated by Alex Perry and Amy Williams

- The goals, motivations, structures, and students served by dual and concurrent enrollment have evolved overtime. Are these programs of privilege for academic high flyers, a time and money saving acceleration strategy, an underutilized strategy to close equity gaps for students traditionally underrepresented in postsecondary education, a program to directly connect college, career and high school, or something else? While these programs have gained increased recognition, investment and a larger footprint nationally, we are seeing some important shifts in the way these programs are described, discussed, and promoted. This discussion session asks attendees to tackle the ultimate evolution of these programs in the education space.

12:00- 1:00 **Lunch**

1:00-1:45 **The Big Blur: An Argument for Erasing the Boundaries Between High School, College, and Careers - and Creating One New System That Works for Everyone**

Erica Cuevas - Associate Director, Jobs For the Future (JFF)

- “We need to blow it up and start from scratch!” It is a common cliché that education is overdue for a radical redesign. What would this look like? How would it change existing structures? Where do we start to grapple with entrenched, arbitrary divisions that perpetuate the use of a flawed system? JFF’s recent report “The Big Blur” lays out the plan and rationale for radical redesign of current systems to benefit students and society.
 - Recommended resource: [The Big Blur](#)

1:45-2:00 **Break**

2:00-3:00 **Sticky Wickets: Questions About Concurrent Enrollment Teacher Qualifications**

Attendee discussion facilitated by Alex Perry and Amy Williams

- In 2015 the Higher Learning Commission clarified its guidance around faculty qualifications, including those for concurrent enrollment teachers. This policy clarification moved the locus of control for determining faculty qualifications from the institution to the accrediting body and quantified adjunct faculty qualifications by requiring a master’s degree in the discipline or a master’s degree with at least 18 graduate credits in the discipline. This change has the

potential to impact millions of students by drastically decreasing access to these impactful programs by making their teachers ineligible to teach concurrent enrollment after the 2023 deadline. States and institutions have made significant investments in building programs to help teachers meet the HLC requirement, yet big picture questions remain about teacher and faculty preparation and advancement, the lack of research indicating the impact of advanced degrees, and the looming equity impact of cutting programs.

- Recommended resource: [Building a Concurrent Enrollment Teacher Pipeline: Opportunities, Challenges, and Lessons](#)

3:00-3:15 **Break**

3:15-4:00 **State of CTE Survey: Early Postsecondary Opportunities**

Dan Hinderliter - Advance CTE Senior Policy Associate

- National reporting estimates that about 30% of courses offered through dual and concurrent enrollment are considered CTE coursework. In 2021, Advance CTE, in partnership with the College in High School Alliance, surveyed State CTE Directors to better understand state policies that support dual and concurrent enrollment in CTE. This work generated several important findings about the state of early college credit in CTE programs across the nation. As work continues to expand equitable access and participation, states have an opportunity to use the findings of this work to better structure and support their programs and improve CTE learner engagement and success.
- Recommended resource: [The State of CTE: Early Postsecondary Opportunities](#)

4:30-6:30

Policy and Pints | Open Bar *sponsored by* **DualEnroll**

The Dubliner 4 F. St. NW, Washington, DC 20001

- Attendees and presenters are welcome to continue the conversations of the day at an optional after-hours meetup. Located steps from Union Station and the Hall of the States, we'll adjourn to a local watering hole, The Dubliner. We'll provide light appetizers; you bring the conversation.

Wednesday, April 20th

9:00-9:45

A National Research Agenda for Dual Enrollment

Jason Taylor - Associate Professor, Dept. of Educational Leadership and Policy & Director of Transfer Student Success, Office of Undergraduate Studies
University of Utah

- Research on the field of dual and concurrent enrollment has expanded over the past three decades. Despite this, the nation lacks a coherent roadmap for the direction of future research, scholarship, and inquiry. Over the past year, a small group of leading researchers, leaders in the field, and policymakers have worked to help review the existing literature and

contribute to the development of a national research agenda for dual and concurrent enrollment that is forward looking and equity focused.

9:45-10:45 **Exploring Dual Enrollment Research Needs: A Discussion with the Field**

Attendee discussion facilitated Jason Taylor, Alex Perry, Amy Williams

- Research plays a critical role helping advocate for policy and best practice quality indicators that have positive, quantifiable impact on student outcomes in postsecondary education. This discussion session allows participants to explore the results of recent work outlining a national dual and concurrent enrollment research agenda and to share their insights on where research can most help us make that case for and better understand the impact of these programs on students and on education as a whole.

10:45-11:00 **Break**

11:00-11:45 **Data Matters: Reporting and Using Dual Enrollment Data**
Kelia Washington, Fata Kava, Rachel Anderson - Data Quality Campaign (DQC)

- To support increased college access and success for students through dual enrollment, states, school districts, and colleges must collect, publicly report, and use data on participation and success in these opportunities. Unfortunately, publicly available national data on dual enrollment participation is lacking, making the need for high quality data collection and reporting on the state level all the more important. Learn about where states are leading in leveraging data for impact and join the call for timely, accurate, consistent reporting on dual enrollment participation and outcomes.
 - Recommended resource: [College in High School Programs & Data: Reporting and Using Dual Enrollment Data to Improve Equity](#)

11:45-12:00 **Closing Thoughts**