

Expanding access to high-quality dual enrollment through a unique teacher qualification model

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Agenda

1. Welcome! *Please type your name and organization in chat*

2. Study briefing

- Background
- Oregon's implementation of a unique dual enrollment teacher qualification model
- How sponsored dual credit is expanding access to college credit in the high school
- The impact of college credit in the high school on student outcomes
- Implications

3. Study Q&A

4. Panel with state education agency leaders

5. Closing



Study background



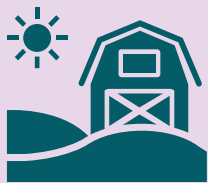
The dual enrollment access challenge



Dual enrollment is a promising strategy to support high school students' transition to college and postsecondary education attainment (Taylor et al., 2022; Velasco et al., 2024)



States have long grappled with expanding access due in part to the limited number of high school teachers who are qualified to teach these courses (Zinth et al., 2022)



Low-income and rural schools are less likely to have access to teachers that are qualified to teach dual enrollment, and thus their students are less likely to have access to these college credit opportunities

Oregon context

- Oregon has worked to expand access to dual enrollment through a unique teacher qualification model: **sponsored dual credit**
 - The high school teacher does not have to meet the same instructor qualifications as the college faculty member
 - Instead, they qualify via participation in ongoing professional learning and training with a sponsoring postsecondary institution
- While other states have explored similar strategies, Oregon is unique in that the sponsored dual credit model has scaled across the state

This is the first study of sponsored dual credit

- History and implementation of model
- Impact of model on access and outcomes

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Investing in high-quality research to **advance our understanding of the field.**

DUAL ENROLLMENT
RESEARCH
FUND

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The study draws on many data sources to tell the story of sponsored dual credit

1. Public postsecondary institution **“self-study” submissions** that demonstrate how they meet state standards for college credit in the high school
2. **Interviews** with high school teachers and postsecondary partners
3. **A novel integrated dataset** that identifies enrollment in different types of college credit in the high school and connects data on student demographics, course-taking, and high school and postsecondary outcomes

Oregon's implementation of a unique dual enrollment teacher qualification model



Sponsored dual credit started in rural Oregon many years ago; as it expanded, the state created standards to ensure quality and alignment of all college credit in the high school models

Eastern Promise is created in Eastern Oregon to address the challenge of expanding access to dual credit in rural schools.

16 of 22 postsecondary institutions that offer college credit in the high school are approved to offer sponsored dual credit.

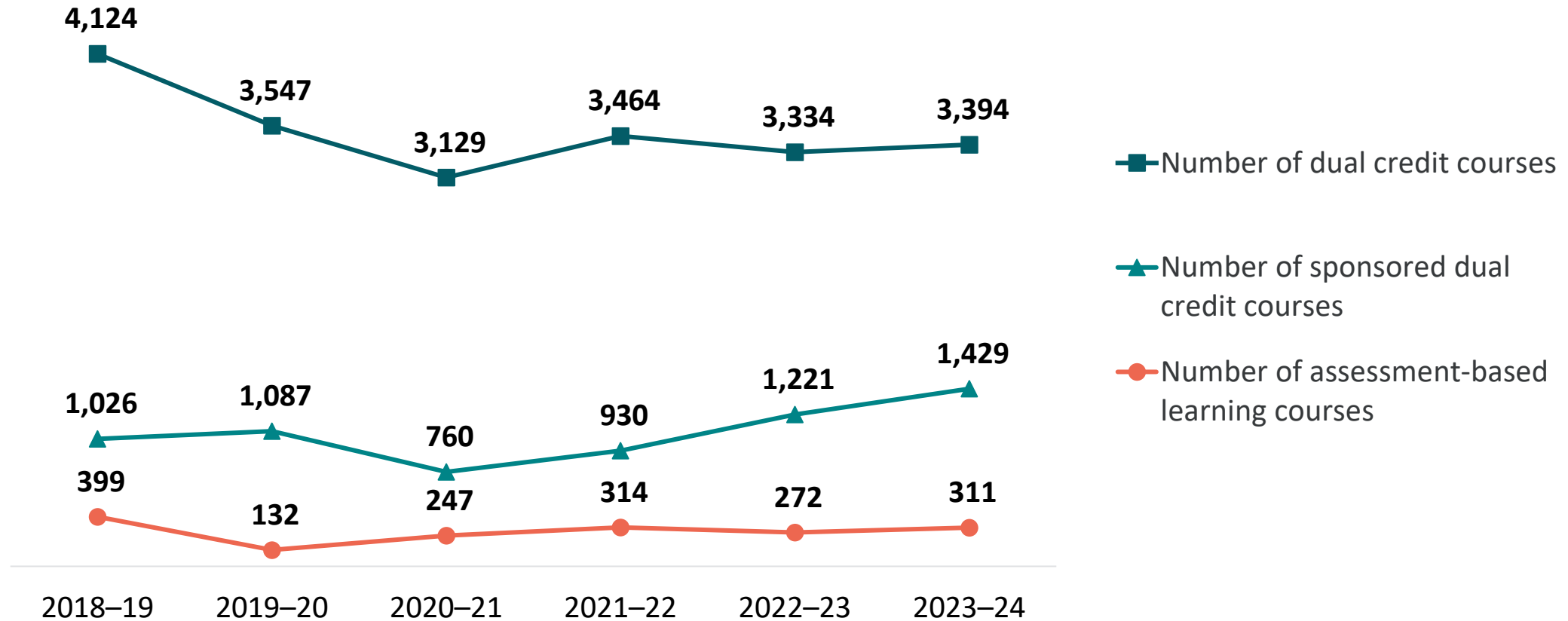
2010

**2013–
2019**

**2022–
2026**

Oregon Legislature invests in Regional Promise, facilitating expansion of the Eastern Promise model across the state. In 2016, Oregon Higher Education Coordinating Commission adapts and updates NACEP-aligned standards for college credit in the high school models.

Sponsored dual credit is widespread and growing at a faster rate than other forms of college credit in the high school



Source: Analysis of Higher Education Coordinating Commission course partnership data.

What sets sponsored dual credit apart from dual credit?

High school teachers ...

- Are not required to have the same **academic credentials** as the college faculty members teaching the course
- Engage in more frequent **professional learning and interaction** with college faculty members, most commonly through professional learning communities
- Receive **feedback for continuous improvement**, often through classroom observation and the practice of norming grading
- Receive **access to essential resources** comparable to what college faculty have

There are three models of interaction between K–12 and postsecondary educators

Professional learning communities (PLCs), the most common

Individual mentorship

Co-teaching



Just having a PLC with other math teachers is incredible. Getting to talk about what we're teaching, and ways that we're teaching, and some games that we play to help teach, or how do you review, and what do your tests look like, and can they use notes, and all that kind of stuff is very, very helpful.”

– Sponsored dual credit high school teacher

What does it take to implement and sustain sponsored dual credit?

Time and resources

- Faculty members are compensated and/or have course releases
- High school teachers use their planning time and/or receive substitutes

Supportive conditions

- Educators view offering college credit in the high school as an essential student success strategy
- The interaction between educators is based in mutual respect and collaboration





Why faculty are committed to the sponsored dual credit model

I feel like our faculty are awesome and want to do it, and they like it as well. I think the only concern is just the time and capacity. This is the work they want to be doing. They are excited to do these sponsored dual credit trainings and the mentorship piece. It's the work that they really enjoy and resonate with. They understand the need and the importance for sponsored dual credit and reaching our more rural areas that might be considered dual credit deserts, that maybe they don't have the traditional type credentialing. Students don't have access to other options because they're so far away from a campus and can't drive in. So I think they understand the importance of sponsored dual credit.”

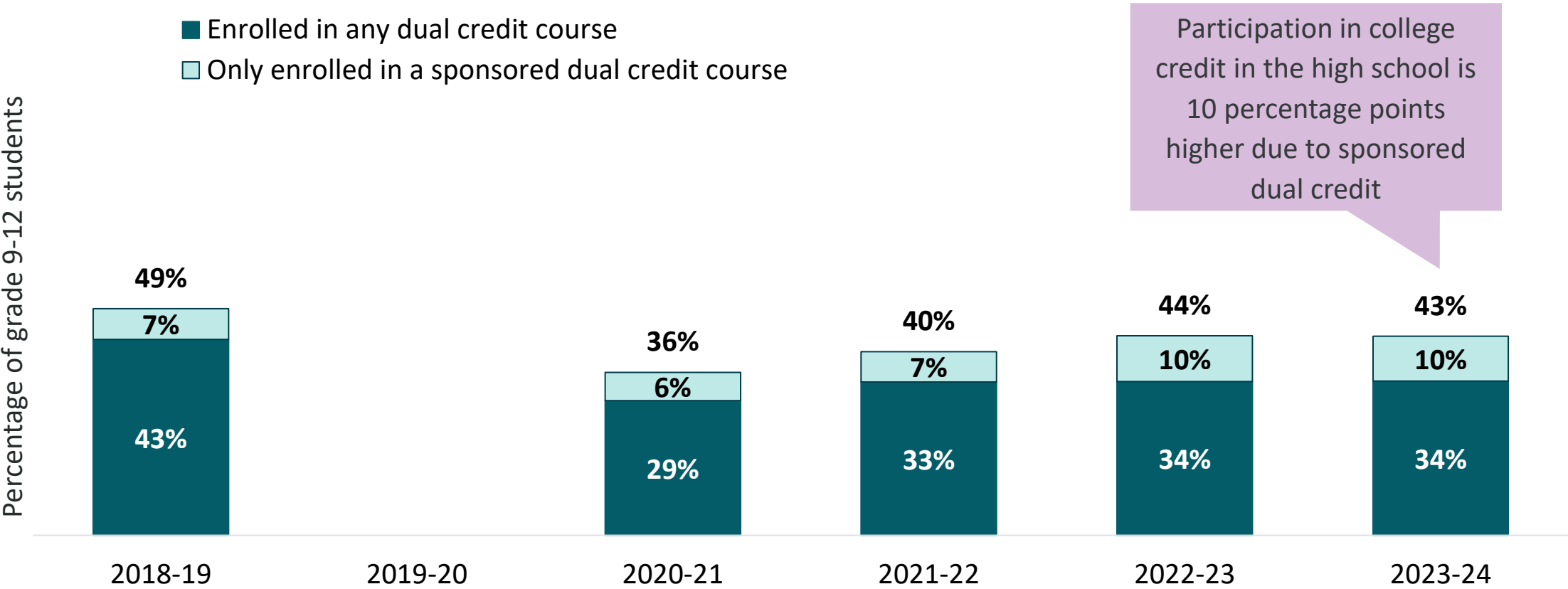
– Postsecondary partner from a rural community college



How sponsored dual credit is expanding access to college credit in the high school

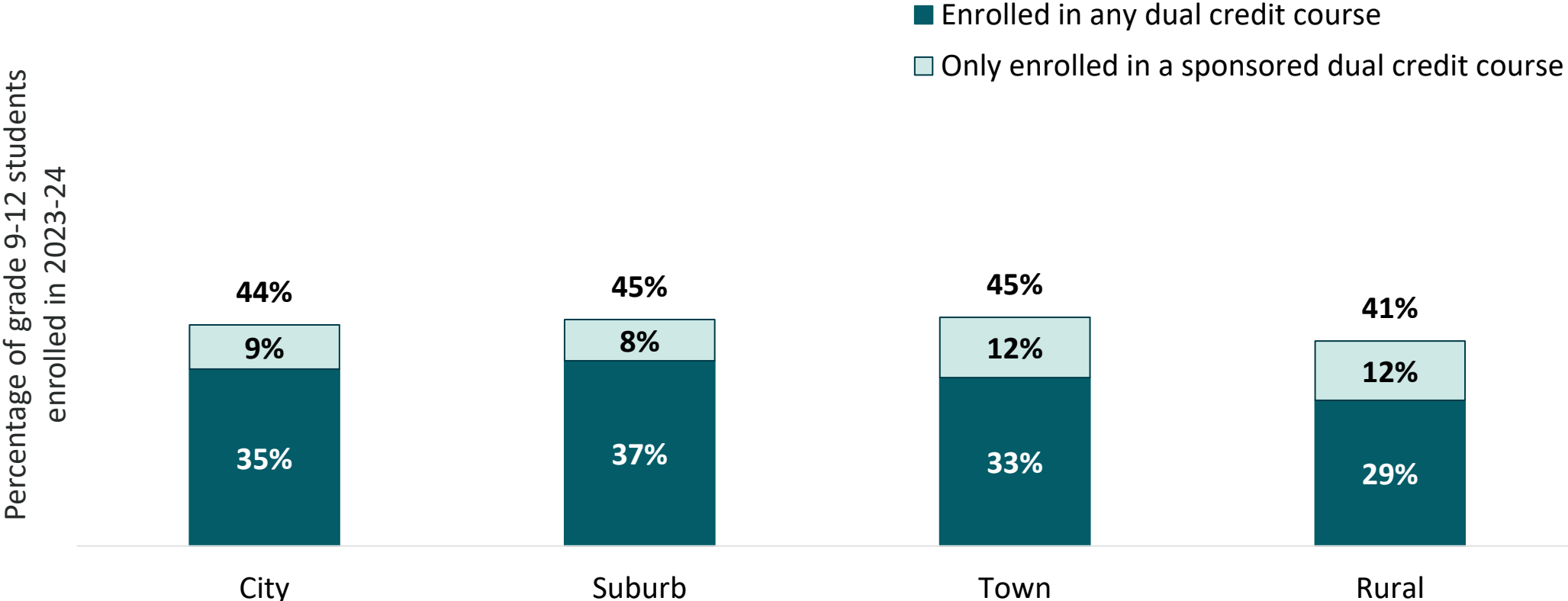


Sponsored dual credit is increasing access to college credit opportunities during high school



Source: Analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

Sponsored dual credit is increasing access in rural Oregon, narrowing an equity gap between rural and urban schools



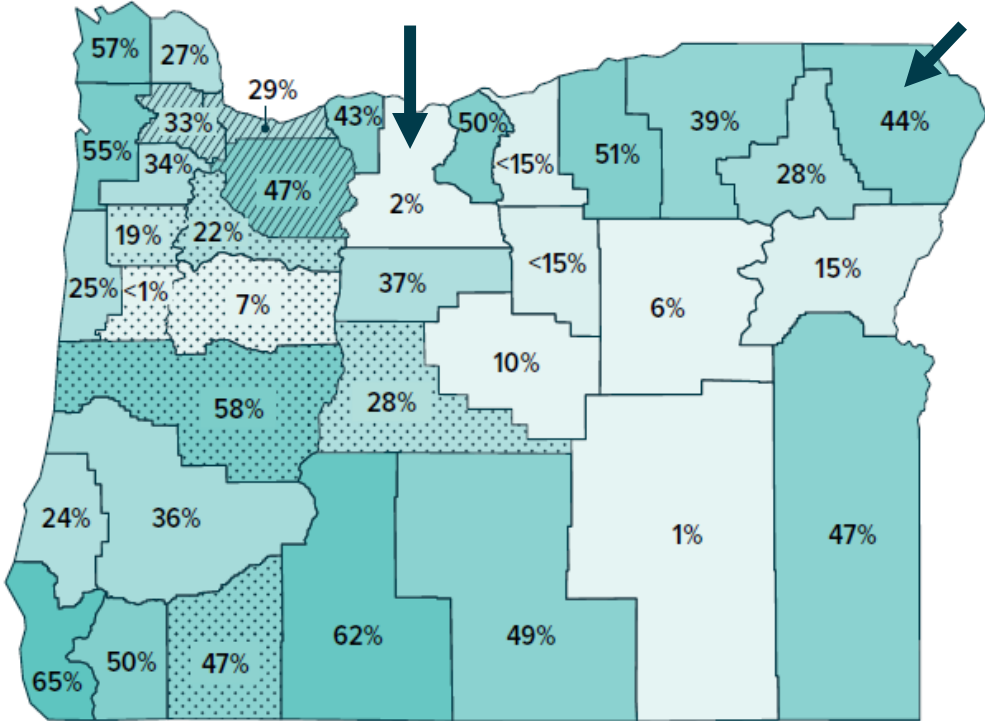
Source: Analysis of Oregon Department of Education and Higher Education Coordinating Commission data.



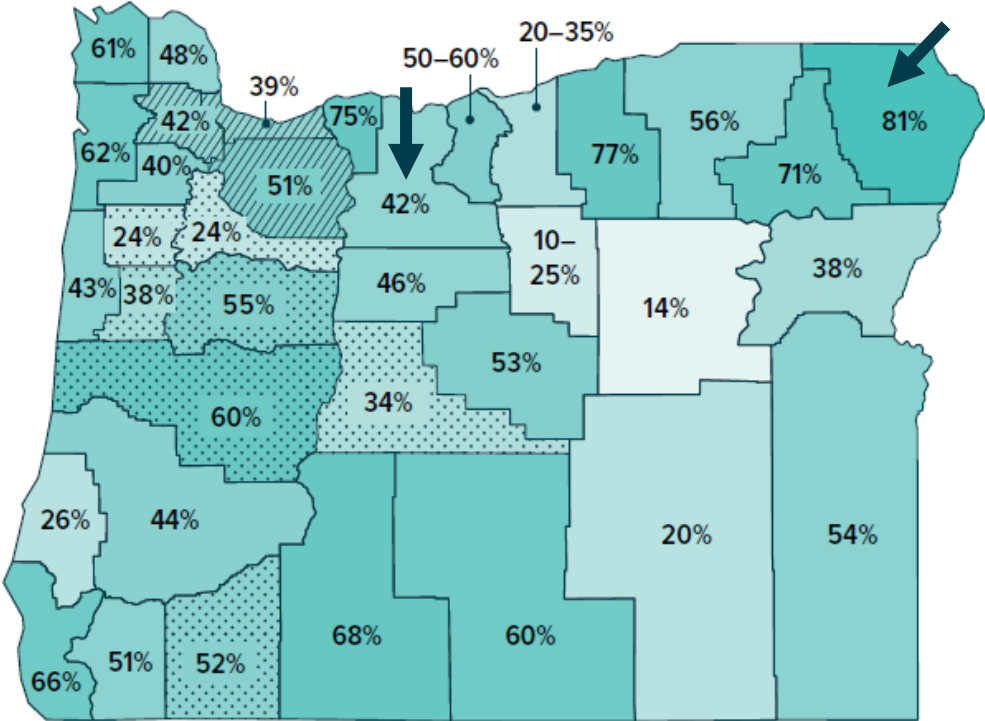
Sponsored dual credit is increasing access to college credit in the high school in predominantly rural counties

Rurality ■ Rural ■ Hybrid ■ Primarily urban

Percentage of all students in the county who enrolled in at least one dual credit course in 2023–24

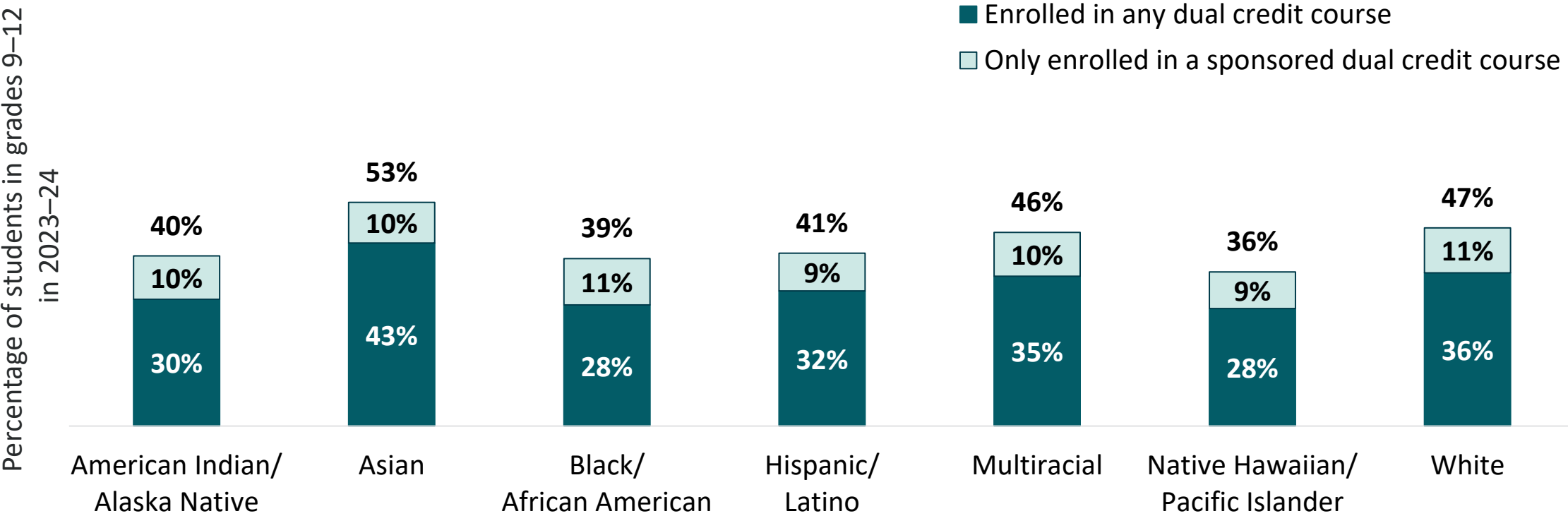


Percentage of all students in the county who enrolled in dual credit and/or sponsored dual credit in 2023–24



Source: Analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

Participation in college credit in the high school has increased for all groups at the same level, so equity gaps remain



Source: Analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

The impact of college credit in the high school on student outcomes



We used regression approaches to study impact

- Compared four course-taking experiences to determine if they had statistically different impacts: taking only sponsored dual credit courses, taking only dual credit courses, taking both, or taking neither
- Models account for student background, academic achievement, high school, and academic year
- Study sample includes:
 - 2018–19 to 2023–24 school years
(no course data in 2019–20)
 - 539 schools
 - 430,760 students
 - 255,856 with sponsored dual credit and/or dual credit experience

We used two approaches to study impact

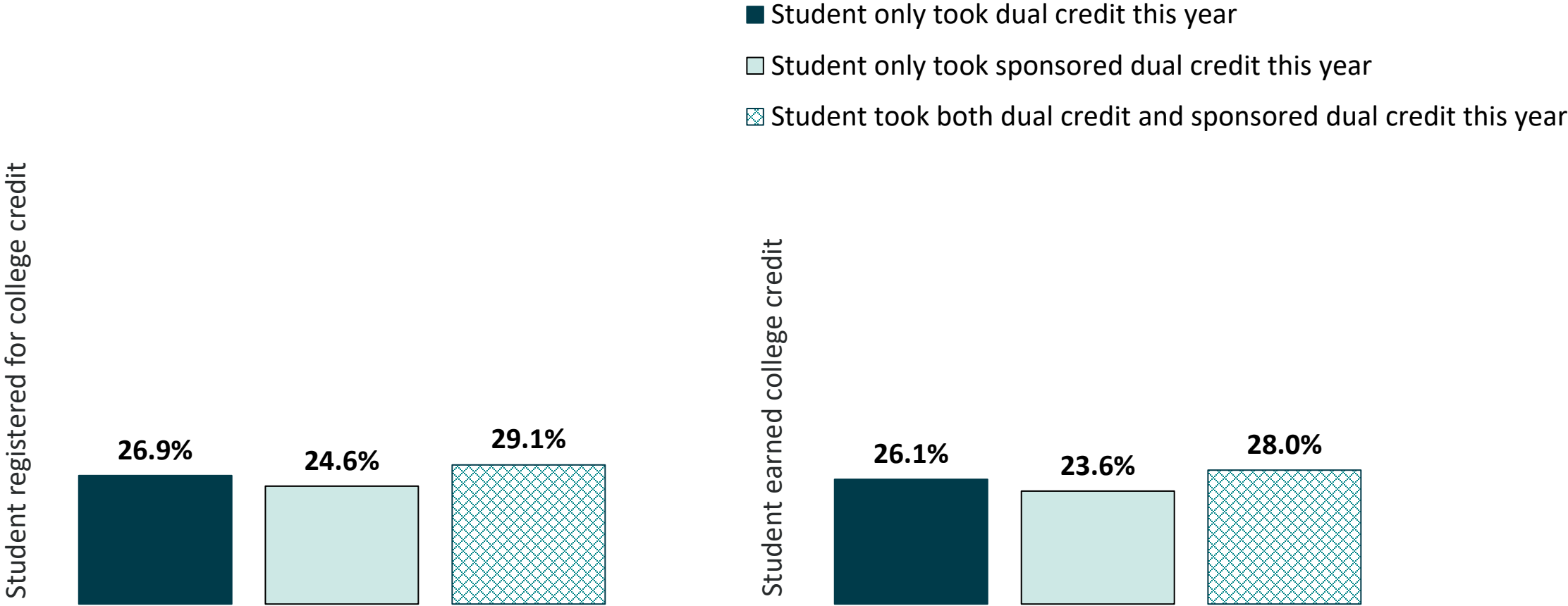
- **“Natural experiment” approach.**

Includes students who enrolled in the same course, same year, at the same school under either partnership model

- 124 course pairs
- 46 schools
- 14,306 students
- 2018–19 to 2023–24 school years
(no course data in 2019–20)

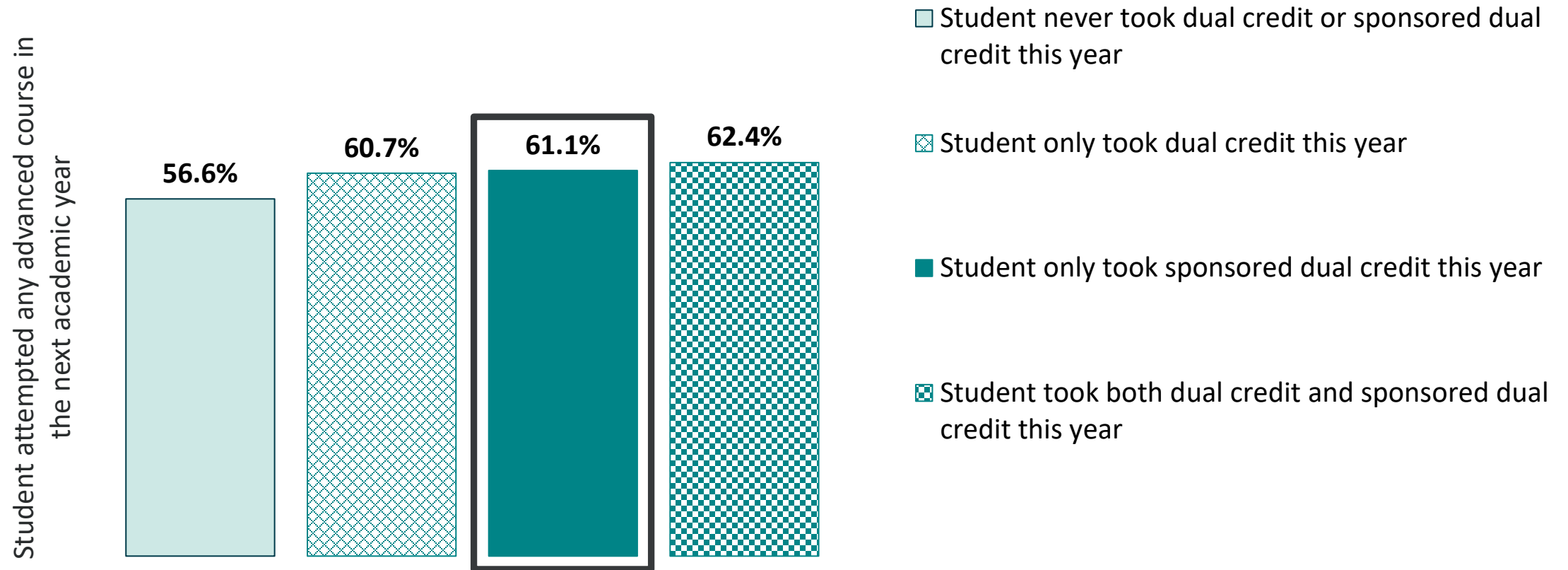
- Equivalent course options to students, who do not know how teachers are credentialed to teach courses
- Tested if students in the same schools taking the same course through sponsored dual credit vs. dual credit have similar or different outcomes

Only a small share of students who take sponsored dual credit or dual credit courses register for and earn the corresponding college credits, and their registration and credit-earning rates are identical

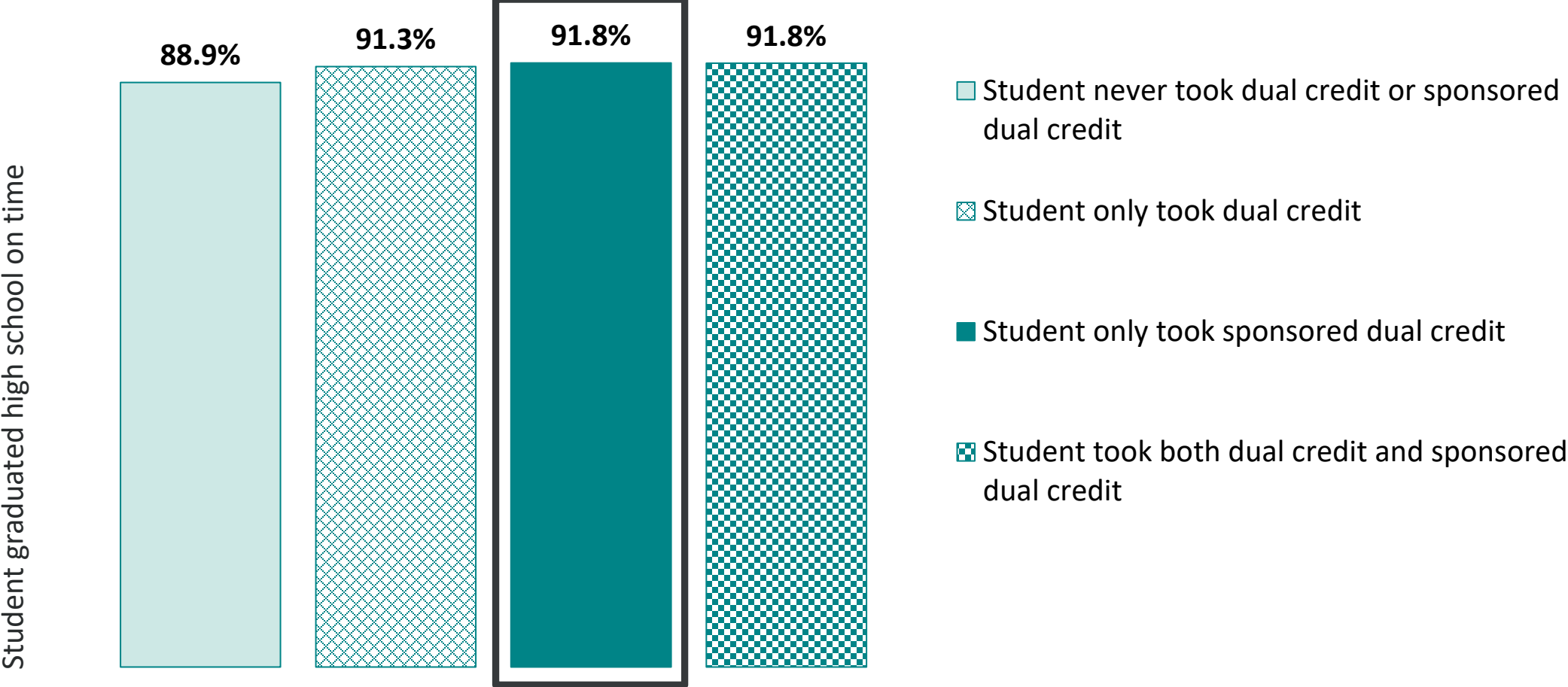


Source: Analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

Students who enroll in sponsored dual credit or dual credit are more likely to attempt advanced coursework in the subsequent academic year, and impacts are the same between course types

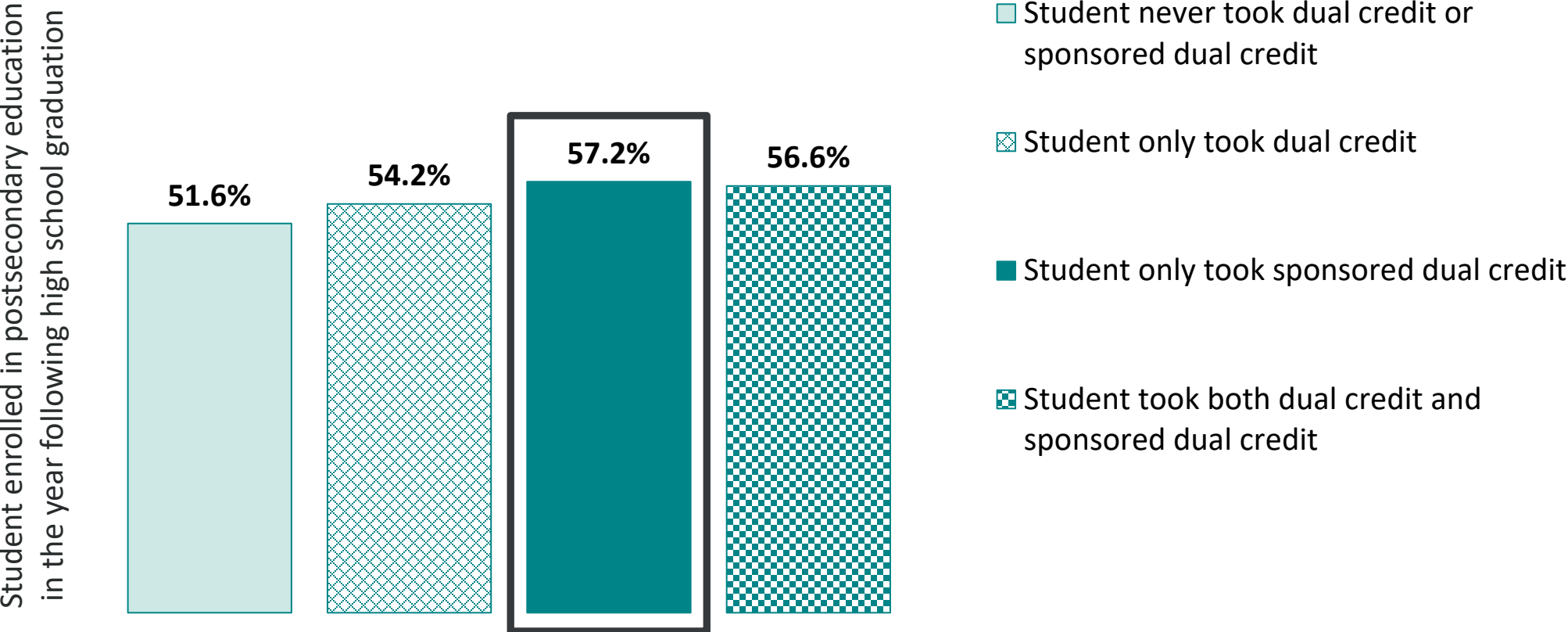


Students who enroll in sponsored dual credit or dual credit are more likely to graduate high school on time, and impacts are the same between course types



Source: Analysis of Oregon Department of Education and Higher Education Coordinating Commission data.

Students who enroll in sponsored dual credit or dual credit are more likely to attend college, and impacts are similar



Source: Analysis of Oregon Department of Education and National Student Clearinghouse data.

Prior to making statistical adjustments, we found that students who took sponsored dual credit or dual credit in high school achieved stronger early-momentum outcomes during their first year at an Oregon public college or university

Compared to students who did not take sponsored dual credit or dual credit during high school, **students who took dual credit/sponsored dual credit courses:**

- Earned 2.55–6.12 more college-level credits
- Earned college-level GPAs that were 0.13–0.33 points higher
- Were 6–13 percentage points more likely to attempt a college-level math course in their first year of postsecondary education after high school

Once we adjusted for important student differences across these four groups—including the total count of each type of advanced course taken by the student during high school—these differences largely disappeared

One exception was college-level math

Students who enrolled in college credit courses during high school were about 1–2 percentage points more likely to attempt a college-level math course in their first year at an Oregon public college or university



Implications



Oregon has led an innovative strategy to expand access to college credit in high school

Oregon's sponsored dual credit model has expanded access to college credit in the high school, particularly in rural regions of the state, and the impact of sponsored dual credit on student outcomes is equal to that of dual credit.



I think the data is super fascinating, and I think it's validating for what we're trying to do in our building. This means students are getting a common experience regardless of who their faculty member is. On the back end, behind the scenes, that's getting shored up, and so students don't feel any kind of difference, and I think that's incredible."

– Dual credit high school teacher

Key implications and lessons learned



The quality of K–12-postsecondary interaction is just as important as faculty credentialing.



Maintain high standards but allow for flexibility so that partnerships in geographically widespread areas can meet the standards.



Expanding access is necessary but not sufficient for equity.



Pilot, evaluate, then scale.

A potential approach for states interested in Oregon's model

1. Examine existing professional development practices for college credit in the high school, assess where overlap exists with the Oregon sponsored dual credit standards, and develop a professional development model to qualify high school teachers to teach dual enrollment
2. Pilot the professional development model with high school teachers who do not have the necessary credentials, allowing them to offer college credit in the high school
3. Evaluate the model's impact on student outcomes
4. Develop guidance on effective models of professional development that facilitate greater access to high-quality dual enrollment

Study Q&A



Panel discussion: State perspective



Panel discussion with state education agency experts

1. Tell us about your role with college credit in the high school.
2. What did you learn from this study that you did not know before that is informing your work?
3. The Oregon State Board of Education and state agencies recently committed to a state vision for college credit in the high school, which states, ***“In support of the state’s education and workforce goals, every student in Oregon will have access to college credit in high school.”*** What is Oregon doing to support this vision?

Thank you!



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