



# ADDRESSING CHALLENGES TO EXPAND THE DUAL ENROLLMENT TEACHER WORKFORCE

CROSS-STATE COLLEGE IN HIGH SCHOOL WORKSHOP  
JUNE 29, 2021

# GOALS OF TODAY'S SESSION

- Share and collaborate across the attending states
- Provide a forum for solution-oriented thinking
- Me: Weigh in (as you're interested) on what states are doing, best practices, lessons learned

# GETTING TO KNOW ONE ANOTHER

- Name
- Organizational affiliation & state
- One of the following (in  $\leq 30$  seconds):
  - Question you'd like answered by the end of this session?
  - Specific information you'd like to receive by the end of this session?
  - Concern or fear about your state's existing dual enrollment teacher credentialing efforts?
  - Anything else to help make the most of our time together?

# POTENTIAL APPROACHES



FINANCIAL INCENTIVES FOR  
TEACHER PARTICIPATION



EQUITY-CENTERED  
POLICY/PROGRAM  
STRATEGIES



ALIGNMENT WITH OTHER  
TEACHER PIPELINE ACTIVITIES



STREAMLINING SECONDARY  
CERTIFICATION AND DUAL  
ENROLLMENT CREDENTIALING  
PATHWAYS



EDUCATION MASTER'S DEGREE  
PROGRAM REDESIGN



TEACHER CONTRACT AND  
INCENTIVES REDESIGN



ENGAGING HIGHER  
EDUCATION TO WORK  
COLLABORATIVELY WITH HIGH  
SCHOOL INSTRUCTORS TO  
MEET THEIR NEEDS

**Shoutout to Jessica Espinosa, Minnesota State  
System office, for suggesting these categories**

# FINANCIAL INCENTIVES FOR TEACHER PARTICIPATION

Could include

- Reduced tuition or tuition-free graduate coursework
- Free or low-cost books, other course materials
- Stipend upon course or program completion
- Bonus or salary bump for teaching dual credit courses

Has your state offered one or more such financial incentives?

What program components were most impactful?

What would you do differently (or are doing, considering doing differently) if you could start over again?

# EQUITY-CENTERED POLICY/PROGRAM STRATEGIES

Could include

- Competitive grants focused on up-credentialing teachers in certain HS types (e.g., rural) or HS serving specific student populations (e.g., first gen) or teachers of certain course types (e.g., computer science)
- Ensuring course offerings are online

Has your state adopted one or more such approaches? If so:

What program components were most impactful?

What would you do differently (or are doing, considering doing differently) if you could start over again?

# ALIGNMENT WITH OTHER TEACHER PIPELINE ACTIVITIES

Could include

- Coordination with “Grow Your Own” programs
- Coordination with CBOs engaged in local teacher recruitment, retention efforts
- Supporting teacher preservice dual enrollment offerings

Has your state adopted one or more such approaches? If so:

What program components were most impactful?

What would you do differently (or are doing, considering doing differently) if you could start over again?

# STREAMLINING SECONDARY CERTIFICATION & DUAL ENROLLMENT CREDENTIALING PATHWAYS

Could include:

- Offering entry-level education courses as dual enrollment
- Bundling undergraduate and graduate programs (Marian University partnership with Ivy Tech)

Has your state offered one or more such approaches? If so:

What program components were most impactful?

What would you do differently (or are doing, considering doing differently) if you could start over again?



# EDUCATION MASTER'S DEGREE PROGRAM REDESIGN

Could include:

- Incorporating discipline-specific graduate credits into existing degrees to blend pedagogy, curriculum, and instruction with content expertise

Has an institution in your state offered one or more such redesigned master's degree programs? If so:

What program components were most impactful?

What would you do differently (or are doing, considering doing differently) if you could start over again?

# TEACHER CONTRACT AND INCENTIVES REDESIGN

Could include:

- Encouraging local collective bargaining agreements to direct teachers towards completing a master's in their discipline (rather than master's in curriculum)
- Encouraging district HR departments to give extra weight in hiring to candidates with a master's in a subject area

Has your state (or districts in your state) pursued one or more such approaches?

If so:

What program components were most impactful?

What would you do differently (or are doing, considering doing differently) if you could start over again?

# ENGAGING HIGHER EDUCATION TO WORK COLLABORATIVELY WITH HIGH SCHOOL INSTRUCTORS TO MEET THEIR NEEDS

Could include:

- Tapping a college employee to serve as the concurrent enrollment liaison with each partnering school district
- Ensuring HS teachers teaching dual enrollment have access to PD offered regular faculty
- [NACEP accreditation](#) encouraged or required, or similar standards adopted

Has your state offered one or more such approaches? If so:

What program components were most impactful?

What would you do differently (or are doing, considering doing differently) if you could start over again?

# THREE ACTIONABLE RECOMMENDATIONS

- Convene state and local K-12 and postsecondary stakeholders to discuss challenges and collaborate in identifying potential solutions.
- Fund – In addition to any new funds, what can be accomplished by rethinking existing funding approaches and sources? What workable solutions are relatively low-cost?
- Keep equity at the forefront throughout the process

The background is a solid teal color with a subtle gradient. In the corners, there are decorative white line-art elements resembling circuit traces or neural network connections, with small circles at the end of the lines.

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