



TPSEMath
Transforming Post-Secondary Education in Mathematics



JOHN FINK Senior Research Associate at the Community College Research Center (CCRC) at Teachers College, Columbia University

TPSE WEBINAR

FOCUS ON DUAL ENROLLMENT PATHWAYS SUCCESS



**NOVEMBER 17
NOON - 1:30PM EDT**

Join TPSE for an in-depth discussion on successful dual enrollment and transition course pathways for students.

Learn about current research and exemplar programs and ways we can increase student access, equity and success in the field. Following our speaker presentations, join us in smaller breakout groups to debrief about the presentations and continue the discussion.

Register Now 



KARON KLIPPLE, PH.D.
Senior Project Director at WestEd and the Executive Director of the Carnegie Math Pathways

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Rethinking Dual Enrollment as an Onramp to College & Career Pathways Lessons from the Dual Enrollment Equity Playbook

As a mechanism for expanding access to college and career opportunity, dual enrollment (DE) programs hold great promise but are underutilized. National research on access to DE shows racial equity gaps, so it is not surprising that DE is sometimes referred to as “programs of privilege.”

In this presentation, **John Fink** will share insights and examples from partnerships between K12, community colleges, and universities that have achieved strong access and outcomes for Black and Latino students in DE, drawing on in-depth fieldwork to 9 communities across the country as detailed in CCRC and the Aspen Institute’s Dual Enrollment Playbook.

John Fink is a senior research associate at the Community College Research Center (CCRC) at Teachers College, Columbia University. John’s research examines student transitions between educational sectors, aiming to uncover structural barriers that result in unequal access to opportunity for low-income, first-generation, and students of color.

Fink led analysis and co-authored with Davis Jenkins the 2016 **Tracking Transfer** report presenting new metrics and national findings on state and institutional transfer performance. He subsequently co-authored the **Transfer Playbook** detailing the essential practices of high-performing transfer partnerships. In 2017 he was lead author on a **national study** of community college dual enrollment students which tracked former high school dual enrollment students into postsecondary education and provided national and **state-by-state outcomes**.

More recently, he published new results on **disparities in access** to dual enrollment and AP coursework among states and school districts, and he co-authored a 2020 guide (with the Aspen Institute) on **advancing equity in dual enrollment programs**. His work was recognized by the National Institute for the Study of Transfer Students with the Transfer Champion-Catalyst award in 2019. Prior to joining CCRC, John worked in student affairs managing a program to support community college transfer students at the University of Maryland.



Dual Enrollment and Transition Courses Find Success while Increasing Access and Support

Mathematics education is an area that deserves far more attention as we seek to provide equitable opportunities for college access and success. Within higher ed, the adoption of alternative math pathways in statistics and quantitative reasoning as well as the use of embedded supports to strengthen mastery in foundational skills and concepts and build students’ confidence has propelled many more students on a path to college completion. Many high schools and colleges are now recognizing dual enrollment and transition courses as powerful means of creating gateways to college and preparing students for success once there.

In this presentation, **Karon Klipple** will share important strategies and lessons learned from a number of effective dual enrollment and transition course programs that have succeeded in expanding access and supporting students for success.

Karon Klipple is a senior project director at WestEd and the executive director of the **Carnegie Math Pathways** program, a network of educators and researchers dedicated to transforming students’ outcomes and experiences in high school and college mathematics, making mathematics education more equitable and empowering. Karon has 18 years of experience in mathematics education, research, and program innovation. She has taught statistics and mathematics at the high school, community college, and university level. Prior to leading the Pathways program at WestEd and its original home the Carnegie Foundation for the Advancement of Teaching, Karon was a statistician in the field of biotechnology and a professor of mathematics at San Diego City College. She holds a B.A. in Mathematics from Trinity University and a Ph.D. in Statistics from Texas A&M University.

The Carnegie Math Pathways is a network of over 1100 faculty and administrators at more than 100 institutions across the country and since its launch in 2010, through ongoing research and a system of continuous improvement, this innovative program has helped tens of thousands of students become more confident, capable, and successful learners and do-ers of mathematics.