

**[The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students](#)**, The Aspen Institute, & The Community College Research Center, 2020  
[Full Report](#) | [Executive Summary](#) | [Resources](#)

**Five Principles to Advance Equity in High Quality Dual Enrollment**

1. Set a shared vision and goals that prioritize equity
2. Expand equitable access
3. Provide advising and supports that ensure equitable student outcomes
4. Provide high-quality instruction that build students’ competence and confidence
5. Organize teams and develop relationships to maximize potential

**Tools for Assessing Equitable Practices:**

[Guide for Getting Started](#) | [Community College Tool](#) | [High School Tool](#)

**1. Setting a shared vision and goals that prioritize equity**

**To elevate a vision and purpose for dual enrollment and create a partnership-wide commitment to equity, colleges, districts, and high schools must:**

<p><b>1</b></p> <p><b>Connect dual enrollment to a broader vision</b></p>	<p><b>2</b></p> <p><b>Commit to equity in dual enrollment</b></p>	<p><b>3</b></p> <p><b>Consider partners’ incentives and constraints</b></p>	<p><b>4</b></p> <p><b>Develop an equity-minded culture</b></p>
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**TABLE 2: DATA ANALYSIS FOR SETTING GOALS TO CLOSE EQUITY GAPS**

MEASURE	DATA	SOURCES
<b>Access</b>	<ul style="list-style-type: none"> <li>• Number of students in the high school, by race and ethnicity</li> <li>• Number of students taking dual enrollment, by race and ethnicity</li> <li>• Participation rates, by race and ethnicity</li> <li>• Gap in participation rates of white students and students of color</li> </ul>	High school or district
<b>Success</b>	<p><i>For each indicator, analyze rates for white students and historically underrepresented students of color and the gap, if any, between the rates.</i></p> <ul style="list-style-type: none"> <li>• Dual enrollment course pass rates (C or better)</li> <li>• Percentage of students who complete 9+ semester-equivalent college credits through dual enrollment while in high school</li> <li>• Rate of college enrollment within one year of high school graduation</li> <li>• Fall-to-spring persistence rates in the first year of college after high school</li> </ul>	College  National Student Clearinghouse

## 2. Expanding equitable access

To expand access to dual enrollment to underrepresented student populations, colleges, districts, and high schools must:

<b>1</b> Build early awareness and aspirations	<b>2</b> Improve outreach to communities of color	<b>3</b> Recruit actively and strategically	<b>4</b> Limit the impact of placement testing	<b>5</b> Address costs and logistics
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TABLE 3: SUGGESTED DATA FOR DUAL ENROLLMENT DASHBOARDS

- Number of students who participate in dual enrollment by race and ethnicity, gender, free and reduced-price lunch and/or Pell status, and high school
- Number of terms student has participated in dual enrollment
- GPA by student characteristics (e.g., race, income, home high school)
- Credit hours attempted by student characteristics
- Credit hours completed by student characteristics
- Course pass rates by student characteristics
- Course modality (at the college, at the high school, online)
- Location of course (which college campus)
- Number of students who continue at the college after high school, their course completion rates and grades, retention rates, and credential completion by race and ethnicity
- Rate of college enrollment by race and ethnicity and by type of college acceleration taken, and name of institution where students enrolled<sup>37</sup>

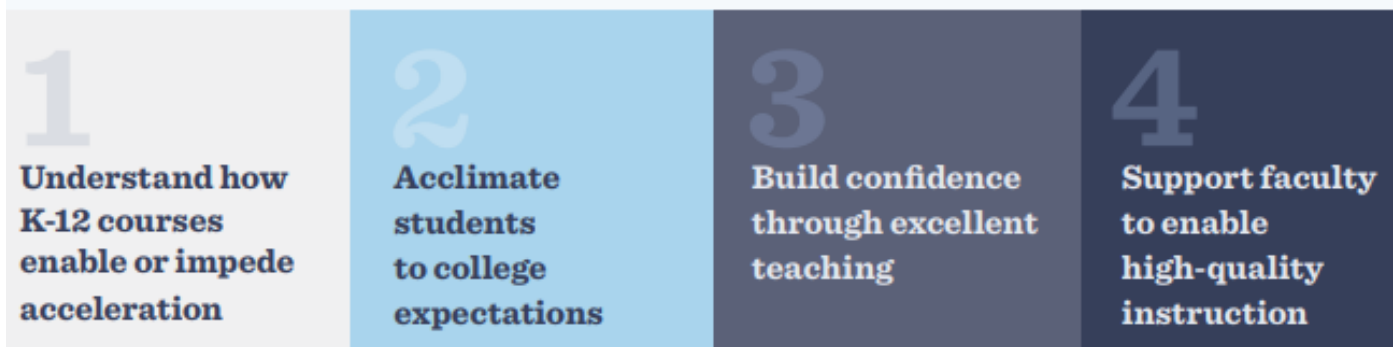
## 3. Connecting students to advising and supports that ensure equitable student outcomes

No matter the arrangement, to deliver high-quality advising and support, and to ensure that students of color benefit equitably, colleges, districts, and high schools must:

<b>1</b> Provide strong academic advising aligned to smart choices	<b>2</b> Coordinate advising across partners	<b>3</b> Proactively provide supports for struggling students
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## 4. Providing high-quality instruction that build students' competence and confidence

To provide a high-quality academic experience to a diverse population, colleges, districts, and high schools must:



## 5. Organizing teams and develop relationships to maximize potential

To build strong underlying partnerships that promote equity, colleges, districts, and high schools must:

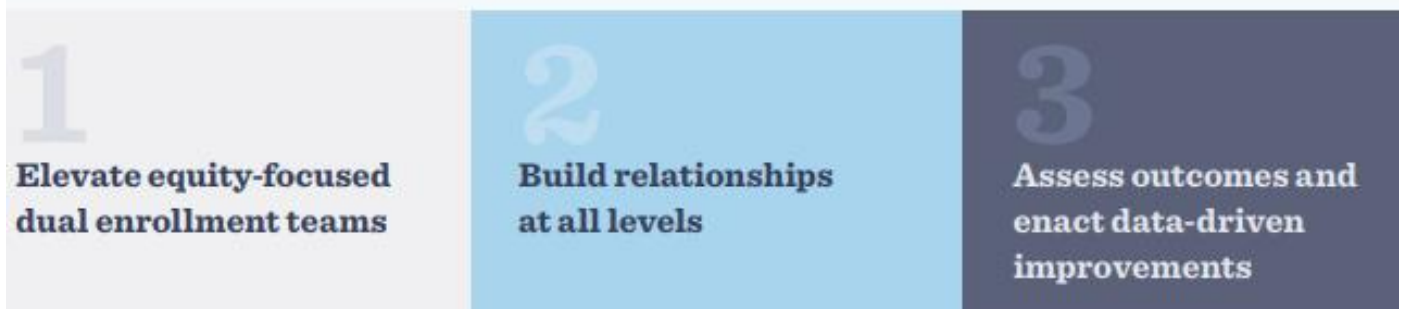


FIGURE 4: ANATOMY OF AN EFFECTIVE DUAL ENROLLMENT DIRECTOR

