

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:

Connect dual Commit to Consider partners' Develop an enrollment to a equity in dual broader vision enrollment constraints

Consider partners' Develop an equity-minded culture

TABLE 2: DATA ANALYSIS FOR SETTING GOALS TO CLOSE EQUITY GAPS

MEASURE	DATA	SOURCES
Access	 Number of students in the high school, by race and ethnicity Number of students taking dual enrollment, by race and ethnicity Participation rates, by race and ethnicity Gap in participation rates of white students and students of color 	High school or district
Success	For each indicator, analyze rates for white students and historically underrepresented students of color and the gap, if any, between the rates.	College
	 Dual enrollment course pass rates (C or better) Percentage of students who complete 9+ semester-equivalent college credits through dual enrollment while in high school Rate of college enrollment within one year of high school graduation Fall-to-spring persistence rates in the first year of college after high school 	National Student Clearinghouse

2. Expanding equitable access

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

Build early Recruit Limit the Address Improve actively costs and awareness outreach to impact of and communities and placement logistics aspirations of color strategically testing

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 enrolled³⁷

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:

Provide strong academic advising aligned to smart choices

Coordinate advising across partners

Proactively provide supports for struggling students

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:

Understand how K-12 courses enable or impede acceleration

Acclimate students to college expectations Build confidence through excellent teaching Support faculty to enable high-quality instruction

5. Organizing teams and develop relationships to maximize potential

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

Elevate equity-focused dual enrollment teams

Build relationships at all levels Assess outcomes and enact data-driven improvements

FIGURE 4: ANATOMY OF AN EFFECTIVE DUAL ENROLLMENT DIRECTOR

Challenges assumptions that students of color will not be successful in dual **EQUITY ADVOCATE** enrollment; commits to using dual enrollment to expand opportunity; identifies and redesigns inequitable policies and practices Builds relationships and trust with K-12 partners and students; stays in regular COLLABORATIVE AND contact with all partners; works to understand partners' needs; ensures partners' RESPONSIVE PARTNER expectations for quality are met Commits to making the program work well and takes the initiative to make changes; PROBLEM SOLVER develops creative programming; immediately addresses problems when they arise Understands the implications of national, state, and local policies POLICY KNOWLEDGE on their programs and stays informed of policy changes SOURCE