**The Dual Enrollment Playbook: Tool for Assessing Equitable Practices at Community Colleges**

**Institution Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Overview: This tool is designed to help community colleges assess the alignment of their dual enrollment practices with those described in *The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students*, published in October 2020 by the Aspen Institute College Excellence Program and Education & Society Program and the Community College Research Center at Teachers College, Columbia University. These practices were identified through research on partnerships of high schools and community colleges with high rates of access and success in dual enrollment among historically underrepresented students of color.

How to use this tool: The assessment is organized according to the five design principles in the *Playbook*: I) Set a shared vision and goals that prioritize equity (pages 2-3), II) Expand equitable access to dual enrollment (pages 4-5), III) Connect students to advising and supports that ensure equitable outcomes (pages 6-8), IV) Provide high-quality instruction that builds students’ competence and confidence (pages 9-10), and V) Organize teams and develop relationships to maximize potential (pages 11-12). Within these categories, please use the following scale to rate how systematically each sub-practice is implemented at your college. The tool offers questions to consider as you conduct the assessment, and space to identify next steps and anticipated challenges.

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| **Scale of Adoption** | **Definition** |
| Not present | College currently not following this practice |
| Beginning | Practice present but not systematic |
| Emerging | Practice present and plans exist to make it systematic |
| Established | Practice implemented systematically, but significant areas for improvement exist |
| Advanced | Practice implemented systematically and at depth that reflects core college priority |

We recommend that a core team be assembled to complete the assessment based on their involvement with programs that serve dual enrollment students. Possible participants for this core team might include the dual enrollment director; vice presidents, deans, and faculty members in key dual enrollment program areas; student services, enrollment/admissions, and advising deans and/or directors; dual enrollment advisors; and directors of diversity, equity, and inclusion. Once a diverse, inclusive core team has completed the assessment, members should engage in conversation about the results, beginning with the president and her/his cabinet and a group of counterparts at the partner district(s) and high school(s). Ideally, these discussions should help refine the assessment, build shared understanding of the ways your college does and does not support dual enrollment students and promote equity in dual enrollment, and motivate college leaders and K-12 partners to continue to engage their respective communities in planning and implementing improvements.

For help using this tool: Contact Gelsey Mehl at the Aspen Institute ([gelsey.mehl@aspeninstitute.org](mailto:gelsey.mehl@aspeninstitute.org)) or John Fink at CCRC ([john.fink@tc.columbia.edu](mailto:john.fink@tc.columbia.edu)).

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| **Principle I: Set a shared vision and goals that prioritize equity** | **Stage of Adoption at Our College** | **Guiding Questions** | **Opportunities for Improvement and Next Steps** |
| Senior leaders communicate an explicit commitment to increasing equity in access to and success in dual enrollment and articulate how equitable dual enrollment supports other strategic goals. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do the college president and other senior leaders communicate the importance of providing equitable dual enrollment to faculty and staff? How frequently and in what contexts? Is this discussed at cabinet meetings? * What institutional missions and strategic goals does equitable dual enrollment support (e.g., serving rural communities, advancing regional workforce development, increasing enrollment)? * Are explicit references to racial equity in dual enrollment made when communicating institutional commitments, priorities, plans, and decisions about resource allocation? * Do board members understand the importance of providing equitable access to and success in dual enrollment? How often is dual enrollment discussed at board meetings? Do reports to the board on student success include outcomes for dual enrollment students? |  |
| The college evaluates existing equity gaps in dual enrollment participation and outcomes and sets targets to close them. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do senior leaders and dual enrollment program leaders examine the demographic composition of our dual enrollment students compared to the overall high school population in our service area? * Do senior leaders and program leaders collect and track participation rates in dual enrollment, disaggregated by race and ethnicity, by district and high school? * Do senior leaders and program leaders collect and track outcomes for dual enrollment students, disaggregated by race and ethnicity, including   + Course pass rates?   + Number of credits earned?   + Enrollment at the college post-high school within one year of high school graduation?   + Fall-to-spring persistence rates in the first year of college after high school? * Have senior leaders and program leaders compared the participation rates and outcomes measures for students of color versus white students? |  |
| College leaders work with the district and high school partners to define purpose, set equity goals for dual enrollment, and form agreements that promote equity. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do the college president, other senior leaders, and dual enrollment program leaders meet with district and high school partners to discuss and set mutual goals? * Have we set goals for closing equity gaps? * Do we prioritize equitable access and outcomes when entering into new agreements? * Do we return any revenue collected from K-12 partners to cover costs for students or augment support staff and services? * Do the two partners jointly invest in co-advising, co-located facilities, transportation or other shared resources to benefit dual enrollment students? |  |
| The college has developed an equity-minded culture in which administrators, faculty, and staff demonstrate by their actions high expectations that historically underrepresented students of color will thrive in dual enrollment. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do senior leaders, faculty, and staff express a belief that students of color are capable of college-level work? * Does the college provide robust professional development and learning opportunities on equity mindedness and racial literacy? * Has the college scrutinized its dual enrollment policies and practices with a view to identifying ways to close equity gaps in participation and success? |  |

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| **Principle II: Expand equitable access to dual enrollment** | **Stage of Adoption at Our College** | **Guiding Questions** | **Opportunities for Improvement and Next Steps** |
| College staff reach out to students and families in elementary and middle schools to promote college-going and engage in outreach to communities of color about dual enrollment (and college generally). | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do we work with K-12 partners to promote college-going among elementary and middle school students and their families, specifically in communities of color? * Do we offer programming that brings K-12 students of color to the college campus or sends college students to visit K-12 schools? * Have we built partnerships with communities of color through community-based organizations, religious groups, and civic organizations? |  |
| Dual enrollment staff focus outreach to specific high schools that are underrepresented among dual enrollment participants and communicate clearly and directly with families about the details and value of dual enrollment. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Have leaders identified which specific high schools to prioritize in our partnerships to reach equity goals? Have leaders discussed what additional investments those schools will need? * Do we hold regular information sessions for prospective students of color and their families? Are these events held at variable times to accommodate working parents? Do translators attend? * Do we advertise dual enrollment through multiple means: printed materials, radio commercials, social media, etc.? Are these materials translated into languages other than English that are commonly spoken in the community? Do we know if students of color and their families access them? |  |
| The college has expanded placement test access and prepares students for placement tests. *(Skip this if placement tests are not used for dual enrollment.)* | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do we work to ensure that students of color take the placement test the year prior to becoming eligible for dual enrollment? * Do students have to pay to take the test? * Can they take the test at their home high school? * How frequently can students retake the test? Do college staff encourage students to retest? * Do we offer boot camps, diagnostic tools, and other supports to students who are retesting? Are these opportunities equitably accessed by students of color? |  |
| The college has created alternative ways beyond placement testing for students to gain access to dual enrollment. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do we use alternative placement options for college-level coursework, including high school grades in specific courses? * Do we allow no or lowered testing requirements for certain courses (e.g., CTE courses, college success courses)? * Does our state grant colleges the ability to waive certain eligibility requirements, including test scores? If so, have we applied for waivers? |  |
| The college strives to reduce costs for tuition, fees, and books to not create prohibitive barriers for students of color and students from low-income backgrounds. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Are students and families required to pay any portion of tuition, fees, books to participate in dual enrollment? If so, how much? * Do we help students from low-income backgrounds cover costs, such as by offering scholarship programs, fee waivers, and book loan programs? * Do we encourage faculty to lower textbooks costs by using free, open-license course resources? Or by maintaining their textbook selections for a set number of years? |  |
| The college works to bridge transportation barriers to make dual enrollment accessible to all students. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do we offer programs to defray transportation costs, such as free buses, transit passes, gas subsidies? If so, do students of color receive these benefits equitably? * Do we offer dual enrollment in high schools or other locations (e.g., satellite campuses) to expand access for students in communities far from a college campus? * Can dual enrollment students participate in online and hybrid courses? |  |

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| **Principle III: Connect students to advising and supports that ensure equitable outcomes** | **Stage of Adoption at Our College** | **Guiding Questions** | **Opportunities for Improvement and Next Steps** |
| The college provides all dual enrollment students with strong advising, with opportunities to explore academic and career options. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * What advising do we provide dual enrollment students? Is advising required? If not required, do students of color participate equitably? * How many college staff are tasked with advising dual enrollment students? Have we devoted sufficient resources to this function? * How do we help students explore options for careers, majors, and community college and four-year university destination(s)? How do we ensure that students of color are advised equitably onto rigorous pathways? |  |
| The college has created program maps that align dual enrollment courses with a long-term plan. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Have college leaders met with district and high school counterparts to map dual enrollment and K-12 courses to certificate, associate, and bachelor’s degree programs? * Do these maps clearly indicate:   + Recommended lower-division courses, course sequences, and progress milestones by academic term for specific four-year majors?   + Which lower-division courses meet high school graduation requirements?   + Postsecondary paths to high-demand jobs in the college’s service area? * Are the maps easily accessible on the college’s website? How do we ensure that these maps are utilized by student of color? * Is there a mechanism for keeping maps up-to-date? |  |
| The college has integrated CTE courses fully, with credit, into dual enrollment offerings. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do advisors alert students to credits they’ve earned through high school CTE courses? * Are students aware of opportunities for further education, training, and careers aligned to their CTE courses? * Do students have difficulty applying CTE credits toward associate and bachelor’s degrees? |  |
| College staff train high school counselors on the college’s academic requirements. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do dual enrollment program staff and college advisors have frequent contact with high school counselors? Do we host events for them? * Is information useful to high school counselors (e.g., enrollment authorization forms, program maps) readily available on the college website? |  |
| The college exchanges information on students with its high school partners, with a focus on equity gaps. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do we seek FERPA waivers so we can coordinate with K-12 partners and students’ families? * Do we grant high school counselors’ access to our student information system? * Are faculty and advisors encouraged to share information on student progress with high school counselors? * Is all information shared disaggregated by race and ethnicity? * In information shared, are equity gaps highlighted and discussed? |  |
| The college offers support services to dual enrollment students and encourages them to use these resources. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Can dual enrollment students access all campus services? Do we provide dedicated support services for dual enrollment students? Do students of color equitably access these services? * Are there other resources we could invest in to increase the chances that students of color will succeed in college after high school? * What mechanisms are in place to identify students at risk of failing courses or falling off selected course plans? Do those mechanisms identify students of color specifically? |  |
| The college integrate students into college life. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * At what points are new dual enrollment students made aware of campuses resources and extracurricular activities? * How many dual enrollment students participate in campus activities (e.g., student government, clubs, on-campus jobs)? Do students of color participate equitably? What could we do to increase participation by students of color? * What do we do to increase students’ sense of belonging and confidence, especially for students of color? What more could we do? |  |

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| **Principle IV: Provide high-quality instruction that builds students’ competence and confidence** | **Stage of Adoption at Our College** | **Guiding Questions** | **Opportunities for Improvement and Next Steps** |
| The college works with district and school partners to align high school and college curricula and pedagogy. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * What course sequences determine whether middle and high school students are on a college track? Does the curricula and instruction in those courses align with the college’s program requirements? * Do we have mechanisms for college and high school instructors to meet to align curricular standards and share effective teaching practices? How frequently do these meetings take place? Do they regularly address teaching practices that are most effective with students of color? * Do we take steps to connect our faculty with instructors in under-resourced and high-poverty schools? |  |
| Faculty and staff work to acclimate new dual enrollment students to college expectations. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do we require dual enrollment students to attend an orientation (either general or specific to dual enrollment students)? If not required, do students of color equitably participate? * Do we require dual enrollment students to take a college success course? If available but not required, do students of color equitably participate? |  |
| College faculty provide students with excellent teaching, including opportunities for active and co-curricular learning. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * How do we ensure that the quality of teaching in courses taken by dual enrollment students is high? What do we do to ensure high-quality teaching in online courses that dual enrollment students may take? * Do we provide opportunities for active and co-curricular learning to inspire student interests and aspiration in college programs? * How do we ensure equitable access to these opportunities for students of color? |  |
| Faculty use culturally and linguistically responsive pedagogy. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do we encourage faculty to practice culturally and linguistically responsive teaching? Have we committed to an anti-racist curriculum? * Do faculty receive professional development on culturally and linguistically responsive pedagogy and building an anti-racist curriculum? * Are we working to increase the recruitment and retention of instructors of color? |  |
| The college has created structures for college faculty and department chairs overseeing instruction to form collaborative relationships with high school instructors. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do we conduct regular classroom observations at partner high schools? * Do we share syllabi, textbooks, and assignments with high school instructors? Do they include content relevant to achieving equitable outcomes for students of color? * Do we invite high school faculty to college departments meetings and trainings? * Should we consider seeking accreditation from the National Association of Concurrent Enrolment Partnerships? |  |
| College leaders encourage and support faculty to assess their teaching practices with equity in mind, including evaluating impact on students of color. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do instructors have opportunities to learn about racial equity, examine outcomes of students of color in their classes compared to white students, reflect on which practices currently inhibit equity, and develop and implement plans to counteract inequitable practices? * Are these opportunities mandatory? If not, what percentage of faculty participate? |  |

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| **Principle V: Organize teams and develop relationships to maximize potential** | **Stage of Adoption at Our College** | **Guiding Questions** | **Opportunities for Improvement and Next Steps** |
| Senior leaders elevate an equity-focused dual enrollment team. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Who at the institution is responsible for monitoring and improving the access and success of dual enrollment students? Have we devoted sufficient resources to this function? * Does we consider a commitment to equity when hiring staff for those positions? |  |
| College staff have trusting relationships with their counterparts at high schools and districts and regularly communicate with them about advancing racial equity in dual enrollment. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * How often do the following institutional counterpart speak or meet:   + CEOs?   + Other senior administrators (provost/academic VP; student services administrators)?   + Dual enrollment directors?   + CTE program directors?   + Faculty?   + Counselors? * Is there a joint leadership council or committee that meets regularly to monitor dual enrollment access and outcomes? How prominent is advancing equitable dual enrollment on the agendas of these committees? * Do we promote and participate in other events hosted by our high school partners? |  |
| The college has extended partnerships beyond the K-12 district. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do we discuss dual enrollment with four-year transfer partners? With regional employers? * Is there a joint leadership council or committee to monitor CTE offerings across our region? * Do we work with these groups to develop educational pathways that connect dual enrollment to high-paying, in-demand jobs in our region? * Do we discuss the equity implications of different pathways and careers? |  |
| The college has developed internal dashboards to monitor participation and outcomes for dual enrollment students by race and ethnicity. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Is data on dual enrollment students disaggregated by race and ethnicity, among other characteristics, and made available to leaders, faculty, program directors, program coordinators, and other front-line practitioners? * Is data on dual enrolment students regularly included in internal reports? |  |
| The college shares data with partners to assess outcomes and enact improvements. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | How often do we share data on dual enrollment student access and outcomes with leaders at high schools and districts?  Do we disaggregate these data to identify equity gaps among student groups in particular schools or communities?   * How often are these data discussed jointly? In formal meetings? Informal conversations? * Have such discussions resulted in specific changes in entry requirements, curriculum, pedagogy, advising, etc.? |  |