**The Dual Enrollment Playbook: Tool for Assessing Equitable Practices at High Schools**

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

Overview: This tool is designed to help high schools and districts 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’s 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 (page 6), IV) Provide high-quality instruction that builds students’ competence and confidence (pages 7-8), and V) Organize teams and develop relationships to maximize potential (pages 9-10). Within these categories, please use the following scale to rate how systematically each sub-practice is implemented at your high school. The tool offers questions to consider as you conduct the assessment, and space to identify next steps and anticipated challenges. While the tool focuses on dual enrollment, we encourage you to consider other college acceleration options as well, including Advanced Placement, International Baccalaureate, and the Cambridge Advanced International Certificate of Education Diploma.

|  |  |
| --- | --- |
| **Scale of Adoption** | **Definition** |
| Not present | High school and district 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 expertise working with dual enrollment students, overseeing dual enrollment programs, or overseeing other college acceleration programs. Possible participants for this core team might include the district’s chief schools officer, principal, assistant principals, counselors, CTE coordinators, AP/IB/Cambridge AICE coordinators, and teachers in key dual enrollment program areas. Once a diverse, inclusive core team has completed the assessment, members should then engage in conversation about the results, beginning with the superintendent and principal and a group of counterparts at the partner college(s). Ideally, these discussions should help refine the assessment, build shared understanding of the ways your high school does and does not support dual enrollment students and promote equity in dual enrollment, and motivate school leaders and college 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)).

|  |  |  |  |
| --- | --- | --- | --- |
| **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 other acceleration options) and articulate how equitable dual enrollment supports other strategic goals. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do the superintendent, principal, and other senior leaders communicate the importance of providing equitable dual enrollment to teachers and staff? How frequently and in what contexts? * What other institutional missions and strategic goals does equitable dual enrollment support (e.g., providing a rigorous curriculum to all students, increasing graduation rates)? * Do school board members understand the importance of providing equitable access to and success in dual enrollment? How often is dual enrollment discussed at school board meetings and is improving equity? |  |
| Using data shared by the college partner(s), the district and school evaluates existing equity gaps in dual enrollment participation and outcomes and sets targets to close them. |  | * Do we examine the demographic composition of our dual enrollment students compared to high school enrollments overall? * Does the district collect and track participation rates in dual enrollment and other acceleration opportunities, disaggregated by race and ethnicity, by high school? * Have we compared the participation rates for students of color versus white students? |  |
| District and school leaders work with the college partners to define purpose, set equity goals for dual enrollment, and form agreements that promote equity. |  | * Do senior leaders meet with college 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 the two partners jointly invest in co-advising, co-located facilities, transportation or other shared resources to benefit dual enrollment students? |  |
| District and school leaders have developed an equity-minded culture in which administrators, teachers, and staff demonstrate by their actions high expectations that historically underrepresented students of color will thrive in dual enrollment. |  | * Do senior leaders, teachers, counselors, and other staff express a belief that students of color are capable of college-level work? * Does the district provide robust professional development and learning opportunities on equity mindedness and racial literacy? * Has the school scrutinized its dual enrollment policies and practices with a view to identifying ways to close equity gaps in participation and success? |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Principle II: Expand equitable access to dual enrollment** | **Stage of Adoption at Our College** | **Guiding Questions** | **Opportunities for Improvement and Next Steps** |
| District and school 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 expose elementary and middle school students in communities of color to the idea of going to college? * Do we actively encourage students of color from an early age to pursue dual enrollment and other acceleration options when they are in high school? * What do we do to ensure all students coming from middle school are prepared to participate in college acceleration in high school? Do we offer programs such as Advancement Via Individual Determination (AVID), Gear Up, and College Spark? * Have we built partnerships with communities of color through community-based organizations, religious groups, and civic organizations? |  |
| High school and district staff communicate clearly and directly with families about the details and value of dual enrollment, with a focus on reaching communities of color. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * 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 and other acceleration options 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 high school and district identify and actively recruit students. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do we evaluate student GPAs, test scores, and other key data to identify the widest range of students who might be eligible for dual enrollment and encourage them to participate? * Do we help students who don’t currently qualify to meet the requirements in the future? |  |
| The high school 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? * How frequently can students retake the test? Do we 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 district and high school strive 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? |  |
| The district and high school work to bridge the transportation gap 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 school buses from the high school to college campus or free passes for regional transit authorities? If so, do students of color receive these benefits equitably? |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 high school provides all dual enrollment students with strong counseling, with opportunities to explore academic and career options. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * What counseling do we provide dual enrollment students? Are any students missing out? Do students of color participate equitably? * How do we help students explore options for careers, majors, and college destination(s)? * Are students required to have an academic and/or career plan? For college as well as high school? * Do we help students develop college and career plans? |  |
| High school counselors encourage students to choose the right mix of acceleration options. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * What acceleration options (e.g., dual enrollment, Early College High School, AP, IB, Cambridge AICE) do we offer? What are the benefits and challenges of each program? What are the equity implications of each program? * How do we present these options to students? Can they participate in more than one option? * Do students of color participate equitably? * Do we collect data on the enrollment and outcomes for students in each option, disaggregated by race and ethnicity? Across all options? |  |
| Counselors, dual enrollment program staff, and teachers practice intrusive advising to ensure all students receive guidance and support. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Have school leaders fostered a culture of support for dual enrollment students? What do we do to increase students’ sense of belonging and confidence, especially for students of color? * 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 dual enrollment courses or falling off selected course plans? |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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 district and high school work with college 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 high school and college teachers 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? |  |
| High school 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 dual enrollment courses is high, whether taught by college faculty or our teachers serving as college adjuncts? * What college practices and habits (e.g., office hours) do we replicate for our dual enrollment students? |  |
| Faculty use culturally and linguistically responsive pedagogy. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do we encourage teachers to practice culturally and linguistically responsive teaching? Have we committed to an anti-racist curriculum? * Do we encourage teachers to attend professional development opportunities at the college on culturally and linguistically responsive pedagogy and building an anti-racist curriculum? * Are we working to increase the recruitment and retention of teachers of color? |  |
| The high school selects faculty committed to teaching dual enrollment students. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Does our union contract allow flexibility for college instructors to teach courses at the school? * How many of our teachers hold a master’s degree and 18 credit hours in their chosen subject? Do we prioritize these credentials when hiring new teachers? |  |
| The high school and district have created structures for teachers to form collaborative relationships with college faculty and department chairs. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do our teachers have opportunities to share syllabi, textbooks, and assignments with college instructors? With other high school teachers across the district? * Do our teachers have opportunities to attend college department meetings and trainings? * Should we consider seeking accreditation from the National Association of Concurrent Enrolment Partnerships? |  |
| Leaders encourage teachers to assess their teaching practices with equity in mind, including evaluating impact on students of color. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Do teachers have opportunities to learn about racial equity, reflect on which practices currently inhibit equity, examine outcomes of students of color in their classes compared to white students, reflect and develop and implement plans to counteract inequitable practices? * Are these opportunities mandatory? If not, what percentage of teachers participate? |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Principle V: Organize teams and develop relationships to maximize potential** | **Stage of Adoption at Our College** | **Guiding Questions** | **Opportunities for Improvement and Next Steps** |
| The superintendent, principal, and other senior leaders elevate an equity-focused dual enrollment team. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * Consider for district and high school: Who is responsible for monitoring and improving the access and success of dual enrollment students? For students in other acceleration options? Have we devoted sufficient resources to this function? * Does we consider a commitment to equity when hiring staff for those positions? |  |
| Leaders, teachers, and staff have trusting relationships with their counterparts at the college 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/teachers?   + 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 college partners? |  |
| Partnerships extend to other has extended partnership beyond the K-12 district. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * How often do we discuss dual enrollment 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 district 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, teachers, program coordinators, and other front-line practitioners? * Is data on dual enrolment students regularly included in internal reports? |  |
| The district and school share data with partners to assess outcomes and enact improvements. | □ Not present  □ Beginning  □ Emerging  □ Established  □ Advanced | * How often do we share data on dual enrollment access and outcomes with leaders at the college? How often do we receive data from them? * Do we disaggregate these data to identify equity gaps (e.g., by race and ethnicity, by free or reduced-price lunch status)? * 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.? |  |