Sharing a Vision for Dual Enrollment

Curriculum for Community College & K-12 Partnerships

Facilitator Guide

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Introduction

Why Use This Curriculum?

This curriculum is designed to help community college leaders and their K-12 partners meet the following learning goals:

- Understand the role that community college and K-12 senior leaders can play in the strategic and equitable implementation of dual enrollment.
- Understand the connection between strategic and equitable implementation of dual enrollment and broader student success goals.
- Develop a shared understanding of the current state and context of dual enrollment within the partnership.
- Articulate next steps for strengthening dual enrollment that will advance excellence and equity in student outcomes.
- Identify the most important audiences that need to be engaged to improve dual enrollment outcomes and begin to craft specific messages to appeal to those audiences.

Definitions

- **Dual enrollment** refers to college classes taken by high school students through a partnership with a college. In this curriculum, we focus on community college courses.
- This curriculum **does not** address other models of acceleration, including AP, IB, the Cambridge Advanced International Certificate of Education Diploma (AICE), and early college high schools.

*Please see page 6 of **The Dual Enrollment Playbook** for additional context on dual enrollment.*

How to Use This Curriculum

This set of curricular materials provides agendas and materials. The sample agenda embedded in the customizable participant guide assumes one full-day session. The curriculum can be delivered virtually or in-person, but in-person is preferred.

Each module contains information based on findings from the Dual Enrollment Playbook with aligned small group discussion activities and prompts to deepen and apply learning.

This version of the curriculum is designed for facilitation with a group of community college and K-12 senior leaders who are engaged in dual enrollment work together.

If you are interested in leading a session for community college leaders only (either as individuals or in college teams), please see the parallel guide for that audience.

Materials in this guide:

- Overview of the sessions with facilitation notes and guidance

- Suggestions for session pre-work

- Suggested, customizable agenda

Additional curricular materials:

- Customizable Participant Guide Google Doc, with a brief overview of the work, a suggested agenda, interactive activities, assessments, and resources that map to the agenda.

- PowerPoint deck that can be used for curriculum delivery, including small group activity directions and suggested times

Planning the Sessions

- If you are delivering the sessions virtually, we suggest you break the agenda up into smaller sections. The facilitation agenda notes suggested stopping points for virtual delivery to ensure that the sessions are shorter and more digestible.
- This sample agenda is meant to serve as a guide or template. Feel free to customize based on the needs of your group and the time you have for delivery.
- We recommend that you meet with the president and K-12 principal or superintendent in advance of the session to:
    - Discuss the current state of the dual enrollment partnership
    - Review data from current partnership outcomes
    - Discuss priorities
    - Discuss which individuals from each institution should be invited to attend
- The agendas assume that one facilitator is leading the curriculum with one partnership. If working with multiple partnerships in one session, consider planning for ample breakout space and enough facilitators.

Checklist:

☐ Book dates, and space if working in-person–consider the cadence of presidents' calendars and avoid especially busy times

☐ Decide if you will deliver the content over one or more sessions.

☐ Use this guide to build a customized agenda with time for group discussion and presentation

☐ Meet with the college president and K-12 leaders to review data and plan for the session.

Leading the Sessions

- Consider the pre-existing level of trust between participants. Do the participants from the partnership regularly work together? Are they accustomed to giving one another honest feedback? Have they engaged together previously in settings where they were encouraged to share challenges in their work? If not, consider whether you may need to add some community-building time into your plans.
- If it is important for you to have notes from the whole group discussion, consider embedding a second staff member to take notes so the facilitator can focus on discussion.
- Suggested times are listed for each group discussion. You may choose to adjust based on the time you have to deliver the content.

Checklist:

☐ Reflect on the level of trust between the participants in the group and plan accordingly, with additional community-building time if needed

☐ Ensure you have enough facilitators and note takers, and, if working virtually, someone ready to help with technical assistance as you run the meetings and breakouts

☐ If meeting virtually, consider additional opportunities for engagement like virtual whiteboards and polls

☐ Choose videos you want to include in presentations, or invite live speakers

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Support Materials

The following assets are included in this suite of curricular materials to support delivery:

ITEM	FORMAT & CONTENT	FACILITATOR USE
Participant Guide (individuals)	Editable Google doc with embedded tools and note-taking pages	Add context, dates, and times; edit agenda according to session customization
Slide Deck	PowerPoint to support curriculum delivery, including group discussion questions	Add timing and context and use to guide sessions
Video library	Videos hosted on Dropbox to support delivery	Watch suggested videos and embed into presentation

The following pages contain suggested agendas for all sessions. Review the agendas and plan your own sessions to fit your team and the time available.

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Pre-Work

Distribute pre-work instructions several weeks ahead of your first session. Emphasize that it is important work that will enable the group to dive in and get to meaningful work quickly.

The pre-work prompts and questions below are also included in the participant guide for easy distribution to participants.

- Read *The Dual Enrollment Playbook: A Guide to Equitable Acceleration for Students*.
- Complete *The Dual Enrollment Playbook: Tool for Assessing Equitable Practices at Community Colleges* (community college partners) or *The Dual Enrollment Playbook: Tool for Assessing Equitable Practices at High Schools* (K-12 partners).
  - *Note for facilitators:* You may wish to upload the assessment questions into SurveyMonkey, Qualtrics, Google Forms, or other survey software in order to collect responses from participants. Ask each participant to complete their own survey, then compile the results for each team into one results "heat map" to prompt in-session discussion of strengths, areas for improvement, and differences in opinion.
- Provide context information about your college's dual enrollment program, including goals and current progress to goals.
  - *Note for facilitators:* As noted above, plan to host a preparation call with college/district leadership ahead of the session to review their goals, data, and context.

Sharing a Vision for Dual Enrollment

Total Run Time
5-6 Hours

Detailed Agenda

5-6 Hours

Time	Session/Learning Goal	Materials and Facilitator Notes
00:00 - 00:00 am/pm *Duration: 20 minutes*	**Welcome and Opening Remarks** **Welcome** • Welcome • Staff intros • Overall objectives • Daily agenda • Site or virtual logistics **Warm-up / Icebreaker**	**Slides 1-7** The introductory slides are customizable and contain placeholders for logistics and a warm-up activity or icebreaker. You may wish to allow for a longer warm-up / icebreaker time if this is the first time this group of participants has worked together.
00:00 - 00:00 am/pm *Duration: 60 minutes*	**Setting the Stage: Excellence & Equity in Dual Enrollment** *Learning Goal:* Understand the connection between strategic and equitable implementation of dual enrollment and broader student success goals. **Context Setting—The Research (30 minutes)** **Slides 8-21** • Introduce Aspen CEP's framework for student success: dual enrollment is part of the access component of the framework • Explain that this curriculum is based on research done by Aspen and the Community College Research Center (CCRC) - introduce the Dual Enrollment Playbook and associated tools • Walk through the five strategies at a high level ○ *Note:* Participants were asked to read the *Playbook* as pre-work, so this should be a review. Plan to cover each strategy at a high level and pause for questions.	**Slides 8-23**

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	Walk & Talk (15 minutes) Slide 22 ● Invite participants to stand up and find a partner. Discuss: 　○ Consider the five strategies covered in *The Dual Enrollment Playbook*. Where do you feel your partnership is the strongest? 　○ What was your biggest takeaway from the pre-reading regarding a possible area of opportunity for your partnership? ● Invite 1-2 participants to share about their discussion with the whole group before continuing the presentation. ● *If the session is taking place virtually, you may consider replacing the "walk & talk" with a polling activity, partner discussion in randomized breakout rooms, or a brief whole group discussion. Consider the size of your group when choosing an option.* **Q&A (15 minutes) Slide 23** ● Invite questions from participants	
00:00 - 00:00 am/pm *Duration: 15 minutes*	**Break**	**Slide: 24**
00:00 - 00:00 am/pm *Duration: 30 minutes*	**The Mission & Business Case** *Learning Goal: Identify the most important audiences that need to be engaged to improve dual enrollment outcomes and begin to craft specific messages to appeal to those audiences.* **Making the Case with Data—Why Dual Enrollment? (30 minutes) Slides 28-37** ● Share slides 25-37 to share the business and mission cases for dual enrollment, modeling casemaking with national data ● The business case: 　○ Through dual enrollment, partnerships can: 　　■ Increase revenue and enrollment 　　■ Fulfill performance funding targets and K-12 accountability metrics 　○ The community can: 　　■ Increase college attainment 　　■ Close equity gaps in college attainment 　○ Case-making slides:	**Slides: 25-37**

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	■ Dual enrollment is catching up with AP
	■ High school students have been the most resilient during the pandemic in terms of community college enrollment
	
	● The mission case:
	  ○ Through dual enrollment, colleges and K-12 partners can:
	    ■ Provide HS students advanced curricula
	    ■ Introduce college-level expectations early
	    ■ Help students increase their sense of purpose by exploring potential programs of study
	    ■ Reduce time/cost of earning a college degree
	    ■ Close equity gaps in all of the above
	  ○ The community can:
	    ■ Meet workforce needs and expand the talent tool
	    ■ Achieve higher levels or economic and social mobility
	  ○ Case-making slides:
	    ■ The federal government is increasingly focused on dual enrollment
	    ■ Dual enrollment is promising college accelerant
	    ■ Inequities exist in dual enrollment and AP, and increased participation in dual enrollment has not yet closed equity gaps
	● Provide time for any questions or reflections	

00:)0 - 00:00 am/pm *Duration: 60-80 minutes*	**Group Discussion: Setting a Shared Vision for Dual Enrollment** *Learning Goals: Develop a shared understanding of the current state and context of dual enrollment within the partnership. Identify the most important audiences that need to be engaged to improve dual enrollment outcomes and begin to craft specific messages to appeal to those audiences.* Facilitate a conversation with the partnership group to walk through any existing goals and the current outcomes of the dual enrollment partnership. If the partnership does not have established goals, district/college leaders should be encouraged to complete the Dual Enrollment "Guide to Getting Started" as a prerequisite to engaging in this session.	**Slides: 38-41 Participant Guide page 7**

	If the full group is comprised of more than 12 individuals, consider breaking the group up into smaller groups for conversation, then bringing them back together for a 10-20 minute wrap-up conversation in the whole group.
	
	(30 minutes) Review current partnership outcomes data and progress to goals. Use the following questions to guide discussion:
	    ● **Where you are making progress toward goals:**
	        ○ What has enabled you to make this progress?
	    ● **Where you are not making progress:**
	        ● Why do you think progress is not being made? What is within your control that you can do to close these gaps? How can you ensure progress and avoid momentum loss?
	        ● Are there any new goals you think should be considered in future iterations of this work?
	        ● How can you reinforce why this work matters (as part of your action planning)?
	        ● Why does it matter to both partners and the community?
	        ● How can you continue to build buy-in?
	
	(30 minutes) Transition to a discussion about future work and audiences.
	    ● What are the biggest changes this partnership might consider given your conversations here today?
	    ● Who are the most important audiences you need to reach to make the case for why these updated goals matter? What arguments will be most compelling to those audiences? Who is the best messenger?	

00:00 - 00:00 am/pm *Duration: At facilitator discretion*	**Break** Invite participants to break at this time. This could potentially serve as a longer lunch break or networking break depending on the time of the session. *Note: If you are facilitating these sessions virtually, you may consider stopping the first session and this point and leading the remainder of "Session 1" as a separate virtual session.*	
00:00 - 00:00 am/pm	**From Vision to Action: The Role of Senior Leaders**	**Slide: 43-47**

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| Duration: 20 minutes | *Learning Goal: Understand the role that community college and K-12 senior leaders can play in the strategic and equitable implementation of dual enrollment.*

● Revisit Strategy 1: set a shared vision and goals that prioritize equity
● Discuss the roles of senior leaders, including:
  ○ Strategically incorporate dual enrollment strategies into broader strategies for meeting student success and equity goals, each understanding the incentives and implications for the other partner organization
  ○ Strategically align dual enrollment metrics to broader metrics
  ○ Support the partnership with common goals/measures, mutual investment, and a backbone
  ○ Set and continue to promote the vision and help everyone at both the college and the K-12 system understand why dual enrollment is core to the vision for student success
  ○ Articulate why dual enrollment is important to success at both entities and what the "return" could look like for the community college, the K-12 district, and the community at large
  ○ Develop an excellence- and equity-minded culture by instilling high expectations for all students and committing to providing necessary supports
● Share example from Lorain County Community college
  ○ Slide 46
  ○ Show video of President Marcia Ballinger of Lorain County Community College discussing the dual enrollment strategy at LCCC: Marcia Ballinger Video 1 (5 minutes 42 seconds) | |
| 00:00 - 00:00 am/pm
Duration: 80 minutes | **Action Planning: Current State and Next Steps**
Learning Goal: Develop a shared understanding of the current state and context of dual enrollment within the partnership. Articulate next steps for strengthening dual enrollment that will advance excellence and equity in student outcomes.

As a group, participants will review their institutional self-assessment results (completed for pre-work) and work through a set of guiding questions to understand the current state of dual enrollment at their institutions and identify next steps. *As in* | **Slide: 48-49**
Participant Guide pages 9-10 |

	the previous group discussion, if the group is larger than 12, consider breaking them into smaller groups for discussion.	
	(40 minutes) Discuss the following: Consider your results from the assessment tools created for pre-work. - What strengths did you identify in your assessment results? - How might your partnership build on those strengths to move toward the changes and goals articulated earlier in the session? - What areas for improvement or opportunities for change can you identify? - How can the strategies you've learned from today's presentation help address those opportunities? **(40 minutes) Action planning:** Have participants use the matrixed graphic organizer on page 10 of the participant guide to discuss key audiences and next steps with each. - How can your two institutions partner to elevate the importance of dual enrollment, tying it to other initiatives and priorities? **Audience:** Who are the most important audiences that need to be engaged? **Intent:** What do you want them to do differently than they do today? How are they currently engaged? What's keeping them from being engaged as much as needed? **Messaging:** For each audience, what might compel them to act differently? What messages/data/information do you want to present to them, and in what context? **Next steps:** What are the next 1-3 steps with this audience? Who is responsible for making sure those steps are taken? If facilitating in-person, you may wish to break the team up into smaller groups, with each addressing a different audience. Then, bring the group back together to share learning or facilitate a gallery walk with reflection time.	
00:00 - 00:00 am/pm *Duration: 10 minutes*	**Closing** Summarize the day's learnings and take final questions Closing Announcements - Any final logistics - Daily evaluation	**Slide: 50**

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