Leading for Excellence and Equity in Dual Enrollment

Facilitator Guide: Curriculum for Community College Leaders

COLLEGE EXCELLENCE PROGRAM
aspen institute

Table of Contents

COLLEGE EXCELLENCE PROGRAM
aspen institute

Introduction

Why Use This Curriculum?

This curriculum is designed to help community college leaders meet the following learning goals:

- Explain:
    - The importance of excellence and equity in dual enrollment to the broader student success mission
    - The roles of senior leaders in achieving strategic and equitable impact through dual enrollment
    - The current state and context of dual enrollment at your college
    - How to build effective external partnerships with K-12 and other partners

- Develop a compelling vision for dual enrollment that will advance excellent and equitable student outcomes by:
    - Articulating the primary reasons dual enrollment matters for mission and business goals
    - Identifying priorities for improvement of college practice
    - Assessing reasons the strategy will appeal to internal and external stakeholders

- Develop a compelling value proposition for different audiences, including:
    - Institutional stakeholders (senior team, faculty, board, etc.)
    - Superintendents and high schools
    - Community (including families, prospective students, employers)
    - Legislators/governors

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.

COLLEGE EXCELLENCE PROGRAM
aspen institute

How to Use This Curriculum

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

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 community college leaders, either as individuals or in teams. The guidance is structured for a group of individual participants, but notes throughout this document provide guidance for tailoring the context for college teams rather than a group of leaders from different colleges.

If you are interested in leading a session for a team of individuals from both community college and K-12 partners, 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

- As you select dates and build agendas, consider the time between modules. As written, the agenda assumes that the modules will be spread out across two consecutive days. If you choose to deliver the sessions farther apart, you will need to adjust the pre-work and may choose to make other adjustments to expand the content. If you are delivering the sessions virtually, we suggest you break the agenda up further into smaller sections. The facilitation agenda notes suggested stopping points for virtual delivery to ensure that the sessions are shorter and more digestible.
- This set of sample agendas 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.
- For team based sessions, we suggest letting individual presidents define who from their institutions they would like to bring to the sessions, however, you may want to recommend relevant stakeholders such as the vice president of academic affairs, vice president for student affairs, chief finance officer.
- The agendas lay out a mix of whole-group presentations and small group breakout discussions. For maximum engagement in the breakout discussions, we suggest no more than six individuals per small group, plus one facilitator.

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, two, or more sessions

☐ Use this guide to build a customized agenda with time for group learning and breakouts

☐ Invite presidents and give them guidelines for who else should comprise their team, **or** invite individual participants

Leading the Sessions

- Consider the pre-existing level of trust between participants. Are the participants in the sessions already part of an existing network or community of practice? 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 small group discussions, consider embedding a second staff member to take notes so the facilitators can focus on discussion.

- For this engagement you will need one facilitator per breakout session (or, if done with institution teams, one facilitator per institution). If you have existing coaches or other facilitators who regularly work with these teams as part of your organization's work, you may consider using those coaches to facilitate the small group sessions.

- Suggested times are listed for each small group discussion. You may choose to adjust based on the time you have to deliver the content. We suggest at least 40 minutes for each small group discussion.

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

Support Materials

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

ITEM	FORMAT & CONTENT	FACILITATOR USE
Participant Guide	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 small group activity directions	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.

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 linked in the participant guide.

- Complete the Data Inquiry Guide
    - *Note for facilitators:* The Data Inquiry Guide is provided as a Google doc that participants can copy and edit digitally. You may wish to download the document and provide it as a Word document or pdf file instead. Please consider the readiness of your participant group to engage with different formats when determining how to distribute the pre-work.
- 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*.
    - *Optional:* You may wish to upload the assessment questions into SurveyMonkey, Qualtrics, Google Forms, or other survey software in order to collect responses from participants. If delivering to individual leaders, ask each participant to complete their own survey. If delivering to teams, ask each participant to complete their own survey, then compile the results **anonymously** to prompt in-session discussion of strengths, areas for improvement, and differences in opinion.
    - *Optional:* Provide context information about your college's dual enrollment program. If you are leading the session for a group of individual leaders from different colleges, you may wish to collect some additional context information (i.e. state funding model for dual enrollment, etc.) in order to assign participants to context-specific groups for small group discussions.

Session 1

Defining Mission and Business Reasons for Dual Enrollment

Total Run Time
5-6 Hours

COLLEGE
EXCELLENCE
PROGRAM
aspen institute

Session 1 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 introductions ● Overall objectives for the two-day session ● 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: 45 minutes*	**The Importance of Dual Enrollment** *Learning Goal:* Explain the importance of excellence and equity in dual enrollment to the broader student success mission **Context Setting—The Research (20 minutes)** **Slides 8-20** ● 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: 8-26**

	Walk & Talk (15 minutes) Slide 21 ● 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 college is the strongest? 　○ What was your biggest takeaway from the pre-reading regarding a possible area of opportunity for your college? ● 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.* **Context Setting—Defining Dual Enrollment (10 minutes)** Slides 22-26 ● Share slides 22-26 to align participants on the definition of dual enrollment that will be used during these sessions, and share statistics about the growth of dual enrollment nationally. Take questions as they arise. Share that after the break, we will discuss the mission and business reasons for dual enrollment.	
00:00 - 00:00 am/pm *Duration: 15 minutes*	**Break**	**Slide: 27**
00:00 - 00:00 am/pm *Duration: 30 minutes*	**The Mission and Business Case** *Learning Goal: Develop a compelling vision for dual enrollment that will advance excellent and equitable student outcomes by articulating the primary reasons dual enrollment matters for mission and business goals.* **Making the Case with Data—Why Dual Enrollment? (30 minutes)** Slides 28-44 ● Slides 28-43 show the business and mission cases for dual enrollment, modeling casemaking with national data ● The business case: 　○ Through dual enrollment, colleges can: 　　■ Increase revenue and enrollment	**Slides: 28-44**

COLLEGE EXCELLENCE PROGRAM
♠ aspen institute

- Fulfill performance funding targets and K-12 accountability metrics
- The community can:
  - Increase college attainment
  - Close equity gaps in college attainment
  - Meet workforce needs and expand the talent pool
- Case-making slides:
  - Dual enrollment is catching up with AP
  - High school students have been the most resilient during the pandemic in terms of community college enrollment
  - Show sample data from Valencia College (one of the colleges featured in the Playbook)
    - Program trends: dual enrollment is growing
    - Dual enrollment headcount by race/ethnicity: dual enrollment is part of a pipeline of diverse talent
    - Post-secondary institutions attended: dual enrollment students convert to Valencia at high numbers
- 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
  - Case-making slides:
    - The federal government is increasingly focused on dual enrollment
    - Dual enrollment is a promising college accelerant
    - Inequities exist in dual enrollment and AP, and increased participation in dual enrollment has not yet closed equity gaps
- Putting it all together: Dual enrollment must move from discrete initiatives to intentional, equitable strategies

00:00 - 00:00 am/pm
Duration: 15 minutes
	Define the Mission and Business Reasons for Dual Enrollment—Independent Reflection
	Learning Goal: Develop a compelling vision for dual enrollment that will advance excellent and equitable student outcomes by articulating the primary reasons dual enrollment matters for mission and business goals.
	
	You have 15 minutes to answer questions on pages 8-10 of your participant guide, reflecting on the "why" of dual enrollment for your college specifically.
	   ● Mission considerations: What goals should my college try to achieve for students through dual enrollment? Prompts for consideration:
	     1. Reduce college costs for students and families; reduce the time to earn a degree/credential
	     2. Increase academic rigor for high school students in preparation for college; increase the chances they will attain a degree, especially students of color and students from lower-income families
	     3. Introduce high school students to college-level expectations; help them develop confidence in doing college-level work
	     4. Advance students' goals and sense of purpose by exposing them to postsecondary fields of study
	     5. Promote upward mobility in the community by connecting high school students of color and students from lower-income backgrounds to postsecondary pathways
	     6. Grow and diversify the local talent pipeline and put students on a pathway to well-paying, in-demand jobs
	     7. Other? _____(explain)
	   ● Business considerations: What goals are we trying to achieve for our institution through dual enrollment? Prompts for consideration:
	     1. Increase revenue
	     2. Increase the number of dual-enrolled and post-high school students
	     3. Meet K-12 state accountability metrics that reward dual enrollment participation
	     4. Other? _____(explain)
	
	Reflection Box:
		Slide: 45
		
		Participant Guide: Pages 8-10

	• What are the most compelling, mission-oriented reasons to advance excellence and equity in dual enrollment **at my college and in my community**? • What are the most compelling business reasons **at my college and in my community**?	
00:)0 - 00:00 am/pm *Duration: 60-70 minutes*	**Define the Mission and Business Reasons for Dual Enrollment—Small Group Discussions** *Learning Goal: Develop a compelling vision for dual enrollment that will advance excellent and equitable student outcomes by articulating the primary reasons dual enrollment matters for mission and business goals.* Reconvene participants and explain that they are going to be broken out into small groups either a.) by context, or b.) by college team, depending on whether you are working with individuals or teams. **Directions for individual leaders:** **(10 minutes) Facilitate introductions with the small group, and ask each individual to share a bit about the context of dual enrollment at their college and in their community (i.e. What is the funding model? How large is your dual enrollment population?).** **(40 minutes) Participants will begin to articulate a future state for dual enrollment at their institution by discussing the following questions:** • Imagine five years from now. If you have significantly expanded access to, quality of, and equity in dual enrollment, what would the implications be for students? For the college? For the community? • What are the biggest changes you will need to make in your institution's approach to dual enrollment to achieve this future state? What would need to change internally? In your approach to partnerships? • If you were to pursue those changes, what assets might you tap at your institution to help you (people, programs, financial resources)? What assets might you tap in the community?	**Slide: 46** **Participant Guide pages 11-13** *Facilitator Note: If working with individual leaders. break participants into similar context groups. Take into consideration funding mechanisms (Is dual enrollment free/not free for students? Does the college, state, or school pay?) Also take into consideration modalities (at college vs. mostly in high schools) for groupings.* *By reflecting on the questions to the left, participants will be able to share insights about what is and isn't working at their institutions. Because they are grouped in similar contexts, these insights*

	• What resistance might come from within the institution? From the community? What ideas do you have for mitigating resistance? **(10 minutes) Participants will individually reflect on the conversation using the Future State Reflection Box on p. 13 of the participant guide:** • What are one to three internally oriented actions you can take to begin to move your college to the future state described above? • List one to three external actions you can take to advance this vision with K-12 partners and/or other members of the community. **Directions for college teams:** **(10 minutes) Invite team members to share ideas from their independent reflection time.** **(45 minutes) Team members will begin to articulate a future state for dual enrollment at their institution by discussing the following questions. Encourage the team to use the data inquiry guide they completed for pre-work to inform discussion.** • Imagine five years from now. If you have significantly expanded access to, quality of, and equity in dual enrollment, what would the implications be for students? For the college? For the community? • What are the biggest changes you will need to make in your institution's approach to dual enrollment to achieve this future state? What would need to change internally? In your approach to partnerships? • If you were to pursue those changes, what assets might you tap at your institution to help you (people, programs, financial resources)? What assets might you tap in the community? • What resistance might come from within the institution? From the community? What ideas do you have for mitigating resistance? **(15 minutes) Conclude using the Future State Reflection Box on p. 13 of the participant guide:** • What are one to three internally oriented actions you can take to begin to move your college to the future state described above?	*should be more applicable to support one another's work.*

	● List one to three external actions you can take to advance this vision with K-12 partners and/or other members of the community.	
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.*	**Slide: 47**

00:00 - 00:00 am/pm *Duration: 25 minutes*	**From Vision to Action: The Role of Senior Leaders** *Learning Goal: Understand the roles of senior leaders in achieving strategic and equitable impact through dual enrollment.*
	
	 ● Revisit Strategy 1: set a shared vision and goals that prioritize equity
	 ● Discuss the roles of senior leaders, including:
	  ○ Setting the vision
	  ○ Articulating why dual enrollment is important
	  ○ Strategically align dual enrollment to existing pathways work with equity in mind
	  ○ Develop an excellence- and equity-minded culture
	 ● Share example from Lorain County Community college
	  ○ Slide 52
	  ○ 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)
	 ● Practitioner Perspective
	  ○ Slide 53
	  ○ Set up the video from President Kathleen Plinske of Valencia College by asking participants to listen for the unique role of the senior leader. What are you currently applying in your work now and what might you implement?
	  ○ Kathleen Plinske Video 1 (4 minutes 42 seconds)
		Slides: 48-53 *Facilitator note: Feel free to replace the "practitioner perspective" videos with live reflections from senior leaders who have led dual enrollment strategies with excellent and equitable outcomes.*

00:00 - 00:00 am/pm *Duration: 50-70 minutes*	**Understanding Your Current State of Dual Enrollment—Small Group Discussions** *Learning Goal: Understand the current state and context of dual enrollment at your college, and identify priority areas for improvement.*	**Slide: 54** **Participant Guide pages 15-17**
	In small groups, participants will review their institutional self-assessment results (completed for pre-work) and answer a set of guiding questions to understand and articulate the current state of dual enrollment at their institutions.	
	Directions for individual leaders:	
	(40 minutes) Discuss the following: Consider your results from the *Tool for Assessing Equitable Practices at Community Colleges.*	
	● What strengths did you identify in your assessment results? ● How might your institution build on those strengths to move toward the future state articulated earlier in the session? ● What areas for improvement or opportunities for change did you identify? ● How can the strategies you've learned from today's presentation help address those opportunities?	
	(10 minutes) Individual Action Planning (independent) ● What areas for improvement or opportunities for change do you want to bring back to your institution? What are your next steps? ● Revisit your next steps from the prior exercise. Would you modify them or reprioritize them? What are your next 1-3 steps?	
	Directions for college teams:	
	(50 minutes) Discuss the following: Consider your results from the *Tool for Assessing Equitable Practices at Community Colleges.*	
	● What strengths did you identify in your assessment results? ● How might your institution build on those strengths to move toward the future state articulated earlier in the session?	

	• What areas for improvement or opportunities for change did you identify? Where were there significant areas of disagreement among those who completed the assessment tool? Why might that be? • How can the strategies you've learned from today's presentation help address those opportunities? **(20 minutes) Action Planning** • What areas for improvement or opportunities for change do you want to bring back to your institution? What are your next steps? • Revisit your next steps from the prior exercise. Would you modify them or reprioritize them? What are your next 1-3 steps?	
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: 55**

Session 2

Dual Enrollment Partnerships and Action Planning

Total Run Time
4-5 Hours

Session 2 Detailed Agenda
4-5 hours

Time	Session/Learning Goal	Materials & Facilitator Notes
00:00 - 00:00 am/pt *Duration: 5 minutes*	**Opening Remarks** ● Welcome back ● Acknowledge anything from survey results that stands out ● Recap Day 1 learnings and how they prepared us for today ● Share learning goals and daily agenda	**Slides: 56-59**

00:00 - 00:00 am/pm
Duration: 40 minutes
	Building Dual Enrollment Partnerships
	Learning Goal: Understand how to build effective external partnerships with K-12 and other partners
	
	(25 minutes) Presentation
	Consider how dual enrollment is part of an educational ecosystem for students
	
	Situate in Principle I, Part 3 of the Dual Enrollment Playbook
	● Practitioner Perspective
	    ○ Sandy Shugart Video (9 minutes 28 seconds)
	
	Slides: Consider Partners' Incentives and Constraints
	● Discuss from internal and external perspectives
	● Practitioner Perspective
	    ○ Marcia Ballinger Video 2 (2 minutes 44 seconds)
	
	Equity-Minded Practices for Partnerships
	● Valencia example
	● Practitioner Perspective
	    ○ Kathleen Plinske Video 2 (2 minutes 35 seconds)
	
	(15 minutes) Q&A/Full Group Discussion
		Slides: 60-69
		
		Facilitator Note: You may wish to replace one or more of the practitioner perspective videos with live reflections from leaders who have led dual enrollment strategies with strong and equitable outcomes.
		
		If leading the session in-person, you may consider adding a Walk & Talk or other opportunity for partner share following the Q&A.

COLLEGE EXCELLENCE PROGRAM
◆ aspen institute

	• Take questions from participants and prompt them to consider key takeaways from the practitioner videos. What partnership strategies did these colleges employ that were innovative or different from the norm? What might you bring back to your college?	
00:00 - 00:00 am/pm *Duration: 45 minutes*	**Partnering with K-12 on Dual Enrollment** *Learning Goal: Understand how to build effective external partnerships with K-12 and other key stakeholders* **(30 minutes) Conversation with Superintendent(s)** Engage a K-12 superintendent or panel of K-12 leaders to share the K-12 perspective, using the questions below as a guide. You may wish to select the most relevant 2-3 questions for your group's context depending on the size of the panel. • What do you as K-12 superintendents think about dual enrollment? Why does dual enrollment matter to K-12? • What are your expectations/thoughts about the role of community colleges in dual enrollment? • What challenges do you as superintendents face in dual enrollment programming? • What are some of the key issues for K-12 superintendents that dual enrollment can help solve? • In the midst of a pandemic, contentious board meetings, etc., how does one make the case for dual enrollment as a priority? • What can community college leaders do to better partner with K-12? **(15 minutes) Audience Q&A**	**Slides: 70-71**
00:00 - 00:00 am/pm *Duration: 15 minutes*	**Break**	**Slide: 72**
00:00 - 00:00 am/pm *Duration: 20 - 40 minutes*	**Assessing Your Partnership Opportunities—Independent Reflection and/or Discussion** *Learning Goal: Develop a compelling vision for dual enrollment that will advance excellent and equitable student outcomes by assessing reasons the strategy will appeal to internal and external stakeholders.*	**Slide: 73** **Participant Guide pages 21-22**

Directions for individual leaders:

Take 20 minutes to reflect independently on the partnerships you have or want to build to improve dual enrollment success and equity in your community. Reflect on the questions found on pages 21-22 of your participant guide and results from Principle II and IV in your *Tool for Assessing Equitable Practices at Community Colleges*.

- Based on your assessment results and the vision for dual enrollment you described in the previous session, who do you need to partner with externally to improve dual enrollment success and equity?
    - Consider both existing partners and potential future partners. Start with K-12 and consider which additional stakeholder groups are critical (i.e. students, families, faculty, staff, community, legislature)
- Who is currently responsible for these partnerships? Do they have the right charge? Enough time/resources?
- Is there alignment in purpose and vision between your institution and these partners? How do you know? What might be done to advance that alignment?
- Are other internal or external stakeholders critical to consider, given the context of dual enrollment at your institution?

Directions for college teams:

With a facilitator, take 40 minutes to discuss the partnerships you have or want to build to improve dual enrollment success and equity in your community, using the questions found on pages 21-22 of your participant guide and results from Principle II and IV in your *Tool for Assessing Equitable Practices at Community Colleges*.

- Based on your assessment results and the vision for dual enrollment you described in the previous session, who do you need to partner with externally to improve dual enrollment success and equity?

COLLEGE
EXCELLENCE
PROGRAM
aspen institute

	○ Consider both existing partners and potential future partners. Start with K-12 and consider which additional stakeholder groups are critical (i.e. students, families, faculty, staff, community, legislature) ● Who is currently responsible for these partnerships? Do they have the right charge? Enough time/resources? ● Is there alignment in purpose and vision between your institution and these partners? How do you know? What might be done to advance that alignment? ● Are other internal or external stakeholders critical to consider, given the context of dual enrollment at your institution?	
00:00 - 00:00 am/pm *Duration: 15 minutes*	**Making the Case for Dual Enrollment** *Learning Goal: Develop a compelling value proposition for different audiences: institutional stakeholders (senior team, faculty, board, etc.), superintendents and high schools, community (including families, prospective students, employers), legislators/governors* Invite a college leader who has successfully led dual enrollment work to share reflections on how they made the case to a few key stakeholders. You may use the following questions to prompt their reflection: ● What message about dual enrollment were you trying to convey to that particular stakeholder? How did you structure your messaging to appeal to that stakeholder? ● Were you always the messenger yourself, or did you recruit others? How did you make those decisions? ● What challenges did you face when making the case about excellence and equity in dual enrollment? How did you mitigate them? Share the considerations on slide 75 about audience, intent, and message.	**Slides: 74-75** *Facilitator Note: If working virtually, you may wish to break this session up into two shorter sessions, starting the second mini-session at this point.*
00:00 - 00:00 am/pm *Duration: 60 minutes*	**Making the Case for Dual Enrollment—Small Group Activity and Group Discussion** *Learning Goal: Develop a compelling value proposition for different audiences: institutional stakeholders (senior team, faculty, board, etc.), superintendents and*	**Slides: 76-77** **Participant Guide: p. 24-26**

COLLEGE
EXCELLENCE
PROGRAM
◆ aspen institute

high schools, community (including families, prospective students, employers), legislators/governors.

Break participants into stakeholder groups (cross-contexts/cross-teams), allowing them to choose one of their top two partner audiences to start. If working with college teams, encourage mixing of teams to allow for cross-team conversation.

Invite participants to take a stretch break before moving into their first group.

<u>Partners</u>:
- Students and families
- Faculty
- Staff
- K-12
- Community
- Legislature/governor

Step 1: Round 1 of audience discussions (20 minutes)
- Participants will select an audience, go to that chart paper, and brainstorm a value proposition based on the following questions:
  - What does this audience care about?
  - What do you want the audience to do?
  - What data are important to share with them?
  - What challenges do you anticipate?
- A facilitator will help capture the discussion and probe thinking.

Cue participants to switch their focus to the second prioritized audience. Allow participants to move to the chart paper for their second audience.

Step 2: Round 2 of audience discussions (20 minutes)
- Participants will move to their second prioritized audience
- A facilitator will summarize group 1's discussion to allow group 2 to pick up where group 1 left off
- Participants will continue the discussion of questions noted above.

Announce shift to individual action planning.

Step 3: Individual Action Planning (10 minutes)

Facilitator Note: If working virtually, use self-select breakout rooms to allow participants to move into groups. You may consider using JamBoard, Mural, or another virtual whiteboard to keep group notes during the discussions.

If you are working with college teams, you may wish to add a final action planning session (30-40 minutes) following the case-making activity. Page 27 of the participant guide includes an action item checklist that can be used to document action items following the session.

	• How does this activity inform your next steps? • Who will you talk to next as a result of this activity? **Step 4: Group Closing Reflections (10 minutes)** • What questions do participants still have after this activity? • What next steps are participants taking as a result of this activity? • What are their key takeaways from the day?	
00:00 - 00:00 am/pm *Duration: 20 minutes*	**Closing** **Next Steps** Suggested post-work • Go through two or more audiences they need to focus on for their institution—revisit the making-the-case exercise to do that. • Complete the data inquiry in the Getting Started Guide **Closing Remarks** • Speak to the value of dual enrollment	**Slides: 78-80**

COLLEGE EXCELLENCE PROGRAM
aspen institute