PRINCIPLE I: SET A SHARED VISION AND GOALS THAT PRIORITIZE EQUITY

Connect Dual Enrollment to a Broader Vision

The most equitable dual enrollment programs are driven by clear and thoughtful vision, strategies that have been tested, and a clear set of goals, all of which make student success a priority. Dual enrollment is intertwined with other mission-aligned goals to provide a rigorous, quality education for all students, to expand educational opportunity in communities, and to connect students to college.

Students who participate in dual enrollment programs are gain access to a broad vision. Teachers and administrators act on the belief that all students should be encouraged to attempt the college experience. This experience should be characterized by meaningful programs that maximize rigor and affirm aspirations for all students. In addition to careful planning and goal setting, in order for dual enrollment to succeed, leaders must consider policy and revenue implications and work to allocate sufficient resources.

Commit to Equity in Dual Enrollment

Instead of viewing dual enrollment as an ancillary enrichment, school leaders should view it as an educational opportunity that should be made available to all students from diverse backgrounds. One of the purposes of effective dual enrollment programs is to increase a region's college-going rate and to increase interest in pursuing degrees beyond the associate degree. A critical component of dual enrollment programs is to introduce students to college-level expectations and expose them to postsecondary fields of study. Schools can begin by identifying equity gaps and tracking students who have taken the dual enrollment placement test but have not enrolled, working toward enrolling them in the program. School officials should strive to identify Black and Latinx students' needs and ensure that their needs are met. They must evaluate equity gaps and set targets to close them.

Consider Partners' Incentives and Constraints

Economic mobility and regional workforce development are inherent in effective dual enrollment programs. Enrollment invites students to think about opportunities beyond an associate degree. In addition to the rewards to students, communities benefit when affordable, high-quality education is linked to a region's workforce needs, and programs advance talent development on behalf of a community or region. Schools work collaboratively with local businesses and industry and serve rural communities to ensure that students who come from these areas have access to educational resources that inevitably lead to employment opportunities.

Develop an Equity-Minded Culture

The commitment to better prepare students of color and underrepresented students for college and careers is paramount in dual enrollment programs. Successful programs are based on high expectations for all students. To ensure enrollment, schools may choose to reduce costs for students and families. Schools must evaluate equity gaps and work to close them, examine existing practices that may be creating barriers unintentionally, and attend to the needs of Black and Latinx students by making them aware of the opportunities. Developing an equity-minded culture is essential for program success.

PRINCIPLE II: EXPAND EQUITABLE ACCESS

Equitable dual enrollment programs build cultures that see college attendance as a viable, desirable option. Belief that all students can succeed in college encourages program administrators to reach out to low-income students and communities of color to eliminate bias and other barriers that prevent have been identified as a hindrance to equitable access. Many schools have income and racial equity gaps in dual enrollment programs. Economically disadvantaged students and Black and Latinx students may have no expectation of passing the high-stakes placement tests, no reliable transportation to campus, and no means to pay the additional fees.

Build Early Awareness and Aspirations

Student success depends on the belief that all students should have the opportunity to benefit from advanced coursework in high school. Schools that offer a rigorous curriculum to all students—beginning in the 9th and 10th grades—create a culture that assists in preparing them for dual enrollment. In fact, schools that begin the discussion in elementary and middle schools ensure that students have the knowledge to take advanced courses in high school.

Improve Outreach to Communities of Color

Instilling in families who have no collegiate experience the importance of dual enrollment often presents a challenge. They may not understand the value of college or the processes to make college enrollment possible. They may fear that the cost of college is beyond their capacity. Building trust, raising awareness, dispelling myths are challenges to dual enrollment programs. Schools that make a concerted effort to involve parents and family members to explain the process are more likely to be successful.

Recruit Actively and Strategically

Schools that actively recruit students eliminate the inevitable participation gaps. Students with strong scores on the PSAT should be invited to enroll in concurrent courses. Schools can identify and reach out to students who have not enrolled by reviewing grade-point averages and exam results. Students whose GPA scores are below the eligibility cut-off should be encouraged to improve their grades to meet requirements.

Limit Impact of Placement Testing

Placement tests are not always the best indicator of student success. However, there are several paths to increase participation and success. Placement tests should be free and accessible, they should be given frequently, and when necessary, retesting should be made available. Schools can offer support for students to review math and English principles. In some cases, alternative strategies may be used: offering waivers to students from low-income backgrounds or students of color, lowering the test requirement, weighting GPAs, or requiring students to pass only the English or the math component.

Address Costs and Logistics

The cost of tuition, fees, books, and transportation present obstacles for many students. Schools and colleges may consider offering scholarships to help defray out-of-pocket costs. Fee waivers may be available at some institutions.

PRINCIPLE III: CONNECT STUDENTS TO ADVISING AND SUPPORTS THAT ENSURE EQUITABLE OUTCOMES

Students who have little or no experience with the college campus are more likely to need extra support to avoid mistakes that could easily result in a mishmash of college courses, a patchwork of credits earned from a variety of advanced courses that do not contribute to a college degree. Advising is a critical component that ensures academic success.

Provide Strong Academic Advising Aligned to Smart Choices

Planning a dual enrollment program for students who have no experience with higher education can be a challenge. Several factors influence student choice: fulfilling graduation requirements, earning college credits that apply to a degree program, and figuring out how to balance their new responsibilities. Advising students on their multiple options and giving them insight into the program most likely will get them to their desired goals. It is imperative to ensure that students are tracked into acceleration options by what will help them purposefully achieve their academic goals.

It is important, too, to ensure that students do well in their courses and advance toward college and career goals. This connection between what they do in higher education and their career paths leads students to their success. Program maps can ensure that all courses students take apply to their degrees and that students gain skills that prepare them for careers or are required in the workplace. Dual enrollment partners are responsible for building a seamless transfer path that will lead to associate and baccalaureate degrees.

Coordinate Advising Across Partners

It is important to train high school counselors, who become de facto college advisors, to assist students in choosing their courses and designing their academic pathways. Effective dual enrollment partners build systems that provide counselors with the information they need to ensure success. Advisors must understand what students need to successfully earn a postsecondary degree. Collaborative relationships are essential among high school and college advisors. It is necessary for high school counselors to understand what is necessary for an associate degree, and it is essential that they maintain compliance with FERPA regulations.

Proactively Provide Supports for Struggling Students

Advisors should check in with students regularly by phone or in person. Equitable dual enrollment programs have built-in features to yield success. Failing a dual enrollment course can have a devastating impact beyond high school. It is imperative to be proactive to ensure student success. Effective counselors often practice intrusive advising to reach and assist students who are fearful of admitting failure. Dual enrollment programs show up on official transcripts, and failure can have dire consequences on a student's future eligibility.

Students also need to feel as if they belong. This is especially important for Black and Latinx students who may feel out of place. One way to mitigate this risk is to make sure they feel they are part of campus life. This integration is especially critical for students who are socially disconnected from high school and are ready to move on.

PRINCIPLE IV: PROVIDE HIGH-QUALITY INSTRUCTION TO BUILD COMPETENCE AND CONFIDENCE

Understand How K-12 Courses Enable and Impede Acceleration

Historically, underrepresented students of color and students from low-income backgrounds enter high school unprepared for accelerated coursework. All students have an equal opportunity when they receive advanced instruction starting in elementary and middle school. Middle school counselors can advise students to be on track academically so they can register for dual enrollment classes in high school.

Another important strategy is to align college classes and high school curricula from the outset. When college instructors and high school teachers work collaboratively to ensure the assignments, assessments, and pedagogy are aligned and sufficiently rigorous, then high school students are better prepared for dual enrollment courses and other collegiate courses.

Acclimate Students to College Expectations

Students whose high school experiences lack rigor or who may not have had family members with collegiate experience may not be prepared for a challenging educational experience. Colleges and schools that teach students about high expectations and teachers who introduce students to collegiate-level work are preparing them for academic success. Teachers who intentionally intersperse high school students in sections with college students ensure that students are exposed to a greater diversity of thinking and experiences.

Build Confidence Through Excellent Teaching

Effective dual enrollment courses not only prepare students for the traditional lecture-based classroom, but they also introduce them to instructional techniques that require active participation. Students are kept active and motivated. Instructors vary techniques that include class time used for discussion, lab work, and exercises accompanying online lectures. Culturally responsive teaching that draws from and values student experiences, prior knowledge, and ways of knowing constitute the pedagogy with a focus on historically excluded cultures.

Support Faculty to Enable High-Quality Instruction

Faculty support is designed to align curricula, strengthen pedagogy, and ensure that course outcomes are met. Faculty selection is critical to ensure that faculty who actually like teaching high school students and are qualified to do so are selected. Faculty should be encouraged to collaborate with one another. Assessing teaching practices is a critical component so that faculty examine their practices and innovate their strategies on a regular basis.

Principle V: Organize Teams and Develop Relationships to Maximize Potential

Effective teams work together to solve problems. They prioritize innovations that remove barriers to participation for students and support them to make sure they are successful. They share necessary information and exchange data to assess programs, monitor equity gaps, and make improvements. The data show how equity-minded leadership, thoughtful access strategies, strong student advising, and

high-quality coursework can provide a successful and productive dual enrollment program for all students.

Elevate Equity-Focused Dual Enrollment Teams

Having a dedicated point of contact for dual enrollment faculty and students builds relationships and trust between colleges and local schools. The coordinator becomes the primary relationship manager for their assigned schools. They provide information for dual enrollment students. These individuals are selected because they care about and will focus on providing equitable access and ensuring success. They work indefatigably to build programs that prioritize serving students of color and students from low-income backgrounds.

Build Relationships at All Levels

Colleges and schools must build and maintain strong personal relationships. Collaboration among instructional leaders, faculty, and counselors is essential. It is imperative that programs build relationships among senior leaders and among those who oversee and administer the actual dual enrollment programs. Another critical component in building successful dual enrollment programs is a partnership with community business and industry. These relationships can ultimately yield employment opportunities for students.

Assess Outcomes and Enact Data-Driven Improvements

The final component is carefully monitoring data and outcomes to ensure that state obligations are met and to ensure longevity in the program. Data dashboards provide indicators of equitable access and outcomes. It is important that data be shared across partnerships. These data should be used to measure student performance and to review programs and student and teacher performance. Data collected over time can be used by school districts and colleges and universities to measure the efficacy of the program.

Mazzariello, A. (2022, May 19). The Dual Enrollment Playbook: A guide to equitable acceleration for students. Community College Research Center. https://ccrc.tc.columbia.edu/publications/dual-enrollment-playbook-equitable-acceleration.html