

Closing Equity Gaps

CCRC Dual Enrollment Playbook

The Dual Enrollment Playbook

A Guide to Equitable Acceleration for Students

Confronting John Fink

The 5 Design Principles

For building equitable CE programs

PRINCIPLE I: Set a shared vision and goals that prioritize equity

PRINCIPLE II: Expand equitable access

PRINCIPLE III: Connect students to advising and supports that ensure equitable outcomes

PRINCIPLE IV: Provide high-quality instruction that builds students' competence and confidence

PRINCIPLE V: Organize teams and develop relationships to maximize potential

GENERIC

**GIVE ME IDEAS I CAN ACTUALLY
DO SOMETHING WITH!!!!**

“ Often, dual enrollment suffers from a number of limitations: It’s viewed as a niche extra rather than a core acceleration strategy; it’s underutilized as a way to advance college attainment and social mobility; and equity gaps are ignored (then grow). In successful programs, on the other hand, colleges, districts, and schools approach dual enrollment proactively, with a clear vision and strategies centered on equitable access and success.”

What are some ways we could better leverage concurrent enrollment as a core acceleration strategy for underrepresented populations?

“ Colleges and high schools with equitable dual enrollment programs . . . make acceleration the default, placing all academically qualified students directly into advanced courses and requiring them to opt out rather than in. They meet with these students, sometimes repeatedly, to tell them that they are capable of success in advanced coursework and have the talent to succeed in college, instilling self-belief and raising aspirations in students who may be hearing this message for the first time. Those who don’t qualify right away for dual enrollment are strongly encouraged to take advantage of additional opportunities to meet the requirements. . . . They didn’t just believe that all students should have the opportunity to benefit from advanced coursework; they transmitted that belief to students and their families. And they did so early, setting students up from a young age to aim for college diplomas and to see dual enrollment as a great step toward that goal. . . . Educators should not wait until students are in high school to plant the seed about dual enrollment. . . . Frequently, families with no college experience haven’t heard of dual enrollment, or they don’t understand its value or the process to enroll.”

What additional opportunities could we build to help students meet the requirements for participating in concurrent enrollment?

“ To reach low-income communities and communities of color, colleges find they can’t simply host dual enrollment information nights and hope people will come. Instead, they spread awareness by engaging with civic and religious organizations, such as churches, local NAACP chapters, and other organizations families already know and trust. . . . Using data analysis, partnerships, and one-on-one relationships with students, they proactively recruit students rather than waiting for them to seek out the opportunity. “

What strategies could we employ to change the perception of college and break down myths and misperceptions in underrepresented communities?

“ It is important to show them how higher education connects to careers with strong job prospects. ‘Let’s show students what they can earn...and how they can get from here to there,’ he said, ‘and show them how they can save money by starting on the plan in high school through dual enrollment.’ . . . These students benefit significantly when colleges provide them with program maps—concrete sets of courses that lead to specific degrees and careers. “

Economic needs, and which careers are hot and relevant, are constantly shifting, how could we create a map that shows student which classes lead to which careers, without it being immediately outdated or overly complex to maintain?

“ Simply put, the best dual enrollment instructors don’t let students sink or swim. They provide instruction that leaves students—especially those underrepresented in higher education—academically prepared to successfully continue their college education and confident in their potential. “

The SLCC Concurrent Enrollment program has been very intentional about trying to build a scaffolded college experience in the concurrent enrollment classroom. How can high school administrators and SLCC academic departments help to encourage and nurture this?

“ The college environment can be difficult to recreate at a high school, but some schools try to do so by hosting college courses in their own classrooms or wings. The dual enrollment program at Lorain High School, for instance, is located in a designated wing of the high school that is shared with Lorain County Community College. The co-location creates a school-within-a-school, which also serves as a small LCCC branch campus where community members can access computer labs and take courses in the evenings. “

Could SLCC potentially hold classes after hours on the high school campus and invite both high school and adult students to take those classes in the evening? If so what would we need to do to make this happen?

5 SLCC Action Items

Take-away #1

High schools could develop peer mentoring programs using underrepresented students who have been successful in CE, college, and careers. These peer mentors would work closely with students of color and other underrepresented populations to inspire them to participate in CE, teach them how to be successful, and coach them if they start to struggle.

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Take-away #2

High schools and middle schools partner together with SLCC to better prime students and their families for concurrent enrollment, so that by the time they end up in high school students and their parents are familiar with the CE program and other college options and ready to begin.

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Take-away #3

Create pathway documents that show students how concurrent enrollment classes connect to degrees and then to careers. This would help students see the end goal for the classes they are taking and make CE classes and college more relevant to them.

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5 SLCC Action Items

Take-away #4

SLCC partners with high schools to offer SLCC classes, after regular school hours, at local high schools. These classes could be taught by SLCC faculty or high school CE instructors. They would be cross-listed so that they would be available to both high school students and adult college students (potentially parents of H.S. students). We could look at offering courses high schools have a difficult time offering due to lack of qualified instructors.

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5 SLCC Action Items

Take-away #5

SLCC partners with high schools to offer SLCC classes, after regular school hours, at local high schools. These classes could be taught by SLCC faculty or high school CE instructors. They would be cross-listed so that they would be available to both high school students and adult college students (potentially parents of H.S. students). We could look at offering courses high schools have a difficult time offering due to lack of qualified instructors.

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**What action steps
might you take?**