The Dual Enrollment Game

- In groups of 4-5, play the game and see who can achieve college credit!
The Dual Enrollment Game

What did you think of the game?
The Dual Enrollment Game

Research shows that high school students who take community college courses through dual enrollment get better grades in high school and are more likely to enter and stay in college — and attain a degree or a certificate.

The object of the game is to earn college credit. Taking the role of students, players make progress thanks to factors on the yellow cards, or they are forced into detours described on blue cards.

At the beginning of each turn, a player rolls the dice and moves the matching number of spaces. Depending where they land, one of three things happens next:

1. If they land on a blank square, or a square that contains the top of a ladder or bottom of a slide, they pick a card of the same color as the square, read the card, and follow its instructions.
2. If a player lands at the foot of a ladder, they get to climb it and advance but do not draw a card. Or...
3. Watch out! — if they land at the top of a slide, they tumble to its bottom without drawing a card.

The first to the top earns college credit!

- Game board: color version
- Game board: black and white version
- Blue cards
- Yellow cards
- How to play
- References

Download the Game & Dual Enrollment Research
Dual Enrollment Professional Development

How to Support Instructors, Coordinators and Counselors with Games, Videos and Resources

Strengthening Student Success Conference (SSSC)
October 9th, 2019

Amal Amanda Issa
Senior Program Manager
Career Ladders Project
Career Ladders Project promotes equity-minded community college redesign.

We collaborate with colleges and their partners to discover, develop, and disseminate effective practices. Our policy work, research, and direct efforts with colleges lead to system change—and enable more students to attain certificates, degrees, transfers, and career advancement.
**BENEFITS OF DUAL ENROLLMENT?**

- More likely to graduate high school.
  (Karp et al., 2007; Rodriguez, Hughes, & Belfield, 2012; Cowan & Goldhaber, 2013; Haskell, 2016)

- More likely to enroll in college than their non-participating peers.
  (Karp et al., 2007; Speroni, 2011; Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012; Cowan & Goldhaber, 2013; Taylor, 2015)

- More likely to complete college than their non-participating peers.
  (An, 2013; Struhl & Vargas, 2012; Taylor, 2015)

- Can be particularly effective for young men of color, low income and 1st gen students
  (Rodriguez, Hughes, & Belfield, 2012; Struhl & Vargas, 2012)
Then we...
Good News...
The field is improving
Professional Development Agenda

Agenda

Professional Development Sessions

Friday, April 12, at Cabrillo College (Aptos) | Friday, April 19, at Chabot College (Hayward)
Friday, April 26, at College of Marin (Kentfield)

Objectives:

- College faculty learn key differences in teaching high school students
- College faculty can adjust pedagogy and classroom management to serve high school students
- K-12 and community college partners have tools to create guidelines for behavior, health, instructor obligations, and other issues that arise in dual enrollment programs
- Region has resources for continuing professional development related to dual enrollment
## Sample Agenda

### Timeline:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:30 a.m.</td>
<td>Check In</td>
</tr>
<tr>
<td>8:30 a.m.</td>
<td>Welcome, introductions and goals for the day</td>
</tr>
<tr>
<td>9:00 - 10:25 a.m.</td>
<td>Pedagogy and Classroom Management 101</td>
</tr>
<tr>
<td>10:25 - 10:40 a.m.</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:40 - 11:50 a.m.</td>
<td>Breakout sessions (choose one)</td>
</tr>
<tr>
<td></td>
<td>• Pedagogy and Classroom Management with Special Populations</td>
</tr>
<tr>
<td></td>
<td>• Connection and Communication in K-12-Community College Partnerships</td>
</tr>
<tr>
<td>11:50 a.m. - 12:25 p.m.</td>
<td>Federal privacy law and data sharing</td>
</tr>
<tr>
<td>12:25 - 12:30 p.m.</td>
<td>Closing and next steps</td>
</tr>
<tr>
<td>12:30 p.m.</td>
<td>Lunch and networking</td>
</tr>
</tbody>
</table>
Dual Enrollment Professional Development

- Outcomes for college administrators, staff, counselors, and faculty:
  - Understand key differences in teaching high school vs. college students
  - Equip everyone to make changes in pedagogy, classroom management to meet the needs of high school students
  - Have tools to create shared guidelines for community colleges and their K-12 partners around behavior, health, instructor obligations, and other issues related to dual enrollment

Session Content:
- Pedagogy and Classroom Management in High School
- Pedagogy and Classroom Management with Special Populations
- K12/Community College Partnerships and Connections
- Data and Student Support
Creating a Dual Enrollment Partnership

Professional development for K-12 and college practitioners!

Career Ladders Project is producing workshops, information sheets, and other resources on various topics in building and managing dual enrollment, or early college, in California.

- Creating a Dual Enrollment Partnership
- Federal Privacy Law Related to Dual Enrollment
- Supporting English-Language Learners in Dual Enrollment
- Working with Adolescents
- Designing Professional Development for Dual Enrollment Instructors
- Additional Dual Enrollment Resources
PEDAGOGY & CLASSROOM MANAGEMENT 101

Bay Region Dual Enrollment Professional Development

Cabrillo College April 12, 2019

Amal Amanda Issa
Senior Program Manager
Career Ladders Project
Working with Adolescents
—Strategies for Instructors

Five general factors influence brain development – genetics, environmental stimulation, nutrition, steroids, and teratogens. Educators can affect one of these in particular: environmental stimulation.
The Adolescent Brain - How the brain learns best

<table>
<thead>
<tr>
<th>Experiential learning</th>
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</thead>
<tbody>
<tr>
<td>Problem-solving &amp; decision-making</td>
</tr>
<tr>
<td>Failing forward</td>
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<tr>
<td>Scaffolding</td>
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<tr>
<td>Use of Models</td>
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<tr>
<td>Physical and other activities</td>
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<tr>
<td>Allow students to...</td>
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<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Choose the topic</td>
</tr>
<tr>
<td>Pick the materials and resources</td>
</tr>
<tr>
<td>Choose the format</td>
</tr>
<tr>
<td>Ask the questions (design thinking!)</td>
</tr>
<tr>
<td>Choose the strategies</td>
</tr>
<tr>
<td>Choose the audience</td>
</tr>
<tr>
<td>Decide the content</td>
</tr>
<tr>
<td>Choose the scaffolding</td>
</tr>
<tr>
<td>Choose the groups</td>
</tr>
</tbody>
</table>
Table Topic Team Time: Instructions

20 min  **Table Discussion**  
Using the topic prompts, engage in a discussion about your practice and thoughts. Explore and recommend resources.

15 min  **Poster Making**  
*How does your topic impact the environment you create in the classroom?*
- Create poster to share information/promising practices
- Post somewhere in the room once complete
- Gallery Walk

5 min  **Activity Wrap-Up**
DUAL ENROLLMENT

There are many elements of grading to consider as a tool to assess the academic success of students. It is important that students are aware and understand how they are assessed in your class that may be different from what they are familiar with. Educators are continuously reviewing grading systems to improve systems of evaluation.

IDEAS TO CONSIDER
- How often can students check their grades? How do we monitor students at risk of failing?
- How often do we give timely feedback?
- Do students understand each courses grading process?
- How well is the grading process reviewed?

Grades/Grading

Students in high school know where to find their instructor nearly every minute of the day, even when the instructor doesn’t want to be found. The familiarity students have with their teachers and the comfort in communicating with them is what allows for relationship building, clarifying lessons and assignments, and overall learning.

IDEAS TO CONSIDER
- How do you set understandings for how to communicate with the instructor?
- What is the expected email etiquette? Or there other sources of communication?
- Ways to relieve some of the email load? Auto replies with useful information
- Community building - facilitate meeting classmates - exchange numbers with someone to contact when missing class

Instructor Contact

Students sometimes take one look at the syllabus and determine whether or not to stay in the class. Their first introduction to the course is the syllabus they can’t understand. Discuss how a syllabus can be designed to welcome students to your classroom and provide the most essential information to navigate the course.

IDEAS TO CONSIDER
- What is the purpose of the syllabus?
- How is it presented to students? Is it reviewed as a class?
- What are the biggest things you want students to know from your syllabus? Is it clear to students?
- What other ways can the information be given? (One pager version)

Syllabus

We may be aware of the resources and tools at our sites but are students familiar with them? Online platforms like Canvas are widely used in colleges, however it’s rare to find them in the high schools. How well are we addressing the use of tools and resources familiar to colleges? Are we aware of programs students are proficient in?

IDEAS TO CONSIDER
- How often do you reference resources on campus: DSPS services, tutoring, online services, student groups, etc?
- Collaborating with campus services to provide specific student supports
- Are students familiar with programs such as Canvas and other classroom tools?
- Do we refer to the dual enrollment students as college students?

College Resources/Tools
PEDAGOGY & CLASSROOM MANAGEMENT: SPECIAL POPULATIONS

Bay Region Dual Enrollment Professional Development
Cabrillo College April 12, 2019
Mary Solitis
Instructor
Cabrillo College
What to do! **There is a resource for this:**

**Supporting English-language Learners — Strategies for Instructors**

Information sheets associated with this workshop offer more detailed information on working with language learners.
Video Resources

Special Populations  Pedagogy & Classroom Management
CONNECTION and COMMUNICATION IN K-12 COMMUNITY COLLEGE PARTNERSHIPS

Bay Region Dual Enrollment Professional Development

Cabrillo College April 12, 2019

Naomi Castro
Director
Career Ladders Project
Poster Activity

Areas:
1. Course Offerings
2. Types of Agreements
3. Partner Communication
4. Recruitment & Enrollment
5. Instructor Selection & Support

Think in terms of compliance vs good partnership
We have a handout for that!

Creating a Dual Enrollment Partnership — Strategies for Coordinators

Designing Professional Development for Dual Enrollment Instructors — Strategies for Coordinators
**We have a handout for that!**

<table>
<thead>
<tr>
<th>Creating a Dual Enrollment Partnership</th>
<th>Designing Professional Development for Dual Enrollment Instructors</th>
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</thead>
<tbody>
<tr>
<td>- Choose a section on the checklist and begin to answer the questions.</td>
<td>- Choose a section of the handout.</td>
</tr>
<tr>
<td>- Would your partner (college or high school) have the same answers as you?</td>
<td>- Underline areas best designed by the college.</td>
</tr>
<tr>
<td></td>
<td>- Circle the areas best designed by the high school. You may circle and underline the same area.</td>
</tr>
</tbody>
</table>
FEDERAL PRIVACY LAW and DATA SHARING

Bay Region Dual Enrollment Professional Development

Naomi Castro
Director
Career Ladders Project
Choose a visual representation of FERPA based on your experience.

- Roadblock: 5
- Mama Wolf: 4
- Bumper Rails: 9
- I can't hear you lalalala: 3
What do you really want to know about FERPA?

F-E-R-P-A what does it even stand for? I'm a newbie

A summary in bullet points and simplified wording

What if student cannot remember their student ID? Am I allowed to tell them?

Can a high share IEP information with a community college after the student has signed the FERPA agreement?

Does it concern me as a high school teacher?

does the law continually change? wondering if we need to keep updated or if it's been in place but hasn't changed much

Is FERPA valid if the teacher is both the HS teacher and the college prof? What are the rules then?

Are there any differences between how FERPA impacts community college faculty going into highschools versus high school faculty who are teaching college courses
Available Resource

Federal Privacy Law Related to Dual Enrollment—Strategies for Coordinators
Best Resource for FERPA

Protecting Student Privacy
U.S. DEPARTMENT OF EDUCATION
A Service of the Privacy Technical Assistance Center and the Student Privacy Policy Office
FERPA: the Family Educational Rights and Privacy Act

• Protects student privacy in federally funded institutions
• Transfers rights from parents to students
  - At age 18 or when they enroll in college.
• Permits higher education institutions to disclose students’ education records to parents *who claim the students as dependents for federal tax purposes.*
Data Mart Tutorial

How to Find Special Admit Student Status Enrollment Tutorial

Tutorial developed by Diane Walker
- Director Industry Liaison and Post Secondary Partnerships, Antelope Valley Unified School District
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Dual Enrollment Toolkit
Dual Enrollment Toolkit and Resources

Teacher Preparation Pipeline (TPP) STEM/CTE Regional Joint Venture (RJV)

www.careerladdersproject.org

https://sites.google.com/a/baccc.net/baccc/TPP-RJV

TOOLS FOR THE FIELD

https://visionresourcecenter.cccco.edu/
Questions

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aissa@careerladdersproject.org