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**Los Angeles County
Office of Education**



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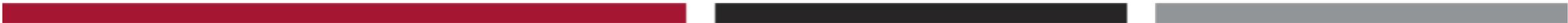
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Office of Career Technical Education

“Best Practices to Conduct a CTE Dual Enrollment Program”

Friday, October 29, 2021



➤ Welcome & Appreciation

- Introductions
- Event Overview

➤ 1st Presentation

- Q & A with Discussion

➤ 2nd Presentation

- Q & A with Discussion

➤ Closing Remarks

- Next steps...
- Things to consider...



Agenda

Norms & Information

- This event is being recorded.
 - Please remain muted.
- Please use the monitored Chat for comments and questions.
- This recording, PowerPoint and a brief survey will be emailed.

Objectives

1. Review practices specific to a high school **student's participation** in a college dual enrollment CTE program.
2. Explore, define, discuss, then address areas of practice related to **school site policy and accountability**.





12 Essential Elements of a High-Quality Career and College Pathway

1. Student Centered Delivery of Services
2. Equity
3. Access
4. Leadership at All Levels
5. High-Quality, Integrated Curriculum and Instruction
6. Skilled Instruction and Educational Leadership, informed by Professional Learning
7. Career Exploration and Student Supports
8. Appropriate Use of Data and Continuous Improvement
9. Cross-System Alignment
10. Intentional Recruitment and Marketing (Promotion, Outreach, and Communication)
11. Sustained Investments & Funding through Mutual Agreements
12. Strong Partnerships with Industry

12 Essential Elements of a High-Quality Career and College Pathway

Review practices specific to a high school student's participation in a college dual enrollment CTE program.



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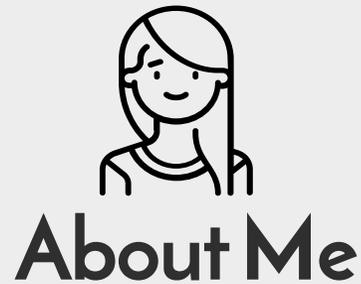




Dual Enrollment in a High School Classroom

Exploring the similarities and
differences between K-12 and
College Learning Environments

Presenter: Sasha Leonardo



Professional Background in Relation to College/Career Readiness

- Served in education for over 16 years
- 8 Years in Higher Education: Both Public and Private Universities
- 8 Years in Public K-12 Education
- Prior experience in industry - Entertainment & Fashion/Beauty
- Pupil Personnel Services & Administrative Services Credentials
- Counselor for 3 Years at Gretchen A. Whitney High School
- Currently, Coordinator of CTE and School & Community Partnerships
- University of California Application Reader for 6 Years
- College certifications from CollegeBoard & UC, Irvine
- Affiliations: ACSA, ASCA, NACAC, WACAC, RACC

“Dual-enrollment programs can provide a highly valuable learning experience for high school students, especially first-generation college students, who may lack knowledge of and exposure to college campuses. Performing well in college courses while still in high school strengthens a student's aspirations as well as their confidence in their academic success.”



AGENDA |

01 Partnering for Success

Why a strong relationship is the cornerstone of your program

02 Tips & Tricks

How to ensure a successful transition to a high school campus

03 What's the Difference?

Things to keep in mind when working with high school students

04 Thoughts from the Field/Closing

Final Thoughts and Quotes from the Faculty



Get a

jump start

on college.

01 |

Partnering for Success



Relationships are Key |

A positive relationship between a K-12 LEA and a partnering Community College is the most important element of a successful Dual Enrollment program

- ABCUSD and Cerritos College have fostered a relationship over the years that has continuously opened doors to new partnership opportunities
- Our teams meet at least once a month to discuss overall partnership or pathway specific initiatives
 - Attendees vary based on meeting objectives

| Current CTE Dual Enrollment Programs



Auto

Course takes place during "0" Period - AHS Teacher who is also PT Faculty at Cerritos College

Auto 100



Education

CHS Teacher hired by Cerritos College who met/exceeded the minimum qualifications

EDT 110 & EDEL 100



Sports Medicine

New for 2021/22 taught by Cerritos College faculty who visit campus during Period 1 & 2

Kin 102 & 110

Partnering for Success



ABCUSD currently has 13 Academic and 5 CTE Dual Enrollment Courses



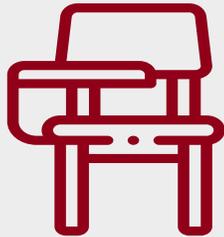
02

Tips for Creating a
Positive Dual Enrollment
Experience

Create a welcoming environment for high school students

Students can feel intimidated...

| Environment



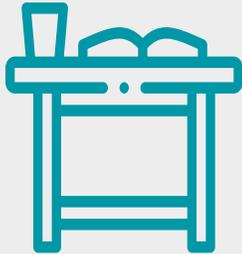
- Highlight the achievements of previous dually enrolled students who've taken your class
- On the first day, prepare a general welcome statement, and have a discussion about the differences and similarities between high school and college courses/expectations
- Debunk myths to help ease students feelings about the course
- Let the students know you are excited to be working with High School students

Help high school students develop a college mindset

Dually enrolled students sometimes struggle with skills like: managing time, persisting under pressure, or seeking out resources and support

- Teach and model the dispositions or habits of mind crucial to success in your course
- Review and reflect on habits periodically in the semester
- Provide office hours days/times to encourage students to advocate for themselves
- Work with HS Counselors to support students college mindset development
 - Ex: pre-course prep class or assignments

| Development



Get the Lay of the (high school) Land

If you can, visit the high school before your first class to figure out the logistics of the campus

| Campus Logistics



- What are the school sign-in procedures? Does someone have to unlock your classroom every day? What kind of technology will you have access to? Where should I park? etc.
- Form relationships with school secretaries, guidance counselors, and other staff members can help you feel at home—and allow you to better serve the students
- Understand that things may look/feel different – seek support from the school to adjust to your needs if possible
- Classroom interruptions at high schools are real! Be prepared for guest appearances

Understand Student Dynamics in the High School

Perhaps you're used to having a handful of high school students in your on-campus classes, but having a whole roomful is different, in part because you're entering an ecosystem that already exists

- Be aware of preexisting relationships: Friends, Teammates, Non-Friends
- Be aware that high school students' attention and energy may be affected by activities or events going on at school—spirit week, school dances, athletic events
- Obtain a student handbook and calendar of events
- Connect with Administrators or Counselors if you need support

| H.S. Ecosystem



| Expectations



Distinguish the Course as a College Course

- Ensure students understand the rigors of a college course by going over expectations on the first day
- Highlight the time commitments of college coursework to distinguish the course from a high school course
 - Example: “time-on-task cues” for assignments, giving students an estimation of how long a particular task should take to complete. These cues help students gauge the level of effort and commitment expected for college work—and help them plan their time more effectively

Connections



Connect with your Colleagues Across Institutions

It's always helpful to feel like you're part of a teaching community!

- Develop relationships with dual enrollment teachers, especially those that are partnered with the same college or university as you
- Seek out someone at your high school site who can help you understand the culture, curriculum, and contexts of the larger academic program or department
- College and high school faculty alike should coordinate/attend meetings, workshops, and other events at each others institutions.

Classroom Management and Campus Policies

A thorough and thoughtful classroom management plan is the foundation of every successful classroom

- All students should be aware of school policies via the student handbook – posting classroom policies is always a helpful reinforcing tool

| Management

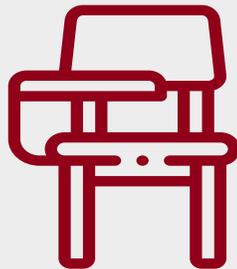


- State the objectives of that days lesson on the board, or at the beginning of class
- Seek support from the CTE Department Teacher lead – shadow a classroom teacher/counterpart
- Lean on your administrators, counselors and mental health professionals to assist with student support and/or discipline

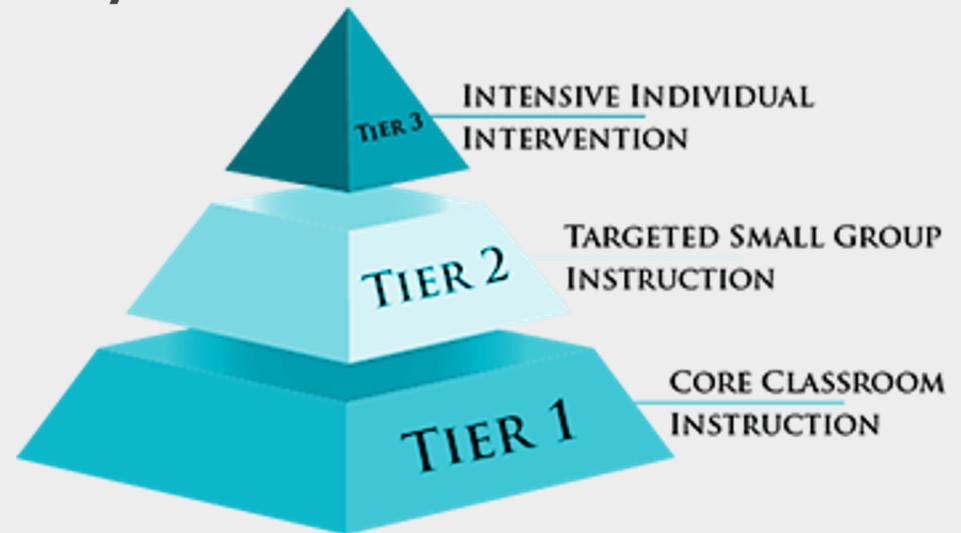
Become Familiar with Positive Behavior Intervention and Support (PBIS) & Multi-Tiered Systems of Support (MTSS)

The goal of PBIS and MTSS is to minimize lost instruction time for students and create a safe and equitable learning environment

Support



Three-Tiered System:





03

What's the Difference?



What's the Difference?

Assistance

- HIGH SCHOOL: Teachers will approach students for help.
 - May suggest tutoring, accommodations, seeking a counselor, or mental health support
- COLLEGE: Faculty are open and helpful, but expect and want students to attend their scheduled office hours if assistance is needed. There is an expectation for self-advocacy that may not be present at the high school level.

Testing

- HIGH SCHOOL: Frequent and covers small amounts of information and typically review prior to exams.
- COLLEGE: Comprehensive, infrequent and review time is up to the students and on their own time.

Missed Class/Assignments

- HIGH SCHOOL: Make-up time and missed materials provided
- COLLEGE: Students expected to get notes, complete required reading to stay on track and complete assignments without reminders.

What's the Difference?

Class Time

- HIGH SCHOOL: You spend on average 6 hours each day/30 hours a week in class. Course taught over 36 weeks.
- COLLEGE: You spend 12 to 16 hours each week in class, usually with breaks in between. The academic year is divided into two 15-week semesters.

Learning/Teaching Styles

- HIGH SCHOOL: Taught through textbook, and information provided on board, or via slides.
- COLLEGE: Expectation is to be informed through required readings when entering class – primarily lecture.

Attendance

- HIGH SCHOOL: Monitored/Required
- COLLEGE: Suggested





04 |

Thoughts from the
Field/Closing

Survey Results: Faculty requests (needs)



1. Roster with list of students and names prior to first day
2. Campus safety protocols and procedures
3. Bell Schedule (Regular Day, Min Day)
4. Calendar of Annual Events and Holidays
5. Information regarding students who may need accommodations
6. Names and contacts of Administrative Team/Counselors
7. Keys to the classroom and storage in the classroom
8. Tour of campus and facilities
9. Information on dates for progress reports and grading needed
10. Identification card to wear while on campus
11. All supplies and equipment in hand by first day of class



Quotes from College Faculty |

Direct quotes from College Faculty:

- “Students like to be known as people. While college students frequently maintain a professional distance, high school students will often bring their excitement (and their problems!) to class with them. In other words, you’re not just teaching content, you’re teaching people, and that’s a lesson we carried back to humanize our college courses.”
- “It’s energizing to teach to a different age group. As non-tenure-track faculty, our course loads can be pretty limited, so a chance to revise our courses for a high school age group brought a fresh perspective to our pedagogy.”
- “They are impressionable and have not made up their minds as to what road to take for their future. They are similar to the community college students, except daily attendance is required not recommended.”



THANK YOU

CREDITS: This presentation template was created by Slidesgo, including icons by Flaticon, and infographics & images by Freepik.



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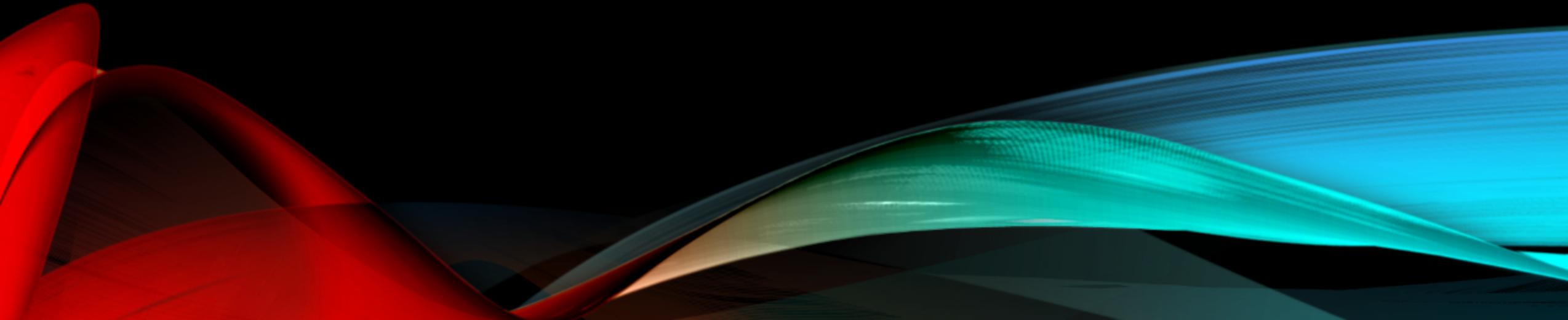
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10 Minute Mindfulness Break



Explore, define, discuss, then address areas of practice related to school site policy and accountability.



Tony Nahale

Director of Risk Management

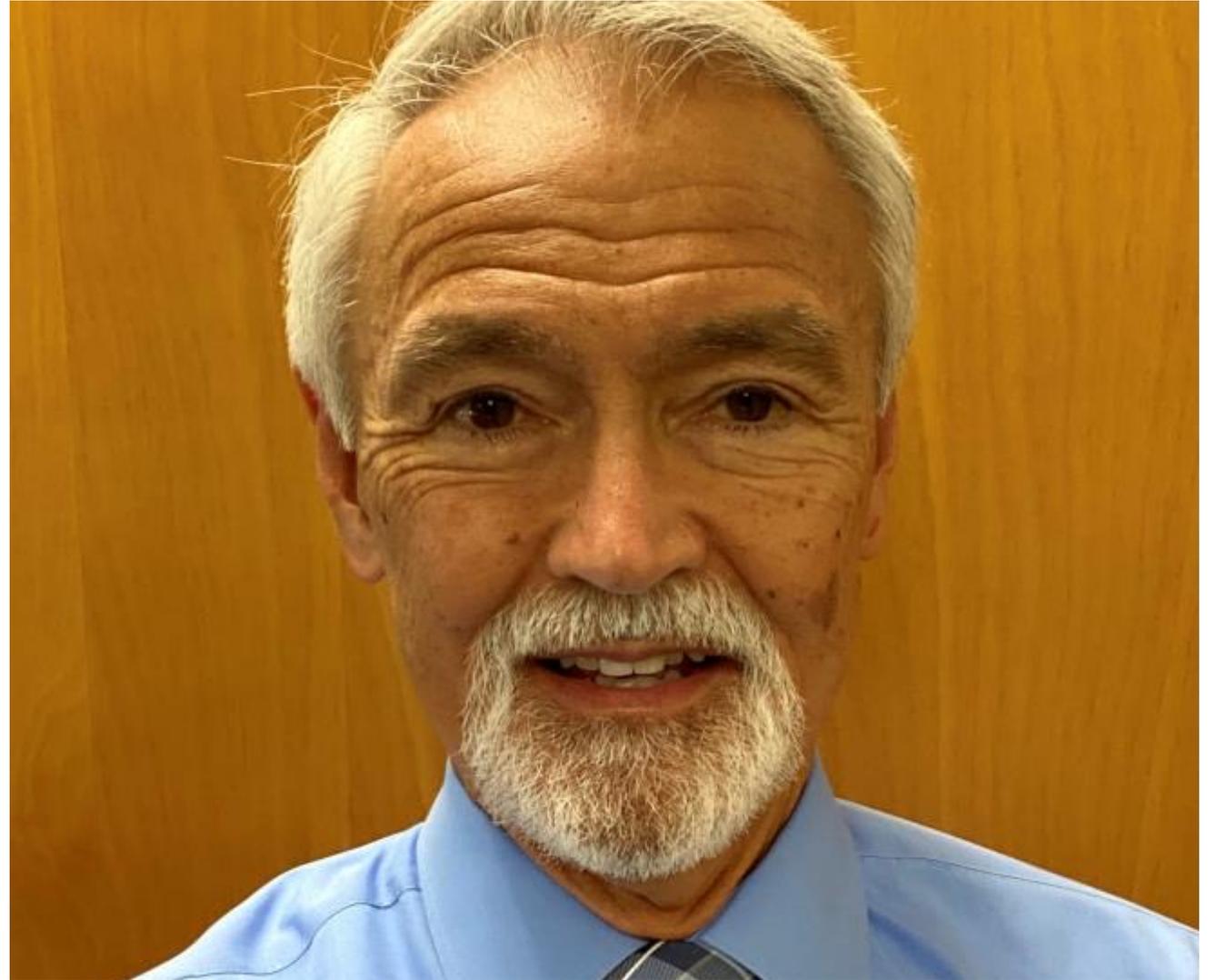
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CTE Dual Enrollment Program

What to expect on campus

Tony Nahale,
Director
Risk Management
Norwalk La
Mirada Unified
School District

What to expect on campus

Information in this presentation

Student safety (in loco parentis)

Checklist of important questions

- Wellness check
- Sign in
- Badge/key/WiFi

Campus Logistics

- Classroom Location
- High school security staff
- Emergency procedures



Student Safety

Tips and considerations

- In loco parentis
- Seating Chart for safety reasons
 - Learn student names
 - Be aware
- Have a student Information sheet readily accessible to only you. It can be digital however, if the power goes out or the Wifi is down will you be able to access student information.
- Students can be helpful
- Understand School Security Measures and Personnel
- Find a buddy. There are many adults on high school campuses for many different reasons. Make that adult your acquaintance.



Faculty considerations

Hint: Ask about the small things. Not every school has established the same protocols.

CHECKLIST

- Does the school require an ID badge/lanyard?
- Will I be assigned a key or will someone be available to open the door for me?
- Do I need on-campus security clearance?
- Is there a specific door or gate I can enter to verify I am on campus?
- Do I Sign In?
- Where do I park?
- What time are the gates locked and opened?
- Who do I contact if there is an emergency other than 911?
- Can I have a copy of Emergency Procedures?
- What is the Wifi password or how do I access the Wifi?
- Where is the restroom?
- Can I receive a faculty handbook? Is it online or can it be electronically sent to me?



Recommendation: Consider leaving your cell number and email to the Assistant Principal or primary contact person on the school site.

<https://docs.google.com/document/d/1HEl4omjgrCc97evar2yG7x2MOiWd6moXNbNozVq2Emo/edit?usp=sharing>

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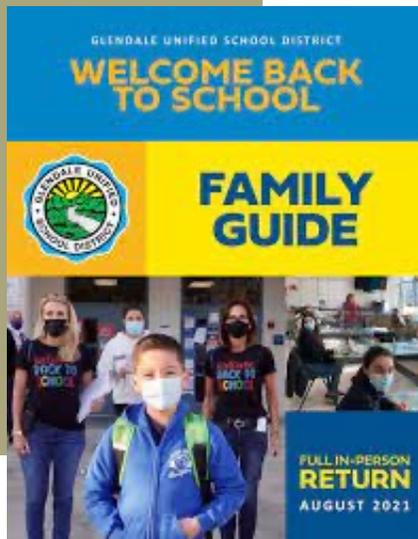
Campus logistics (arrival, departure, parking)

Glendale High School is our example (High School Web-Site)

- School Map ([Glendale HS Map](#))
 - Identify your parking area, entrance and exit and assigned classroom
- Bell Schedule for all types of High School Days
 - ([Glendale HS Bell Schedule](#))
- COVID Safety Procedures are unique to each location
 - [Glendale USD Web Page also has access to daily checks](#)
 - ([Glendale USD Family Guide](#))
- Parent-Student Handbook
 - ([Glendale Parent-Student Handbook](#))
 - Page 70 : Parent Information regarding Emergency Procedures
- High School Faculty Handbook
 - This not usually on the Website. You will probably have to ask for one.
 - Emergency Maps and Faculty information



Campus
Logistics



What to
expect on
campus

• Questions?



Dual
Enrollment =
Equity



Rewarding

You make a difference.





Tony Nahale

Director of Risk Management

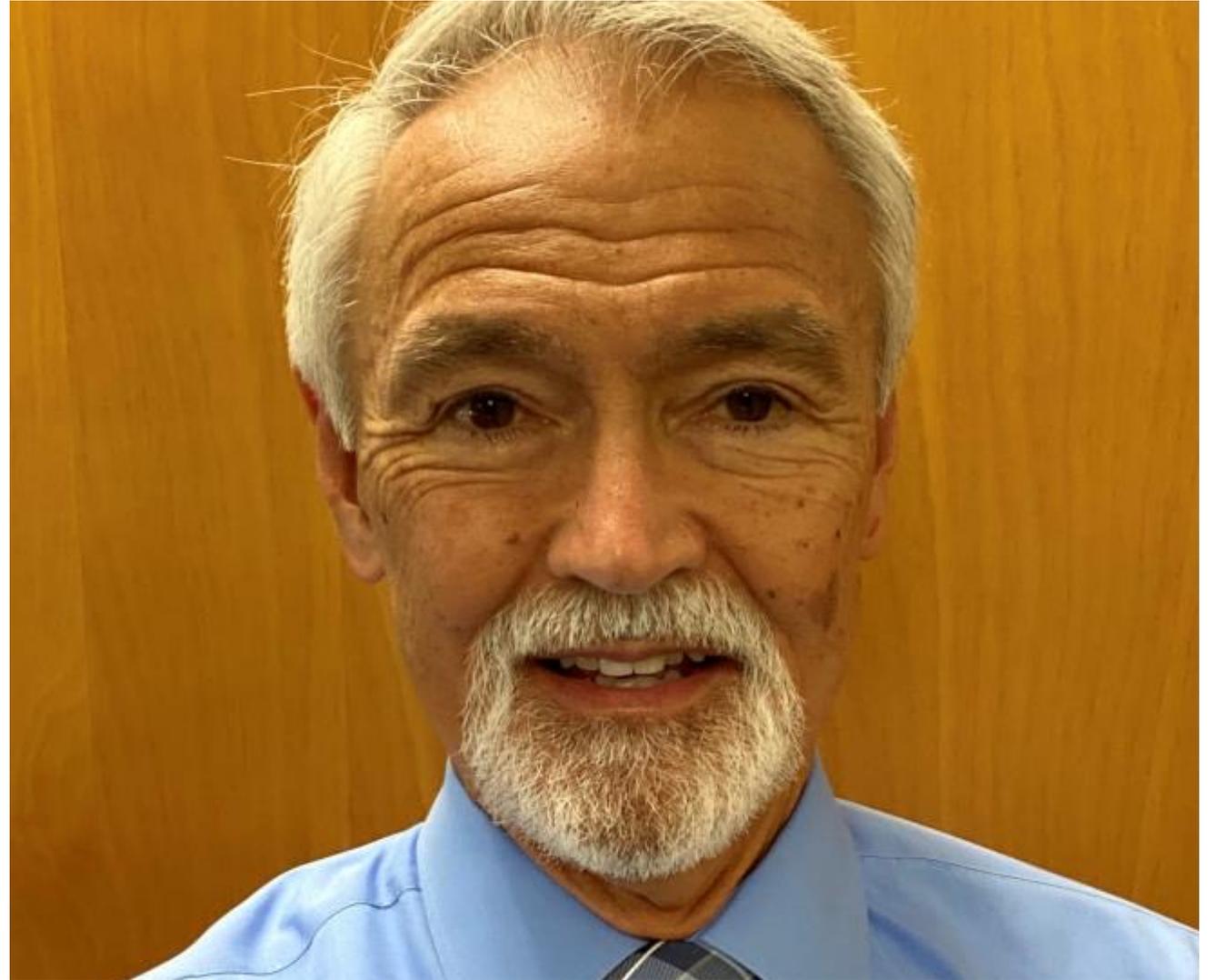
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**Name
That
Person!**

- ✓ Principal
- ✓ Principal's Secretary/Executive Assistant
- ✓ Assistant/Vice Principal(s)/Dean(s)
- ✓ Counselor(s)
- ✓ Head Custodian
- ✓ Campus Security



Reflection into Action

Please share a **key takeaway** from this workshop that you will put into action.

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The Los Angeles County Office of Education Office of Career Technical Education is here to assist you with your credentialing, professional development, and program needs.

We look forward to continued opportunities to collaborate.

~The LACOE CTE Team



Thank You!

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