



# Bay Region Dual Enrollment Professional Development

Cabrillo College/Chabot College/College of Marin

APRIL 12, 19, 26, 2019

## **Naomi Castro**

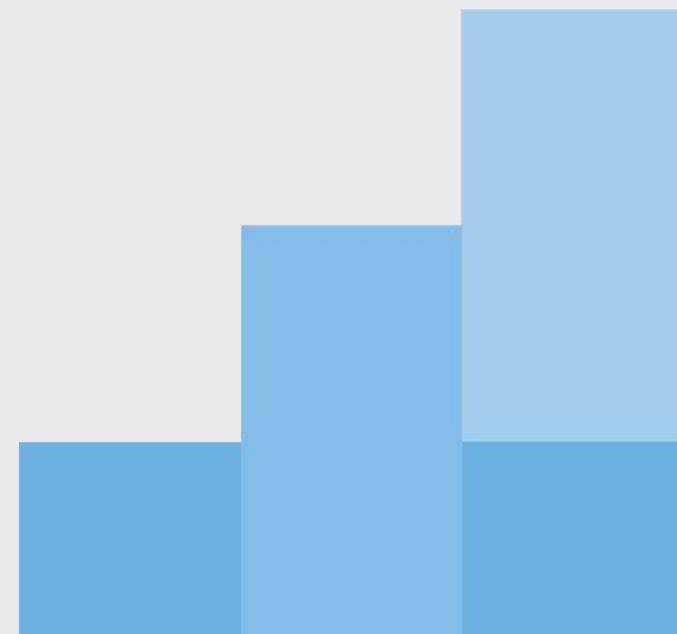
Director  
Career Ladders Project

## **Amal Amanda Issa**

Senior Program Manager  
Career Ladders Project

## **Mary Solitis**

Instructor  
Cabrillo College





## **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.



# Your Dual Enrollment Team Today



**Dr. Naomi Castro**  
Director



**Amal Amanda Issa**  
Senior Program Manager



**Dr. Mary Soltis**  
Instructor,  
Cabrillo College



## Intended Outcomes

- Learn about adolescent brains
- Explore changes to pedagogy and classroom management to support all students
- Enhance K-12/CC partnerships in DE coordination
- Share resources



# AGENDA

- Pedagogy and Classroom Management 101
- Pedagogy and Classroom Management for Special Populations
- Connections and Communication in K12 Community College Partnerships
- Federal Privacy Laws and Data Sharing



# Dual Enrollment Toolkit and Resources



[www.careerladdersproject.org](http://www.careerladdersproject.org)

**TOOLS FOR  
THE FIELD**

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



<https://sites.google.com/a/bacc.net/bacc/TPP-RJV>



<https://visionresourcecenter.ccco.edu/>

## 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

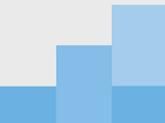
ADDITIONAL DUAL  
ENROLLMENT RESOURCES

# Pair Share Warm Up

**Your Name**

**Your Role**

**What is something that you do differently than your parents did?**



# Goal Setting

Use the questions below to think of a goal.

What brought you here today?

What is your goal in attending?

What goal(s) do you have for your students?



# PEDAGOGY & CLASSROOM MANAGEMENT 101

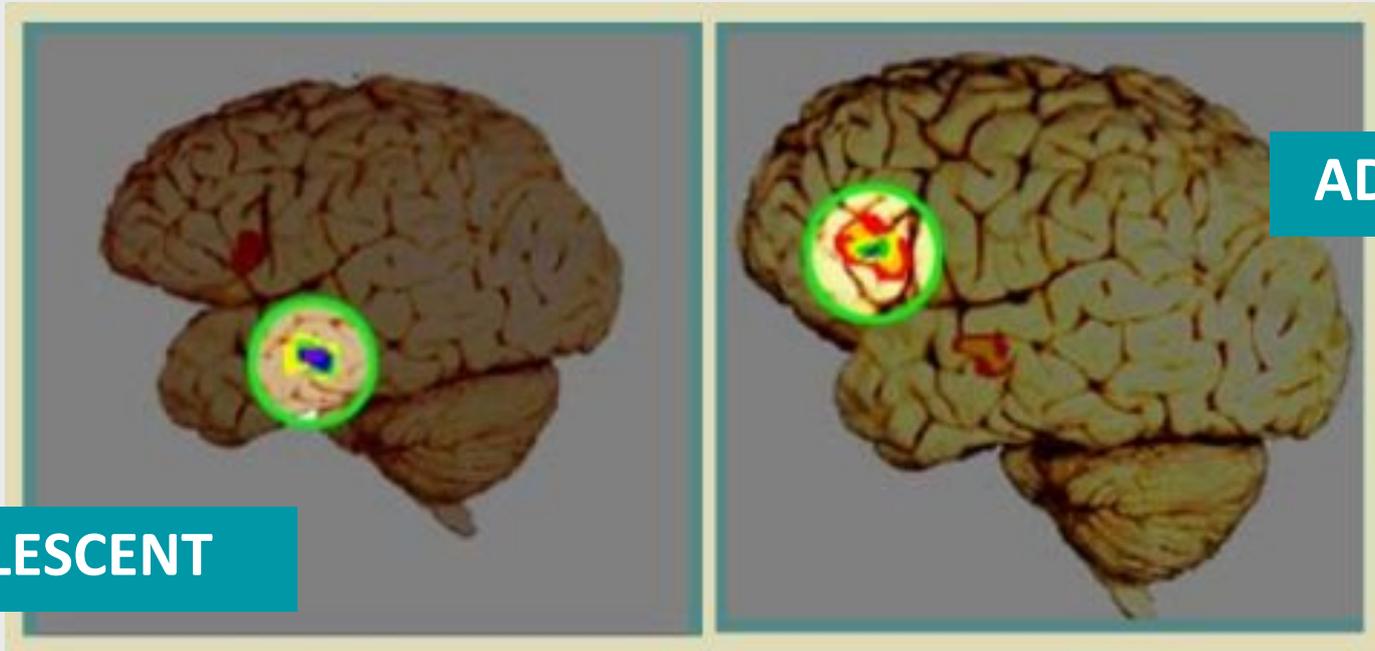
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Cabrillo College April 12, 2019

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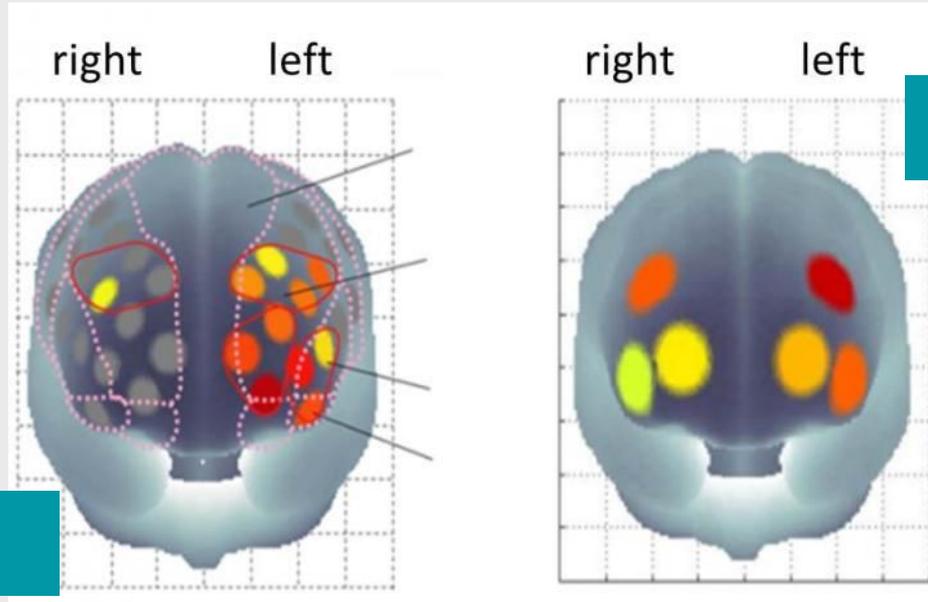
# Name that brain - Adult or Adolescent



Frontline 2002

## Processing Emotions

# Name that brain - Adult or Adolescent



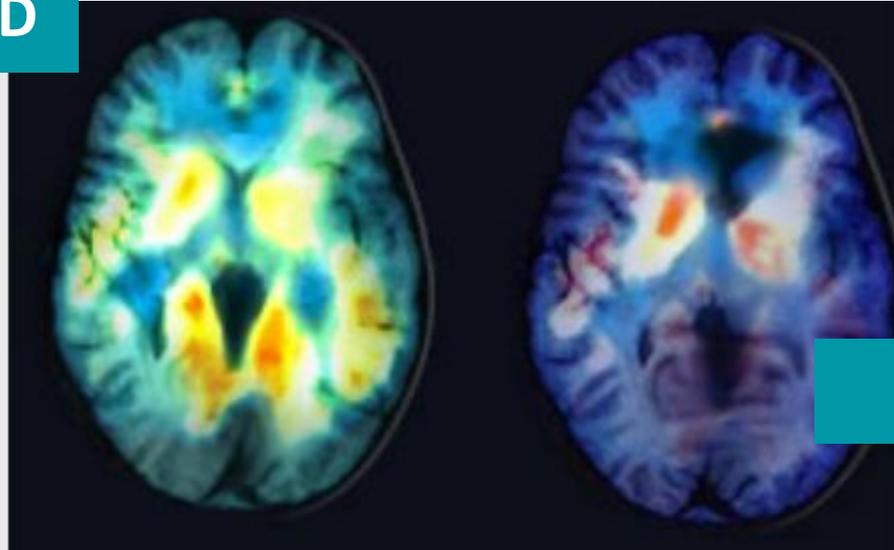
Science Daily

## Processing Emotions

# Name that brain - Adult or Adolescent

They are both ADOLESCENT

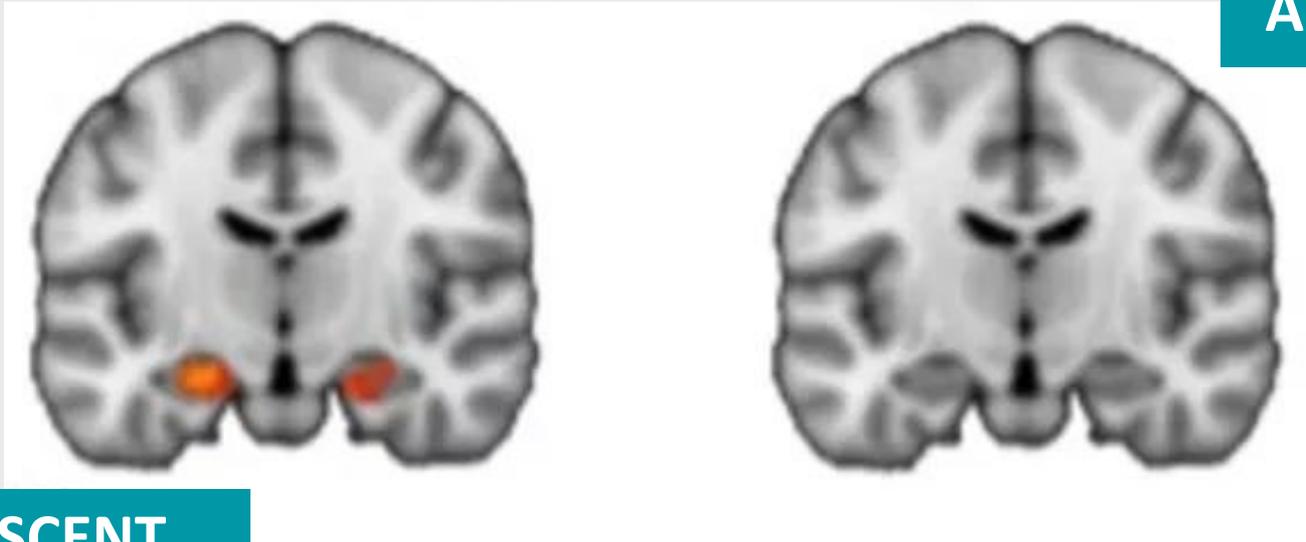
NOT DEPRESSED



DEPRESSED

Response to Stimuli

# Name that brain - Adult or Adolescent



**ADULT**

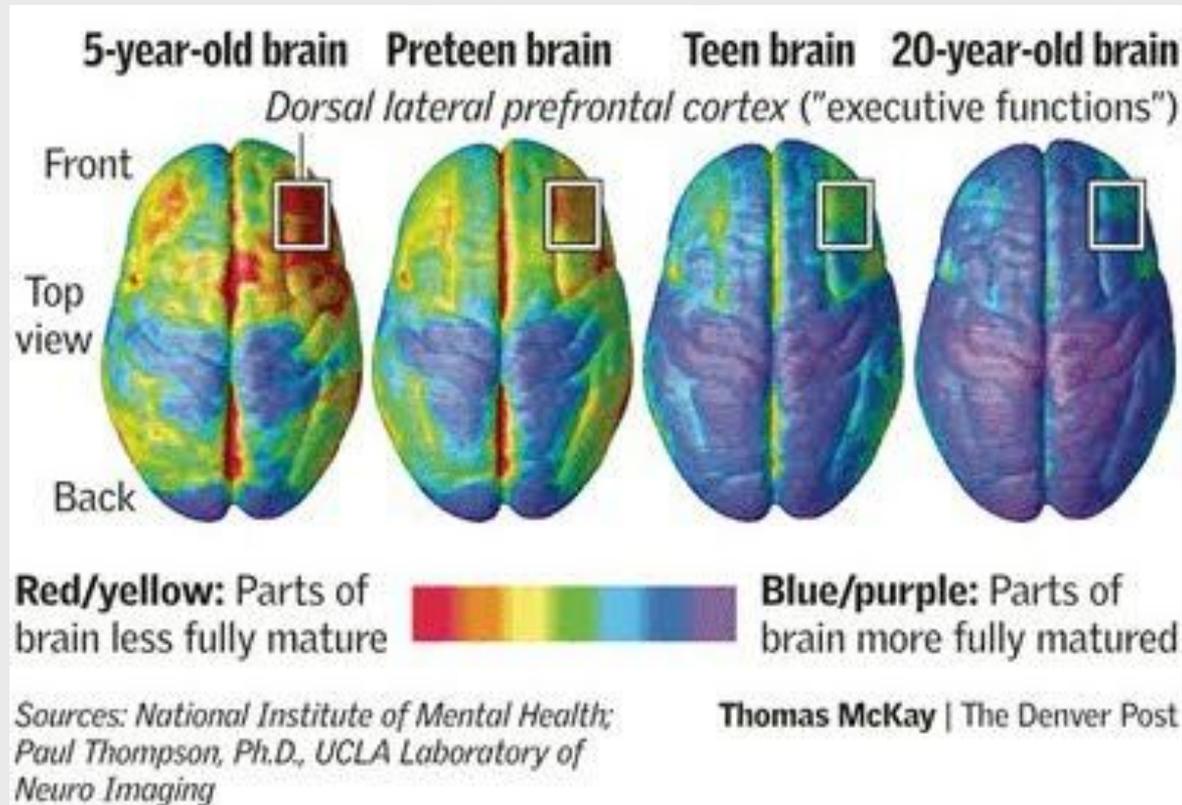
**ADOLESCENT**

IFLScience

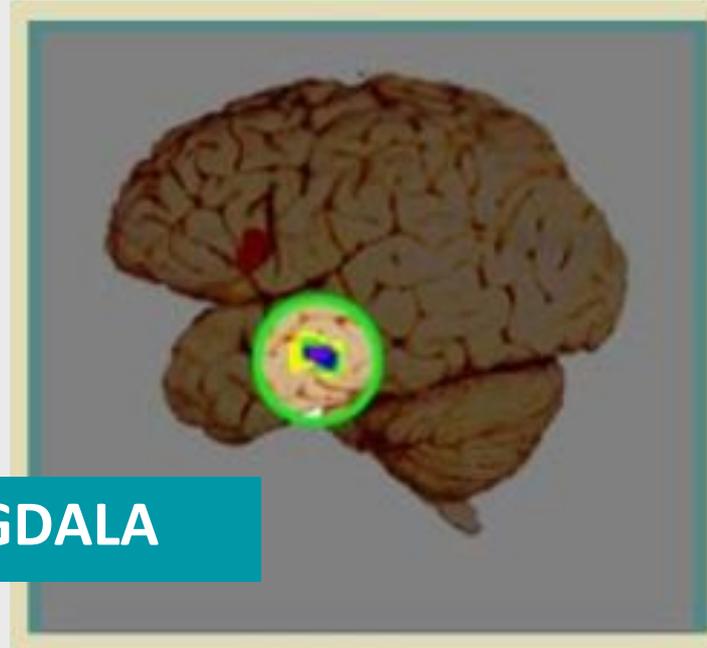
## Activity While Learning



# Exploring the Adolescent Brain



# Emotion Drives Attention; Attention Drives Learning



**AMYGDALA**

Frontline 2002

## Hardwiring the Brain

“...if teens are doing music and sports and academics, that’s how brains will be hardwired. If they are doing video games and MTV and lying on the couch, that will be how they are hardwired.”

Jay Giedd (UCSD)

## Available Resource

### DUAL ENROLLMENT

# 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

**Experiential learning**

**Problem-solving & decision-making**

**Failing forward**

**Scaffolding**

**Use of Models**

**Physical and other activities**

# Ways to Engage Students

Allow students to...

Choose the topic

Ask the questions  
(design thinking!)

Decide the  
content

Pick the materials  
and resources

Choose the  
strategies

Choose the  
scaffolding

Choose the format

Choose the  
audience

Choose the groups

# Choose Your Own Adventure

Article A: [Teen Engagement in Learning Starts With Respect](#)

Article B: [7 Tips for Better Classroom Management](#)

Decide on an article you'd like to explore and find a partner or partners to read through and discuss.

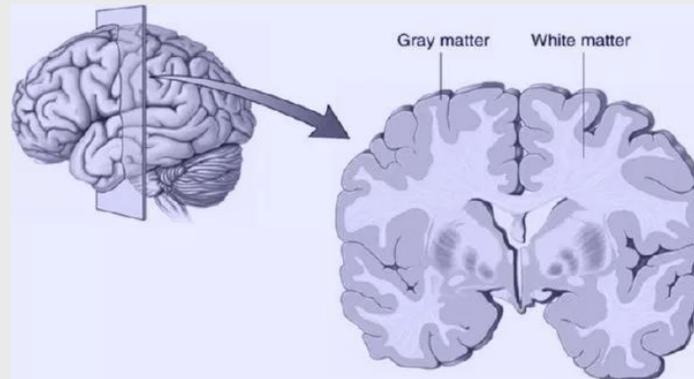
**You have 10 minutes.**

# College Strengthens the Brain - Education Matters

Exposure to new ideas and activities strengthens the structure of the brain and the foundation of cognitive abilities.

College-educated people had...

- longer and more complex dendrites than their less educated peers, a feature that is thought to be a critical underpinning of intelligence.
- less gray matter volume loss.
- higher activation levels in areas of the brain associated with working memory.
- brains that were both more efficient and more resilient.



pubmed.gov

# Session Reflection

What is something new from this session you'd like to consider?  
How do you think this can influence your instruction?

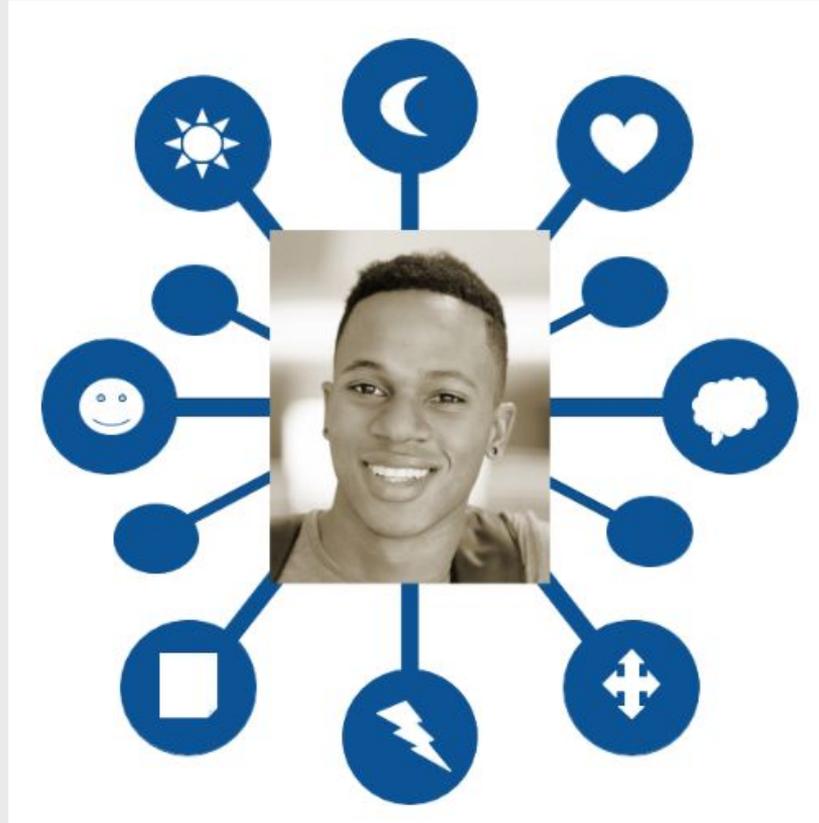
## YOU CHOOSE

Individual reflection

Pair Share



# Classroom Management - Holistic Approach



# 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

Syllabus

Grades/Grading

Instructor Contact

Maintaining Rigor

Staying Focused

College Resources/Tools

## **Breakout Sessions 10:40 - 11:50**

### Pedagogy and Classroom Management with Special Populations

*Instructors and Counselors*

### K-12/CC Partnership Connection and Communication

*Administrators and Coordinators*

# PEDAGOGY & CLASSROOM MANAGEMENT: SPECIAL POPULATIONS

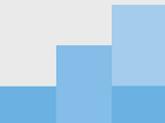
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Instructor

Cabrillo College



## Special Populations - unique features:

- **Students with Special Needs** - physical disabilities, mental health or behavioral issues, chronic illnesses, and/or “invisible” disabilities - typically 10% of school population
- **English-Language Learners** - home language is not the target language; learning English simultaneously with other content; can be up to 60% of school population
- **Home-schooled** - young, under 18 years old; articulate and typically well-educated in a specific content area

# STUDENTS WITH SPECIAL NEEDS

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Instructor  
Cabrillo College

## Let's start with an activity

Describe, in writing, the home where you grew up, or spent most of your childhood -

But first, some “rules”:

- Write in complete sentences
- Start each sentence with a noun or pronoun
- Each word in the sentence cannot have more than one syllable

# Activity share out: Talk with a neighbor

How did the activity make you “feel”\*?

**Debilitative Anxiety** is so “intense” that a person is not able to move forward & their task doesn’t get done



**Facilitative Anxiety** “helps” get a person working on a task; students can feel a little “nervousness,” but can use it to complete the task.

*\*The way we feel about a task affects how we do on the task*

Want to read more? <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4705295/>

# Students with Special Needs: What to know

- ❑ It is not uncommon for students with special needs to experience anxiety around school, regardless of their disability.
- ❑ They may or may NOT want others to know about their disability. If they have not visited the Disabled Students Resource Center/Office, they may not know what support they need.
- ❑ Without an Accommodations Form/Sheet from the college, technically the instructor of the class cannot give accommodations to the student. The Accommodations Form clearly identifies appropriate accommodations.

# High School students with Special Needs: What to know

- ❑ Even if a high school student has an IEP or 504 Plan, the student **must** contact the college disabilities office/services to receive appropriate accommodations in a college classroom.
- ❑ IEPs and 504 plans do NOT automatically “follow” the student to the college classroom; the student must work with the college disability office/services to receive accommodations.

# But wait! What is an accommodation?

An accommodation is an adjustment or modification that ensures a person with a disability has equal access to course materials. Examples include extra time on tests, a seating change, notetakers, or alternate formats such as digital text, audio or Braille.



# Students with Special Needs: How to help

- ❑ Let **ALL students** (college students and high school students receiving support services) know that if they require supports, they need to contact the disabilities office to receive support in the college class.
- ❑ There are high school students with disabilities who may not have an IEP or 504 Plan; they may not even be aware that they have a disability – **let ALL students** know there are various ways to receive support, and one of the ways is through the college disabilities office/resources.

# How to help: Start BEFORE the semester begins with Syllabus Language: here's a sample

I encourage students with disabilities, including “invisible” disabilities, such as chronic diseases, learning, and psychological disabilities, to explain their needs and appropriate accommodations to me within the first two weeks of the term (even if you’ve already received accommodations in another class). Please bring a verification of your disability (hard copy – not emailed) from the appropriate campus office and a counselor or specialist’s recommendations for accommodating your needs.

The student is required to abide by all rules, regulations, and policies as outlined by the student handbook of the college. I am here to help you, the student. Your success is important, and it is your responsibility to communicate to me and others clearly so that we have a cooperative learning environment.

# How to help: Start BEFORE the semester begins

## ANOTHER ACTIVITY! - PAIR AND SHARE

- With the person next to you, take **two minutes** to generate ideas of how to support students with special needs **BEFORE** the semester starts
- Be prepared to share with the group! Think about the following:
  - What resources were necessary to create STUDENT supports prior to the semester start?
  - How will this “early start” support ALL students in the classroom?

# ENGLISH-LANGUAGE LEARNERS

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Cabrillo College



# Language Learning: Keys to Successful Learning

There are several keys to success in learning a language:

1. Access to target language
2. Motivation to learn
3. Opportunity to access resources of learning
4. Access to speakers of the target language

*What can an instructor do to create opportunities for successful language learning?*

# What to do! How to help!

- **Multimodal Teaching: visual, auditory, kinesthetic**
  - Handouts in various colors; reading handouts out-loud, having students annotate handouts for key ideas
- **Group work:** Match Language Learning students with other student with various levels of language ability
- **Wait time:** Give students time to think, write, answer
- **Vocabulary/Word Banks:** Have students maintain a “log” of vocabulary that is unique to the content

What to do! [There is a resource for this:](#)

DUAL ENROLLMENT

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

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

# Let's do it - ONE MORE ACTIVITY!

Let's make this kinesthetic and collaborative:

- Take a sticky note (at your table)
- Write one **fact** OR **strategy** that caught your attention on the sticky note - you can abbreviate
- Stand up! Walk the sticky to where it belongs:

## FACT or STRATEGY

- Once the stickies have landed, let's look:
  - What trends are we noticing?
  - How does this influence our teaching?

# CONNECTION and COMMUNICATION IN K-12 COMMUNITY COLLEGE PARTNERSHIPS

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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**

# Poster Activity

Gallery walk:

- Add dots to ideas that resonate
- Use sticky notes to “speak” to ideas or add further questions
- Summarize posters

# 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!

## Creating a Dual Enrollment Partnership

- Choose a section on the checklist and begin to answer the questions.
- Would your partner (college or high school) have the same answers as you?

## Designing Professional Development for Dual Enrollment Instructors

- Choose a section of the handout.
- Underline areas best designed by the college.
- Circle the areas best designed by the high school. You may circle and underline the same area.

# FEDERAL PRIVACY LAW and DATA SHARING

Bay Region Dual Enrollment Professional Development

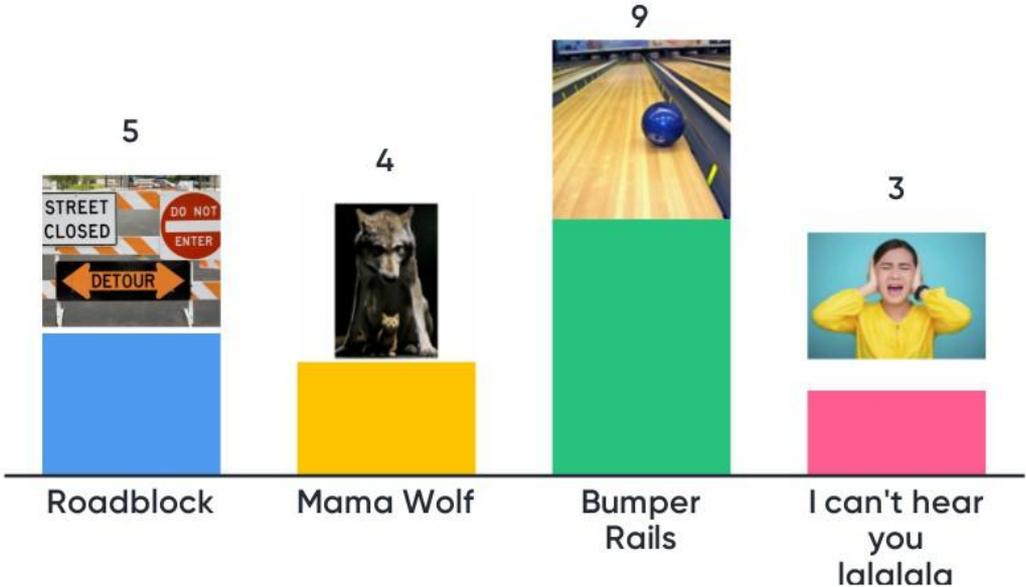
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# Choose a visual representation of FERPA based on your experience



# What do you really want to know about FERPA?

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

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?

A summary in bullet points and simplified wording

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?

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

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

DUAL ENROLLMENT

## **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.*

# FERPA

How can institutions share data?

- Written consent - a FERPA waiver
- Exceptions
- Health and safety

# FERPA - Exceptions

1. Directory information
2. School officials
3. Other schools or institutions

# FERPA - Exceptions

4. Audits and evaluations
5. Studies
6. Health and Safety

# Data Sharing - Why

1. Program Improvement
  - a. Classroom
  - b. Process
  - c. Supports
2. Troubleshoot
3. Support Instructors

# Data Sharing - How

1. Agreement - mandated by AB 288
2. Disaggregated? Anonymized? De-identified?
3. Publically available
  - a. Datamart
  - b. Dashboard
4. Talking

# Data Mart Tutorial

## How to Find Special Admit Student Status Enrollment Tutorial

California Community Colleges Chancellor's Office  
Management Information Systems Data Mart

CA.GOV

Home | Students | Courses | Student Services | Outcomes | Faculty & Staff

**Students/Headcounts**  
Reports showing student counts, with demographic breakdowns by:  
[Click](#)  
[Annual/Interim Student Count](#)  
[Enrollment Status](#)  
[Day/Evening Status](#)  
[Full-time/Part-time Status](#)  
[Citizenship Status](#)  
[Education Status](#)  
[Full-time Equivalent Student \(FTES\) Counts](#)  
[Distance Education \(DE\) Full-time Equivalent Student \(FTES\) Counts](#)

**Student Services**  
Reports showing student counts, with demographic breakouts if desired, for students who are participants in programs and or services overseen by the Student Services Division of the Chancellor's Office:  

- Student Assessment Summary by Instrument ID
- California Work Opportunity and Responsibility to Kids (CalWORKs)
- Disabled Student Program and Services (DSPS)
- Extended Opportunity Program and Services (EOPS)
- Financial Aid
- Matriculation
- Special Population/Group Student Count
- Student Success Services Student Count

**Outcomes**  
Reports showing student outcomes in enrollments and programs, with demographic breakouts if desired, by:  

- Basic Skills Cohort Progress Tracker
- Enrollment Retention and Success Rate
- Grade Distribution
- Program Awards
- Student Success Scorecard Metrics
- Student Success Scorecard Skills Builder Metric
- Transfer Velocity
- System Wage Tracker
- College Wage Tracker
- Transfer Volume

Tutorial developed by Diane Walker

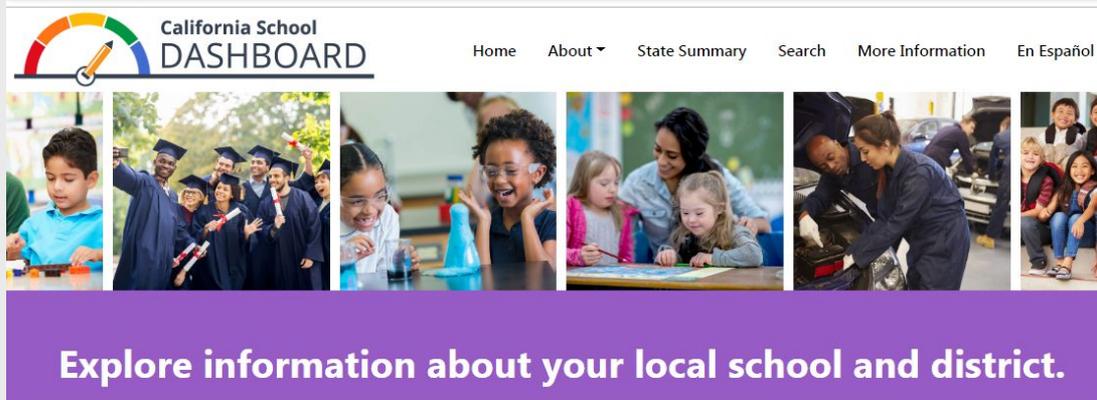
- Director Industry Liaison and Post Secondary Partnerships, Antelope Valley Unified School District

# Data Mart Example - El Camino College

	Spring 2017	Spring 2017	Spring 2018	Spring 2018
	Student Count	Student Count (%)	Student Count	Student Count (%)
<b>El Camino CCD Total</b>	22,446	100.00 %	22,932	100.00 %
First-Time Student	1,126	5.02 %	1,054	4.60 %
First-Time Transfer Student	1,208	5.38 %	1,334	5.82 %
Returning Student	2,001	8.91 %	2,115	9.22 %
Continuing Student	17,466	77.81 %	17,440	76.05 %
Uncollected/Unreported			3	0.01 %
<b>Special Admit Student</b>	<b>645</b>	<b>2.87 %</b>	<b>986</b>	<b>4.30 %</b>

# School Accountability Dashboard Tutorial

*How to navigate California's new dashboard for viewing data on college- and career-readiness*



*Tutorial developed by Kim Irons*

*- Linked Learning Pathways Specialist, Centinela Valley Union High School District*

# AB 288 Reports

*College and Career Access Pathways (CCAP) Partnerships*

 California Community Colleges

**CCAP Dual Report**  
**Fiscal Years: 2016-17**

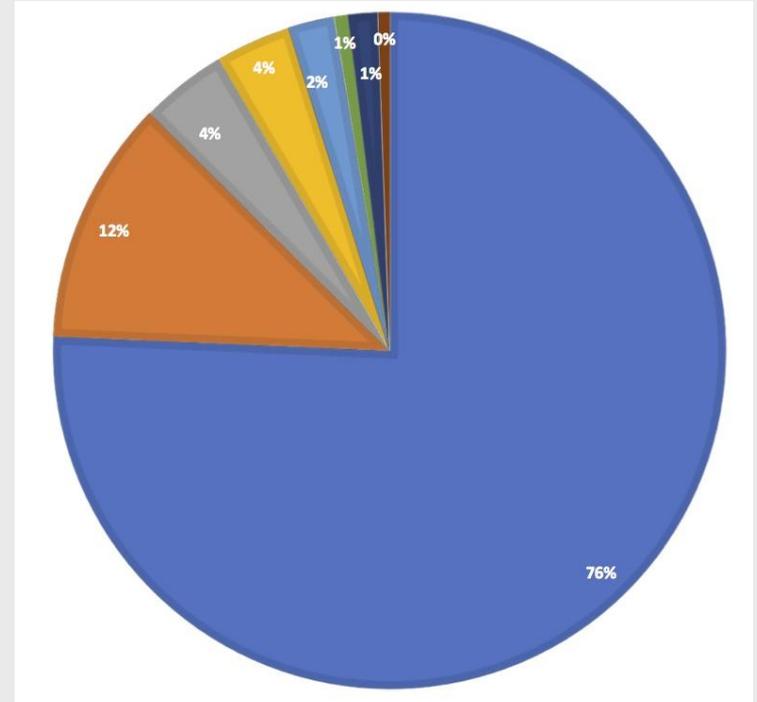
*Please scan and email all reports to [CCAPP@cccco.edu](mailto:CCAPP@cccco.edu)*  
Do NOT mail hard copies

**Reports are DUE: October 1, 2018**

# AB 288 Reports - Sample from Los Angeles

AB 288 reports - 9 colleges from multiple districts in the Los Angeles Area

- Latino - 76%
- Unknown - 12%
- African American - 4%
- Asian - 4%
- White - 2%
- Amer. Indian/Alaska Native - 1%
- Native Hawaiian/Pacific Islander - 1%
- Two or more >1%



# Homegrown Data

- Santa Rosa Junior College - [data dashboard](#)
- El Camino College

El Camino College  
Dual Enrollment Student Profile and  
Course Outcomes

*Fall 2016 to Spring 2017*



**Questions?**

# Dual Enrollment Toolkit and Resources



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SUPPORTING ENGLISH-  
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DEVELOPMENT FOR DUAL  
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INSTRUCTORS

ADDITIONAL DUAL  
ENROLLMENT RESOURCES

## ***FOR MORE INFORMATION:***

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