Beyond Transactional:

Building Relational Counseling for

Equitable Dual Enrollment

Today's CLP Team

Sherry Shojaei
Director

Laurencia Walker
Director

EC
Equitable Counseling

Today's RCC Team

Dr. Adrienne Grayson
Associate Dean,
Educational Partnerships
Riverside City College

Jasmine Guerrero
CTE Coordinator
Gateway College
and Career Academy

Beatriz Perez
ELD Liaison/MTSS
Gateway College
and Career Academy

Andrea Puente
Lead Counselor
Gateway College
and Career Academy

EC

Today's EdTrust-West Team

Camille Medrano
Senior Educator Engagement Associate
EdTrust-West

Agenda

- Welcome and Introductions

- Riverside City College and Gateway College and Career Academy

- Ed Trust–West: Counseling Guides

- Engagement Activity: Mapping and Designing your Teams

- Facilitated Dialogue

- Closing

EC
Equitable Counseling

MTSS - Multi Tiered System of Supports
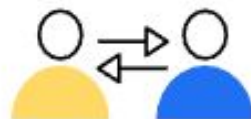
Tier 1

- School-wide interventions, catered to all learning models for students (in-person, hybrid, online, asynchronous)
- Pre/Post surveys determined a 5% increase in the following areas; setting academic goals and class participation

Tier 2

- Equity in access to additional support: smaller, more focused instruction
- Student needs addressed earlier, different learning styles supported, Personalized attention, Intervention based on identified need

Tier 3

- Counselor discretion – work with assigned counselor on appropriate intervention
- Students who have fallen behind due to systemic barriers have the opportunity to succeed
- Guaranteeing every student regardless of starting point can access necessary resources and support

EC
Equitable Counseling

Gateway College & Career Academy
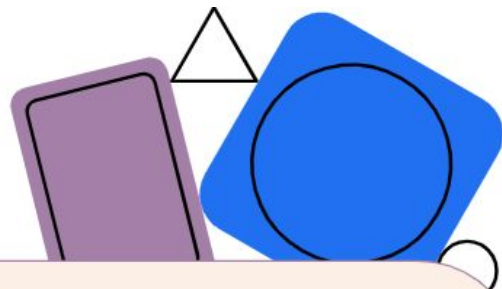
Who we serve:

- Increased from 349 students (Spring 2024) to 397 students (Fall 2024)

- Diversity & Inclusion: 76%, Hispanic/Latino: 11% White, 6% Black/African American, 53% Low-income, 19% English Learners, 7% students w/ IEPs, 4% 504 plans

- Attendance Models: 40% hybrid, 30% in-person, 30% virtual support diverse student needs

What we do:

- Meeting each student where they are at a socially, emotionally/mentally, academically level

- Small caseloads of students that receive personal education planning and additional support when needed

- Individualized interventions to help students continue to be successful

  - MTSS interventions, growth plans, administrative support

- Collaboration with administration, teachers, and instructional aides on best practices for each student

EC
Equitable Counseling

Career Technical Education (CTE) as a Pathway to Equity

2024-2025 CTE Completers: 3

Projected 2025-2026 CTE Completers: 4

Current students taking a CTE course: 30

- Where does CTE fit in? CTE helps remove barriers by offering accessible, hands-on learning that leads directly to high-paying careers, certifications, and post-secondary education
  - Understanding that not all students go straight into a four-year college.
- Shifting the mindset from "CTE vs. College" to "CTE AND College" to help close the equity gap in education
  - CTE is not a detour from college; it is a chance for students to explore career interests early on.
  - **CTE is not a Plan B; it's a Plan A for many students.**

EC
Equitable Counseling

Career Technical Education (CTE) as a Pathway to Equity

2024-2025 CTE Completers: 3

Projected 2025-2026 CTE Completers: 4

Current students taking a CTE course: 30

- *Equity Impact: Students who may have never imagined attending college or obtaining a high-paying career now have a clear pathway through CTE*
- We identified a gap in support for students interested in pursuing trades and have since established a dedicated CTE team – CTE Coordinator, Assistant, and Mentor – to provide guidance and opportunities for these students.
    - "Do Two Program": High school diploma + RCC certificate
    - New "Trade Up Program" expanded pathways in HVAC, automotive, technology, and welding technology.
    - Student engagement in workforce readiness:
        - Invite guest speakers to present real-world experiences
            - Surgical Tech, Welding Fabricator, Pilot
        - Collaborate w/ RCC to provide students tours: CNA, HVAC, Welding, Cosmetology, Auto

EC
Equitable Counseling

GCCA Grads

Projected Graduation Class for 2024-2025: **125**
Official Grads so far: **32**
Grads on Caseload: **93**
65 projected for **Spring 2025**
28 projected for **Summer 2025**

- **Who are the Grads?**
- Students that are graduating in any of the four terms (Fall to Summer of the next school year) come to the Grad Caseload
- **GCCA Counselors = Adjunct Professors**
- RCC Guidance 45, 48, 47 and RCC Com/CIS are required GCCA graduation requirements so these help a student prepare to be an official full time student at RCC after graduation;

Note: Students can also petition to take other RCC courses in lieu of the Gui/Com courses

- **RCC Supports:**
- GCCA is working with the RCC Promise Program to see if our grads are eligible; Assistance from Financial Aid is available to our students
- Our students have access to all other RCC resources while attending at GCCA
- **RCC Mentors to help along the way**
- **Lifelong Student Support**

GCCA Success!

"The knowledge I received in my RCC AUT-50 course helped me learn about the fundamentals of cars – learning about brakes, naming certain parts of the car, and learning the proper terminology. The certifications that I received in the class also helped me get a job at AutoZone."
-   Daniel G. (current Grad CTE student pursuing Automotive)

EdTrust-West

EdTrust-West is committed to **advancing policies and practices to dismantle the racial and economic barriers** embedded in the California education system. Through our **research and advocacy**, EdTrust-West improves racial equity in education, engages diverse communities dedicated to education equity and justice, and increases political and public will **to build an education system where students of color and multilingual learners, especially those experiencing poverty, will thrive**.

EdTrust-West Locations

Bay Area

Greater Los Angeles

Sacramento

Other Priority Regions

Dual Enrollment as an Equity Strategy

Community colleges and high schools can work together to intentionally enroll and serve historically minoritized students in dual enrollment courses at representative rates

When implemented with intention, we have the opportunity to transform our systems and move closer to equitable access and success in postsecondary learning

Horatio

It was my first time with dual enrollment, it was kind of a new ground for me

edtrust WEST

EC
Equitable Counseling

Purpose of Practitioner Guides

Build practitioner awareness and capacity to increase access to college courses and provide support to historically minoritized students

Ground (or re-ground) counselors in equity at the local level

> *Lots of folks play a role in supporting dual enrollment*

> *Counselors serve as key points of guidance, information, and relation for students*

> *As the field demands more of dual enrollment, more is demanded of counselors*

EC
Equitable Counseling

Practitioner Guides Overview

Team Mapping

Tool: Role and Responsibility Mapping Table

| Role
Role title?
Is this role permanent or temporary - consider sustainability? | Responsibility
What are the responsibilities of this role as relevant to dual enrollment?
What expertise does or should someone in this role have? | Location
Community college, high school, or district?
Department and/or office? |
|---|---|---|
| Example
College and Career Counselor | Example
-Inform students of graduation and university requirements
-Provide dual enrollment special admit forms
-Meet with students and families to discuss dual enrollment opportunities | Example
California High School - College Center |

Goal Setting

Dual Enrollment Goal Setting Worksheet

Goal Components	Guiding Questions
Quantifiable

Metrics:
e.g., base enrollments, units earned, course type, section and success rates, GPA, degree, or certificate-based

Note: for the purpose of | This guide supports using data to set racial equity goals in course access and success. Elevating other critical student identities in the community is encouraged – including intersections of gender and race, students experiencing poverty, multilingual learners, students with disabilities, and first-generation students.

✓ Look at historic and current data, disaggregated by race/ethnicity. Compare students in dual enrollment to the general high school population. Are there gaps in access? In success?
   ▪ How do you want to expand and improve your dual enrollment programming? Will you use quantitative data (e.g., raw numbers, percentages, etc.) or qualitative data (e.g., student focus groups, survey responses, interviews, etc.) to define the goal? Both? |

EC
Equitable Counseling

Practitioner Guides Overview

Key Messaging

Key Messages
- Dual enrollment as an opportunity to take a college course
- Course options and availability for upcoming terms
- Information on course cost, location, and instructor
- Preparation for dual enrollment courses
- Enrollment information on how to apply and register
- Contact information for school and college leads
- Benefits of taking a course and passing the course with a C or better
- Consequences of receiving a D or F grade or withdraw on college transcript
- Impact on financial aid eligibility based on grades received and units earned
- Support offered by school and college to matriculate and complete the course

Strategies
- ☐ Develop marketing materials, such as a student FAQ, parent brochure, or a course informational flyer, that are accessible and relevant to the students in the community, including ensuring that students see themselves in the images. Materials should reflect collaboration between the school and college, such as including the college logo to show partnership and significance of the opportunity.

Focused Recruitment

→Once you identify where to connect with students, select 3 of the places and groups to effectively partner with to inform and recruit students for dual enrollment. Consider recruitment goals based on the school and college partnership participation goals, continuing to use data in the matriculation process.
- Inquire about announcement time during club meetings, a table at an upcoming event, or space in an outgoing newsletter, as relevant.
- Consider how you can uplift students to lead and engage with peers to support recruitment.
- Be prepared with engagement strategies and incentives to share information.

Practitioner Guides Overview

Conversation Guide

Investigate
- What are some academic and career paths you want to explore?
- Let's review the dual enrollment courses and programs available, and where and when these courses are offered. Consider your schedule and responsibilities.
- What courses can you take or have you taken to prepare for college courses you're interested in?

Discuss
- Our school offers these courses for free, meaning you don't pay for tuition, fees, textbooks, or services. [*If not CCAP or no-cost non-CCAP, note costs to students and financial aid; ask about concerns*]
- While taking dual enrollment can help explore fields of interest, it is also important to take courses with a purpose. These courses impact college transcript and financial aid, so we want to make sure the courses you take contribute to general education courses for a college degree or toward a pathway or certificate.
- How college credits earned apply or transfer will depend on the type of institution you plan to attend. In your senior year, you'll likely need to access your college transcripts. [*Share school/community college process for obtaining college transcripts.*]

Session Guide

Information Session Facilitator Agenda
Preparation

Facilitators	• School or district dual enrollment lead or head counselor, and • College dual enrollment coordinator or early college counselor, and • Dual enrollment student speaker for student perspective
Materials	• Dual enrollment FAQ and partnership flyer • Course list • High school graduation requirements, A-G requirements, and transferability • Enrollment form (ex. special admit form, AB 30 form, etc.) • Process to enroll, including list of key dates and deadlines
American School Counselor Association (ASCA) Standards[1]	• Behavior - Learning Strategy 5: Media and technology skills to enhance learning • Behavior - Learning Strategy 7: Long- and short-term academic, career and social/emotional goals
Tips	• Representation from both the school and college partnership will support answering questions • A dual enrollment student speaker will provide insight into the experience • Support caregivers to understand the responsibility and schedule

EC
Equitable Counseling

Facilitated Dialogue

Now that you've mapped your teams, how can these teams be more relational?

-Meeting frequency
-Location/Modality
-Purpose/Goals

LWalker@careerladdersproject.org
SShojaei@careerladdersproject.org

CLP | Career Ladders Project

Thank you!

Join a CLP Community of Practice

Stay up to date on all things CLP

EC
Equitable Counseling