

CESD Dual Credit Levels of Student Support

CESD's 'WHY' for high levels of student experiences in Dual Credit

- CESD Division Goal and 1 of the 3 Strategic Imperative focuses as set by the Board and COLT in Fall 2023
 - All students will graduate high school having had purposeful career pathway experiences that lead to a confident and successful transition to post-secondary and career training (apprenticeship certification, certificates, diplomas, degrees).
 - Alberta's government is asking Alberta Education to better prepare Alberta's youth with the skills and direction they need to find meaningful employment in the economy we are building. (Minister of Education Mandate Letter 2023)
- Provincial and CESD data collected over 5 years demonstrates that well designed dual credit experiences set students up to be twice as likely to attend post-secondary career training learning after high school graduation.
- CESD follows the [Alberta Education Dual Credit Framework Guidelines](#) and positions dual credit into teacher assigned time for supervision of student success. Supervision and guidance by an Alberta certificated teacher is a key requirement that leads to student success in a dual credit opportunity. In all dual credit opportunities, certificated teachers are required to provide students with ongoing guidance and assessment, even if they are not providing direct instruction.

CESD Objectives within Dual Credit Experiences

- Students who participate in **Career Pathway connections** are motivated and find success - **Academic and Social Emotional driver**
- Developing **Career Pathway skills in High School CTF/CTS, Dual Credit, and work-embedded learning** increases student confidence, academic success and career readiness.
- **Academic & Career coaching and advising while students are in dual credit experiences**, provides students high levels of success transitioning to post-secondary/career training while also greatly improving their academic success in their high school core courses.

CESD Dual Credit School Roles and Design for Student Support

- Staff are the academic and career coaches for students who are enrolled in a dual credit course.
- All students have scheduled class time where they attend weekly 2-3 times per week under guidance of an assigned teacher to meet the below Levels of Support Actions.
 - Having a designated, scheduled CTS 3 credit block or equivalent scheduled learning space with direct academic and career coaching
- The Levels of Support are Weekly Actions that are part of the learning design of dual credit student support as led by the staff team.
- This assigned learning time is an active time for the staff team as you are work 1:1 or in groups with learners, getting beside them to coach their academic success, work on soft skills for post-secondary success, and engage in conversations that are connected to student career pathways in order to move students towards career transitioning confidence.

CESD Dual Credit Division Roles and Design for Student Support

- Supporting school teams working with Level 1 and 2 students to talk through achieving Weekly Level 1 and 2 actions.
- Supporting school teams with Level 2 Learning Plans of Action for students. Division Office may work with a Level 2 student if part of the team plan.
- Directly working with school teams on the Learning Plan of Action for a Level 3 student and becoming part of the Level 3 actions of support for the student.

LEVEL 1 Support: Universal and in place for all Dual Credit Students

Students who are successful in Level 1 support only need the below Level 1 actions to find their own answers quickly as they are motivated learners with strong student 'soft' skills.

Weekly Actions in 4 Key Areas

- Academic Success & Organization of Dual Credit
- Academic Success & Organization of Core High School Courses
- Social Emotional Wellness
- Career/Post-Secondary Readiness Conversations
 - Refer to the CESD Year-At-A-Glance documents and all Handbooks

Staff Weekly Academic Coaching of Students

- 1:1 check-in time with all students - Staff digging deep around student learning
 - Sit with students and ask for them to open their Learning Management System i.e. Moodle
 - Assess the information you see in front of you with the student in their course and make a weekly action plan with students.
 - You may see the amount of time a student is working within the course. How they have done on previous assessments and assignments. Use this in your coaching conversation and in your assessment of the student's success.
 - Look for comments left by the instructor and what students may need to do; adult coaching is often needed to help students see how instructors communicate.
 - Make the above actions all part of your weekly check in. For those in Level 2 and 3, this will need to be more frequent as detailed below and Division Office Roles will be used to support further.
 - Our coaching supports students to learn to meet deadlines as assigned in their dual credit course. This becomes a core focus of our 1:1 time with students as we are beside them through the week.
 - Assess student needs for extra support. Respond as needed based on LEVELS of RESPONSE using Level 2 and 3 combined with the Division Roles' support.
- Best practice is to have students complete all assessments and assignments submissions while in the scheduled learning time or while at school in order to avoid glitches in meeting deadlines.
- Review Course Outlines weekly with students and keep all expectations front of mind for all students - develop processes that are useful to all students i.e. calendar visuals in a common location, etc. Students can play a key role in this each week.
- Monitor and keep track of all student course deadlines, assignments, policies, etc. with students and support the organization of their week and the quality of their work for the dual credit course. Students should be learning to organize within a calendar, digital or paper.
- Schedule time for student course assessment completion within the school setting to cause greater student success.
- If a student is absent for a day of assigned class, how is this student still connected with to meet the deadline expectations of the dual credit course?
- Use a tracking system that works for your context where dual credit learner progress and success is impacted by this oversight.
- Review accommodations weekly to ensure the student is accessing them properly. Tasks will change weekly with the program, it is important to review tasks to ensure the student is supported through their IPP plan.

	<ul style="list-style-type: none"> ● Connect with parents on the students progress in dual credit as well as to report grade status. ● Check your CESD email for emails from instructors and division staff about the courses and student success. Please forward these to your entire dual credit school team to keep everyone on the same page.
Student Weekly Actions	<ul style="list-style-type: none"> ● Expected to be present for assigned time ● Expected to meet deadlines as set by the post-secondary institutions; may need coaching and organization support. ● Expected to communicate with assigned school staff, division staff and post-secondary instructors if any complications arise that will impact deadlines. This needs to be well ahead of deadlines(if possible) in order to request consideration for changes to deadlines (not always possible). <ul style="list-style-type: none"> ○ With students, check in on their CESD email for course related emails and content. Support students in learning how to organize their emails - read, respond, keep, delete - as necessary i.e How to properly respond to instructors - students do not have confidence or skill in how to respond to people.
Career Advising of Students	<ul style="list-style-type: none"> ● Continue to check in on the students balance of academics, dual credit and extra curricular. This can lead to opportunities to support the student's resiliency for future obligations. ● Reflect on Career aspirations for the future and consider more options with a plan A and B. ● Support the student with financial opportunities with scholarships and bursaries. Offer support with navigation of these tasks and financial aid that are available to that student's career interest.
Classroom/ Learning Space Design	<ul style="list-style-type: none"> ● At the start of a course, be sure to have all Course Outlines printed and displayed for your reference as well as students deadlines, assignments, policies, etc. ● Visuals within the assigned space representing dual credit courses and work. i.e. Bulletin Boards of these Course Outlines and other resources are valuable to the learners in your Dual Credit classrooms.

LEVEL 2 Support: School-Based with Support from Division Office for Advising

The student is not performing to their potential and needs additional support to achieve their personal best and increase success by building skills in one or more of the areas in Universal Supports. Students may need to be guided through NEW processes to be successful in their learning or they may need social emotional support for their success. The student receives all of LEVEL 1 Support, however there is likely increased attention and 1:1 time with this student in the weekly schedule to monitor and support their success.

Staff Weekly Academic Coaching of Students

Determine what the student is struggling with and design a Learning Plan of Action around the support needed.

Actions that should take place with the student:

- Identify the barrier that's keeping the student from meeting their potential
- Establish additional meeting time in addition to the blocks designated in Level 1
- Create goals for the student to work towards
- Determine if additional support from team members is needed including divisional support as part of the success plan
- Social emotional wellness, what outside factors may exist. What can you do in your connection time to support this

Career Advising of Student

The student may be struggling due to uncertainty about their career steps.

- Use My Blueprint, ALIS, existing career tracking sheets or other available resources to initiate exploration
- Utilize your school and division team members to support this work
- Have further conversations to support the student with career pathway planning including resources to funds available through bursaries, scholarships, students loans and RESP. As well as reaching out to a post secondary of choice to set up academic advising.
- Work with students to determine and reflect on their current strengths and abilities Use academics, extra curricular, hobbies and interests. Support with exploration and investigation.

LEVEL 3 Support: School-Based with Direct Student Support by Division Office Roles

These students require regular check in by both the school assigned supervisor and the division assigned support. This student is not doing well in their dual credit course and likely other high school courses. The student struggles with the expectations and is not following through with Level 1 or 2 support in place. This student needs constant support, reminders and positive reinforcement. The student may struggle academically, socially and carry external stresses which affects their ability to perform to a higher level. Extra effort is needed for this student to achieve success.

The student receives all of LEVEL 1 Support, however there is an increased attention and 1:1 time with this student in the weekly schedule to monitor and support their success.

Staff Weekly Academic Coaching of Students

This requires a whole team approach and a refined action plan.

- The current approach of teacher/student relationship may not be working. The team needs to identify strategies that could work to break the pattern of disengagement at this level.
- Determine what the ultimate goal for this student is and build the plan around it
- Communicate with parents to be part of the action plan and determine next steps
- Communicate with the Division Team
- Assess the probability for student success - what can be the key takeaways to create success in the program. Concentrate on work moving forward with this student opposed to “catching up” on missed work.
- Check to see if a student is in good standing in their high school courses. Determine areas of concern and use this to help the team design a success plan.
- Highlight the strengths and positive outcomes - use motivational techniques and help them create small goals that can have big outcomes
- Expect to increase frequency of check-ins - use all types of communication as needed (Text, phone, email, google chat, google meets, etc.)

Career Advising of Student

- Assure student ** that they don't need to know what they want to do as a career or know their post secondary plan and that the school team will continue to offer support in this area.
- Identify and note character strengths and outline options for career readiness in a tracking sheet
- Make a note to connect student to a variety of career exploration opportunities
- Make a note in a tracking document that the student is unclear of career and post secondary pathway

