**Dual Credit Workgroup**

**Monday, May 12, 2014, 12:30pm-3:30pm**

ESD 113

6005 Tyee Dr. SW, Tumwater, WA

**Meeting Notes**

All supporting information for Workgroup activity is posted on our group’s wiki at

[**http://wa-dualcredit.wikispaces.com**](http://wa-dualcredit.wikispaces.com)**.**

**MEETING PARTICIPANTS**

Noreen Light, Randy Spaulding, Jim West, Anne Messerly, Becca Kenna-Shenk, Mike Hubert, Becky McLean, TJ Kelly, Joyce Hammer, Jan Yoshiwara, Linda Drake, Jane Sherman, Terri Colbert, Scott Seaman, Christi Kershaw, Teri Pablo, Anastasia Church, Rob Denning, Jene Jones, Linda Fossen (phone), Joyce Carroll, Karen Landry, Angie Russell, Ben Meredith, Barbara Papke, Luke Rucks, Tim Stetter, Andrew Anderson (phone), Garrett Havens, Gloria Martin, Rachel Burke, Megan Wargacki

**REVIEW OF ROADMAP AND PURPOSE OF GROUP**

Following introductions the Workgroup reviewed the purpose of the Dual Credit/Enrollment Workgroup and the context of this group’s work within WSAC’s 10 Year Roadmap – to streamline and expand dual credit opportunities. All materials distributed at the meeting, and a revised committee chart (with acronyms spelled out) have been posted to the wiki.

**CREDIT BY EXAMINATION**

The workgroup reviewed questions and feedback from discussions and small group breakout sessions from our first meeting (see notes on Wiki). Dual credit is generally broken into two buckets – college course work as demonstrated by Running Start and College in the High School, and credit by examination – Advanced Placement, International Baccalaureate, and Cambridge. A short presentation and discussion on credit by examination followed.

**TWO NATIONAL PERSPECTIVES**

Two national perspectives on Dual Credit were reviewed – Education Commission of the States (ECS) and the National Alliance of Concurrent Enrollment Partnerships (NACEP).

* Education Commission of the States (ECS)

ECS completed a report outlining 13 Model State-Level Policy Components (included on the Wiki). 47 states and the District of Columbia have dual credit policies, and there are local policies in the remaining states. The report is an overview of what they found. Major areas of interest include access, finance, quality, and the transferability of dual credit course work. In summary:

* + Access – all eligible students are able to participate. Not restrictive on caps on courses, students earn both high school and college credentials.
  + Financial – looks at the effect on state funding, districts, colleges, and families. It is important the responsibility for payment does not fall to the student/family.
  + Quality – courses are at the same level of rigor as a college course. Nearly 40 states have imbedded quality in their state laws. The importance of evaluation of the instructor was highlighted. Reporting occurs on state report cards. 30 states require evaluations.
  + Transfer – the transfer of college credit is included as a component of policies. Baccalaureate institutions accept credit as long as quality is maintained. Credit is treated the same as if credit is taken at the college.
* National Alliance of Concurrent Enrollment Partnerships (NACEP)

Tim Stetter from UW Seattle shared information about this organization and their national accreditation standards.

* + Concurrent enrollment (College in the High School - CHS) – High school teachers are approved by the college to teach college courses either on site at their HS or online.
  + 500 concurrent enrollment partnerships exist nationally. We have perhaps 18 in Washington and two are accredited through this organization – UW Seattle and Everett Community College.
  + CHS started in 1955, the same year as Advanced Placement (AP).
  + The organization was created to ensure rigor beyond best practices. There are 17 national standards in 5 areas, including
    - Curriculum. Official college course in your HS. Not starting with HS course. All college departments have ownership of these courses. College faculty must visit the HS courses to review if students are engaging, etc. It is a collegial model.
    - Faculty. Need approval from college faculty teaching course at the college. Training is required for teaching, continuous professional development is required. Non-compliance is a big issue that can affect offering courses on HS campuses in the future. To apply, HS faculty submit an application in winter and spring that includes their curriculum vitae, letter of application, recommendations. This goes to college department. HS faculty are required to participate in training. UW pays teacher to participate.
    - Flexibility. This is extended to choice of textbooks, etc.
  + These programs are fee-based, with the student/parent paying the fee. There are some pay-support programs.
  + The course syllabus comes from the college department so the HS faculty aligns with how the course is taught on the college campus. The HS faculty works with the department to determine how to convert a quarter college course to semester or year-long HS course. For example, scaffolding could be included in the course to bring students up to speed in Math, then spread out the content over the rest of the year.
  + HS faculty must have a bachelor’s or master’s degree in the content area. All qualifications go up on line.
  + A question was raised about technical college in the high school programs. At this time this is not happening. This program alignment between HS and college has happened through Tech Prep.
  + Students in CHS programs are treated by the college like other college students – registration, official transcripts, prerequisite checking, drops and withdrawals, transferring of credits – all are treated the same as if in college. The student learns the college culture. It could be called ‘Running in Place.’ Authenticity of the college experience is important - bringing the unwritten norms of college into the course (e.g. the importance of college syllabus).
  + Assessment and evaluation. Students are assessed the same way as on the college campus in the same course. Students are graded in relationship with students on campuses.
  + Evaluations – in addition to end of course evaluations, students are surveyed one year after the CHS course and four years later. Evaluations are also conducted with principals, teachers, and advisors. Evaluation information is shared with districts. Records are kept on all students in the cohort.
  + Colleges apply for NACEP accreditation. 92 are accredited nationally with many more following the standards.
  + What would attract an AP teacher to this model? Access to the college library, pay and clock hours are another, and they become part of a cohort of teachers for their own professional development.

**REVIEW OF CURRENT ISSUES FROM LAST MEETING**

The workgroup looked at issues generated from the last meeting from the perspective of the Big 3: Quality, Advising and Funding. In addition, emerging ideas were discussed, including making use of existing resources: Washington 45 courses, AP to WA 45 crosswalk, Open Course Library OCL, and Washington Online.

* Washington 45
  + Jane Sherman, Jan Yoshiwara, and Mike Hubert shared information about the Washington 45. This is a set of commonly numbered courses in the community college system that transfer and satisfy general distribution requirements at all public institutions and most private colleges in Washington. It is for students going to transfer without a Direct Transfer Agreement (DTA). It helps students identify courses more than one particular area. If you follow this pattern, you will get general education courses at the receiving institution. A downside of using this list of courses is that it could narrow a student’s focus. If a student is heading to a specific institution and knows this, they might be better served taking different courses. Also, if you are going to major in something specific (e.g. chemistry) the course listed might not be the one a student will want to take, and they would not know this.
  + The concept came from HB 1795 that wanted students to be efficient during the first year (or senior year if taking dual credits). The WA 45 can be used as an advising tool for Running Start and other dual credit programs.
  + A few comments came up in discussion:
    - How do we notify students of this list? Are HS students being notified of this? We appear to not be making a clear job of messaging.
    - Some of the courses that would be good for students are not included in the WA 45 (e.g. world languages)
* Analysis of AP and WA 45 articulation
  + Anne Messerly reported on a preliminary analysis comparing AP scores on certain exams, equivalency tables for these courses on college campuses, and the WA 45. Can students complete the WA 45 through AP?
  + Preliminary findings should that it depends on the institution. With more analysis we will probably get more variance.
  + The WSAC is looking improvements to the ReadySetGrad.org website to make it easier for students to find and compare equivalencies across colleges.
  + The Council of Presidents office is encouraging the public baccalaureates to look at their subject scores and equivalencies again, especially at their scores that appear to be outliers compared to other campuses.
  + Items that might not show up on the WA 45 (e.g. world language) might be admission requirements instead.
  + The Community and Technical Colleges (CTC) are coming close to an agreement on common scores on AP scores, perhaps in the fall.
  + AP is a one shot test. Some districts are interested in multiple opportunities for success. **Tim will send information on crosswalk to group.**
* Open Course Library (ACL)
  + Open Education Resources is a new movement in education. The community and technical colleges are working with faculty to create an open course library for the most common 81 courses in the CTC system. This
    - Exposes faculty to open course resources
    - Saves students textbook costs. OCL course materials usually cost about $30 or less.
    - Courses are being developed both in-person, hybrid, and on-line. All courses have a creative commons license so that others can use the materials as they wish and remix the materials to suit their classroom needs. If modifying the material the originator most be notified so that improvements can be incorporated into the material. In this way the course material is being continuously improved.
    - Preliminary analysis indicates that last year $5.5M saved by students in textbook costs. In addition, course completion rates for students using open resource courses were the same as other courses.
    - Courses using OCL are open to anyone, including HS students.
  + Washington OnLine (WAOL)
    - This online system through the Community and Technical Colleges was started 15 years ago when online education was in its infancy. The original goal was to jumpstart online education. It became a professional development opportunity for faculty to get into this process of teaching.
    - It is a pooled enrollment system. The course might be offered online by Skagit Valley but only two students on that campus are interested. By opening the online course throughout the system, students on any campus have the opportunity to register for the course if it is listed in their college’s registration materials. This leads to more classes being full, more diversity in the curriculum.
    - Two concerns were raised –quality assurance of online instructors, and online instruction might be hindering some of the younger students who are being removed from a classroom setting where they would be learning not just content but interaction and teambuilding skills required in our workforce today.

**BRAINSTORMING EMERGING IDEAS**

The workgroup moved into a brainstorming session for new emerging ideas (setting aside evaluation or criticism) and came up with the following emerging big picture ideas

* Create a cross-walk of CHS and AP courses
* Develop something that communicates this information clearly for students and parents
* School Principals – elementary, middle and high school – all need to understand dual credit programs and how they work if we are to deploy this idea throughout the system.
* Use the ‘Turbo Tax’ idea – a website or program where you hit the button and get the information you need. ‘Turbo Credit.’
* Empower counselors throughout the system with information
* Restructure CHS to include technical programs like tech prep used to do.
* We need a clarification and standardization of terms throughout the system to make it easier for students, parents, counselors and administrators to understand. A common language of postsecondary education in Washington. (e.g. what is ‘middle college?’)
* Need a tool box of information on all programs and how they work for colleges
* Dial down to equity for students – not just for the adults advocating for this.
* Students must opt-out instead of opt-in to dual credit courses. This is the meaningful 12th year. Get students college credit**.**
* Outreach more to underserved students. Push down the spectrum – push information and outreach down to middle school.
* We need to be inclusive of all students.
* Simplify the cost to students, districts, and the state. If this was clear it would be easier to make decisions.
* Inform and promote the rigor of dual credit (college) courses prior to students enrolling in the courses. Students must know the bar is being raised.
* Offer HS credit in the middle school, freeing time and space in HS for dual credit course work.
* Create transparency for all schools
* Provide more incentives to teachers to teach dual credit courses
* Compare various dual credit programs, data, and success rates

**POLICY DEVELOPMENT** (small group work)

The workgroup broke into three smaller groups to discuss the following:

***What should the dual enrollment/dual credit policy look like in these three areas – quality, advising and funding?***

**RESULTS BY GROUP**

**Advising**

* Who are we advising? Teachers, staff, parents, students
  + There are various pathways for students
  + Look at outcomes for students
* Clear Messaging, clear representation of options
  + Outcomes defined if you go through this program
  + Each pathway has its own clarity
* Blend common language of programs, make it simple
* Resource- this is the pie, we offer these pieces
* Inventory of behavior for students/work
* Advisement early
* Define characteristics of each program clearly- link communication
* Online advising system- AGPS
* CTE course pathways must remain
  + make courses more universal
  + create subcategories for dual credit
  + rebrand technical/dual credit, AP/dual credit

**Quality**

* Statute for College in the High School has to include CTE
* (funding and technology)- computer labs should be available to all students
* Adequate time to prepare and teach, include cap on class sizes
* Professional development
  + Consistent messaging and professor development for administrators as well as instructors
  + Teacher prep programs and teachers professional development pathways to qualify to teach college level courses
  + Incentives for teacher professional development
* Data analysis
  + Washington state AP data
  + instructor credentials
  + where do students transfer from
  + which programs and practices have the best results?
* Consistent requirements of qualifications and oversight for instructors
* Use High School and Beyond Plan to align career pathways to include dual credit

**Funding**

* Running Start in the High School (RS-HS)- College gets up to .2 FTE
* AP criteria can meet textbook criteria for RS-HS programs; so high schools don’t have to re-buy textbooks
* RS-HS multifaceted- not just about funding, also good for small rural districts
* Was RS-HS created as a workaround to a funding mechanism issue?
  + Is it the same as College in the High School besides the funding mechanism?
  + Group consensus was ‘yes’
* It is important for dual credit funding to balance college and high school funding, otherwise there’s the issue of who gets dibs on the funding
* Inequity in cost to students of dual credit programs, some range drastically in price
  + For Running Start, costs are transportation and books; but this is not a problem for dual credit programs on a high school campus
* Use funding to reward/incentive teachers teaching extra high school dual credit programs
* Allocate more funding to College in the High School
* Raise full-time equivalent (FTE) for all students

**Next meeting:**

Friday, June 27th, 12:30 – 3:30, same location

We hope to see you here, in person, but if that isn’t convenient for you, you may call in.

Toll-Free Number: **(800) 511-7983, Access Code: 4028173#**

**Questions?** Contact Noreen Light, 360.753.7811 or [NoreenL@wsac.wa.gov](mailto:NoreenL@wsac.wa.gov)