**Dual Credit Workgroup**

**Friday, June 27, 2014, 12:30pm-3:30pm**

ESD 113, Pacific Room

6005 Tyee Dr. SW, Tumwater, WA

**MEETING NOTES**

All supporting information is posted on the Dual Credit Workgroup wiki:

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

**Meeting Participants**

Robert Lasker, Barbara Papke, Tyerall Berry, Jane Sherman, Lucas Rucks, Jessica Dempsey, Derek Konschuk, Julia Suliman, Jene Jones, Matt Ishler, Karen Landry, Kevin Jacka, Tim Stetter, Mike Hubert, Nick Lutes, T.J. Kelly, Barbara Dittrich, Dale Leach, Andra Kelley-Batstone, Becky McLean, Joyce Hammer, Garrett Havens, Joyce Carroll, Teri Pablo, Gloria Martin, Rachel Burke, Scott Copeland, Valerie Fry, Jane Sherman, Linda Fossen (phone), Joan Sarles (phone), Randy Spaulding, Jim West, Noreen Light, and Anne Messerly

**Welcome and introductions**

* Outcome for this meeting:
  + Refine proposed policies and funding model recommendations (It was determined that we needed another meeting to further refine the funding models.)
  + WSAC Council will be prioritizing their actions for 2015 at the August Council meeting, and WSAC staff will present the Dual Credit Workgroup recommendations to them.

**Presentation:** Current and possible funding allocation models

Becky McLean, T.J. Kelly, and Mike Hubert, OSPI

[PowerPoint slide deck](http://wa-dualcredit.wikispaces.com/Meeting+Materials)

* Classes may have mixed enrollment– some students enrolled in a high school course, others enrolled in a college course – provided there are separate syllabi for each course, clearly showing the difference in academic level.
* FTE Calculation
  + A student must be enrolled in either the high school course or the college course, for the full term.
  + The course cannot be designated as a college course for part of the term and as a high school course for part of the term.
  + High School enrollment is based on weekly instructional minutes
    - 1,500 instructional minutes= 1.0 FTE; most high schools have 6 hour days, thus the schedule can include (5) one-hour high school classes for 1.0 FTE, leaving one class session available for a college class.
    - Variables and complexities in the bell schedule limit the running start in the high school model
  + College FTE is based on enrolled college credits
    - 15 credits= 1.0 FTE
* Count Day
  + Running Start in high school setting must follow the high school calendar
* 1.2 FTE Limitation
  + A Running Start student is limited to a combined 1.2 FTE for each month except January, where there may be an overlap in college and high school terms. An overlap, creating more than 1.2 FTE in January, may impact a student’s FTE limit in spring.
  + When a student is enrolled in more than one college or university (e.g. taking one course at Tacoma Community College and one course at Pierce), OSPI does not determine who has priority for claiming the FTE, just that 1.2 FTE is not exceeded.
* Apportionment and Distribution
  + Running Start rates are for 2014-15 are:
    - non-vocational- $5755.84
    - vocational- $6097.56
  + For Running Start, funding goes to the school district, then 93% of the funding is forwarded to the college and 7% of the funding is retained by the district; for current models of Running Start being held in high schools, funding splits are contracted between school districts and colleges.
  + Funding 1080 hours=6 hours of instruction, not 5 hours. How will this work with the new 24 credit graduation requirement?

**Group Discussion**

* University of Washington doesn’t participate in Running Start
* At the baccalaureate institutions, there is a waiver of 2 credits. They are receiving lower funds for HS students attending college courses.
* Complexity in paperwork, administration load may be determining which students participate in which programs. 93/7 percentage split [28A.630.310 (4)], 1.2 FTE limit (variables in bell schedule, minutes in class to determine), complexity of funding application
* Students and families pay transportation costs, book costs, and fees; this should be taken out of the decision making – create a cost-neutral model
* Variation on program names is confusing for all. eg College in the HS, traditional Running Start, Running Start in HS.
* Simplify the funding model – take funding out of the decision of which program is best for each student. Transportation and book costs are concerns for Running Start. Funding might go up for RS as a result of McCleary.
* 2.0 would reduce work for HE registrars and HS counselors. If increased to 1.4, the issue of restrictions on spring quarter would essentially be eliminated. Most students are at 1.4 or 1.6, as a maximum.
* Currently, 26% of College in the High School students are 9th or 10th graders.
* There are disincentives for high schools to have their students leave campus (for traditional Running Start program). School districts don’t want to lose their FTE – they need the funds.
* Legislative intent to accelerate academics. Performance levels are posted to the OSPI report card because of this legislation.
* Washington standards for dual credit programs were adopted in 2004. WA standards might be higher than NACEP standards, but the NACEP accreditation process is more robust. The state and NACEP standards seem aligned.

**Discuss draft recommendations in areas of quality, access, and structure**

[Dual Credit infographic](http://wa-dualcredit.wikispaces.com/Meeting+Materials) (updated on 07/08/14, to include revisions from this discussion)

Recommendations on policies regarding dual credit through course completion will be presented to the WSAC Committee for Academic Affairs in July. The recommendations will be presented to the WSAC Council in August, for consideration as the Council prioritizes action items for 2015.

The Dual Credit workgroup will continue to meet after September, to complete the work of reviewing current policies and drafting proposed polices regarding dual credit by exam (e.g. AP, IB and Cambridge programs)

* College in the High School
  + **Access-** should we extend down to 9th and 10th grade? Discussion of issues around academic preparedness vs. developmental preparedness for adult environment. Does is make better sense to have academically prepared 9th and 10th graders remain on the high school campus than to have them in classrooms with adults? Consensus that 9 and 10 grades could be included in CHS.
  + **Quality**- Are programs equal in quality? Should they have to meet NACEP standards? Get accreditation through NACEP? Consensus that we should review existing state standards and update them, as necessary.
  + **Funding-** Additional discussion is required. Focused meeting of self-selected sub-group to discuss funding options will be held July 21.
* Running Start
  + **Access-** should parents in 9th or 10th grade be able to have alternative options besides AP courses? Consensus was that RS should remain option for 11 and 12 grades only.
  + **Quality-** students are enrolled in college course and colleges and universities have regional accreditation standards that address quality issues.
  + **Funding-** 1.2 or 2.0 FTE? When the change was made from 2.0 to 1.2, the assumed savings was $6mil. Actual savings may have been much less. T.J. will look up the numbers. There is a desire to add funding to assist with Transportation and Books.
* Group Discussion
  + Should there be a limitation on how many credits students can receive?
* Student financial aid implications – Dual credit students are not receiving financial aid, but their future eligibility could be affected. 150% rule and time limit.
* When Running Start began, colleges questioned if they wanted high school students on the campus at all; it seems appropriate if College in the HS is for 9-12, and Running Start is for 11-12
  + Safety concern about 9th and 10th graders on college campuses for Running Start
    - But, parents should have autonomy to make decisions about their students; we need to have caution about trying to protect students and them limiting their options as a result
    - There are some pre-HS students who are ready for college level coursework
    - Yes, there are exceptions but we shouldn’t design around the exceptions
    - We should say “Academically qualified high school students”
  + Is there enhanced funding for highly capable students? Is that funding available for College in the HS classes?
  + If students could take 4 years’ worth of credits, we would need to set some parameters for students. Otherwise, students may end up taking courses that are not core areas that may not be helpful to them in college
    - We could use the WA-45 to incent students to take general education courses that we know would be transferable
    - Use of Open Education Resources, including low-cost or free OER textbooks
    - We could also offer more coursework related to high demand occupations

**Re-cap of Revised Policy Handout and Discussion (**See revised infographic on last page**)**

* College in the High School
  + Change language from “All” to “Academically qualified HS Students”
  + Keep grades 9-12
  + Tech prep gets rolled in to College in the High School, “academic and career and technical coursework.”
  + Quality standards consistent with national standards, there may be some modification
  + Still an open question about funding- how much beyond 1.2 is helpful? How much does the actual cost of increasing the FTE to 2.0 offset the cost of cumbersome paperwork on the part of counselors, college staff, and OSPI?
  + Should we put a maximum on total credits that students should earn on that model?
* Running Start
  + Change from “All” to “Qualified HS students”
  + Grades 11-12
  + Quality standards are in place via regional accreditation
  + Funding- 2.0 or 1.2 question (or somewhere in between) Or, should this be a flat fee/percentage of FTE?
  + Local and State funds allowed to cover books and transportation
* Discussion and Details to work out
  + Issue of Tech Prep- how does it fit under College in the HS? Additional funding for CTE programs?
  + How can small school districts support the college in high school? Small school formulas can help but it might not be cost neutral.
  + Should there be maximum credits a student can take for these programs?
    - * The workgroup did not have a consensus on this
      * 29/50 states do not have a policy on maximum credits

**Wrap up**

* Council staff will revise draft policy handout
* There will be a funding meeting in July, people will self-select to attend

**Next meetings:**

**Fiscal sub-committee meeting**

Monday, June 21, 2:00 – 4:00

ESD 113, Pacific Room

6005 Tyee Dr. SW, Tumwater, WA

**Purpose:** Refine fiscal recommendations

**Full Dual Credit Workgroup meeting**

Friday, September 26, 12:30 – 3:30

ESD 113, Pacific Room

6005 Tyee Dr. SW, Tumwater, WA

**Purpose:** Review current policies and draft recommendations for dual credit by exam programs

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)

**Streamlining and Expanding Dual Credit Opportunities**



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| **Dual Credit through College Course Completion** allows high school students the opportunity to earn both high school and college credit by completing college-level courses with a (grade) or better grade. Running Start, College in the High School and Tech Prep are examples of current Dual Credit through College Course Completion programs.  **Developing policies to streamline and expand opportunities in this area now.** | **Dual Credit by Standardized Exam** allows high school students the opportunity to take college-level courses, earning college credit if meeting a specific threshold on a final, standardized exam. Advanced Placement (AP), International Baccalaureate (IB), and the University of Cambridge International Examination are examples of current Credit by Standardized Exam programs.  **Policy work in this area to begin in September** |

**Dual Credit through College Course Completion Programs Proposed Policies**

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| --- | --- |
| Taught in a high school classroom,  by a high school teacher  **College in the High School:**   * Access – open to all academically qualified high school students, grades 9-12, through all public institutions of higher education which participate in College in the High School; includes academic and career and technical coursework * Quality – consistent with national standards (e.g. NACEP or ECS models) * Funding – No cost to student. 1.2 – 2.0 FTE. Fund to cover tuition, required fees, transportation, books, supplies. Enhanced funding through K-12 appropriation. | Taught in a college classroom,  by a college instructor  **Running Start:**   * Access– open to all academically qualified high school students, grades 11-12, in all public institutions of higher education which participate in Running Start; includes academic and career and technical coursework * Quality – standards agreed upon by educational sectors, consistent with regional accreditation standards for the institution * Funding – No cost to student. No change or 2.0 FTE. Fund to cover tuition, required fees, transportation, books, supplies. Low income waivers for fees and tuition for excess above the 1.2 threshold. |