**Dual Credit Workgroup Notes**

Friday, September 26, 2014

12:30 – 3:30pm

**Attendees:** Matt Stevens, Ben Meredith, Christi Kenshaw, Linda Drake, Jim West, Lucas Rucks, (Elma), Scott Copeland, Betty Kla (OSPI), Terri Colbert, Garrett Havens, Barb Dittrich, Pam LeMay, Mike Hubert, Randy Spaulding, Maddy Thompson, Rachel Arteaga, Tivoli Farler, Jene Jones, Tyerall Berry, Derek Konshuk, Jessica Dempsey, Tim Stetter, Jane Sherman, Joyce Carroll, Karen Landry, Joyce Hammer, Nick Lutes

(Phone) Chadd Bennett, Linda Fossen, Debbie Crouch, T.J. Kelly, Becky McLean, Jeff Charbonneau, Rep. Tina Orwall, Caroline King.

A round of introductions, and congratulations to work group member Tim Stetter from UW Seattle, now president-elect of the National Association of Concurrent Enrollment Programs (NACEP).

1. **Context setting – Phase I wrap up**
   1. Randy Spaulding reviewed the Student Achievement Council Roadmap context for the work of this group:
      1. 100% high school graduation rate by 2023.
      2. 70% of Washingtonians will have a postsecondary credential by 2023.
      3. The Roadmap objectives of streamlining dual credit options and providing more opportunities for students to participate in these options – college-based options like College in the High School and Running Start, and test-based options like Advanced Placement (AP), International Baccalaureate (IB), and Cambridge Exams.
   2. In addition, the work of the group to date was reviewed, including the current state of proposed legislation for the 2015 session. This proposal would eliminate the cost to students for college courses offered in the high school, expand access to 9th and 10th graders, include tech prep type courses if they fit the model, and provide funding assistance for transportation, books and supplies for students participating in Running Start on a college campus. The proposal was discussed by WSAC at their last meeting and a few concerns were raised, specifically about the additional cost of including transportation, books and supplies for students participating in Running Start on a college campus. This concern resulted in slight revisions to the proposal. The new proposal will be reviewed again by the Council at their next meeting October 8th. Workgroup members are invited to the meeting (information, including the new draft proposal, will be available on the WSAC website at <http://www.wsac.wa.gov/2014-meetings>.) The Council has until October 10th to submit agency proposed legislation to the Governor.
   3. Terminology for the college courses offered in the high school remains a problem for all constituents. To provide better clarity for students, families and staff, we need to clearly define, and differentiate between, dual credit programs. Even at the national level terminology is a problem.
   4. The group also would like to affirm that career and technical education is included - what used to be called Tech Prep. Our new framework allows for these courses. A consideration is the level of education for the instructor of these courses - it might be different for Tech Prep than for CHS but we want to keep these courses in the conversation.
   5. Mike Hubert of OSPI reviewed components of the academic incentive program at OSPI that could be used to fund RS transportation, books and supplies. And part of this program is a competitive grant for school districts to expand dual credit programs. Perhaps this can be used for training of instructors. Focus would be to improve participation of underrepresented populations.
   6. The State Board of Education (SBE) has the WA Achievement Index **(**[**http://www.sbe.wa.gov/**](http://www.sbe.wa.gov/)**).** It was revised this year to include growth in addition to achievement. Now they are including dual credit data for high schools.
2. **Phase II – address AP/IB/Cambridge**
   1. Current status of programs and student demographics in WA
      1. WSAC is creating an interactive tool for students to use to determine what scores will count for credit equivalencies. This will improve what exists currently on the [www.readysetgrad.org](http://www.readysetgrad.org) website.
      2. SBCTC is currently working on AP equivalencies across the system. A proposal will be brought to the Articulation and Transfer Council this fall. They are looking at commonly numbered courses within their own system, and looking at public baccalaureates (BI). SBCTC is starting with AP and then will move on to IB.
      3. Each of the public BIs are looking at AP now to review scores with faculty. They want to have accurate information up on their websites and are suggesting that all public BIs are systematically updating all website data at the same time.
   2. Mike Hubert presented a summary update on data from his [Dual Credit Report to the legislature for 2013](http://www.k12.wa.us/LegisGov/2013documents/DualCreditProgramsDec2013.pdf) regarding AP/IB/Cambridge participation in Washington. OSPI is seeing major growth in dual credit for the 2013-14 school year in both AP and IB. Cambridge growth is stagnant and there is a downturn in Tech Prep. This data is preliminary and will be provided in the next report.
   3. Handouts on AP and IB were distributed and will be posted to the [wiki](http://wa-dualcredit.wikispaces.com/).
   4. Federal dollars to assist low income students with the cost of AP and IB testing continues to decline. This is a concern for advancing AP and IB in our state. Barbara Dittrich from OSPI distributed a spreadsheet to describe the problem. When the feds began to provide funding in 1991 it opened the door to more student participation. We don’t have state support for this now but Tacoma and Federal Way school districts have committed to pay for every student taking AP/IB/Cambridge. AP exam fee for low-income students is now $18.

**ISSUE: The workgroup could address the price of tests to open doors (or keep doors open).**

**QUESTION: What states are paying for all the exams and what are the results from those states?**

* 1. Possible issues with AP and other test-based courses/programs
     1. Students take the course but do not pass the exam or score high enough to earn college credit
     2. There is a limit on the number of students taking AP courses because there are limits on the number of teachers to teach the courses, limits on the districts being able to offer the course, and limits on the students because it is a ‘one shot exam’ and at this time the student would need to pay again to retake the test.
     3. AP teachers are the same target population of instructors for College in the High school and so they have to choose between them, since each class is so rigorous.
     4. We have specialized training for teachers in AP in Washington (4 training sessions). This is one week of training and it is expensive.
     5. AP and CHS are both rigorous and teachers can do both. Is it easier to be an AP teacher or CHS teacher? (for the teacher). AP teachers need to follow the AP syllabus. Qualifications of teachers are the same - to be a highly qualified teacher - but it might be less than what is required to qualify as a College in the High School instructor. For small schools with teachers with limited qualifications, AP might be a better fit.

**INFORMATION NEED: Information about teacher qualifications across all programs.**

* + 1. 50% of HS appear to have access to AP.

**INFORMATION NEED: Share information on schools participating in AP, IB, Cambridge**

* + 1. Dual credit program presentations;

**Guiding question: “What do we not know that we need to know?” as a student, parent, teacher, counselor**

1. Suggestion: It would be nice to hear testimonies from schools with programs already in place (IB/AP/Cambridge) to better understand any kind of problems or “kinks” in the system to make it easier for more schools to adopt these programs
   * 1. QUESTION: Is it possible for the same teacher in the same class to be teaching AP and CHS?
        1. If the AP curriculum aligns with the college course, this may be possible and is being done in some colleges.
        2. Our state only tracks one on the HS transcript, so a choice would need to be made for data collection. This could confound reporting. Some colleges have worked this out. For example, a student can take the AP/CHS course and it will be designated on the HS transcript as AP, but student will have a college transcript with the grade as well.
     2. PSAT potential research from the College Board indicates students who score at a certain level can be successful in AP courses and are encouraged through their PSAT individual report to explore these options.

**INFORMATION NEED: WSAC has a report about AP potential and will share with the group.**

* + 1. Could the Smarter Balanced Exam be used in lieu of college placement tests to satisfy requirements of NACEP accreditation and best practices (all students follow the same requirements for access to college level work whether on a HS or college campus)? Could this help with accessibility?
       1. Smarter Balanced is an 11th grade test and might help with placement but it could be too late if we want to expand dual credit to 9th and 10th graders.
       2. 8th grade SB assessments could inform advising and inclusion of dual credit in High School and Beyond Plans.

**INFORMATION NEED: Circulate comparison of NACEP and SBCTC agreement at next meeting.**

* 1. **IB** - We are beginning to address the wide diversity of how these program courses are treated at the postsecondary institutions. IB is more regionalized. Most colleges have IB equivalencies posted but they are not widely known.
     1. IB has two levels and higher education only gives credit for higher level exams
     2. IB is new in Washington and just getting started. Colleges are unfamiliar with what is showing up on the HS transcripts. The system needs to have conversations about implementation of these programs earlier in the process so there are no surprises during the process. This will help high schools, colleges, and most importantly students and their parents.
     3. 18 public HS offer IB, 10 private HS offer IB, and 2 HS offer Cambridge
     4. As an example of how prevalent each of these exams are for students seeking credit in college, of the **4300** UW Seattle freshman students from Washington admitted for Fall 2014:
        1. 2087 had AP
        2. 283 IB
        3. 8 Cambridge
     5. Attachments to the agenda included information on these programs and will be posted to the wiki.
  2. What can we control within our state that articulates these courses to actually count towards college credit and move students through the system? For example, if it a transfer issue, there are groups looking at barriers to solve problems.

1. **SUMMARY OF QUESTIONS AND INFORMATION REQUESTS**
2. **QUESTION:** What states are paying for all the exams and what are the results from those states? Funding sources? What difference has this made in student achievement?
3. **QUESTION:** Can teachers teach both AP and CHS concurrently?
4. **INFORMATION NEED:** Information about teacher qualifications across all programs
5. **INFORMATION NEED:** Share information on schools participating in AP, IB, Cambridge
6. **INFORMATION NEED:** WSAC AP potential report
7. **INFORMATION NEED:** Review NACEP, ECS and other national dual credit standards or policy models, as well as the Washington state guidelines.
8. **Next meeting**
   1. **Tuesday, November 18th, 8:30am – 10:30am, State Board for Community and Technical Colleges, 1300 Quince St. SE, Olympia, WA 98504**
   2. **Conference call technical problems caused some people to miss most of the meeting. We will work to find better solutions for remote access to meetings.**
   3. Phase II recommendations (AP/IB/Cambridge) by the dual credit workgroup will be completed by December 2015.

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