Washington Dual Credit Workshop Series – Wrap-Up and Next Steps

May 24, 2022
AGENDA

- CTE Dual Credit Programs: What We’ve Learned
- What’s Next? Change.
- Updates on Next Steps from SBCTC and OSPI...
- Discussion and Q&A
- Closing
CTE Dual Credit Programs: What We’ve Learned

Sandra Staklis, RTI
Laura Rasmussen Foster, RTI
Learning Agenda Resources

Other state examples
Findings from a review of states with dual credit systems with parallels to Washington’s

WA CTE Dual Credit Survey Results
Findings from the CTE Dual Credit program survey

Workshop themes
Feedback on CTE Dual Credit course articulation, program administration, and student engagement shared by participants in the CTE Dual Credit workshop series
State Policy Research

Review dual credit policies and promising practices in five states comparable to Washington

- Statewide two-year college systems
- Relatively high CTE dual credit enrollments
- Seamless dual credit experiences for students
State Policy Promising Practices

**Single dual credit program**
CTE and non-CTE dual credit are offered through a single program governed by uniform policies.

**Use of NACEP quality standards**
For college courses offered in high schools, the states draw on the National Alliance of Concurrent Enrollment Partnership’s (NACEP) quality standards to ensure that the courses are consistent with and as rigorous as on-campus offerings.

**Credential attainment**
States are increasingly encouraging and tracking high school students’ attainment of postsecondary credentials, such as certificates and associate degrees.
State Policy Challenges

Credit transfer
The use of statewide articulation agreements is limited in CTE fields, which poses challenges for credit transfer.

Advising
Some states provide statewide advising guidance and have increased resources for secondary-postsecondary transition advising, but students still earn unaligned credits.

Costs to students and families
None of the states have eliminated student/family costs for dual credit.
WA CTE Dual Credit Survey

Fielded March-April to coordinators of CTE Dual Credit programs statewide

Total respondents: 72

Secondary: 50
Postsecondary: 22
Secondary: How many months are typically required to establish an articulation agreement?

- 1 month or less: 12%
- 2-3 months: 36%
- 4-6 months: 10%
- More than 6 months but less than one year: 28%
- More than 1 year: 12%
Secondary: Which of the following pose persistent challenges to developing articulation agreements for CTE Dual Credit?

- Lack of responsiveness from partnering institution: 52%
- Complexity of forms and processes: 48%
- Lack of college course content information: 36%
- Course alignment: postsecondary: 32%
- Schedule conflicts: 28%
- Other: 42%
Secondary: Which of the following pose persistent challenges to developing articulation agreements for CTE Dual Credit?

Other responses:

- Staff turnover
- Staff capacity
- Instructors’ veto power over articulation agreements
Postsecondary: Which of the following pose persistent challenges to developing articulation agreements for CTE Dual Credit?

- Schedule conflicts: 48%
- Challenges for high school courses to meet requirements: 39%
- Lack of qualified instructor: 22%
- Forms/processes: 22%
- None: 13%
- Other: 43%
Postsecondary: Which of the following pose persistent challenges to developing articulation agreements for CTE Dual Credit?

Other responses:

- Articulation process either not clear or not consistently followed
- Reluctance on the part of postsecondary instructors and departments
- Qualified instructors and appropriate course sequences can be tough to identify in rural schools
Secondary: What are the most common reasons that students do not pursue or transcribe postsecondary credit for their CTE Dual Credit courses?

- Unaware of benefits: 70%
- Not relevant to post-high school plans: 56%
- Unaware of eligibility: 52%
- Changes in plans: 38%
- Courses taken to explore: 36%
- Other: 26%
Secondary: What are the most common reasons that students do not pursue or transcribe postsecondary credit for their CTE Dual Credit courses?

Other responses:

- Don’t know how to access
- Process to access credits is too complex and cumbersome
- Credits don’t transfer to the college the student attends
Postsecondary: What are the most common reasons that students do not pursue or transcribe postsecondary credit for their CTE Dual Credit courses?

- Unaware of eligibility: 61%
- Unaware of benefits: 61%
- Not relevant to post-high school plans: 61%
- Courses taken to explore: 22%
- Other: 26%
Postsecondary: What are the most common reasons that students do not pursue or transcribe postsecondary credit for their CTE Dual Credit courses?

Other responses:

- Don’t know/unsure
- Process to transcribe credits not clear
- Our institution transcribes credits automatically
Workshop Themes: Common Local Needs

Data on credit utilization
For improving articulation processes, program administration, and student engagement

Better collaboration across secondary/postsecondary
Between high school and college administrators and instructors

Articulation guidance
Identify what needs to be included in articulation agreements
Define what it means for a course to be eligible for articulation

Streamlined Processes/Options
For parents and students
For faculty to reduce silos/burden

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Workshop Themes: 
*Need for Consistent Articulation Processes Statewide*

- Database of CTE courses eligible for articulation
- Articulation agreement templates and timelines
- Standardized grading requirements
- Updated program of study templates
- Statewide communication tools for families, students, and teachers
Workshop Themes: Supporting Equitable Student Access to CTE Dual Credit

- Using student stories to help with recruitment
- Visual pathways maps for advising students that illustrate how CTE Dual Credit courses align with college programs and degrees
- Advising students on the benefits of registering for credits and supporting them in the process
- Visits to high schools (and middle schools) by college staff and faculty to promote CTE Dual Credit
- Talking about the financial benefits of taking college courses in high school
- Myth-busting resources on the financial aid implications of earning dual credit
What’s Next?
Change.

Olivia Rice, RTI
You told us...

To what degree does your office/institution want to see standardization of CTE Dual Credit at a statewide level?

- 59%: We are very receptive to major system changes, regardless of the local impact
- 31%: We are receptive to modest and/or incremental changes
- 10%: We are interested in some changes more than others
From divergence to convergence...

Diverge
Divergent activities are designed to generate a diverse (and often creative) set of options, ideas, or solutions. The objective of divergent activities is to go wide and generate quantity rather than quality.

Converge
Convergent activities take the many possibilities and try to prioritize or select a subset of those possibilities for deeper exploration.
1. Review potential change items.
2. Identify any items that should be added.
3. Select an item for discussion.
4. Discuss prompt questions.
5. Determine where item belongs on timeline.
6. Repeat steps 3-5 for each item.
Prompt Questions: Consider...

- What specifically would have to happen for this to change to occur?
- Who would be involved in this change effort?
- Is the change a policy, practice, people, or price change?

Short Term: What changes should we make now (or soon)?
Medium Term: What changes will take some time, but we have authority to do?
Long Term: What changes will require policy/legislative changes?
Updates on Next Steps from SBCTC and OSPI...

Bill Beldon, SBCTC &
Tim McClain, OSPI
Discussion and Q&A...

• Did the discussion today raise any questions about WA CTE Dual Credit?
Thank you for participating!