Where are you joining us from?
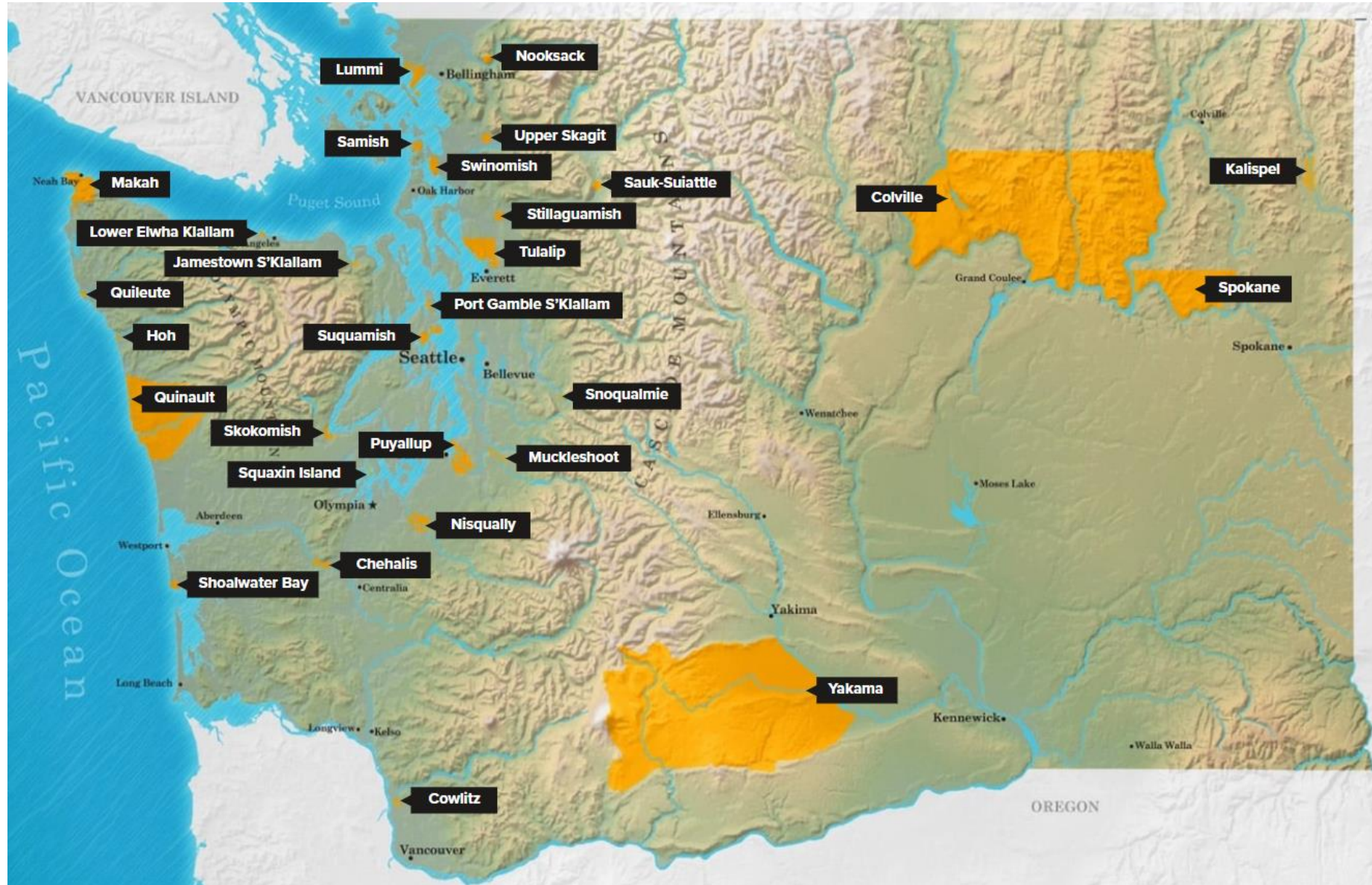
Step 1: Click "View Options" at the top of the screen.
Step 2: Click "Annotate."
Step 3: Click "Stamp."
Step 4: Select and click on stamp of choice.
Step 5: Position pointer on screen where you want to leave a "stamp."

Washington Dual Credit Workshop Series – Articulation Session

April 5, 2022

AGENDA

- ✓ Overview of CTE Dual Credit Articulation in WA
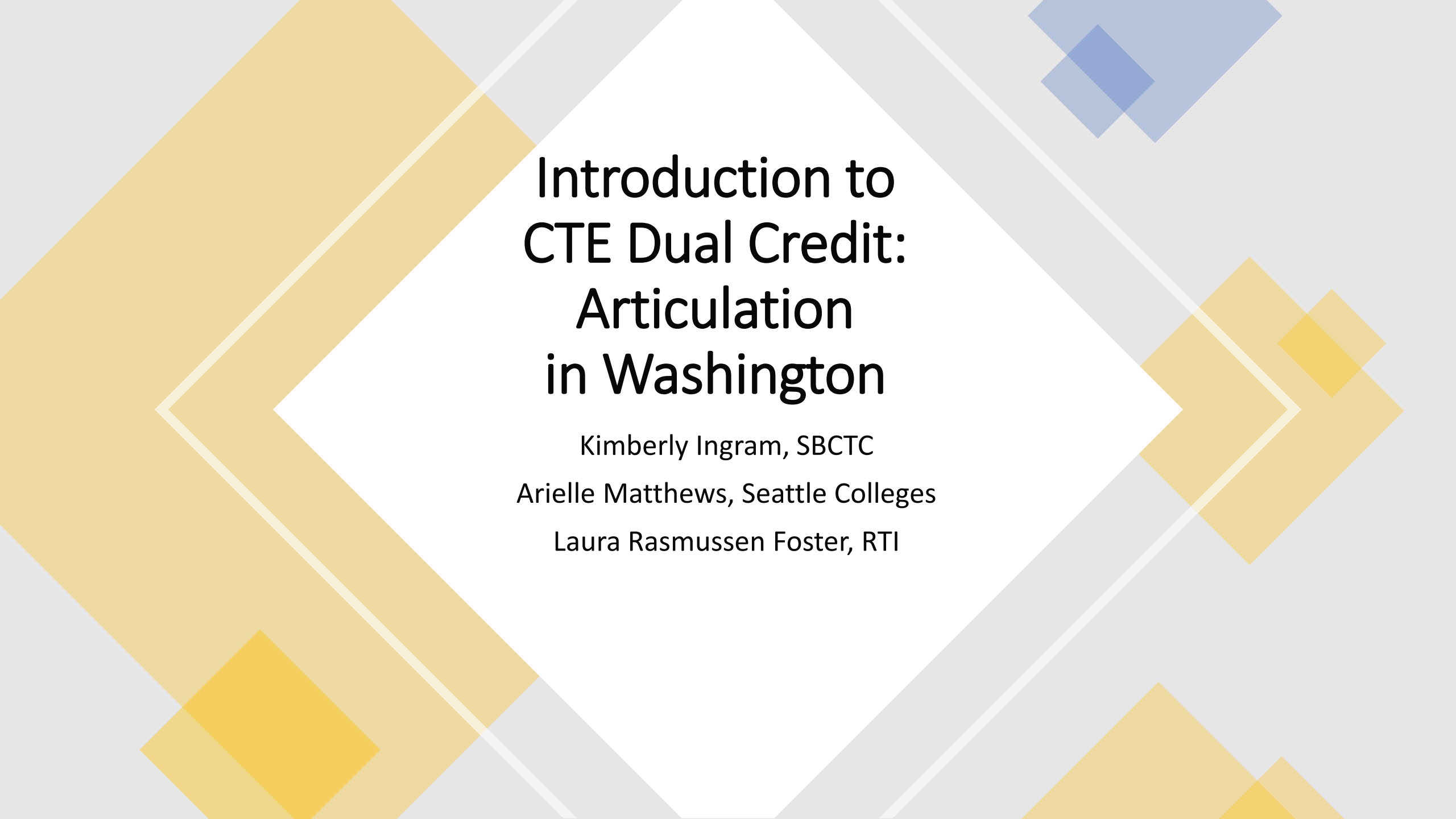- Panel Discussion
- Breakout groups
- Discussion and Q&A
- Closing

Introduction to CTE Dual Credit: Articulation in Washington

Kimberly Ingram, SBCTC

Arielle Matthews, Seattle Colleges

Laura Rasmussen Foster, RTI

Guidebook

- Summarizes the state context for CTE Dual Credit

- Provides state policy guidance where available

- Offers examples drawn from national research and local practice

- Addresses Frequently Asked Questions (FAQs) on key programmatic topics

- Includes sample materials for administrating CTE Dual Credit

Articulation Overview: Subtopics

Program and Course Articulation (p.8-12)

- Materials include articulation agreements, course articulation request forms, instructor verification forms, and a sample articulation timeline

Grading Policies (p.13-14)

- Examples focus on practices for setting same or different grade expectations for dual and regular college credit

Pathway or POS Mapping (p.15-17)

- Materials include POS marketing resources and visuals

THE STATE OF CTE:
EARLY POSTSECONDARY
OPPORTUNITIES
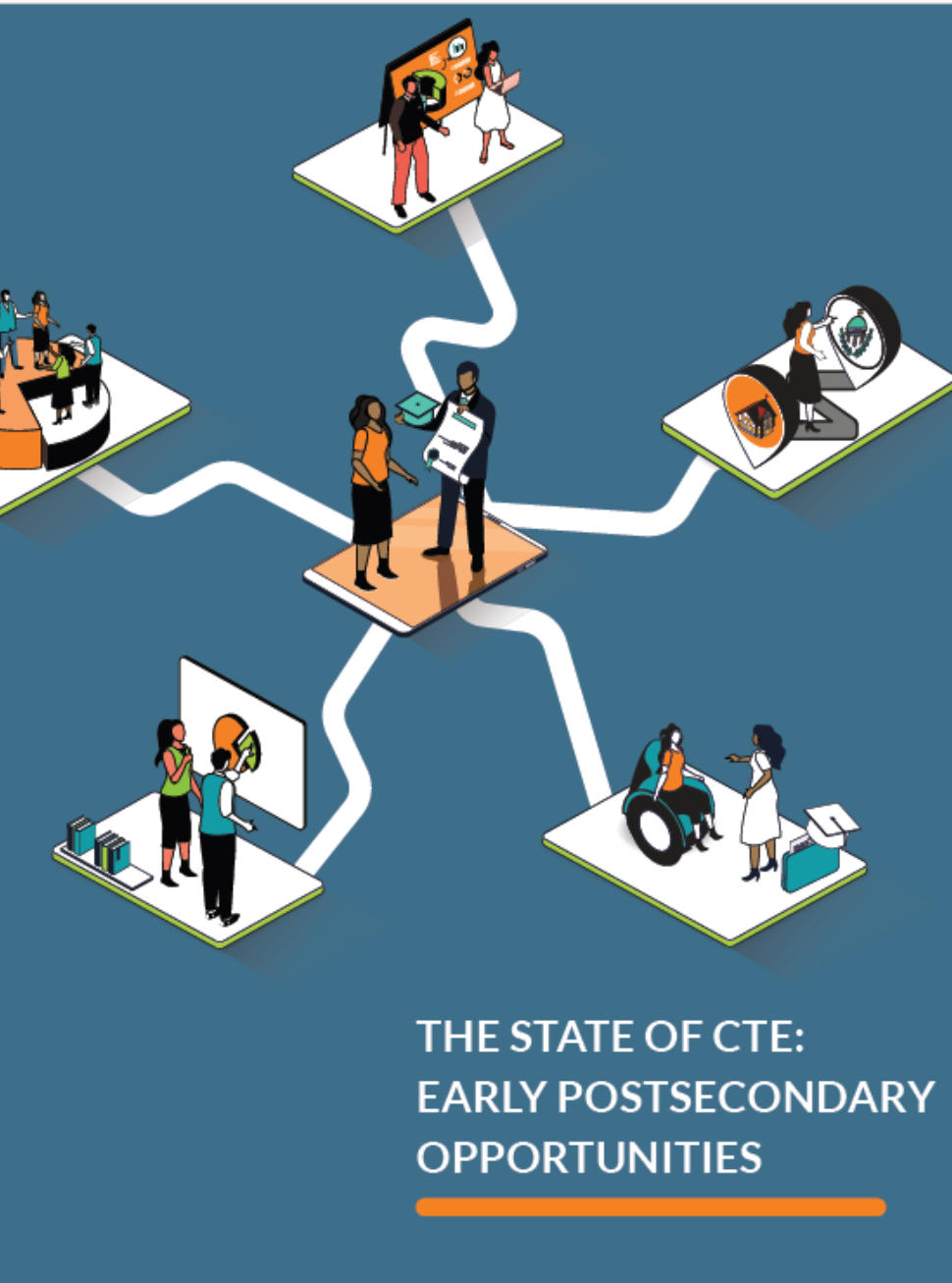
Articulation research updates

- Advance CTE recently released a report on Early College Credit opportunities
- States with dual credit systems comparable to Washington's tend to have relatively fewer statewide articulation agreements in CTE
- Some states have statewide policies addressing aspects of articulation agreements, such as grading and credit transfer

WA CTE Dual Credit Articulation Panel...

Amy West

Program Specialist V
Pacific NW College Credit

Tanya Rettinger

Director
Pacific NW College Credit

Cinthia Alvarez Lucatero (She/her/ella)

Director of K-12 Partnerships

Columbia Basin College

Keeley Gant

Director for Career and Technical Education, ESD123

Serving Kiona-Benton, Finley, Columbia and North Franklin School Districts

Breakout Group Discussion

Breakout Group Instructions…

Small group discussions

Mix of levels (secondary/post-secondary)

Each group will be assigned a room moderator

Use of Jamboard to document and share ideas

~25 minutes – Detailed Timing:

- ~3 min: individually record your responses to the "I Notice, I Wonder…" questions on Frame 2 of the Jamboard (if unable to access, chat your room moderator)
- ~5-10 min: moderator will facilitate introductions with each participant providing their name, school/district, and response to one of the prompt questions
- ~5-10 min: open discussion around articulation
- ~5-10 min: moderator will facilitate a card sorting activity on Frame 3 of the Jamboard

Breakout Group Instructions…

Breakout Group Instructions...

Breakout Groups...

Group 1: Kimberly

Group 2: Arielle

Group 3: Sandra

Group 4: Laura

Group 5: Jessie

Group 6: Kevin

Group 7: Jordan

Discussion and Q&A...

- What were some of your **key takeaways** from the breakout group activity?

- Did the breakout group activity raise any **questions** about CTE Dual Credit Articulation?

TEAMS Site

TEAMS Site: Channels and Subtopics

1. General
- CTE Dual Credit Guidebook and Research
- Webinar Materials

2. Articulation Process
- Program and Course Articulation
- Grading Policies
- Pathway or POS Mapping

3. Program Administration
- Data Collection and Reporting
- Dual Credit Personnel
- Program Costs and Fees
- Credit Transcription and Transfer

4. Student Engagement
- Recruitment and Advising
- Postsecondary Financial Aid Eligibility

TEAMS Channel Structure

Tab	Purpose	Actions
Posts	• Discuss CTE Dual Credit practices and questions • Share ideas and examples from your district/institution	• Ask questions of your colleagues about their CTE Dual Credit practices • Respond to your colleagues' questions and share your resources
Files	• Access state CTE Dual Credit policy and guidance • Access local CTE Dual Credit examples and resources	• Review the materials in the CTE Dual Credit Guidebook • Upload your materials on the "posts" tab to share examples and templates
FAQs	• Access state CTE Dual Credit policy and guidance • Discuss CTE Dual Credit practices and questions	• Find answers to common questions about CTE Dual Credit • Add your own FAQs in the "posts" tab

Tips for Using the Teams Site

Chat

Chat with your colleagues
- Use the "Posts" tab in the general or topical channels
- Reply to a post or start a new conversation

Share

Share your resources
- Upload examples to the "Posts" tab in the general or topical channels and include a description of what the resource is and how it's used

Add

Add your FAQs
- Share questions that you are commonly asked (or that you ask) to the "Posts" tab in the general or topical channels with the tag #FAQs

Tell

Tell us what else you need!

Your Turn!

✓ Visit the Teams site to request access

✓ Navigate to the Articulation Process channel

✓ Respond to the post:

1. What FAQs should be added to the FAQ tab? Post your questions here with the tag #FAQ.

   OR

2. Upload and tell us about any resources that you have found helpful for
   a) articulating programs and courses;
   b) establishing grading policies; and
   c) mapping CTE Dual Credit courses to career pathways or POS.

Up next...

Session	Date/Time
Session 3: Administration	April 19, 12:00-1:30 PT
Session 4: Student Engagement	May 10, 12:00-1:30 PT
Session 5: Conclusion	May 24, 12:00-1:30 PT

Thank you for participating!

Program and Course Articulation

Courses

Partners

Instructors

- If a community or technical college has created an agreement with a high school or skill center to offer college credit for a secondary CTE course, all community and technical colleges shall accept the course for an equal amount of college credit (RCW 28B.50.531(4)).
- CTE Dual Credit courses should be competency based and, to the extent possible, align with recognized industry standards (SBCTC Guidelines for Articulation).
- Secondary CTE Dual Credit courses must be equivalent to a college course at the partnering college, as determined by college faculty in partnership with high school instructors (SBCTC Guidelines for Articulation).

Program and Course Articulation

Courses

Partners

Instructors

- Community and technical colleges may create dual credit agreements with high schools and skill centers that are located outside the college district boundary or service area (RCW 28B.50.531(3)).

Program and Course Articulation

Courses

Partners

Instructors

- Any instructor with an OSPI teaching certificate with the appropriate V-code for the course subject area can teach a CTE Dual Credit course (WAC 131-16-095).

Grading Policies

State Policy Says...

Grading

- According to SBCTC, colleges have responsibility for setting minimum grade levels for students to earn college credit for articulated courses, with a minimum suggested standard of a B grade or higher (SBCTC Guidelines for Articulation).

Pathways or POS Mapping

Federal Policies

State Policies

- Perkins V requires districts and postsecondary institutions that receive Perkins funds to offer more than one program of study. The legislation defines a "program of study" as "a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that (A) incorporates challenging State academic standards ...; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential."

Pathways or POS Mapping

Federal Policies

State Policies

- OSPI and SBCTC both offer resources for designing and evaluating POS and pathways. These include the Designing High Quality CTE Pathways checklist, which outlines pathway components and provides pathway examples, Program of Study Assurances Checklist, and Program of Study Template.

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