



# 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

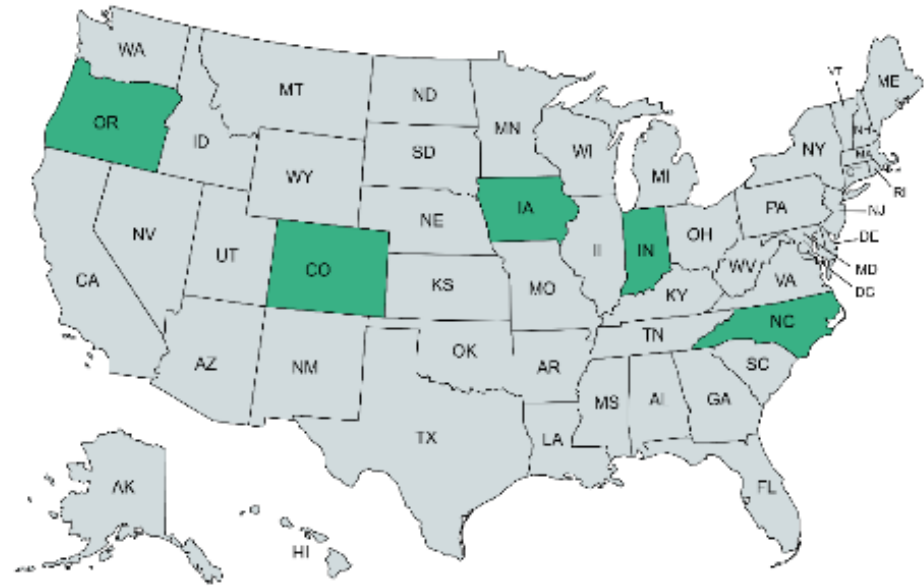
## Workshop themes

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



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# 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

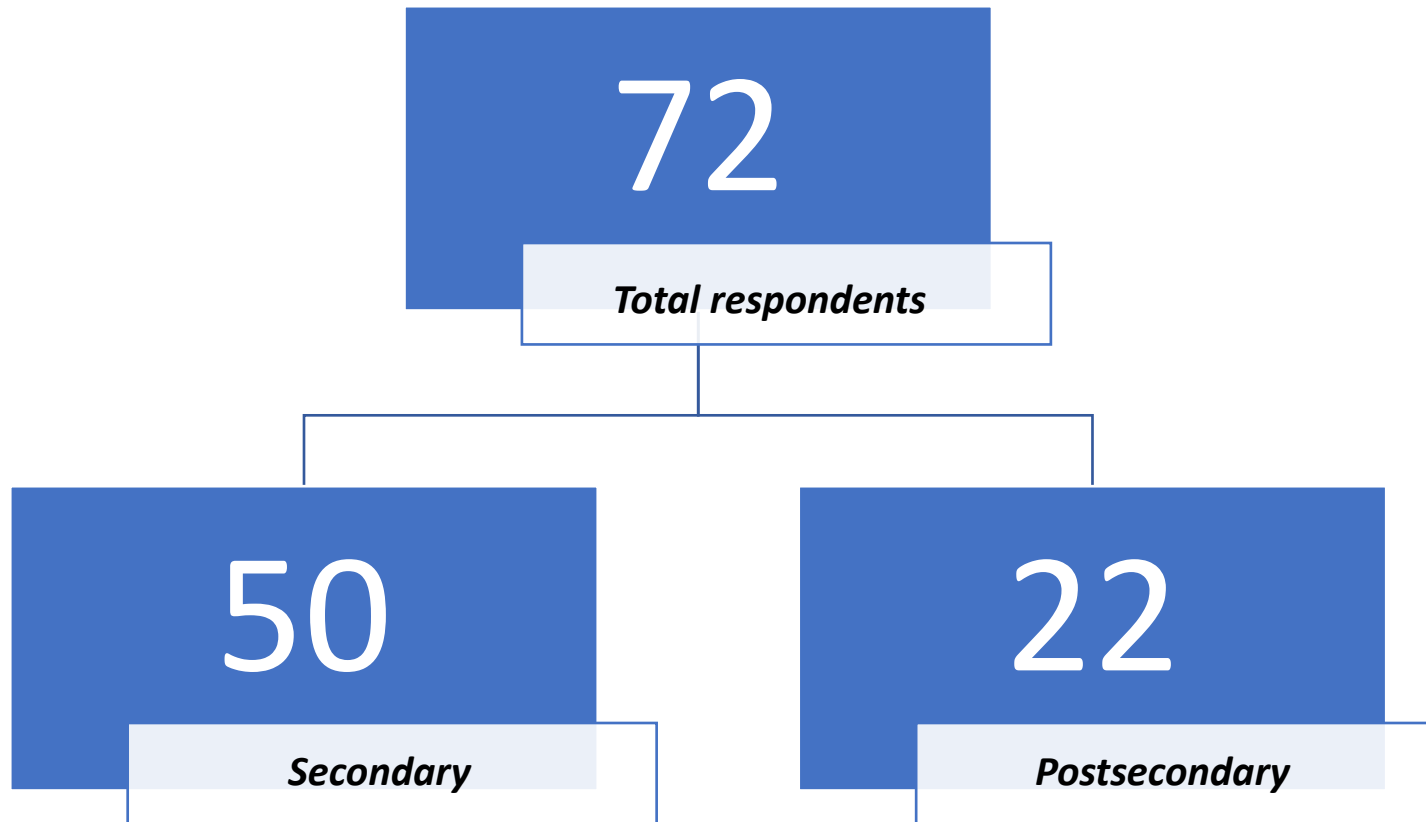
Some states provide statewide advising guidance and have increased resources for secondary-postsecondary transition advising, but students still earn unaligned credits

## Costs to students and families

None of the states have eliminated student/ family costs for dual credit.

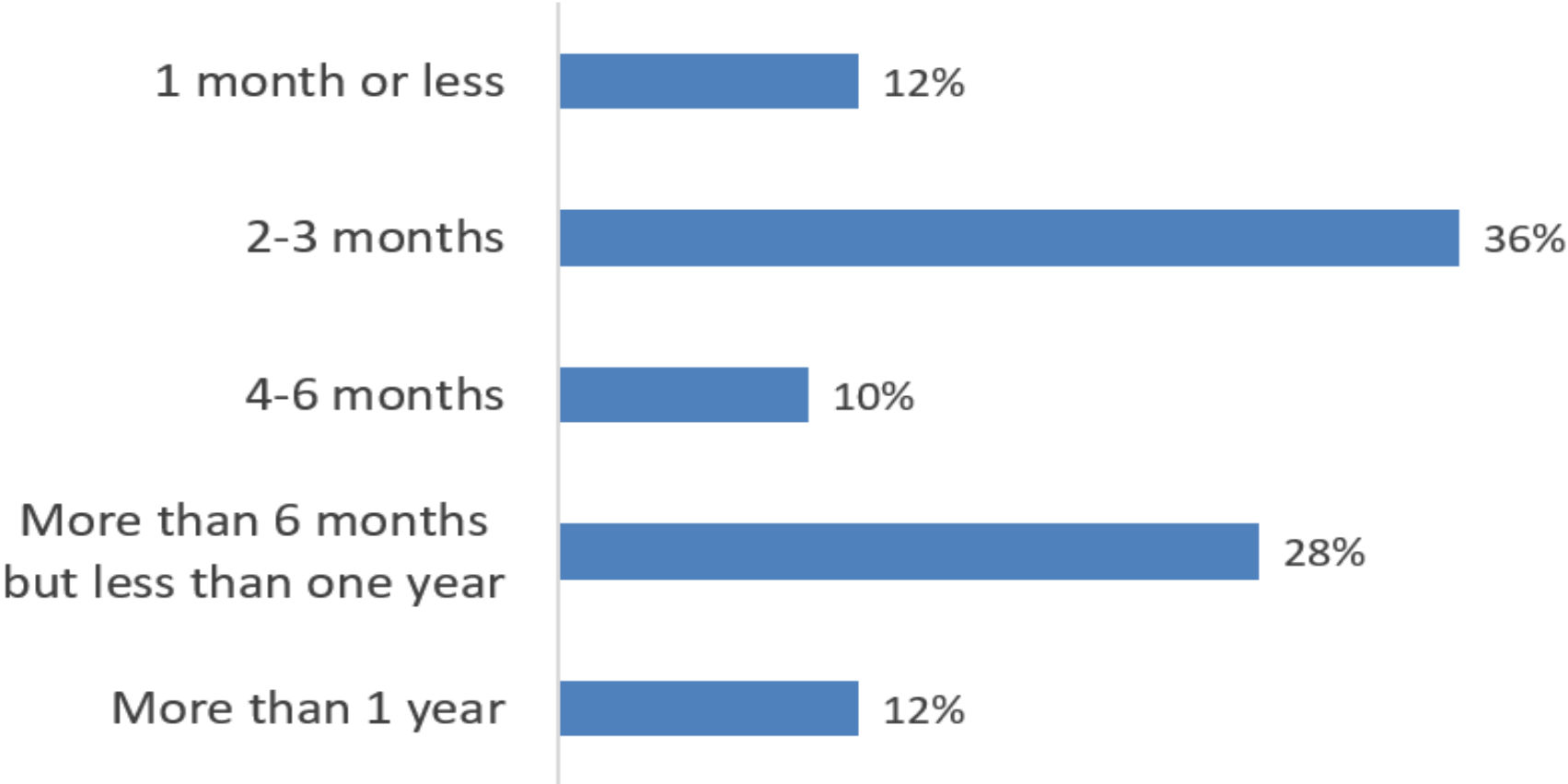
# WA CTE Dual Credit Survey

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

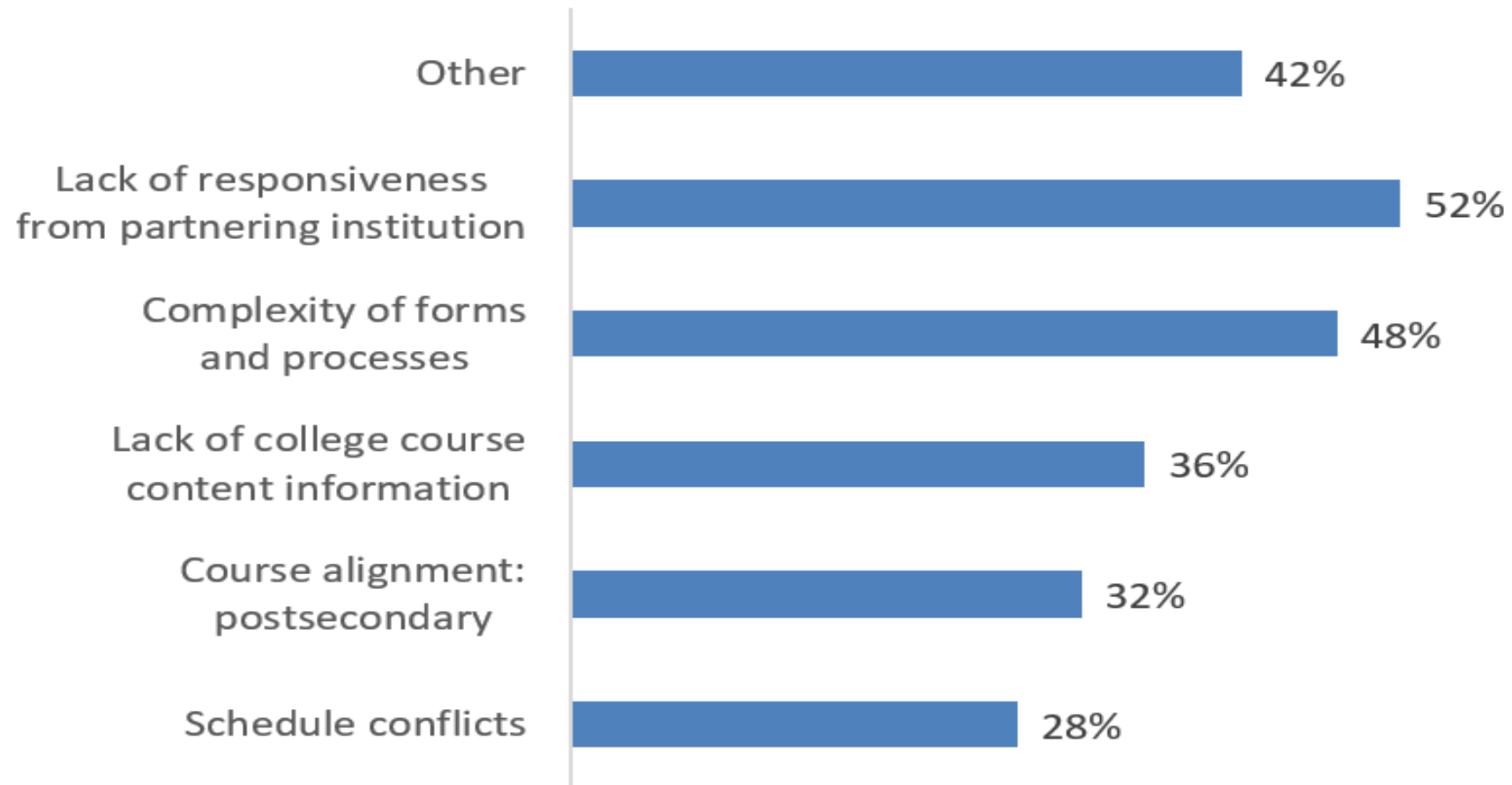






**Secondary:** How many months are typically required to establish an articulation agreement?



**Secondary:** Which of the following pose persistent challenges to developing articulation agreements for CTE Dual Credit?





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**Other responses:**

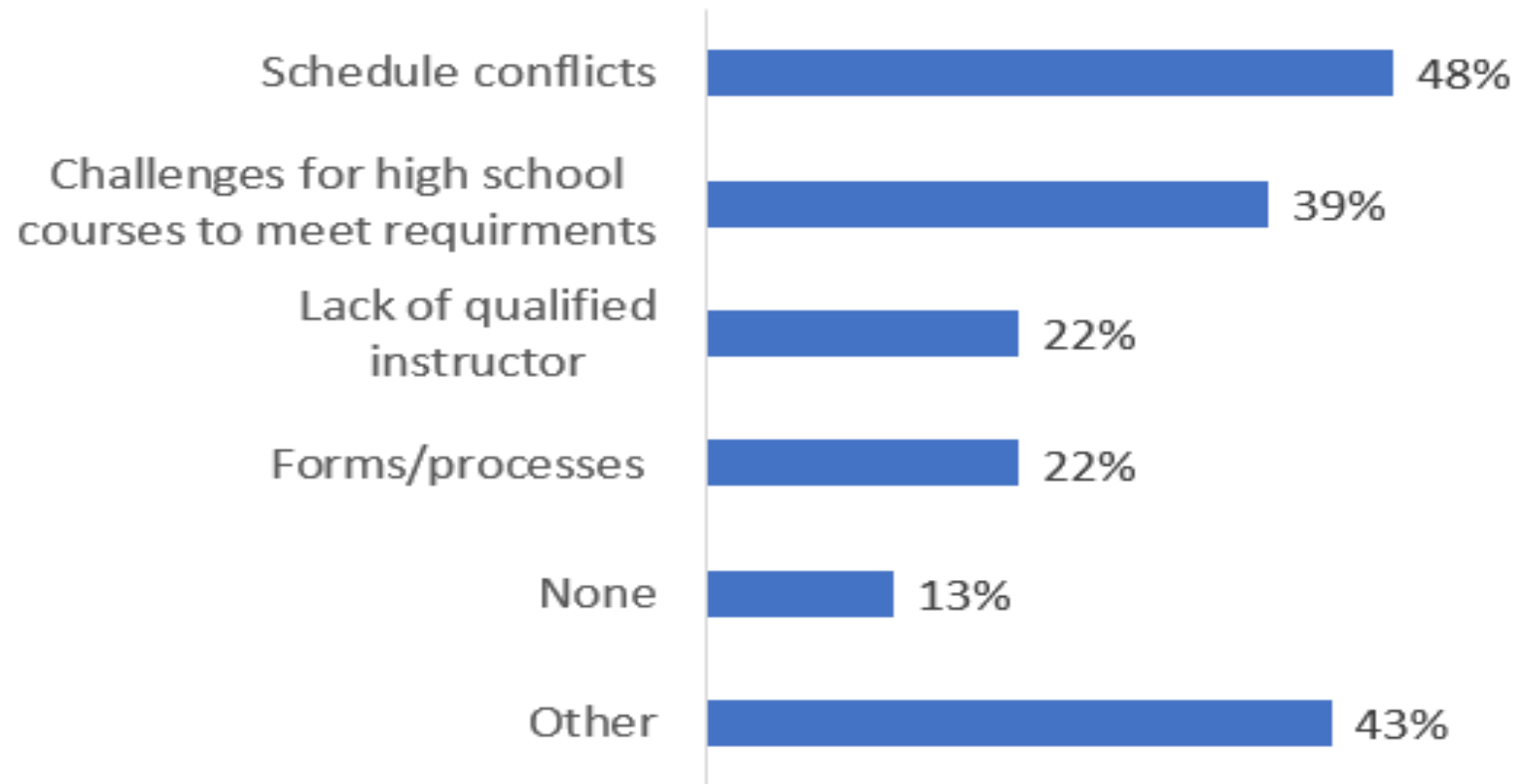
Staff turnover



Staff capacity

Instructors' veto power over articulation agreements



## Postsecondary: Which of the following pose persistent challenges to developing articulation agreements for CTE Dual Credit?





**Postsecondary:** Which of the following pose persistent challenges to developing articulation agreements for CTE Dual Credit?

**Other responses:**

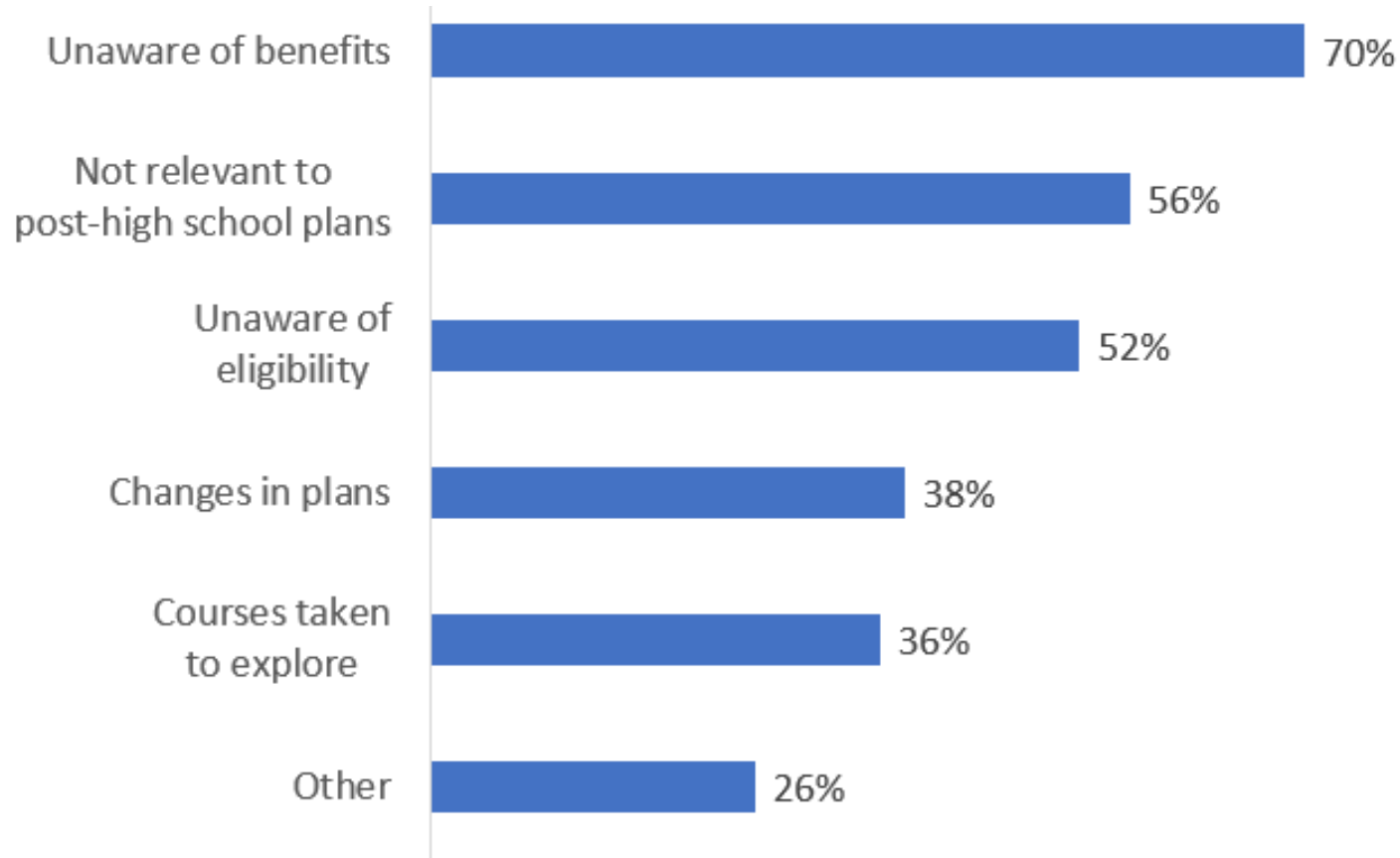
Articulation process either not clear or not consistently followed

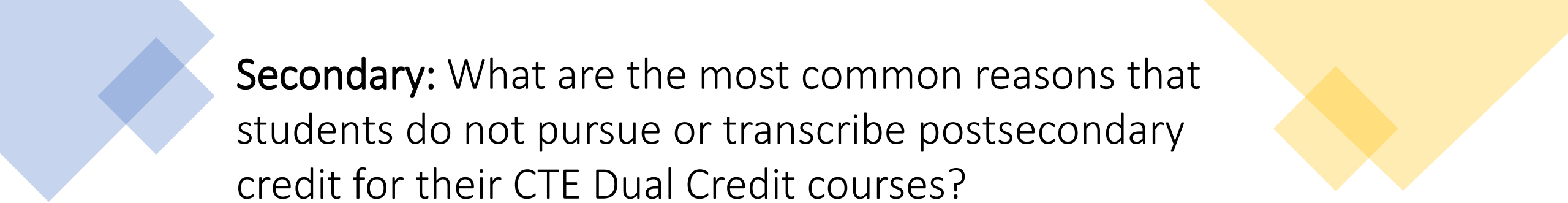
Reluctance on the part of postsecondary instructors and departments

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?





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**Other responses:**

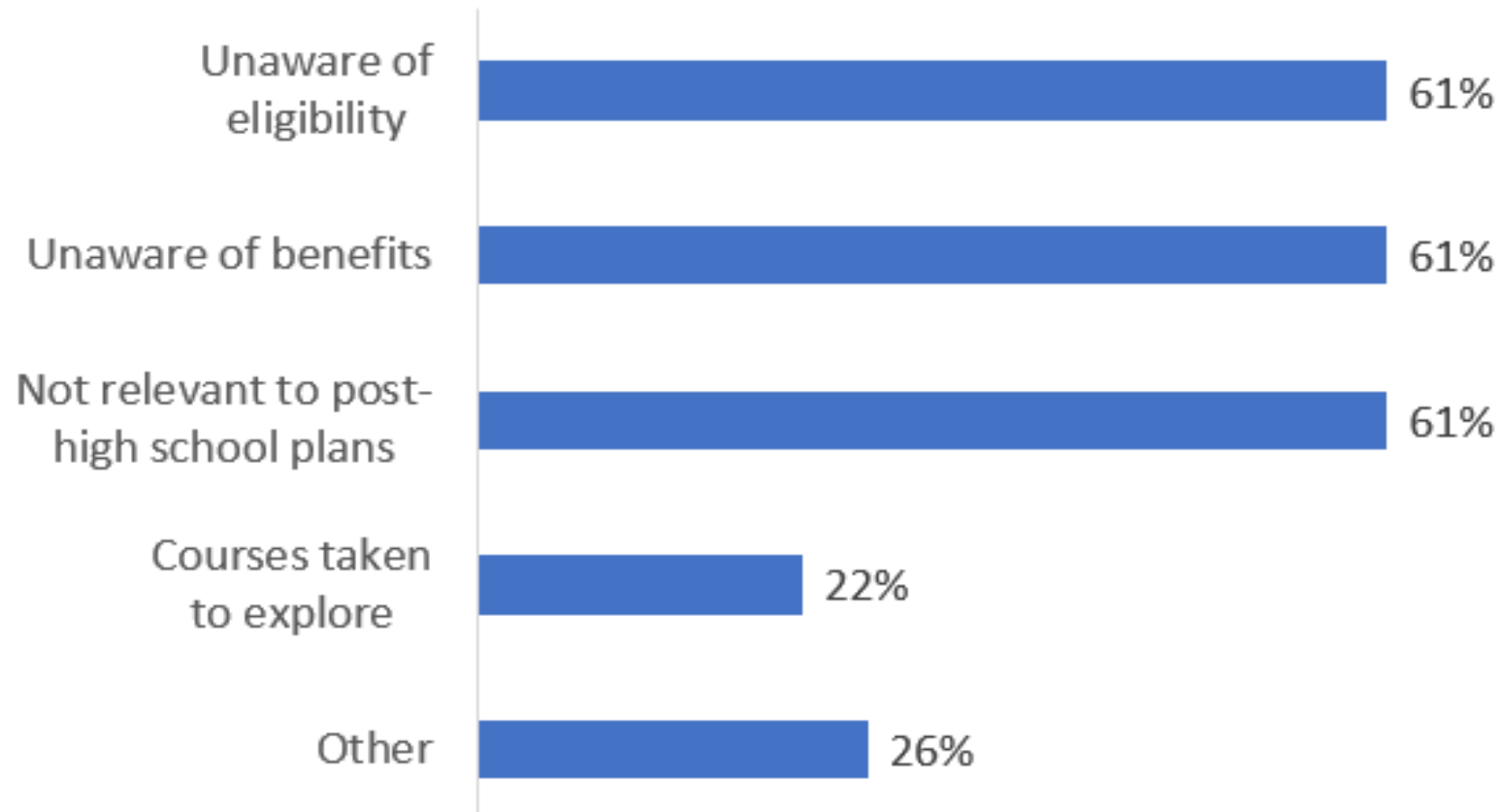
Don't know how to access

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?







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**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



# Workshop Themes:

## *Need for Consistent Articulation Processes Statewide*

Database of CTE courses eligible for articulation

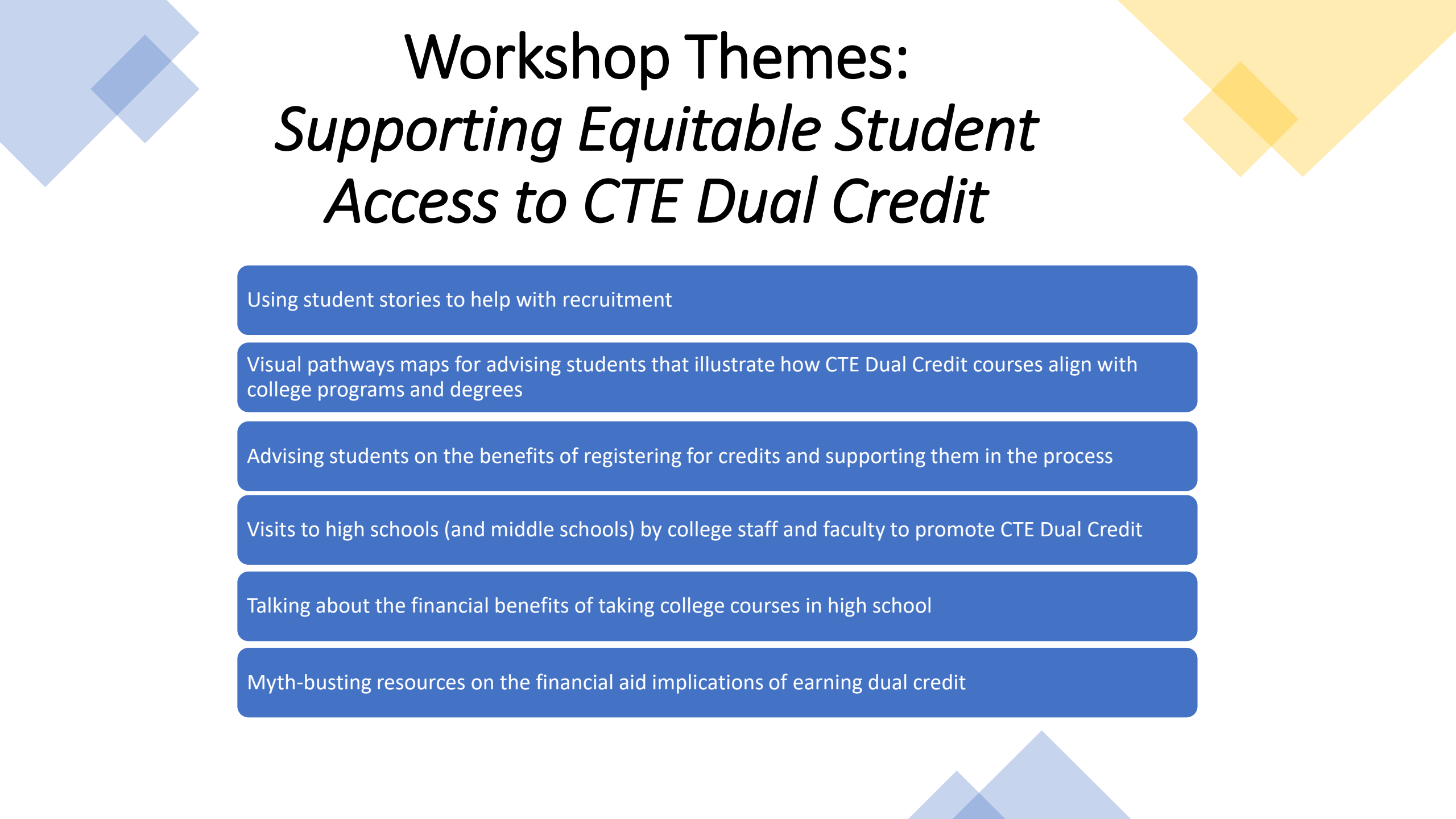
Articulation agreement templates and timelines

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

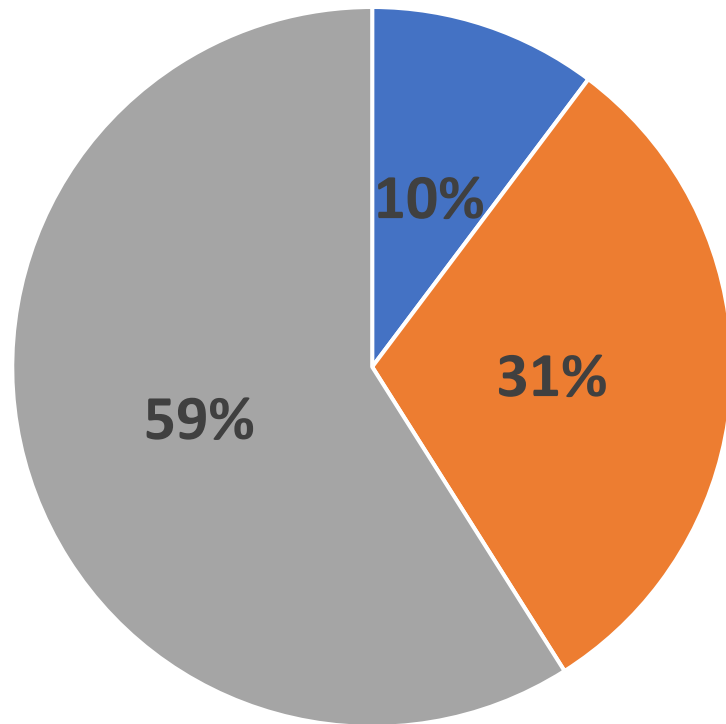


# What's Next? Change.

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?



- We are interested in some changes more than others
- We are receptive to modest and/or incremental changes
- We are very receptive to major system changes, regardless of the local impact

# 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.

# Process...

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!

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