CTE Dual Credit

April 23, 2020
Welcome!

Thank you for coming!

We’re glad you’re here!
Connect to Audio

You can **join** by computer audio or call in.

Dial +1 346 248 7799 or +1 669 900 6833

Meeting ID: 913 1754 8664

Test Audio
Sound Check

We’re going to get started in a few minutes.

Can you hear us?
Please let us know in the chat!

Test Audio

Welcome! We’ll be starting in a few minutes.
Tips for Participating

• Share comments and questions in the **Chat** panel (send to “All”)

• Comments and questions may be shared verbally to group, towards the end of the presentation

• All questions may not addressed during this meeting, but we will provide follow up to submitted questions
Who is Joining Us Today?

On the poll:
- CTE Director
- CTE Educator
- Building or District Administrator
- CTC Faculty
- Vice President of Instruction
- Student Services Staff
- Workforce Deans/Directors
- OSPI or SBCTC Staff
- Business/Community/System Partner (CCL Coordinators, etc.)
- Other (please identify in chat box)

Please identify your role.
Protocols

• Utilize the chat box to submit questions related to the topic.
• We will provide follow up to questions that are not covered during the presentation.

Questions?
Use the chat feature!
CTE Dual Credit Partners – SBCTC + OSPI

Nate Humphrey, Director of Workforce Education, SBCTC
Tim McClain, Program Administrator for Workforce Education, SBCTC
Becky Wallace, Executive Director of Career and Technical Education, OSPI
Samantha L. Sanders, Assistant Director of Career and Technical Education, OSPI
Clarisse Leong, CTE Operations Manager, OSPI
Feedback Question 1

What is the biggest concern you have related to CTE Dual Credit, impacting this school year?

Visit www.mentimeter.com on any device
CODE: 19 20 39
Framing

• Improvement of CTE Dual Credit is state goal; however immediate focus is administration of CTE Dual Credit for **this** school year.

• Considerations for statewide/regional approaches that impact articulation agreements, or requirements (such as grade requirement differences) across consortia be addressed in future dual credit work.

• Expectations for CTE Dual Credit should not differ (less or more rigorous) than other dual credit programs.
Process

Late March/Early April

- SBCTC/OSPI Partner Meeting: Debrief feedback

April 10

- Questions, feedback, and updates from CTC and K12 practitioners related to CTE Dual Credit shared with partners
- SBCTC Led WEC Meeting: CTC Workforce Deans and Dual Credit Leads provide CTE DC feedback (OSPI invited to listen)

April 15

- CTE Friday Webinar: SBCTC co-presents CTE DC feedback (~200 attendees)
- OSPI Led CTE Meeting: Representatives provide CTE DC feedback (20 attendees, WACTA regions)

April 17

- SBCTC/OSPI Partner Meeting: Draft recommendations

April 21

- OSPI releases Grading and Instruction Guidance

April 22

- SBCTC + OSPI jointly release CTE Dual Credit Guidance
Review Document and Respond

- Review Purpose/Background
- Review Guiding Principles
- Review Considerations + State Recommendations
- Review Next Steps

Reflections:
- What is your level of agreement with the document?
- What has not been addressed, what additional questions do you have?
- What should our next steps be in focusing on CTE Dual Credit at the state level?

April 22, 2020
TO: Vice Presidents of Instruction
Vice Presidents of Student Services
Workforce Education Deans and Directors
School District Superintendents
School Principals
Career and Technical Education Directors and Educators

FROM: State Board for Community and Technical Colleges (SBCTC)
Office of Superintendent of Public Instruction (OSP)

RE: CTE Dual Credit for 2019-20 School Year

CONTACT: Nate Humphrey, Director, Workforce Education
360-704-4333, nhumphrey@sbctc.edu

Becky Wallace, Executive Director, Career and Technical Education
360-725-6345, becky.wallace@k12.wa.us
Purpose and Background

• Lead with educational equity
• Student-centered approach
• Demonstrate SBCTC and OSPI commitment to partnership and focus on CTE Dual Credit
• Reinforce importance of articulation agreements
Guiding Principles

• Policies should keep students and families at the center. What is best for the student should guide decisions.

• When policies and practices are consistent, we support that each and every student will have equitable access to earn college credit.

• Students can demonstrate that they’ve met learning outcomes and gained essential knowledge, skills, and abilities in a variety of ways.

• CTE Dual Credit opportunities facilitate the development of a skilled workforce, and support credential obtainment.

• Aligned learning outcomes and expectations are clarified through high quality articulation agreements.

• Educators are the experts in teaching and assessing our students. Now is a critical time to demonstrate trust across our systems and value collective professionalism.

Check in:

✓ Do you agree with the guiding principles?
  If so, use the “thumbs-up” from “Reactions” in the toolbar.

✓ If you feel something is missing, please add it to the chat box.
**Considerations/Recommendations**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Summary</th>
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<tbody>
<tr>
<td>Grading</td>
<td>• Students must earn grade as reflected in the articulation agreement to earn the CTE Dual Credit.</td>
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<td>• High School/Skill Center educators will determine if the student has met requirements.</td>
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<td>• “Incomplete” final grade may be replaced by grade. If student meets requirement, they earn dual credit.</td>
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<td></td>
<td>• District policies must follow <em>Student Learning and Grading Guidance</em>.</td>
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<tr>
<td>Content Alignment</td>
<td>• Educators will ensure the competencies identified in the articulation agreement will be met for any student that earns the CTE Dual Credit.</td>
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<td>• Educators may prioritize learning outcomes as identified in the articulation agreement for focus during the rest of this school year.</td>
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<td>• Continuous Learning expectations from OSPI, reinforced by Governor.</td>
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Considerations/Recommendations

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<td><strong>Demonstration of Skills</strong></td>
<td>• Students may demonstrate competency mastery through a variety of assessment styles – learning outcomes as identified in the articulation agreements are the focus areas.</td>
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<td>• Students have had opportunities to demonstrate competency prior to school facility closure.</td>
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<td>• Opportunity to network, learn, and share resources across K12 and CTC system.</td>
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<td><strong>Articulation Agreements</strong></td>
<td>• Prioritize honoring current articulation agreements without modification.</td>
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<td>• Agreements represent an understanding between the two systems; any change in process or requirements will require a conversation and shared agreement – and should be explored only through amendments or MOUs for this school year, including course contingency plans.</td>
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<td>• Major changes could be initiated in future year agreements</td>
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## Considerations/Recommendations

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| Additional Requirements      | • Agreements should be maintained and honored for achieving students.  
                                • Students and school districts should not face additional requirements to access credits outside of what is reflected in the articulation agreement.  
                                • Now is the time to demonstrate the trust and collegial professionalism or our educators, and honor the collaborative and accessible model of CTE Dual Credit. |

**Check in:**

✔ Do you agree with the state recommendations?  
   *If so, use the “thumbs-up” from “Reactions” in the toolbar.*

✔ If you feel something is missing, please add it to the chat box.
Next Steps

- Friday, April 24\textsuperscript{th}: OSPI CTE Program Update/Friday Lunch
  - CTE Dual Credit Guidance Q+A from K12 System, SBCTC guest
- Wednesday, April 29\textsuperscript{th}: WEC Deans and Directors
  - CTE Dual Credit Guidance Q+A from SBCTC System, OSPI guest
- Future considerations – depending upon feedback
  - Inviting aligned program faculty, educators, and partners, such as the Centers of Excellence, to share promising practices and resources
  - Survey to K12 and CTC leads to determine decisions impacting CTE Dual Credit and to inform future funding of pilots for the improvement of CTE Dual Credit across the state
  - CTC Perkins Leadership Block Grant application to support statewide and regional partnerships: engage with dual-credit partners to support dual credit and program of study work
What can our agencies do in partnership to support state-level CTE Dual Credit or high quality CTE programming?

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