ACADEMIC ELIGIBILITY

LESSON 8-22 ▲ BUILDING A STRONG TRANSCRIPT IN 8TH GRADE

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| **GRADE LEVEL FOCUS***Because of the importance of this topic, this lesson spirals itself each year from 8th through 12th grade, with a combination of consistent content and new content.* |
| The focus for this Strong Transcript Lesson is as follows:* *Grade 8: Introduction to Transcripts*
* *Grade 9: Transcript Case Studies*
* *Grade 10: Identifying appropriate Dual Credit Options*
* *Grade 11: Continuing with Dual Credits*
* *Grade 12: Maximizing and Sharing your Transcript*
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**LEARNING GOALS/OUTCOMES**

* Definition of dual credit.
* Options for dual credit equivalency.
* Identify or list opportunities for dual credit equivalency within their own school system.

**MATERIALS NEEDED**

* **Student Handouts:**
* Dual Credit Opportunities: Washington State Summary
* Sample Transcripts or Case Studies
* **School or district materials on dual credit**
* **Students’ personal career and college planning documentation** (such as their most recent High School and Beyond Plan)

**CLASSROOM ACTIVITIES**

*Grade 8 Focus: Introduction to Transcripts*

*Since this lesson spirals (repeats itself from grade to grade), a recommended focus for 8th grade is awareness through case studies. Alternatively, share sample transcripts.*

1. **Open the session by asking students what they know about dual credits or dual equivalency for credit**. Share that there are ways for them to begin to build college credit as high school students and share that they are going to explore those options through evaluating the decisions made by four students.
2. **Organize students in partner pairs and hand out the student information on dual credits.** Ask students to divide up what they read with one person reading about programs that allow dual credit through equivalency examinations and one person reading about dual credit through college course enrollment. Give students time to share with their partner what they learned.
3. **Bring the whole group back together and have the partner teams share out what information was most interesting.** Relate this to the opening and the initial assessment of what students knew noting where this is repeat information and where it is new information.
4. **Walk students through school or district materials that explain dual credit opportunities**. Be prepared to answer questions or have someone attend the lesson such as a counselor who can potentially answer questions.
5. **Hand out the questions and case studies.** Give students time to individually read and determine their answers to the questions. Depending on time, allow them to work in small groups to discuss their answers and see where they agreed or disagreed.
6. **Bring the whole group back together and discuss the answers to the questions** and why students agreed or disagreed in their answers.
7. **To conclude, give students time to get out their High School and Beyond Plans or other planning documents**. Have them look at their course selections in regard to their long-term educational plans. Ask the question: are there dual credit opportunities that would help you achieve your goals? Help students plan how they can meet with counselors or others to talk individually about changes or next steps in building their schedules.

**STUDENT PRODUCTS**

* **Answers to questions in *Case Studies of Four Students and Three Pathways* Handout**

 **ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **SUPPLEMENTAL FACILIATOR NOTES**

Dual Credit programs allow students to take rigorous college-level courses while still in high school. Students may become eligible for the awarding of college credit based on scores obtained in year-end examinations, as well as through taking college-level classes either in their high school or at colleges and universities. This workshop/lesson gives students a chance to evaluate for themselves the value of researching and participating in dual credit opportunities.

The opportunities in each school and each region will be different. It will be important for facilitators to be familiar with what is available for their specific students.

**Strong Transcripts: Dual Credit + College & Career Readiness**

* **Washington Student Achievement Council (WSAC)**

<http://www.wsac.wa.gov/college-credit-high-school>

Dual Credit Resources

<http://www.wsac.wa.gov/college-readiness>

College and Career Readiness

* **Washington State Board of Community and Technical Colleges**

<http://www.sbctc.edu/becoming-a-student/high-school/dual-credit-student.aspx>

SBCTC’s Dual Credit Programs

<http://www.sbctc.edu/about/agency/initiatives-projects/bridge-to-college.aspx>

Smarter Balanced Scores for College Placement

<https://www.sbctc.edu/colleges-staff/programs-services/student-success-center/guided-pathways.aspx>

Guided Pathways from State Board for Community and Technical Colleges (SBCTC).

* **The Office of the Superintendent of Public Instruction (OSPI) in Washington State**

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/default.aspx>

Information about Dual Credit Opportunities

<http://www.k12.wa.us/resources/default.aspx#2>

Smarter Balanced Assessment Family Resources

<http://www.k12.wa.us/CurriculumInstruct/BridgetoCollege/>

Bridge to College Math and English courses

<http://www.k12.wa.us/CareerTechEd/ProgramsofStudy.aspx>
CTE Program of Study: Up to 78 detailed Program of Study forms for each Career Cluster

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/pubdocs/CollegeReadinessInitiaveReplicationProject.pdf>

PDF document contains important college ready transcripts for 2-year and 4-year colleges

<http://www.k12.wa.us/Resources/>

WA State Family Resources for Learning Standards, Assessment, Graduation, Enrollment Options

* **Ready, Set, Grad**

<http://readysetgrad.org/rsg_cred_wiz/form>

Dual Credit Look-Up Tool

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LESSON 8-22 STUDENT HANDOUT

DUAL CREDIT OPPORTUNITIES: WASHINGTON STATE SUMMARY

Note: *The information from the Office of the State Superintendent of Instruction describe programs that area available in the State of Washington. You will need to investigate information provided by your school and your school district about other opportunities that may be available in your area.*

**PROGRAMS ALLOWING DUAL CREDIT THROUGH STANDARDIZED EXAMINATIONS (**<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/StandardizedExams.aspx>)

* **Advanced Placement (AP)** (<http://www.k12.wa.us/AdvancedPlacement/default.aspx>)
Allows students to take rigorous college-level courses while still in high school. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Many colleges and universities recognize AP courses when making admissions decisions. Most Washington public universities and colleges award credit for any exam that is scored 3 or higher.
* **International Baccalaureate (IB)** (<http://www.ibo.org/>)
Offers high quality programs of international education to a worldwide community of schools. The three programs for students aged 3 to 19 help develop the intellectual, personal, emotional, and social skills to live, learn, and work in a rapidly globalizing world, as well as having colleges and universities award credit based on performance on IB exam.
* **University of Cambridge International Examinations** (<http://www.cie.org.uk/>)
Offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced education for academically-able students. Just as with International Baccalaureate (IB) and Advanced Placement (AP), colleges and universities have recognition policies for the awarding of credit based on exam scores.

**PROGRAMS ALLOWING DUAL CREDIT THROUGH COLLEGE COURSE ENROLLMENT**

(<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx>)

* **Running Start** (<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/RunningStart.aspx>)
Running Start allows students in grades 11 and 12 to take college courses (100 level or above) at Washington’s community and technical colleges, and at Central Washington University, Eastern Washington University, Washington State University, Spokane Tribal College, and Northwest Indian College. Running Start students and their families do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation. Students receive both high school and

college credit for these classes, therefore, accelerating their progress through the education system.

* **College in the High School** (<http://www.sbctc.ctc.edu/college/e_hscollegeprogs.aspx>)
College in the High School is an opportunity for students to be concurrently enrolled in a high school and college course and to earn high school and college credit in the same course offered on the high school campus. Costs to students vary with each institution.
* **Tech Prep** (<http://www.k12.wa.us/careerteched/TechPrep.aspx>)
The Tech Prep program helps students transition from high school into college professional technical programs. Tech Prep is a cooperative articulation agreement between K–12 schools, community and technical colleges to develop applied integrated, academic, and technical programs. Washington Tech Prep (<http://sers.techprepwa.org/searcharticulations.aspx>) awards high school students’ dual credit for career and technical education (CTE) courses articulated to college programs.

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CASE STUDIES OF FOUR STUDENTS AND THREE PATHWAYS

**Discussion Questions:** *As you read about these four students think about the following questions and be prepared to share your answers with your group and your class.*

1. Which students are showing the greatest understanding of developing “work readiness” early?
2. What are the immediate and long-term financial implications (good and bad) for the students?
3. Which pathway seems most challenging to you?
4. Which students seem like they will be most successful in reaching their goals?
5. What pathway are you likely to use?

**Case Studies**

**Eliza:** Eliza is interested in one day becoming an FBI agent. Her dream would be to work in WA on terrorism cases. She knows that she will need a Bachelor’s degree in order to even think about the FBI. Eliza has worked with her high school counselor and has started taking classes through the Running Start program at the local community college. She anticipates that she will be able to finish her Associates degree in Criminal Justice at the end of the summer quarter after high school graduation. Because money is tight in her family, Eliza will need to work after high school. She already has a part-time job at McDonald’s and thinks they will make her a shift supervisor once she graduates from high school this summer. Once she has her AA completed, Eliza is planning to get a job in security or with a local law enforcement agency for several years giving her real life experience in her field and allowing her to begin work on a four-year degree program.

**Shane:** Shane isn’t sure what she wants to do. She knows that she wants to go to college but really wants to take a year-off after high school graduation. She has taken all of the required courses for high school graduation but didn’t find anything exciting enough to take honors or advanced classes. She is much more interested in helping at home or hanging out with her friends. She is planning to work after high school graduation in retail to earn money for college.

**Juan:** Juan has an uncle who owns a small, local construction company. The uncle has invited him to join him in the business when he has completed enough course work to qualify for a construction foreman’s position. Juan did some research and found that his high school offers a Construction Careers Academy that meets either from 7:00 – 9:00 a.m. or 1:00 – 4:30 p.m. Signing up for these Tech Prep courses will earn Juan both high school and college credit provided he demonstrates proficiency in the course. At the end of the semester, if Juan has successfully met the criteria, he will complete the on-line registration process and pay a one-time “transcript fee” of $25.00 to the college (required with the first request only; the fee allows the college to create an academic transcript for the student.). Juan wants to play football so he thinks he will opt for the 7:00 session even though he hates to get up early.

**Ryan:** Ryan knows he wants to be a teacher. Having been homeless much of his high school years, he has really appreciated the support he has had from teachers and counselors. Ryan knows his ticket to a college education will be a combination of credit through examinations, scholarships, what he can save, and working when he is on campus. He would like to be able to avoid loans. Ryan began taking AP classes at the beginning of his junior year. While it is a real struggle to get to school living in different places, he is maintaining his grade point average at a 4.0. As Ryan works with his high school counselor, he is planning to begin college with enough course credit to be classified a sophomore saving almost a year of tuition. Ryan’s real worry right now is the cost for the AP tests. Each test is about $90.00 and he hasn’t a clue where he will find that kind of money. (The cost of the AP test is lowered for low-income students. Ryan needs to check with his counselor or AP teacher.)