

**WASHINGTON STATE  
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD  
MEETING NO. 171  
JUNE 27, 2013**

**PROGRAMS OF STUDY UPDATE**

It has been two years since the Workforce Board adopted a new strategy to develop articulated dual credit opportunities for Career and Technical Education students. With the end of earmarked funding for Tech Prep, the Board decided to develop model Programs of Study that would become the basis of statewide articulation agreements, beginning with four industry sectors: Aerospace/Manufacturing, Agriculture, Information Technology, and Healthcare.

During the last two years there has been limited progress in developing the models and there has been a substantial decline in students earning dual credits. At the same time, the State Board of Education is considering adding a measure of dual credits as part of the new accountability framework for K-12 education and the Washington Student Achievement Council is considering increasing dual credits as part of the Ten-Year Roadmap for education.

At the June meeting, the Board will be updated on the development of model Programs of Study and dual credit opportunities and the challenges that have hindered progress. Behind this face sheet is a paper that provides background information and poses policy questions for the Board's consideration.

1. How do we transition past individual articulation agreements and provide portability of dual credits between two-year colleges? If there is a model articulation agreement in place how do we get it recognized as a 'model' and adopted statewide?
2. How can transcription of Programs of Study dual credits become less labor intensive and automated?
3. How can we provide upward portability of Program of Study dual credits to four-year institutions?
4. There could potentially be over 85 Programs of Study, if we were to have one for each of the pathways. How can we develop models at a faster pace?

**Board Action Requested:** For discussion only.

## **PROGRAMS OF STUDY UPDATE**

### **Background**

Beginning in 1990, Washington Tech Prep directors across 22 consortia connected high school programs to the community and technical college programs through one-to-one articulation agreements. The agreements were developed by the directors bringing together faculty from both systems to agree on course competencies and assessments. Over the years, as dual credit options became recognized as great opportunities for students, more than 6,600 individual articulation agreements were established.

Congress, however, eliminated funding for Tech Prep as of June 30, 2011. While Congress no longer earmarked funds for Tech Prep, the Carl D. Perkins Career and Technical Education Act of 2006 continued to support Career and Technical Education (CTE) dual credit opportunities as part of Programs of Study.

In 2011, the Workforce Board considered how to promote Programs of Study and CTE dual credits given the end of separate funding for Tech Prep. The Board wanted a strategy that was not dependent on the creation and maintenance of thousands of individual articulation agreements. Establishing such a large number of agreements was a very labor intensive process. Few, if any, of the articulations were statewide agreements. That meant that while a high school class could articulate to several different colleges and/or postsecondary programs, each one required a separate articulation agreement. In addition, the credits had to be manually transcribed in order for students to receive dual credits.

Without the Tech Prep dollars, CTE dual credit programs have declined. Many of the Tech Prep directors continued to be employed, but they have been funded by a variety of sources that come with other duties. The directors are not able to fund new articulations, classroom presentations, or one-on-one registrations. The number of articulation agreements has decreased, as have the number of students and credits. The Seattle schools are no longer part of a consortium. Currently there are about 4,550 active articulation agreements.

### **Tech Prep/CTE Dual Credits**

	<b>2010-2011</b>	<b>2011-2012</b>
Number of Students with Transcribed CTE Dual Credits	33,983	28,946
Number of CTE Dual Credits Earned	197,959	164,693
Number of Students with Dual Credits Enrolling in Postsecondary	10,145	2,591

In June 2011, the Board adopted the strategy of creating statewide model Programs of Study beginning with four industry sectors: Aerospace/Manufacturing, Agriculture, Information Technology, and Healthcare. Over time, additional model Programs of Study would be created for all industry sectors where the state provides approved CTE programs. These models would be available for adoption by secondary and postsecondary partners throughout the state, leading to statewide articulation agreements that provide greater dual credit opportunities for students.

Developing the model Programs of Study would be through a partnership among staff from the Workforce Board, the Office of Superintendent of Public Instruction (OSPI), State Board for Community and Technical Colleges (SBCTC), and four Centers of Excellence. Each project would be spearheaded by co-team leaders—the OSPI Program Supervisor and the Director of the related Center of Excellence (SBCTC).

### **Developing Model Programs of Study**

The basic steps in developing a model Program of Study are outlined below.

1. Conduct an inventory:
  - a. The two-year colleges that offer the program as a degree or certificate program. (Identify the key colleges that will participate in the articulation development.) Does the program articulate to a four-year institution or an apprenticeship?
  - b. The skill centers and comprehensive high schools that offer two or more preparatory courses in the Program of Study. (Identify the key personnel who will participate in the articulation development.)
2. Identify the entry-level courses that are common among the community colleges within the certificate or degree program for this Program of Study (academic and CTE). These courses become the basic components of a student's Program of Study.
3. Align curriculum of the secondary preparatory courses with the entry-level courses for the postsecondary program.
  - a. Are there gaps?
  - b. Are there overlaps? Is the student going to have to re-take coursework that they completed in high school?
4. Determine where dual credit opportunities exist.
5. Convene key college personnel to garner agreement of competencies for the award of dual credit and the basis for articulation. Identify assessment that will be required to receive credit/to establish competency attainment.
6. High schools instructors agree to teach to the curriculum competencies of the articulation.

When all of the colleges and high schools/skills centers agree to the articulation agreement, it becomes the posted statewide articulation agreement. Then any schools or colleges indicating that they offer this Program of Study must offer this dual credit agreement.

### **Status of the Four Projects**

- *Inventory of secondary and postsecondary programs*—All four projects have completed an inventory of the programs being offered at the two-year and four-year colleges and/or an apprenticeship, and the corresponding programs at the skills centers and some comprehensive high schools. (Completed)
- *Common entry-level courses identified*—All four projects have identified the entry-level courses that provide the basis of the Program of Study, following graduation from high school. (Completed)
- *Alignment of curriculum*—Each project has looked at curriculum alignment, but in a variety of ways. For example, the information technology project has focused on three pathways that will lead to a four-year baccalaureate computer science degree. The focus has been on two-year to four-year alignment. The aerospace/manufacturing project has

focused on getting the Boeing-developed manufacturing curriculum into the skills centers and pairing it with an additional area of focus such as composites or welding. Alignment with the colleges has yet to be completed.

- *Dual credit opportunities identified*—Identification of dual credit opportunities has been uneven. Agriculture has been perhaps the most aggressive in determining how dual credits will occur; and the healthcare project has recently identified a promising model for replication.
- *Postsecondary faculty convened to reach consensus on competencies for dual credit and assessments for award of credit*—The agriculture project has had the most interaction between high school and college faculty for competency alignment and agreement on how the assessments will be conducted.
- *Curriculum/competencies adopted by high schools to complete articulation cycle*—The aerospace/manufacturing project has the Boeing curriculum in place at several skills centers. The healthcare project provides a successful articulation model in the Clark College service area that may be replicated. The information technology project has not yet worked on the transition from secondary to two-year colleges. The agriculture project is nearly ready for sign-off by the secondary and postsecondary systems.

After two years, while there have been successes, progress has been uneven and none of the four projects have been completed.

### **Challenges and Policy Questions**

Each project has had challenges—some of which have been overcome, but others still need to be addressed.

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