



Washington Office of Superintendent of
PUBLIC INSTRUCTION

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 (OSPI)

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
360-725-6245, rebecca.wallace@k12.wa.us

Purpose and Background

The State Board for Community and Technical Colleges and the Office of Superintendent of Public Instruction recognize the value of Career and Technical Education (CTE) Dual Credit, and the importance of the articulation agreements that guide those early-college credit opportunities for students in high school CTE programs articulated with professional/technical programs. With a focus on keeping students at the center of policy and always leading with policies squarely focused on ensuring educational equity, SBCTC and OSPI have co-authored this cooperative guidance to reinforce our shared guiding principles in application of CTE Dual Credit policies for this school year.

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 across all district and college agreements, we support that students regardless of geography, demographics, or socioeconomic

status will have equitable access to earn college credit and be recognized for demonstrated knowledge, skills, and abilities.

- 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, ensure business and industry thrive and expand across the state, and support Washingtonians in obtaining living-wage careers through credentials of workplace value.
- 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.

Considerations and State Recommendations

Grading

Many district and college staff have raised questions about the impact of potential grading policy changes in terms of SERS system limitations (which will not allow for "pass/no pass" grades), acceptance by the NCAA, transfer credits, impacts to GPA, and transcription. We share concerns that students and/or families may not be fully informed of short- and long-term impacts of grading decisions, and acknowledge that neither system can guarantee the response of higher education institutions in terms of acceptance of credits earned through CTE Dual Credit.

Articulation agreements with specified grading requirements should be upheld to provide students with the greatest degree of flexibility and ensure that they are adequately prepared to continue their education at the college of their choosing. Students that want access to dual credit will need to have a grade that meets the requirements on their transcript. Educators should focus on meeting required competencies identified within the articulation agreement and only students that meet requirements should be awarded the college credit. This will ensure the greatest flexibility for students who pursue the application of these credits through degree or certification completion, or transfer to institutions within and outside of our state. If a district determines a student does not have equitable access to demonstrate their learning, the student may be assigned an incomplete, and the student will be given an opportunity to reengage in demonstrating the learning standard. If through additional demonstration, the student is able to replace the incomplete grade with a final letter grade that meets the articulation agreement requirement, the dual credit should be considered earned.

State Recommendations

Students must earn the grade required within the articulation agreement, and no amendments to grading requirements should be pursued for articulation agreements covering this year. Students assigned an "incomplete" may still demonstrate competency and replace the incomplete grade with an appropriate letter grade. High School and Skill Center educators will

determine if the student has met the requirement to earn the CTE Dual Credit. We acknowledge that some colleges and districts may have already discussed and made plans for awarding credit with a pass/fail approach, which should be reconsidered at this time. All grading policies reflected in articulation should consider the impact to students' GPAs, the transferability of credits, and student preparedness to succeed at the next level of their education. School district policies should align with the [Student Learning and Grading Guidance](#) released by Superintendent Reykdal.

Content Alignment

Articulation agreements identify expected learning outcomes to be met for credit to be earned by high school students. While Governor Inslee's [proclamation](#) prohibited school districts from conducting in-person educational school programs using their school facilities, this order also included expectations that districts continue to provide distance learning through June 19. Superintendent Reykdal released [Continuous Learning 2020, Resources and Planning Tools](#), which is one of many resource documents to support educators in providing continuous learning through school facility closures. CTE Educators will continue to provide instruction aligned with academic and industry learning standards as identified in their approved course framework. These frameworks provide the basis for evaluation of course content alignment, as reflected in the signed articulation agreements.

State Recommendations

CTE Educators will meet the competencies as identified within the articulation agreement. If the student can demonstrate these competencies, the credit should be awarded. If the student cannot meet these competencies, the credit will not be awarded. Only when educators determine they cannot deliver the instruction necessary to enable students to meet the originally determined competencies should districts pursue a course contingency form. Course contingency forms may be received and evaluated by the college, and reasonable adjustments may be made to maintain the credit opportunity for students, provided the college concurs that the revision will not adversely impact students' ability to progress in their studies at the postsecondary level. These should be utilized only for courses that are subject to change due to not meeting the requirements of the original articulation agreement, not required of all courses or those that can meet previously established learning objectives. Evaluation of course contingency forms should include communication and feedback between college faculty and high school/skill center educator to share instructional resources and alternative ways for students to demonstrate competencies.

Demonstration of Skills

In CTE courses, student ability and progression is often assessed through hands-on projects that demonstrate skill, and facility closure will require a new approach for many educators.

Many articulation agreements align with year-long courses, and much of the in-person demonstration of skill or ability may have already been completed prior to closure. Now is an excellent opportunity for educators and faculty to network and share instructional resources and innovative approaches as professional/technical programs at the community and technical college will also be seeking new ways to assess competency with campus closures.

State Recommendations

CTE educators will use professional networks and available resources to identify alternative means for students to demonstrate competencies commonly assessed in a hands-on laboratory, shop, or clinical setting. If the learning outcomes identified in the articulation agreement cannot be met by alternative methods or on an extended timeline, the schools must reevaluate whether the class can be offered for dual credit. Alternative means of evaluating skill acquisition may include submission of projects completed at home, use of industry-standardized exams/assessments, recorded or streaming skills demonstrations, virtual simulations, etc.

It is important to note that CTE courses with articulation agreements can still be used to towards fulfilling a component of the student's CTE graduation pathway, even if the college credit cannot be awarded.

Articulation Agreements

Articulation agreements represent an understanding between partners within the two systems. The time, energy, and effort put into the agreements to demonstrate the course alignment and expectations demonstrates trust and respect between professionals. However challenging the circumstances, course objectives and outcomes cannot be abandoned to the detriment of students, but they can be altered to support students through this challenging time while, at the same time, enabling them to earn college credit and feel confident in their ability to take the next step in their career pathway.

State Recommendations

Any changes in process, content delivery, course expectations, or outcomes, requires a reevaluation of the articulation agreement. Articulation agreements should be reassessed after this school year. If changes are considered for this school year through addenda or contingency forms, a conversation between both systems is necessary. All conversations should begin with a focus on what is best for the student.

Additional Requirements

CTE Dual Credit agreements should be maintained and honored for students that meet the requirements in the articulation agreement. Students should not face additional requirements to access credits outside of those identified within the articulation agreement. These circumstances have been trying enough for students, and additional barriers to completion

and credit acquisition are strongly discouraged. The expectation of further evaluation (including assessments once on campus), transcription steps, and/or assessment of fees is prohibitive, inequitable, and inconsistent with our values; the trusting, collegial professionalism of our educators; and the collaborative and accessible model of CTE Dual Credit.

State Recommendations

Articulation agreements should be upheld, and students that meet the competency standards should earn the CTE Dual Credit without additional requirements or steps

Next Steps

As prioritized in the Washington state Perkins Plan, both agencies will invest in expanding and improving CTE Dual Credit programs across the state. With a shared goal to establish statewide and regional articulation agreements, investments will be made in consortia of college and high school faculty with demonstrated commitment of partnership and prioritization of equitable CTE Dual Credit practices. Districts and colleges should anticipate receiving a survey and providing response to represent the decisions made impacting CTE Dual Credit this year.