

College in the High School Best Practices

WASHINGTON STATE

Council of
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- **Develop Intentional Materials with Key Stakeholders**
Recognizing that audience is critical in the communication of any message. There are multiple key stakeholders in the College in the High School (CiHS) program, including students, parents, and high school practitioners and administrators. Colleges and universities across Washington created materials targeted for specific stakeholders to maximize clear communication regarding the CiHS program. Some examples include the:
 - Development and dissemination of a CiHS handbook targeted at parents, addressing questions and providing context about expectations and responsibilities of the program.
 - Implementation of CiHS faculty and administrators meetings with CiHS students in advance of the academic year to share expectations about the program.
 - Creation of a specific public CiHS website for parents, students, schools and faculty as part of the offering college/university website.
 - Inclusion of information about CiHS, similar to Running Start and CTE Dual Credit, in the offering college/university catalog.
- **Develop Intentional Faculty to CiHS Instructor Interactions**
Teaching in high school is different than teaching on a college or university campus. Bridging these different cultures, environments and expectations is important to the successful implementation of a CiHS program. Colleges and universities across Washington found innovative ways to bring high school teachers and college/university faculty together to ensure that the CiHS experience for students is the same as for those students who enroll in a course on a college or university campus. Some examples include the :
 - Requirement of CiHS teachers to attend the college/university course prior to teaching it in a high school.
 - Establishment of a faculty liaison between the offering college/university and high school instructors.
 - Creation of opportunities for college faculty within specific disciplines to interact with CiHS instructors throughout the academic year as a way to share ideas and respond to questions.
 - Engagement with high school teachers prior to applying as CiHS instructors as a way to better understand expectations and responsibilities.
- **Strategically Identify Courses for Students**
Students enrolled in CiHS want to get a head start on their college degree. The strategic identification of courses to maximize benefits for students is happening across the state. College and universities across Washington are intentionally offering courses that also meet transfer agreements and are commonly accepted by Washington's two- and four-year higher education institutions.