

Interagency Task Force on Dual Credit State P-16 Council Action Plan to Pursue Task Force Recommendations

In August 2007, the Interagency Dual Credit Task Force¹ delivered a final report and recommendations to the Kentucky Board of Education. In June 2007 the State P-16 Council reviewed the preliminary report. The recommendations involve issues under the authority of at least three Boards: Kentucky Board of Education; Council on Postsecondary Education; and, the Education Professional Standards Board. Therefore, disposition of the recommendations cannot be accomplished through a single organizational structure.

In December 2007, the State P-16 Council agreed to adopt and coordinate a plan to pursue Task Force recommendations. The eight recommendations are:

- **Recommendation One: Before Dual Credit - A Proposal to Create Readiness for More Students** - Establish transitional courses as pathways for under-prepared students that lead directly to dual credit or college credit course taking when students demonstrate readiness.
- **Recommendation Two: Student Eligibility** - Establish statewide eligibility standards for dual credit course taking that consider a student's readiness in the content area and the relevance of the college course to the student's Individual Learning Plan (ILP).
- **Recommendation Three: Dual Credit Core** - Identify content and performance standards from the postsecondary general education core and the career pathways specialty core that are aligned with and expand upon high school graduation requirements and identify the courses in which they are taught. Refer to this curricula or set of courses as the Dual Credit Core, or a suite of courses that represents a clear pathway for the transition from high school to college.
- **Recommendation Four: Access to Fulfill the Individual Learning Plan** - Ensure that students who meet eligibility standards are provided with equitable opportunity to participate in the Dual Credit Core, through a combination of delivery systems.
- **Recommendation Five: Funding** - Provide free or deeply discounted tuition and instructional materials to eligible students for Dual Credit Core courses that are relevant to the student's ILP
- **Recommendation Six: Pathways for Underserved Students** - Through policy, funding and professional development, promote and research the effectiveness of new school models and new programs that engage underserved students in the Dual Credit Core as a pathway to postsecondary degree or credential.
- **Recommendation Seven: High Quality Instruction and Instructors** - Educate and retain high quality instructors for dual credit programs in sufficient numbers to meet the needs of students.
- **Recommendation Eight: Research Agenda** - Adopt a research agenda to gauge progress on achieving the anticipated benefits of dual credit course taking.

¹<http://www.education.ky.gov/KDE/Administrative+Resources/Kentucky+Board+of+Education/August+8-9+2007+Kentucky+Board+of+Education+Regular+Meeting.htm>

Definitions

For the purposes of reading this document, please refer to the following definitions:

- “**Academic Advisor or Advisor**” means the person on staff at the local school who is responsible for working with a student on the development and implementation of his/her Individual Learning Plan. This person may be a School Guidance Counselor, but may also be a faculty member or other adult who has been assigned this responsibility by the school.
- “**Accelerated Courses**” mean rigorous courses of study in which students choose to engage that are of more depth and complexity than the general course offering at the school. As an example, Kentucky Revised Statute 158.6543(4)(b) identifies Advanced Placement courses as “accelerated.”
- “**Credit-Based Transition Courses**” is a broad term encompassing courses that generate at least high school credit but are specifically designed to prepare a student for successful transition to college or work based on the ILP. They are usually taken during the senior year, but may be taken earlier. The Kentucky Board of Education has identified Advanced Placement, International Baccalaureate, Dual Credit, Dual Enrollment, certain Career and Technical Education courses, and catch up courses designed for students who face remedial placement in college. Dual credit courses are a sub-group of credit-based transition courses, but not all credit-based transition courses are dual credit. For instance, “catch up” courses taken during the senior year to prepare a high school student for college may generate high school credit, but will not generate college credit.
- “**Dual Credit**” describes a situation in which a student is enrolled in a single course for which the student is earning simultaneously both high school and college credit. The course and the student have status at both the high school and the college.
- “**Dual Enrollment**”, also known as “Concurrent Enrollment,” describes a situation in which a high school student is also enrolled in college class for which he/she is earning college credit but not high school credit. Usually, the college class is taken in addition to the student’s full high school schedule. The student has status at both high school and college but the course does not.
- “**Early College High School**” is a specific reform model designed for low-income youth, first-generation college goers, English language learners, students of color, and other students underrepresented in postsecondary education can simultaneously earn a high school diploma and an Associate’s degree or up to two years of credit towards a Bachelor’s Degree. Generally, this is a five-year program operated by a school district on a college campus through a strong P-16 partnership.
- “**Individual Learning Plan or ILP**” means the online educational planning tool made available through the Kentucky Department of Education for every student in grades 6 – 12 in the public schools. The ILP helps students identify academic and career interests, plan their course of study and extracurricular opportunities, document their progress, find and apply to college, and create a resume to support applications for admission, employment, scholarships and other educational opportunities. Each student is required to have a completed ILP to meet high school graduation requirements. Schools are held accountable for supporting students in developing the ILPs and for providing services that will lead to the fulfillment of ILP goals for successful transition to college and work.

The Action Plan

Following is the initial draft of an Action Plan to pursue Task Force recommendations for State P-16 Council consideration.

Staffing the Action Plan: The Kentucky Department of Education is recommending that a Coordinating Team be established to provide staff support for the Action Plan. That might include a representative from KDE, CPE, EPSB, KCTCS, a local State P-16 Council, and a local district representative. These persons would involve others as needed.

Piloting the Action Plan: Should the Council decide to pursue these recommendations vigorously and in a way that would take them to scale within three to five years, it is advisable to plan for a legislative and funding proposal in the 2010-12 biennium. Therefore, it is recommended that the Council also adopt the goal of implementing a pilot(s) in the 2009-10 school year that would provide evidence of benefits and uncover additional issues that would best be addressed through legislation.

Goal One	ESTABLISH TRANSITIONAL COURSES AS PATHWAYS FOR UNDER-PREPARED STUDENTS THAT LEAD DIRECTLY TO DUAL CREDIT OR COLLEGE CREDIT COURSE TAKING WHEN STUDENTS DEMONSTRATE READINESS				
	Activities	Deliverables/Date	Point of Contact	Policy Implications	Funding Implications
1.1	Establish interagency committee (KDE, CPE, KCTCS, Four-year institutions, LEA) to coordinate aggregation or development of transitional content for seniors who do not meet college-readiness benchmarks. Activity has two components: 1) aligning standards and assessments 2) delivery system that supports	Modular content math, reading and/or writing available Students enrolled in beta release Spring '09	Coordinating Team with representatives from two and four year institutions and virtual learning	Work must be aligned with emerging Student Intervention System framework Partners must agree on what constitutes successful completion, how that will be assessed and how certified Certification issues around instructors must be resolved (see Goal 7) Funding and access must be addressed to protect instructional equity – Who pays? How does a student	Without additional funds in biennial budget, scope of work will be limited to aggregation/re-purposing of existing resources and new development will be very limited.

	access online or in blended format			gain access? Professional development for both K12 and college faculty on delivering effective interventions What will constitute success of the beta release?	
1.2	Contingent upon success in the beta release and availability of resources, prioritize areas for further transitional content	1 st Quarter '09 meeting of State P-16 Council	State P-16 Council sets scope of work for second phase of work		
1.3	Track progress of students into and through first year of college to assess long-term impact on persistence, time and cost to degree and to refine eligibility criteria (Goal Two) based on longitudinal analysis of outcomes	Report to State P-16 Council: '09 – '10 School Year, on going	Coordinating Team with data policy and systems representatives from KDE and CPE	P20 Data Sharing must be enabled Standardization of course numbers for transitional courses will be required	

Goal Two	ESTABLISH STATEWIDE ELIGIBILITY STANDARDS FOR DUAL CREDIT COURSE TAKING THAT CONSIDER A STUDENT'S READINESS IN THE CONTENT AREA AND THE RELEVANCE OF THE COLLEGE COURSE TO THE STUDENT'S INDIVIDUAL LEARNING PLAN (ILP)				
	Activities	Deliverables/Date	Responsible Agency/ Point of Contact	Policy Implications	Funding Implications
2.1	Establish multiple measures of student readiness for college level work. Establish these as eligibility criteria for dual credit and implement state-level policy through administrative regulation.	Administrative regulation to Board(s) by August '08	Coordinating Team with KSBA and KASC	While policy should be clear and applied consistently, it should not be "all or nothing." Inclusivity and opportunity for all students should be core values. State-level policy would diminish local control and require modification of local policies (SBDMs and institutions.)	Will require staff time
2.2	Modify the ILP to 1) clarify for students, teachers and families the standards that must be achieved to be eligible for dual credit, 2) identify that a student has met one or more of those standards, and 3) adapt the education planner to identify dual credit courses.	December'08	Coordinating Team with ILP, parent and academic advisory representatives		Yes. Amount TBD – secure cost estimate for ILP modifications. No source of funds identified. Will require training for academic advisors. Also potential revisions to student information systems to trigger potential readiness for college.

Goal Three	IDENTIFY CONTENT AND PERFORMANCE STANDARDS FROM THE POSTSECONDARY GENERAL EDUCATION CORE AND THE CAREER PATHWAYS SPECIALTY CORE THAT ARE ALIGNED WITH AND EXPAND UPON HIGH SCHOOL GRADUATION REQUIREMENTS AND IDENTIFY THE COURSES IN WHICH THEY ARE TAUGHT. REFER TO THIS CURRICULA OR SET OF COURSES AS THE DUAL CREDIT CORE, OR A SUITE OF COURSES THAT REPRESENTS A CLEAR PATHWAY FOR THE TRANSITION FROM HIGH SCHOOL TO COLLEGE				
	Activities	Deliverables/Date	Responsible Agency/ Point of Contact	Policy Implications	Funding Implications
3.1	Establish dual credit performance-based pathways from high school into college that begin in early high school. These pathways should address alignment of standards, accountability, finance and governance.	Begins after eligibility standards are established (Goal Two) based on career pathways work already underway	Coordinating Team with curriculum specialists from K12 and postsecondary	Dual credit should promote college and workforce preparation for a broad range of students. To ensure quality, courses must be aligned with clearly articulated standards that have value at the K12, postsecondary and national levels. For this reason, tie these courses to nationally benchmarked standards such as American Diploma Project. The pathway from KCTCS into the four-year colleges should be aligned and seamless as well as that from high school into college to ensure that Dual Credit Core courses transfer easily for students pursuing four-year degrees.	Financing an integrated core course of study Uniform transcripting that identifies dual credit core courses and provides both high school and college with feedback on student success, in courses and after transfer will be needed

3.2	Through state-level policy, provide assurance that students will receive postsecondary credit for each dual credit course completed. Ensure that each institution has mechanisms in place to explain, in a very transparent way, how credits will be applied prior to admission.	December '08	Coordinating Team with institutional representatives	Per 2006 SB 130, ACT and college readiness assessments will be the basis for guidance into accelerated courses. Should the current emphasis on AP be expanded to Dual Credit Core?	Implications for student information systems to be determined.
3.3	Focus incentives for students and schools on participation in the Dual Credit Core. Examine opportunities (examples in Policy Implications) and develop recommendations for State P-16 Council.		Coordinating Team with KHEAA and Office of Assessment and Accountability	Should achievement of a performance benchmark in a Dual Credit Core course be eligible to earn bonus points in the Transition to Adult Life non-academic indicators in the CATS accountability index (similar to the way a qualifying score on an AP exam is treated?) Should high school students be able to use KEES funds to pay tuition for Dual Credit Core courses (and not any dual credit course)? Should participation in Dual Credit Core courses qualify a	

				student for the Commonwealth Diploma?	
3.4	Establish a mechanism to add additional courses to the Dual Credit Core		Coordinating Team		

Goal Four	ENSURE THAT STUDENTS WHO MEET ELIGIBILITY STANDARDS ARE PROVIDED WITH EQUITABLE OPPORTUNITY TO PARTICIPATE IN THE DUAL CREDIT CORE, THROUGH A COMBINATION OF DELIVERY SYSTEMS				
	Activities	Deliverables/Date	Responsible Agency/ Point of Contact	Policy Implications	Funding Implications
4.1	Establish state level policy to require that each public postsecondary institution provide at least one kind of credit-based transition opportunity to local high schools or to all high schools through online delivery	Status update to State P-16 Council August '08 from institutions	Coordinating Team with institutional representatives and virtual learning	May require administrative regulation	To be determined
4.2	Establish state-level policy to require that every student is engaged in at least one credit-based transition opportunity, with direct relevance to the ILP, during the senior year	Status update to State P-16 Council from KDE August '08	Coordinating Team with local districts, advisors, KSBA and KASC	May require administrative regulation	To be determined
4.3	Engage the Kentucky School Boards Association and the Kentucky School Councils Association in promoting local policies that are aligned with the Task Force recommendations,	Status update to State P-16 Council from KSBA and KASC August '08	Coordinating Team with KSBA & KASC		

	especially regarding access and opportunity. Include effort to eliminate existing policies that impose barriers as well as development of model policy to promote appropriate participation.				
4.4	Require annual reporting on how dual credit is funded, the amount of investment in various options and delivery systems, and the number of students served disaggregated by income level, race/ethnicity, and gender.	Implementation by Spring '09, contingent upon statewide implementation of new SIS at K12 and KIDS	Coordinating Team with	May require modification of reporting requirements at K12 and postsecondary levels, including aligned course numbering sequences	To be determined

Goal Five	PROVIDE FREE OR DEEPLY DISCOUNTED TUITION AND INSTRUCTIONAL MATERIALS TO ELIGIBLE STUDENTS FOR DUAL CREDIT CORE COURSES THAT ARE RELEVANT TO THE STUDENT'S ILP				
	Activities	Deliverables/Date	Responsible Agency/ Point of Contact	Policy Implications	Funding Implications
5.1	Focus all state funds and scholarships available for discounted or waived tuition on students eligible for dual credit core courses that are relevant to the ILP and lead to a credential.	Contingent upon Goal Three	Coordinating Team with KHEAA	Policy should ensure that economically disadvantaged students do not incur expenses for participating in appropriate dual credit courses. A funding mechanism should be identified that compensates and does not penalize the K12 and/or the postsecondary system for costs incurred.	Would require amendment of existing regulations and policies governing scholarships and potential funding request in next biennium

Goal Six	THROUGH POLICY, FUNDING AND PROFESSIONAL DEVELOPMENT, PROMOTE AND RESEARCH THE EFFECTIVENESS OF NEW SCHOOL MODELS AND NEW PROGRAMS THAT ENGAGE UNDERSERVED STUDENTS IN THE DUAL CREDIT CORE AS A PATHWAY TO POSTSECONDARY DEGREE OR CREDENTIAL				
	Activities	Deliverables/Date	Responsible Agency/ Point of Contact	Policy Implications	Funding Implications
6.1	Develop guidelines for students, families and academic advisors that clarify characteristics of dual credit in comparison with other credit-based transition opportunities (such as AP), including guiding questions for informed choice and data about how those experiences impact postsecondary experiences and success for students with similar educational plans.	Consumers Guide to Dual Credit/ February '09	Coordinating Team	Will require involvement of stakeholder groups, such as admissions program directors, academic deans, K12 academic advisors, parents, and students. Will require a national research component. Potential source of technical assistance is Appalachian Regional Comprehensive Center; also SREB.	Will require extensive staff time and funds for communications and outreach
6.2	Develop a strategic plan to pursue, evaluate and sustain at least three early college high schools within the next four years to increase college going and persistence among at-risk youth. Seek public and private funding.	January '09	Coordinating Team		Consider unsolicited proposal to Gates Foundation. Pursue federal grants in partnership LEAs and examine need for legislation supporting sustainable funding model in next biennium.

Goal Seven	EDUCATE AND RETAIN HIGH QUALITY INSTRUCTORS FOR DUAL CREDIT PROGRAMS IN SUFFICIENT NUMBERS TO MEET THE NEEDS OF STUDENTS				
	Activities	Deliverables/Date	Responsible Agency/ Point of Contact	Policy Implications	Funding Implications
7.1	Enable college instructors to teach courses for high school credit 1) Use latitude provided under USDE non-regulatory guidance to establish policy setting out conditions under which college faculty may teach high school students.	Status report to State P-16 Council in October '09 from EPSB	Coordinating Team with EPSB		
7.2	Increase the number of high school teachers teaching courses for college credit 1) Clarify/ publicize requirements for adjunct college faculty status Promote employment of HS teachers as adjuncts				
7.3	Expand preparation and professional development routes that prepare teachers and instructors for dual credit				

Goal Eight	ADOPT A RESEARCH AGENDA TO GAUGE PROGRESS ON ACHIEVING THE ANTICIPATED BENEFITS OF DUAL CREDIT COURSE TAKING				
	Activities	Deliverables/Date	Responsible Agency/ Point of Contact	Policy Implications	Funding Implications
8.1	Establish the research agenda within a basic conceptual framework: 1) Who are the students? 2) What are their dual credit experiences? and, 3) What are their educational outcomes?	Proposal adopted December '08. Contingent upon progress towards Goals 2 and 3	Coordinating Team	Research agenda should be designed to enable comparison of outcomes for students engaging in all credit-based transition opportunities (i.e. Dual Credit, Advanced Placement, International Baccalaureate, and Tech Prep)	Will require full implementation of robust P20 longitudinal student tracking capability. Funding and training gap TBD
8.2	Using the anticipated benefits to establish guiding questions, identify the data elements and methods (i.e. quantitative, survey, case study, interview, etc) necessary to answer the research questions and conduct a gap analysis.	Capacity and Gap Analysis to State P-16 Council Spring '09	Coordinating Team with data policy and systems representatives from K12 and postsecondary		
8.3	Dedicate resources to data collection, analysis and reporting P20, including but not limited to: 1) modification/	Proposal to State P-16 Council Spring '09	Coordinating Team with data policy and systems representatives from K12 and postsecondary	Data collection, analysis and reporting should be designed to enable comparison of outcomes for students engaging in all credit-	

	enhancement of K12 and postsecondary systems to enable P20 transcript analysis and longitudinal tracking at the individual student level 2) necessary data sharing agreement(s)			based transition opportunities (i.e. Dual Credit, Advanced Placement, International Baccalaureate, and Tech Prep)	
8.4	Assign responsibility for periodic assessment of cost effectiveness of dual credit.		KDE/ Stinson & CPE		

Marketing and Communications

The Task Force recommendations did not address the potential needs for marketing, communications and professional development should the recommendations be implemented. The needs would be extensive. Should the Council adopt the Action Plan, an additional goal to address these activities should be included.