

Fall 2019 – Council of Presidents ICRC Report

Emerging Points of Discussion

Washington’s public baccalaureate institutions continue to discuss emerging and existing issues focused on transfer between two- and four-year institutions. These include:

- The current status of implementation regarding the recording of source credit on community and technical college transcripts.
- Understanding the community and technical college process for identifying repeat credit courses on the transcript.
- The use of CLEP credit in the DTA and the 15 grey credit limit.
- Clarification of what it means when community and technical colleges state baccalaureates are “unpacking the DTA”.

We look forward to discussing these issues with our colleagues at ICRC.

Dual Credit

Multiple initiatives focused on dual credit continue to advance.

College in the High School and Running Start

The College in the High School State Review team completed the initial review of CiHS programs for the 2020-21 academic year. All review applications must be completed and updated by October 15, 2019.

OSPI finalized revisions to the College in the High School WAC. The [WAC](#) revisions made changes to the state review process and clarified requirements around accreditation.

COP, WSAC, SBCTC and OSPI collaborated to create an FAQ for CiHS and Running Start. The FAQs can be found at: <https://councilofpresidents.org/academic-policy-work/>

AP/IB/Cambridge

Washington’s public baccalaureate sector has fully implemented SB 5410

(<http://lawfilesexternal.wa.gov/biennium/2019-20/Pdf/Bills/Session%20Laws/Senate/5410-S.SL.pdf>).

As of fall 2019, institutions have:

- Established coordinated, evidence-based policy for granting as many undergraduate college credits, as possible and appropriate, for the following minimum scores:
 - 3+ Advanced Placement Exam
 - 4+ Standard-Level and Higher-Level IB Exams
- Implemented policy to allow credit for IB students who enrolled in a college or university for the first time in the 2018-19 AY to retroactively be awarded credit for 2019-20 AY.
- Posted credit awarding policies to their institutional websites.

- Responded to written requests from a student the evidence-based reason if general education or course equivalent credit is not awarded for the minimum exam score.
- Provide updates, at least annually, to the Washington Student Achievement Council Dual Credit Look-Up Tool: https://readyssetgrad.wa.gov/rsg_cred_wiz/form

COP, WSAC, SBCTC and OSPI also collaborated to create an FAQ for AP, IB and Cambridge. The FAQ can be found at: <https://councilofpresidents.org/academic-policy-work/>

Institutions will begin a review of Cambridge A-Level and AS-Level equivalencies this academic year (2019-20) for the fall 2020 catalog.

Dual Credit Data Work Group

A multi-sector data work group focused on dual credit met in August. Led by ERDC, the work group includes policy and data representatives from COP, SBCTC, WSAC and OSPI. The goal is to identify a set of dual credit data questions and inform the development of a data set. The work group will continue to meet over time to discuss analysis of the data, identify potential new questions and discuss any opportunities or challenges.

Dual Credit Summit Update

Dual Credit Summit Steering Committee continues to meet to plan the upcoming March 2020 Dual Credit Summit: Strengthening Partnerships and Addressing Equity. The summit is scheduled for March 16-17, 2020 at the Doubletree in SeaTac. Stay tuned for details as they emerge!

The Steering Committee includes representatives from higher education, K-12 and non-profit organizations and agencies.

House Bill 1973 Dual Credit Enrollment Scholarship Pilot Program

The 2019 Legislature passed House Bill 1973 which requires WSAC to establish the Washington Dual Enrollment Scholarship Pilot Program. To implement this program, WSAC convened a multi-stakeholder group to design the program and implementation within the guidelines identified in the legislation. The work group has continuously met since late July. Students who are eligible must qualify for free or reduced-price lunch, be enrolled in College in the High School (CiHS) or Running Start and have a minimum GPA of 2.0. For Running Start the scholarship must cover mandatory fees, prorated based on credit load, course fees and lab fees, and a textbook voucher. For CiHS the scholarship must cover tuition and fees.

The multi-sector stakeholder group is focusing first on CiHS for fall term and will follow with Running Start in early fall.

Invitations to high schools and districts were sent in late September regarding CiHS. To be eligible CiHS sites must be school districts or high schools, have at least 40% FRPL population, have applied for the OSPI subsidy in 2018-19, 2019-20 or both and not be receiving an OSPI subsidy in 2019-20.

The Work Group is in the process of finalizing the details around Running Start and will be reaching out to higher education institutions in October. The legislation can be found:

<http://lawfilesexternal.wa.gov/biennium/2019-20/Pdf/Bills/Session%20Laws/House/1973-S2.SL.pdf>

OSPI Dual Credit Funding Proviso Work Group

Dual credit continues to be a priority of Washington State Superintendent Chris Reykdal. As part of this work, the 2019-21 operating budget contained a proviso directing OSPI to collaborate and

consult with K-12 and higher education stakeholders to study and make recommendations to make dual credit enrollment cost-free to students who are enrolled in Running Start, College in the High School, AP, IB, Cambridge and CTE Dual Credit within existing basic education apportionments.

COP was invited to participate along with representatives from higher education, K-12 and state government to respond to the funding proviso. OSPI expects to complete the study by mid-October.

Transfer

WA Council for High School-College Relations

COP attended and presented at the 2019 Washington Council for High School and College Relations Transfer Advisor Workshop. The Workshop brings together community and technical colleges and public and private four-year baccalaureate institutions to share updates regarding transfer admission and create a collaborative dialogue between the two sectors focused on increasing communication and streamlining transfer for students. COP's presentation focused on the demographics of students within our sector, academic success, and updates on state-level transfer initiatives. COP's presentation can be found: <https://www.washingtoncouncil.org/WCHSCR%2009-19%20Transfer%20Advisor%20Workshop%20Merged%20Pwr%20Pts.pdf>

Career Connect Washington

COP continues to participate in various aspects of the Career Connect Washington ([CCW](#)) Initiative. Career Connect Washington is focused on providing career connected guidance and opportunities for students from elementary through postsecondary education and training to explore career options and identify postsecondary pathways to pursue and meet their goals.

The Career Launch Program Endorsement went live in September. The Endorsement recognizes high-quality, postsecondary career connected learning opportunities addressing persistent educational opportunity gaps, meeting the talent needs of employers and leading to academic learning and building awareness of, exposure to, and preparation for career opportunities.

Details can be found at: <https://www.sbctc.edu/career-launch/>

Engagement

Washington's public four-year institutions continue to engage with our higher education, K-12 and state partners to share and listen with a focus on opportunities for collaboration.

Beginning this fall and through summer 2020, COP staff are traveling to meet with academic and transfer leaders at Washington's community and technical colleges and public baccalaureate institutions. To date I have visited thirteen campuses representing the two sectors

New COP Website

COP is excited to announce the newly revamped COP website. It features a fresh, modern look along with streamlined organization in order to more efficiently locate information, including all our materials related to academic policy, legislative sessions, sector related materials, and key education and workforce partners, and our many other initiatives and efforts. To view the website:

<https://councilofpresidents.org/>

COP Fact Sheets and Information

Fact sheets and information about Washington's public baccalaureate sector can be found on the new website. Visit to check out COP's 2019 Legislative Report and other materials. To view the website: <https://councilofpresidents.org/>

2020 Supplemental Legislative Session

The 2020 Supplemental Session will begin on January 13, 2020. According to the latest revenue forecast, major General Fund-State (GF-S) revenue collections for the June 11- July 10, 2019 collection period came in \$132.5 million (8.0%) above the June forecast, but \$84.7 million of that amount represented a transfer of funds out of the GF-S. Adjusted for the delayed transfer, collections are \$47.8 million (2.9%) higher than forecasted.

According to the Economic and Revenue Forecast Council, “the Washington economy is expanding at a rapid pace. Washington job growth remains strong and the unemployment rate remains near its all-time low. Washington real GDP growth led the nation by a wide margin in 2018. Seattle home prices continue to weaken though housing construction remains strong. Washington manufacturing activity continues to expand but exports declined over the year due to a reduction in transportation equipment exports.”

Budget and Policy Priorities

It is anticipated that there will be a handful of budget and policy priorities for the 2020 supplemental session. From a budget perspective there will likely be a legislative view that policymakers “took care” of higher education in 2019 with the passage of House Bill 2158 and K-12 with the prior passage of McCleary legislation implementation. With that in mind, budget priorities are likely to include death penalty repeal; housing, homelessness and opioid crisis; child welfare; data privacy; and clean energy and climate resilience. On the policy front for higher education anticipated topics include meeting the human service needs of college students (i.e. childcare, housing and food insecurity) non-disclosure agreements, student fees, campus sexual violence prevention and Title IX; dual credit and student loan debt.

Dates to Be Aware

There are several key dates between now and the end of session to be aware:

2019

- September 25: Updated revenue forecast
- November 5: Election day
- November 20: Updated revenue forecast
- December: Governor releases 2020 supplemental operating and capital budgets

2020

- January 13: 2020 Supplemental Legislative Session begins
- March 13: Last day of 2020 supplemental session
- July 1: First day of FY 2021
- November 3: Election Day

Resources

New High School Graduation Pathways

OSPI recently published an up (1) Update on implementation of transcript recording of source credit at the CTCs, (2) Clarification of what is meant when CTCs share that Bls are “unpacking the DTA, (3) The use of CLEP credit in the DTA and exceeding the 15 gray area credit limit and (4) CTC process for identifying repeat credit courses on the transcript. dated [Graduation Pathways Toolkit](#) for the Class of 2020. The Toolkit is intended to provide a comprehensive understanding of Washington’s new high

school graduation requirements and pathways, as well as a suite of other tools and resources.

As Superintendent of Public Instruction Chris Reykdal writes, “Roughly two-thirds of all jobs now require post-high school training and education. Thus, the need for robust high school and beyond planning, academic guidance, and career exploration opportunities continues to grow. Washington is leading the nation in the critical work to prepare students for an ever-changing economy through the expansion of graduation pathways and post-high school planning.”

[AAUP Statement on Dual Enrollment](#)

In June 2019, the American Association of University Professors issued a statement on Dual Enrollment. The Statement provides background; a summary regarding standards, governance and academic freedom; and recommendations for good practice in dual-enrollment instruction. The statement can be found at: <https://www.aaup.org/sites/default/files/DualEnrollment.pdf>