

# Progress Report

## P-20 Council

### November 2007

The P-20 Council met on November 13th at the Buena Vista Conference Center.

Two presentations were made to the Council.

- Janet Carter, Education Specialist for Early Care and Education, along with Verna Thompson and Kathy Wilson, made a presentation on early childhood professional development needs. They, through the Early Care and Education Council, requested that the P-20 Council establish an Integrated Professional Development Committee to focus on the early childhood professional development and align it with the K12 professional development system. They noted that there are more than 52,000 children in licensed child care situations. A minority of those employed at the director level on down have actually had formal training in early care and education standards. Yet, the quality of a child's early learning experiences provide the foundations for his or her later successes.

Towards that end, it was recommended that a Professional Development Subcommittee be formed to devise a framework for multi-level professional development that can address the varying skill levels of early child care professionals. In addition, a Delivery Subcommittee should be formed to determine the mechanisms needed to address the needs of practitioners who have low literacy and language deficits and to provide a continuum of professional development programs across systems. A Data Subcommittee would be established to determine the requirements for a data base that can support the certifying qualifications and on-going professional development.

By consensus, the P-20 Council agreed that the Integrated Professional Development Committee and its subcommittees should proceed with this important work.

- Ann Case, Policy Analyst for the State Board of Education and Melva Ware, from the University of Delaware, reviewed the DE-CAN proposal for the P-20 Council. It was noted that moving to the DE-CAN proposal brings together many of the initiatives of the Department of Education, the State Board of Education and the P-20 Council subcommittees. Student Success Plans are being implemented; graduation requirements have been increased; dual enrollment needs have been identified; schools have much enhanced data systems for decision making about students, programs and staff; and the data system will now span from pre-school through higher education.

By consensus, the P-20 Council endorsed the proposal. The higher education institutions further agreed to appoint representative from their respective institutions to work on the DE-CAN Subcommittee. They will submit names by the end of November and the DE-CAN Subcommittee work will begin in 2008. It was also agreed that one of the first tasks of the Subcommittee should be to apply for Lumina Foundation grant funds to support this important work. It is also the belief that other national foundation funds can be attracted to further the goals of the group.

Updates on the activities of the various subcommittees were also presented. A summary of that data is noted below.

### **Subcommittee on Dual Enrollment**

The subcommittee has completed its work and has issued a report and recommendations. The outcome of the committee work is based on guiding principles.

The following are the definitions of dual enrollment and dual credit as defined by the subcommittee:

**Dual Credit:** A course for which a student may receive both high school and postsecondary credit. The course can be taken in a variety of settings such as in a high school, on a college campus or on-line. Examples of dual credit are AP, IB and Tech Prep courses.

**Dual Enrollment:** A course for which a student may receive both high school and postsecondary credit while simultaneously registered at both the high school and the postsecondary institution.

The guiding principles created by the subcommittee to guide their final recommendations are:

1. All students, especially students who may not traditionally pursue post-secondary education, should have access to and information on dual credit and dual enrollment courses.
2. Admission criteria to dual credit and dual enrollment courses should be based on the student's potential for success. This can be determined by GPA in the content areas of the courses, staff recommendations, student interest and/or test scores.
3. No student should be denied access to dual credit or dual enrollment courses due to the family's inability to pay.
4. Multiple points of access for dual credit and dual enrollment courses should be encouraged. Examples of multiple points of access include virtual learning opportunities as well as courses offered by a higher education institution on the high school campus as well as the college campus.
5. Institutions of higher education should ensure the quality of dual enrollment courses is equivalent to other instruction offered by the institutions. Any dual enrollment course must be from a regionally accredited higher education institution

6. Credit earned by high school students who successfully complete a course included in the Delaware higher education credit matrix should be valid in any Delaware higher education institution which would accept the credit for college level students.
7. AP and IB courses should meet the requirements of their respective program authorizers.
8. Teachers in dual credit classes should have the appropriate certification and training to teach the class. They should also be experienced teachers.
9. Articulated agreements between institutions of higher education and public school districts and charter schools shall specify the competency of the course and the level of student achievement for Tech Prep courses.

### **Higher Education Data Cube Subcommittee**

The Higher Education Data Cube Committee will be meeting in early December to review a prototype of the Cube. Several transitions issues will also be discussed as the Subcommittee will conclude its developmental work. The project will then be transferred to the Department for maintenance.

### **Achievement Gap Action Group (DE-CAN)**

The Achievement Gap Action Group will also meet in early December. The primary work components of the Group, namely the annual achievement gap report by school, demographic group, content area and grade level as well as the development of the Correlates of Achievement school level data base, have been completed and the Group will begin a transition to DE-CAN. The Group will be augmented with representatives from higher education and will subsume those who have been involved in the early DE-CAN work. The work of this new DE-CAN Subcommittee will be:

#### **Objectives:**

1. Develop and Strengthen Public Support for Increasing Academic Rigor  
Provide scheduled opportunities to all families of 8<sup>th</sup> and 9<sup>th</sup> grade students throughout Delaware to learn about college readiness curriculum and associated school-based and campus-based programs that will prepare students for access and success in college.
2. Support Student Access to a State-wide Network of College Preparatory Activities:
  - A. Expand the number of students with access to on- and off-campus pre-collegiate programs; improve the effectiveness of these programs so that the percentage of participating Delaware students meeting or exceeding the college admission standards rises.
  - B. Annually, track participation of cohorts of college-interested students in grades 8-11 to determine whether they are meeting college admission standards; all stakeholders will learn whether students' grades and course selections place them on target for eventual admission.

C. Expand opportunities for dual enrollment and dual credit of all students.

3. Develop a Community-wide Academic Support Infrastructure:

Provide opportunities for schools, community organizations, and university community members to meet and develop relationships that will increase the access of students to tutoring and academic support.

4. Use data to measure student access and success in higher education.

Provide data from the Higher Education Data Cube, a collaborative of the P-20 Council, to public schools and higher education institutions to evaluate their programs and supports.

5. Develop a financial plan to support DE-CAN.

Anticipated Outcomes:

By 2012, the activities of this initiative will result in an increase in the number of Delaware high school graduates who are admitted to 2 year and 4 year degree programs and who are prepared to succeed based on completion of prerequisite rigor in high school courses, using 2007 as the baseline year.

By 2015, this effort will result in improved retention and graduation rates among Delawareans pursuing B.A. degrees, using 2011 as the baseline year (2007 freshman class). Specifically, the effort will result in doubling of the number of students from all population groups that achieve postsecondary degrees.

### **Matrix Subcommittee**

As a result of the findings and recommendations of the Dual Enrollment Subcommittee, a work group will be formed with representatives from the higher education institutions to move the update of the transfer of credit matrix to a higher level of priority. The report noted that if the course was approved by one postsecondary institution as being up to college standards, it should not be a problem to transfer it to another institution in Delaware. However, not all courses have articulation agreements between institutions. University of Delaware, Delaware Technical and Community College and Delaware State University have an online matrix of course articulation agreements which are updated every few years. University of Delaware has separate articulation agreements with Wesley College, Wilmington College, and Goldey-Beacom.

While these agreements are being combined into a matrix that can be used for dual enrollment so that students will have a clear picture of what courses should transfer between schools, it is important to create urgency to getting this work completed. From a management standpoint, starting with entry level freshman courses in the core content areas should be the first to be attended to.

This subcommittee will become operational in 2008.