

P-20 Council Meeting Notes

Delaware State University
Thursday, October 28, 2010

- Dr. Lillian Lowery, Secretary of Education, welcomed Council members. Introductions were made. Dr. Harry Williams, President of Delaware State University, welcomed Council members to the Dover campus for this meeting.
- Dr. Lowery provided an overview of the status of Delaware's Education Reform agenda. She explained that Race to the Top (RTTT) is merely the funding source for the work and that the focus of the reform focused on Standards & Assessments, Turning Around Low Achieving Schools, providing Great Teachers and Leaders and developing a Longitudinal Data System. The state has adopted the Common Core Standards. Regulations were also amended to create a partnership zone for the bottom 5% of our lowest performing schools and to incorporate student growth into the evaluation process for teachers and leaders. The local school districts have worked hard to develop their plans (scopes of work) related to the state RTTT application; however, the Department felt the need to address Change Management in order to get the bold and innovative plans that they knew were possible. Permission was granted to fund the districts for the first year and allow them time and support to develop more robust plans. If the plans meet the expectations, districts will be funded for years 2-4. If the plans do not meet expectations they will not be funded. Dr. Lowery also identified the Partnership Zone schools and explained the Partnership Zone process. Dr. Lowery also acknowledge the contributions and support of the business community who have offered support so that the school personnel could visit places to see some of these strategies in action.

Subcommittee Progress Reports

- Dr. Judi Coffield provided a progress report for the Higher Education Transfer of Credit Matrix Subcommittee. (See attachment for the full report.) The genesis and charge of the subcommittee's work grew out of the work of the Dual Enrollment/Dual Credit Subcommittee of the P-20 Council. The primary mission of the Higher Education Transfer of Credit matrix is to develop a matrix that clearly articulates to stakeholders courses that transfer between institutions of higher education. The committee has drafted design specifics for the matrix, solicited and reviewed proposals, and identified a funding source in the College Access Challenge Grant (CACG). We have entered into a contract with Academy One.

The vendor has:

- Issued all the user credentials and conducted kick-off conference call with each institution.
- Received the course data the course equivalency data from each institution. Wesley is working out some final details, but fully intends to join this effort.
- Academy One has uploaded course data for all but one of the participating institutions (Wesley).

Dr. Dan Rich asked that the P-20 Council serve as the coordinating entity for the ongoing maintenance fees for Academy One.

- Alan Phillips provided the Data Subcommittee progress report. The original charge of the subcommittee in 2005 was 1) to facilitate the creation of a data repository to link student and course level data elements from K-12 institutions and Delaware Institutions of Higher Education (IHE) to be accessed by key people in schools, districts and colleges and 2) to help educators at all levels ensure student success in transition points along the continuum from PK to college and the workplace by using data to identify areas in the education pipeline that need improvement. The current purpose of the committee states that the subcommittee is 1) to serve as a resource on data issues for the P-20 Council and its subcommittees and 2) to serve as a mechanism for on-going communication among Institutions of Higher Education Institutional Research staff and Delaware Higher Education Commission regarding data collection and reporting for PK-12/IHE linkages for the P-20 system and the SREB Data Exchange, IPEDS, and other higher education data issues.

The data elements currently collected from the Institutions of Higher Education include College Year of Entry, Exit Term, Exit Reason, Courses, Course Subjects, Course Grades, Remedial Course Indicators, Cumulative GPA, Cumulative Credit Hours, Pell Grant Award (low-income indicator). A sampling of data elements currently contributed by PK-12 are: District Code, High School Code and Year of Graduation, Gender, Race, ELL, Special Education, Low-income (Free & Reduced Lunch Program participation), DSTP Proficiency Level (future: DCAS), PSAT, SAT, ACT. It was emphasized that individual student data is not publicly accessible or re-disclosed. The work is currently focused on moving from a pilot phase to a fully functioning automated system. Expansion projects include an e-transcript system, work to incorporate early care/early childhood data from three agencies and small businesses, and the addition of labor data. The data elements suggest potential indicators that would populate report tables and inform research.

Some sample indicators are:

- a. Direct-to-college participation by high school graduates
- b. First year retention in college
- c. Rates of retention at IHE's
- d. Persistence toward a degree or other credential
- e. Rates of remediation at IHEs and effect on retention and persistence
- f. Participation, retention and persistence by demographic group and/or by high school
- g. DSTP/DCAS as a predictor of success in college
- h. College assessment (PSAT/SAT/ACT) as predictor of success in college
- i. Dual Credit/Dual Enrollment effect on college success
- j. Transfer activity and time-to-degree

Many data elements are available in an aggregated form on the Data Warehouse Public Reports website (<https://dstp.doe.k12.de.us/DWPRDOE/Default.aspx>), but the available reports lack context. Some data elements, (a, b & c above) are published on School Profiles, but again lack context (such as compare/contrast with benchmarks or targets). Others appear

to be embedded in the data (elements i & j), but need to be pulled out and analyzed. The Data Subcommittee is seeking direction and structure regarding topics the P-20 Council would like to use data to inform. An example provided was to examine Dual Credit/Dual Enrollment to determine if the data suggests anything about first and second year outcomes in postsecondary for students who earn college credit while in high school.

- Early Childhood Subcommittee progress report was provided by Dr. Jim Lesko, Director of Early Development and Learning Workgroup in the Department of Education. Dr. Lesko is the lead for a project whose goal is to integrate all early childhood data into one repository that will be housed within the longitudinal data system. Dr. Lesko shared the current structure of early childhood services falls across three agencies all of whom collect and maintain early childhood data in three different systems (i.e., E-school, FACTS, ISIS). In addition, he shared that the issue is further complicated by the fact that early care providers are small businesses and are often home care centers that may not have Internet access. To develop a cube that will incorporate data from multiple systems and address questions to inform continuous improvement of student readiness for kindergarten, the following considerations must be addressed:
 - Requires a system that can collect data over time at the individual child level
 - Requires a system that is linked to data on ECE Programs and EE workforce data
 - Requires a system that ensure access to and use of data by several entities with security and protection
 - Requires a system that allows for data-driven decision making to improve the quality of ECE programs and the workforce to improve child outcomes
 - Requires a system that is accessible by the private industry and state agencies
 - Requires a private industry system with internet capacity to link

Dr. Lesko then shared several examples of questions that the data could be used to inform early care and early childhood programs. Some examples of questions that could inform continuous improvement are:

- Are children in Delaware, birth to kindergarten entry, progressing and on track to succeed when they enter school and beyond?
- Which children have access to high-quality early care and education programs?
- Is the quality of programs improving?
- What are the characteristics of effective programs?
- How prepared is the early care and education workforce to provide effective education and care for all children?
- What policies and investments lead to a skilled and stable early care and education workforce?

Next Steps

- *Provide an update on the status of the Early Childhood Data Cube work at the next P20 Council meeting*

Attachments

1. Higher Education Transfer of Credit Progress Report

Higher Education Transfer of Credit Matrix Subcommittee of the P-20 Council September 21, 2010

Charge

The primary mission of the Higher Education Transfer of Credit matrix is to develop a matrix that clearly articulates to stakeholders courses that transfer between institutions of higher education. The initial thinking was to develop the matrix using only freshman level courses. This work was an outgrowth of the Dual Credit/Dual Enrollment Committee of the P-20 Council. The first meeting of the Committee was convened on May 13, 2008.

Higher Education Transfer of Credit Matrix Goals

1. Develop and Strengthen Public Support for Increasing Academic Rigor
2. Support Student Access to a State-wide Network of College Preparatory Activities
3. Develop a Community-wide Academic Support Infrastructure
4. Use data to measure student access and success in higher education
5. Develop a financial plan to support the effort

Action Plan:

1. Compile course data from all higher education institutions
2. Gather information re: Tech Prep and how it fits (Ex: How are the courses transcribed?)
3. Review the information about the possibility and costs of moving the review and approval process to an online format
4. Convene a working group to draft design specifics of the online transfer credit approval system
5. Solicit and review proposals for designing/providing the online system
6. Find a funding source for a web-based system

Accomplishments

The action plan developed by the Matrix Subcommittee accomplished the following:

- Drafted design specifics: See Table 1
- Solicited proposals
- Reviewed proposals
- Identified funding source
 - College Access Challenge Grant (CACG) from the federal government. (This is a formula grant.)
 - The maintenance costs would be included in part of the DOE technology budget.
- Contracted with Academy One
 - Issued all the user credentials: UD, DSU, Wesley, DTCC, WU
 - Conducted kick-off conference calls with each institution
 - Received the course data from each institution (- Wesley)
 - Received the course equivalency data from each institution (- Wesley)
 - Uploaded course data for all but one of the participating institutions (- Wesley)

Table 1

Project Phase / Tasks
Phase 1 – High School to College Data
<ul style="list-style-type: none"> • Design and implement new database tables into existing Scholarship Management System database for storing course transfer data.
<ul style="list-style-type: none"> • Design and implement procedures for retrieving, adding, and updating records.
<ul style="list-style-type: none"> • The initial database will contain only fields required for presenting and updating the high school to college transfer data.
<ul style="list-style-type: none"> • Create a public web site, the primary feature of which will be for searching and presenting data from the newly created course transfer database (high school to college data only).
Phase 2 – College to College Data
<ul style="list-style-type: none"> • Design and implement new database tables to allow for managing data related to college to college course transfer processes.
<ul style="list-style-type: none"> • Design and develop additional features and functionality to DHEC college access portal. Currently, a college access portal has been created and exists at DHEC. The current purpose of the site is to allow colleges to provide data required by DHEC electronically to eliminate paper correspondence and data entry by DHEC staff. Additional functionality will be added to this site to allow for a new set of users who will use the site to perform course transfer related operations. Additional Features to be added include: <ul style="list-style-type: none"> ○ Course transfer request management - college transfer center user <ul style="list-style-type: none"> ▪ Enter course information ▪ Manage transfer request from initial entry through various statuses <ul style="list-style-type: none"> • May include review/updates by school academic department chairs or faculty ▪ All approved transfer requests will be made available to public search site ○ Electronic notifications/reports <ul style="list-style-type: none"> ▪ Electronic reports will be delivered to users notifying them of transfer requests that require their attention
<ul style="list-style-type: none"> • Add additional functionality to public college transfer search site <ul style="list-style-type: none"> ○ Add capability to search college to college transfers

Recommended Next Steps

1. Continue to support additional higher education institutions in the initial setup of data.
2. Provide ongoing support and professional development as needed for higher education and K-12 staff including admissions staff, guidance counselors, and others.
3. Include on the YesYouCan! Website and promote the portal through the DOE communication plan and Student Success Plans.
4. Pursue incorporation of Tech Prep and other Dual Enrollment Articulation Agreements

Membership

Consistent with these objectives, the Higher Education Transfer of Credit Matrix Subcommittee membership includes representatives from the Department of Education and Delaware's institutions of higher education.

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