Workgroups Formed on the Individual Recommendations

- **Recommendation #2 Workgroup**: Terry Kendrick, Marco Ferro, Pete Donovan, Kim Schrenk, Brenda Hanson, and Janice Alexander, and guest Elizabeth Keller, OPI Educator Licensure Manager.
  Purpose: Convene a group to review the Class 8 process to see how we can update, streamline, and make the process more efficient.
  OCHE Staff: Sue Jones

Report-Out

**Recommendation #1**: Convene a workshop of campus personnel who serve as the “point persons” for assisting college faculty in the Class 8 application process. (Timing – perhaps at the same time the BoR meets/before or after.)

**Recommendation #2**: Following the workshop, decide a next step, whether that is a webinar or train-the-trainer. (Kim Schrenk will send a copy the tutorial that she created in pdf to Sue.)

Further Discussion Points at current meeting

- Previous background checks probably cannot be sent along since the check sometimes uses fingerprinting, but not always.
- Heidi explained the Great Falls College Class 8 licensure process, including part A-fingerprinting and part C-the documentation piece; GFC tries to make this very easy for faculty; new faculty’s submission of part A takes one to two weeks; part C, reviewers review and sign off on documentation if it is present.
- Possibly not have to submit all pieces to OPI; save on administrative time.
- It was suggested that campus Chief Academic Officers have the authority to review and approve the portfolio. This would save a tremendous amount of time.
- It was also suggested that campus do fingerprinting and background check on site.

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- **Recommendation #3 Workgroup**: Amy Verlanic, Daniel Bingham, Kristen Jones, Heidi Pasek, Lynn Stocking, and guests Roch Turner and Amy Williams
  Purpose: Create consistent standards in the Montana University System (MUS) regarding concurrent enrollment, in areas including but not limited to pay, assessment, textbooks, site visits, assessment/evaluations, and participation in campus orientations.
  OCHE Staff: David Hall

Report-Out

**Textbooks**
High Schools purchase textbooks. It is the intent of the Colleges to limit the number of times a textbooks is changed; however, the MOU between the specific high school and the college.

**High School Faculty Pay**
Variety of approaches is present in the MUS:

- High schools provide the high school faculty compensation and this is a component of the concurrent enrollment MOU.
- High school faculty are identified for stipends. High schools receive and manage stipend dollar from the associated college. Faculty may or may not actually receive any “additional” dollar.
- Some colleges have the funds available to pay high school faculty and others do not
* Does this advantage some colleges that have access to funds for this purpose where other colleges do not?

**Site Visits**
- The Dual Enrollment Coordinator/Director visits each high school.
  * Does this mean evaluation of the courses and faculty offered at the high schools?
  * Is this a “debrief” with the high school faculty and the college faculty?
  * Is the debrief an annual or a semester conversation? Why?
- Site visits for new students . . . Dual Enrollment Coordinator/Director visits high schools/high school students and administrators at the high school for introductions and conversations related to beginning new relationships.
- Site visits should reinforce collaborative relationships between high schools and colleges and between colleges and colleges if more than one college is involved with or serving a high school.

**Policies, Procedures, Related Documents**
- Does each College distribute to high schools and related high school faculty a document which identifies all policies, all procedures, all related forms as related to ‘dual enrollment’?
  * Should such policies, procedures, forms, etc., be consistent throughout the MUS system?
- Does each College use an internal document that supports the faculty, the dual enrollment coordinator, and administrative staff with mission, vision, process for offering courses, direction for relationship building and collaboration between college and high school faculty, assessments, course exams, orientations, site evaluations, etc.?
  * Should such policies, procedures, forms, etc., be consistent throughout the MUS system?

**Assessments/Evaluations**
- High School students take the same exams as the college students.
- This allows comparison of high school outcomes and college outcomes.
- Does the Dual Enrollment Coordinator/Director have the responsibility for data analysis of the dual enrollment experiences, the levels of success, etc.? If not, who is the contact at the colleges?

**Orientations**
- College Dual Enrollment Coordinator/Director develops/coordinates ‘dual enrollment’ orientations at the high school sites and at college sites if appropriate for introduction and explanation of dual enrollment opportunities.
  * Effort intensive.
  * One-on-one Orientations.
  * Such orientations include describing the difference(s) between dual enrollment and high school.
  * Concentration on the ‘rigor’ of the dual enrollment courses is important.
  * Such orientations should/could include students and parents.
  * Parent information/orientation night.

**Service Districts**
- Shall we in MUS identify ‘service areas’ or ‘service districts’ for the College and the high schools—boundary driven model for connecting with and Colleges communicating with high schools?
- Shall we develop a communication plan by which all MUS institutions communicate with each other to recognize the high schools with which each is in conversation and the courses/programs included in the discussions?

**Further Discussion Points at current meeting**
Marco—how much money is being sent from a college to a district? Consider a statewide MOU with the system; also what are the evaluation models that have been bargained?

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Recommendation #4 Workgroup: Marsha Riley, Pete Donovan, Amy Verlanic, Terry Kendrick, Marco Ferro, and John Cech.
Purpose: Convene a group to explore allowing the National Board Certification within a disciplinary focus to be an alternative for the nine graduate credits in the subject area.
OCHE Staff: David Hall

Report-Out
- National Board Certification – what is involved for National Board Certification for math and English?
- Discussion of outcomes for college level courses in math and English (to be used as a pilot).
- Setting up a pilot concurrent enrollment option in math and English with Margaret (Last Name?) and Steve Gardner.
- This work will be very important to help inform BOR recommendations.
- With respect to advancing dual enrollment opportunities in Billings, John Cech has a meeting scheduled with Chancellor Groseth to go over MSUB’s and City College’s plans for overall fall 2014 expansion on January 24 in Billings.

Further Discussion Points at current meeting
- Steve Gardner will meet with MSUB and City College faculty; Martha Aukshun, National Board Certified Teacher, will have a conversation with math faculty.
- Neil-NWCCU policy direction for the Masters and nine credits; no policy regarding accreditation.
- A more general question: how do we consider alternatives? Neil will share this with John Cech.
- John C suggests this group take on the National Alliance for Concurrent Enrollment Partnerships standards.

Recommendation #5 Workgroup: Dena Wagner-Fossen, Sue Jones, Kali Wicks, Donna Bakke, possibly also Terry Kendrick.
Purpose: Review the dual enrollment student application process and check for adherence to approved MUS standards.
OCHE Staff: Kali Wicks

Report-Out
Recommendation #1: Wordsmith the Checklist and Application for Dual Enrollment
Recommendation #2: Take to John the idea to make the forms and registration process more concise.
Recommendation #3: Cheri Johannes will send her forms.
Recommendation #4: Make these forms accessible as, for instance, mobile device app.

Next Steps
Neil-
- We are in the investigation stage; big report-out in March; policy changes with BOR and potentially with the Board of Public Education.
- OCHE provides guidance.
- Pay issues may take longer to implement, since it affects bargaining units.
- Other changes can be done quickly and implemented by fall 2014 semester.

John-
• Ramp up dual enrollment opportunities in Billings for the fall.
• We need to demonstrate to the Legislature that we are moving the needle; eight campuses are showing growth; Tyler Trevor is checking on the other four.
• Early College classes are charged at the reduced rate.
• Co-located units operate under same tuition.

Dena- We need to understand our relationship with the Montana Digital Academy; there is pricing discrepancy among high schools.

Group #5-needs to invite OCHE attorney Jessica Brubaker before tweaking the forms.