Attachment A

Superintendent’s Memo #300-21

October 22, 2021

# **Virginia Department of EducationFY 2022 Dual Enrollment Alignment GrantsOctober 2021**

Beginning with the [Transfer Virginia (Transfer VA)](https://drive.google.com/file/d/1jGa2GUIr6ZrNLMKCnvKVu-lbv1jYZ6lW/view?usp=sharing) work across the Commonwealth, in conjunction with the development of the Passport and Uniform Certificate of General Studies (UCGS), one important next step is to perform a thorough review of dual enrollment transfer program offerings and their alignment with the Passport and UCGS. Because dual enrollment is a partnership between the school divisions and community colleges, this collaboration is essential to meeting the needs of all students.

# INTENT

The intent of the Dual Enrollment Alignment Grant (DEAG) is to provide public school divisions with funding to redesign dual enrollment transfer course offerings to align/link to the [Passport](https://www.schev.edu/docs/default-source/institution-section/guidancepolicy/policies-and-guidelines/approved-passport-course-roster.pdf) and [Uniform Certificate of General Studies](https://www.schev.edu/docs/default-source/students-section/transfer/approveducgscourseroster.pdf) offered by Virginia's community colleges. Divisions awarded such grants shall collaborate with the local community college to effectively redesign the local school division's dual enrollment course offerings.

## BACKGROUND

*Code of Virginia* §23.1-203 requires the State Council of Higher Education for Virginia (SCHEV), in consultation with Virginia’s public two- and four-year institutions, to develop guidelines for the creation of a *“one-year Uniform Certificate of General Studies Program and a one-semester Passport Program to be offered at each comprehensive community college.”* This collaborative work resulted in the development of *The Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs*. The policy outlines the provisions of the Passport and UCGS programs and specifies that two-year colleges include both the Passport and UCGS Programs in dual enrollment agreements made with individual school divisions.

The Passport and UCGS Programs are 16-credit and 30- to 32-credit hour two-year college programs in which all courses are transferable and satisfy a lower-division general education requirement at any public institution of higher education, excluding Virginia Military Institute. Both the Passport and UCGS programs use structured course blocks representing broad general education categories. Each block is populated with coursework that is designed to provide students with broad introductory knowledge of the subject matter. To earn the Passport or UCGS, students must satisfy the credit requirements in each block and complete all coursework with a grade of C or better. Transfer of Passport and UCGS coursework will not be through course-to-course equivalency but via a block transfer process where receiving institutions will “find a home” for the credits within their general education requirements. For the full policy, go to the [Passport/UCGS policy](https://www.schev.edu/docs/default-source/students-section/transfer/passport-ucgs-policyupdatedsept821.pdf).

The 2021 Special Session I General Assembly provided FY 2022 funding to support school division efforts to align dual enrollment offerings with the Passport and UCGS program.

[2021 Appropriation Act Item 144](https://budget.lis.virginia.gov/item/2021/2/HB1800/Chapter/1/144/)

*VV. Out of this appropriation, $250,000 the second year from the general fund is provided for grants to support one-time pilot programs to school divisions to redesign dual enrollment course offerings to align/link to the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges. Divisions awarded such grants shall collaborate with the local community college to effectively redesign the local school division's dual enrollment course offerings.*

## **ELIGIBILITY**

All Virginia public school divisions and regional programs with their own school board are eligible to apply for the Dual Enrollment Alignment Grant.

##  **REPORTING**

Each school division with a funded proposal will provide the Virginia Department of Education (VDOE) with a final report by September 1, 2022. The report format will be provided at the time of award. Components of the report are included in the Required Scope of Work section (overview) and in Appendix A - Dual Enrollment Alignment Talking Points Guide (detailed).

##  **TIMELINE**

**Informational Webinar – November 10, 2021, 3:30 p.m.**

**Intent-to-Implement Form Submission – December 1, 2021**

**Collaboration Webinar – December 15, 2021, 3:30 p.m.**

**Official Notification of Grant Awards – January 2022**

**Final Report Submission – September 1, 2022**

After an informational webinar, school divisions will submit an Intent-to-Implement form that indicates the school division’s agreement to collaborate with their serving Virginia Community College System (VCCS) college to effectively review and redesign the local school division's dual enrollment course offerings to align with the Passport and UCGS offered by Virginia's community colleges. The terms of agreement are outlined in the Required Scope of Work section.

Eligible applicants agreeing to implement the Required Scope of Work by submitting the Intent-to-Implement form will receive a minimum of $600 per participating high school to support the work**.**

## **REQUIRED SCOPE OF WORK**

Eligible applicants shall agree to:

* Collaborate with the staff of the serving VCCS college and stakeholders to compare alignment of offerings with the credit hours per block included in the Passport and UCGS and goals for students, using Appendix A - [Dual Enrollment Alignment Talking Points Guide](#bookmark=id.30j0zll).
* Provide a written report to the VDOE by September 1, 2022 that includes:
	+ information regarding dual enrollment program offerings, projected enrollments, and staff;
	+ key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges;
	+ timeline for implementation of necessary actions;
	+ identification of responsible parties for each action;
	+ Use of Funds Report that details all budget item expenses (a template will be provided upon grant award); and
	+ the signature of division superintendent or designee and Virginia community college president or designee.

## **FUNDING PROCESS AND ALLOWABLE EXPENDITURES**

Eligible applicants agreeing to implement the required scope of work by submitting the Intent-to-Implement form will receive a minimum of $600 per participating high school to support the work.

Allowable expenditures for recipients include reasonable food, lodging/travel, materials, and costs associated with writing the required final report.

If you have a specific budget question, please contact Maecy Richmond, Grants and Reports Manager for the Office of STEM and Innovation in the Department of Learning and Innovation, at (804) 225-3609 or Maecy.Richmond@doe.virginia.gov.

## **Virginia Department of EducationINTENT-TO-IMPLEMENT FORM - Dual Enrollment Alignment Grant Required Information and Signature Page** Date: Click or tap here to enter text.

School Division:  Click or tap here to enter text.

Superintendents’ Region (I-VIII): Click or tap here to enter text.

School Division Contact Name: Click or tap here to enter text.

Title:   Click or tap here to enter text.

Email:  Click or tap here to enter text.

Brief statement expressing need for the grant funding to review current dual enrollment offerings and alignment to the Passport and Uniform Certificate of General Studies and determine needs to improve local offerings:Click or tap here to enter text.

Number of Participating High Schools: Click or tap here to enter text.

Names of Participating High Schools: Click or tap here to enter text.

**Superintendent Name (or designee):**Click or tap here to enter text.

**Signature of Division Superintendent (or designee):**

Signature of the division superintendent or designee indicates agreement to implement the Required Scope of Work outlined in the Dual Enrollment Alignment Grant Application information published by Superintendent’s Memorandum #300-21 on October 22, 2021, in the time frame indicated.

An [INFORMATIONAL WEBINAR](https://www.google.com/url?q=https://doe-virginia-gov.zoom.us/j/84776408289?pwd%3DcHpSZWRZbmZCM09uci9seUJrK05PZz09&sa=D&source=calendar&ust=1634069947081758&usg=AOvVaw3GvwTtfoOGKks25iuZOSvh) will be held on November 10, 2021 at 3:30 p.m. Participation is not a requirement. Representatives from organizations eligible to apply may join the webinar via the link provided.

Grant recipients and representatives from Virginia Community College System colleges are encouraged to participate in a **COLLABORATION WEBINAR** scheduled to be held on December 15, 2021 at 3:30 p.m. Invitations will be sent to the division contact.

Please submit all pages of the Intent-to-Implement form to the Virginia Department of Education by email to Maecy Richmond, Department of Learning and Innovation Grants and Reports Manager in the Office of STEM and Innovation, at Maecy.Richmond@doe.virginia.gov.

## **Virginia Department of EducationAppendix A -** **DUAL ENROLLMENT ALIGNMENT TALKING POINTS GUIDE Dual Enrollment Alignment Grant (DEAG)**

The [Dual Enrollment (DE) Collaborative Guide](https://drive.google.com/file/d/1MvOujgnhikiuNUdPiZz2soBTL022nA_P/view?usp=sharing) provides details about the Passport and Uniform Certificate of General Studies (UCGS) and a comprehensive look at how decisions to offer a course via dual enrollment can impact a student’s higher education experience. All participants in the DEAG should first review the DE Collaborative Guide so that a base understanding is common across all participants.

1. Institutional Profile - Create a high school profile that provides the following information:
	1. High school name
	2. Goal or Mission for providing dual enrollment
	3. Focus or theme of your dual enrollment program (if applicable) such as STEM, The Arts, etc.
	4. Number of faculty credentialed to teach transfer level dual enrollment sorted by discipline.
	5. Number of faculty currently teaching transfer level dual enrollment sorted by discipline.
	6. Students enrolling in the transfer DE program at your school, for the last two years provide:
		1. Number of students enrolled in the last complete school year in any transfer DE course.
		2. Breakdown of those students based on grade level.
		3. Breakdown of those students completing high school with less than 15 college credits, between 15-30, between 30-45, over 45, and those students earning a transfer associate degree concurrent with high school diploma completion. Please count each student only once.
2. Assess Current Offerings - Please provide information related to your current offerings: (provide as a Google Sheets or other spreadsheet for large numbers of classes). Table 1 is provided as an example.

Table 1. Example of Assessment of Course Offering

| **DE Course Number** | **Course 1** | **Course 2** | **Course 3**  | **...** |
| --- | --- | --- | --- | --- |
| **Credit Hours** |  |  |  |  |
| **DE Course Name** |  |  |  |  |
| **High School Course Name (w/SCED)** |  |  |  |  |
| **Passport Block** |  |  |  |  |
| **UCGS Block** |  |  |  |  |
| **Associate Degree Requirement** |  |  |  |  |
| **Average Student Enrollment (last 3 years)** |  |  |  |  |

1. Passport/UCGS Alignment - Build a course offering plan that meets the requirements of the Passport and UCGS (provide as a Google Sheets or other spreadsheet for large numbers of classes). Table 2 is provided as an example

Table 2. Example of Course Offering Plan

| **DE Course Number** | **Course 1** | **Course 2** | **Course 3** | **…** |
| --- | --- | --- | --- | --- |
| **Credit Hours** |  |  |  |  |
| **DE Course Name** |  |  |  |  |
| **High School Course Name (w/SCED)** |  |  |  |  |
| **Passport Block** |  |  |  |  |
| **Associate Degree Requirement** |  |  |  |  |
| **Projected Student Enrollment** |  |  |  |  |
| **Number of Credentialed Teachers on Staff** |  |  |  |  |
| **Staffing Collaboration Needed** |  |  |  |  |
| **Add other information** as applicable. |  |  |  |  |

1. Discussion - Provide a summary that features responses to the questions below. Additional information related to talking points can be found in the guide - page numbers are referenced with items below. These discussions will be held in collaboration between the high school and VCCS partner college.
	1. What are the challenges for your institution to offer students the required courses for the Passport and UCGS? (Passport/UCGS page 6)
	2. What are the opportunities to collaborate with the partner community college, other high schools, and virtual opportunities to provide the needed courses? (Strategies page 8)
	3. What changes are needed to align your DE program with the Passport and UCGS as compared to your current offerings?
	4. How would these changes impact the Goal/Mission of your DE program?
	5. Do all courses in the new plan align with the Passport/UCGS and do the courses align with the credit requirements in the Passport/UCGS? If not:
		1. What courses are offered outside of the 30 credits?
		2. Why are these courses being offered?
		3. Will each of these courses create any credit loss upon transfer?

Resources: The Transfer Virginia Portal at TransferVirginia.org (activation scheduled for November 19, 2021) provides transfer course and program level information. The Collaborative Guide provides insights into offering transfer courses related to transfer. The [VCCS-DE Course Pairing Document](https://drive.google.com/file/d/1EyYsg6Opjw3SNOtXAxAsg-qNLA3Lfwoe/view?usp=sharing) provides course specific information and cautions.

* 1. Develop a plan of action to implement this alignment that includes:
		1. Develop a timeline for necessary actions.
		2. Identify needed resources to implement this plan.
		3. Identify responsible parties for each action.
1. Submit a final report to the VDOE by email to Maecy.Richmond@doe.virginia.gov that includes:
	1. all information requested regarding dual enrollment program offerings, projected enrollments, and staff (Sections I-III);
	2. key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges (based on the discussions in Section IV);
	3. timeline for implementation of necessary actions (Section IV.F);
	4. identification of responsible parties for each action (Section IV.F);
	5. Use of Funds Report that details all budget item expenses (a template will be provided upon grant award); and
	6. the signature of division superintendent or designee and Virginia community college president or designee.