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Articulation Committee Meeting – Notes		
Committee Meeting Name	Meeting Location and Parking	Meeting Date and Time
Dual Credit	<p>Location: Edmonton Catholic Schools: St. Anthony District Archives and Meeting Centre 10425 84TH Avenue, Edmonton</p> <p>Parking: FREE (Please tell the parking attendant you are there for a meeting and he/she will give you a parking stub that you will take with you to get stamped/validated inside the building.)</p>	<p>Date: Wednesday , February 17, 2016 Time: 10 AM – 3:30 PM</p>
Chair: Rozlynn Wick, SAIT Polytechnic Chair: Kelly Harding Vice Chair: Mary-Lou Stacey		<p>Teleconference: Phone #: 1-866-792-1317 Conference ID: 7187343</p>
For Questions and to Confirm your Participation – Contact: Debbie.Vance@cass.ab.ca		

Committee Members to Attend		Accepted	Attended
1.	Rozlynn Wick, SAIT Polytechnic (Chair)		Yes
2.	Mary-Lou Stacey, Koinonia (Vice-Chair)		Yes
3.	Sandra Pochylko, East Central Catholic and Provincial Dual Credit Steering Committee		No
4.	Barb Mulholland, Olds College/Chinooks Edge and Provincial Dual Credit Steering Committee		No
5.	Janice Aughey, Lakeland College		No
6.	Jerry Farwell, Bow Valley College		Yes
7.	Tamis Rombough, NorQuest College		Yes
8.	Corey Mushynsky, NorQuest College		No
9.	Kate Peters, University of Alberta		No
10.	Jim Zimmer, Mount Royal University		No
11.	Darlene MacDonald, Grande Prairie Regional College		Yes
12.	Gloria Antifaiff, Red Deer College		No
13.	Leah Wack, Lethbridge College and Comprehensive Community Institutions Group		No
14.	Heather Mirau, University of Lethbridge		No
15.	Lisa Jackson, Banff Centre		No
16.	John Kent, NAIT		Yes
17.	Scott Lawrence, NAIT		Yes
18.	Yvette Shostak, Portage College		No
19.	Craig Weston, The King's University		Yes

Committee Members to Attend		Accepted	Attended
20.	Christine Johns, University of Calgary and ACAT Council		Yes
21.	Marc Scholes, Alberta College of Art + Design, ACAT Articulation Committees Chair, and ACAT Council		
22.	Chris Meaden, Calgary Board of Education		No
23.	Sheri Garnier, East Central Catholic		Yes
24.	Gary Fredrickson, ADLC		Yes
25.	Nick Radujko, Grande Prairie Public		
26.	Kimberly Frykas, Grande Prairie Public		Yes
27.	David Khatib, Red Deer Catholic Schools		No
28.	Art Bauer, Living Waters		Yes
29.	Kelly Harding, Edmonton Public Schools		Yes
30.	Mayben Grinde, High Prairie School Division		Yes
31.	Cheryl Shinkaruk, Edmonton Catholic Schools		Yes
32.	Dermod Madden, Aspen View Regional School Division		
33.	Sandy Axmann, Grande Yellowhead Public School Division		Yes
34.	Annette BruisedHead, Kainai High School		No
35.	Paulette Renkema, Pembina Hills		No
36.	Cam Oulton, Pembina Hills		No
37.	Jean Mongrain, Francophone School Authorities		Yes
38.	Don Summersgill, Calgary Catholic		Yes
39.	Janet Hancock, Edmonton Public Schools		No
40.	Elisa Sutherland, Canadian Rockies School Division		No
	Ryan Young, Kings University		Yes
41.	Tammy Syrnyk, Alberta Health Services Stephen		Yes
42.	Trisha Lidberg, Wabash Manufacturing Inc.		
43.	Line Porfon, Merit Contractors Association		
44.	Matt Trodden, Merit Contractors Association		Yes
45.	Brian Panasiuk, Northern Lakes College		Yes
46.	Dean University of Alberta		

Guests/Observers to Attend		Accepted	Attended
1.	Joe LeValley, Alberta Education		Yes
2.	Danielle Amerongen, Alberta Education		
3.	Susan Poole, Alberta Education		No
4.	John Brosda, Advanced Education		Yes
5.	Diane Wishart, Advanced Education		No
6.	Laura McGowan, Government of Alberta		No

ACAT Secretariat/Lead Ministry Staff/CASS Representatives to Attend		Accepted	Attended
1.	Ann Marie Lyseng, ACAT Secretariat	Yens	Yes
2.	Lana Rissling, Alberta Education	Yes	Yes

ACAT Secretariat/Lead Ministry Staff/CASS Representatives to Attend		Accepted	Attended
3.	Debbie Vance, College of Alberta School Superintendents	Yes	Yes

AGENDA (* Indicates Sample "Standing" Agenda Items)

1.	<p>*Welcome and Introductions</p> <p>Cathy Faber, Co-Chair, Dual Credit Steering Committee Update Debbie Vance (presenting on behalf of Kathy Faber)</p> <p>Letter from Kathy Faber posted on screen. Highlights include: Summary of Steering Committee and Steering Committee Co-Chairs' meetings since December. Short-term, medium term and long-term goals have been discussed. Copy of Pathways to Learner success was discussed and shared with government representatives at meetings. Discussed pending government announcement regarding funding for 2015-2016 school year.</p>
2.	<p>Update from Steering Committee Explanation of Information Requirements:</p> <p>Letter was released to post-secondary last week. Delayed release from high school. Clarity will be provided today during the meeting so all attendees have the same information. Mark Scholes and ADM post-secondary say "it is fine" to share so we all have the same information to inform today's conversations. Government Announcement: Paraphrased announcement sent to post-secondary partners regarding Dual-Credit programming for next year. Highlighted key messages from the announcement. Barry Litun commented on extension of funding in response to requests.</p> <p>ACAT chair comments</p> <p>Recognition of Dual Credit work and its significance noted to diverse learners. Creating links between high school, industry and post-secondary Dual-Credit leaders important for learners. Emphasized the importance of the data gathering and reporting so that the value of Dual Credit can be communicated.</p>
3.	<p>*Small Group Activity: Review of the CASS Template Questions for Grant Reporting</p> <p>Small Group Work: Grant Reporting Template</p> <p>February 26th is the last date for input into the draft. Form will then be sent for formatting and then released to each partnership. Question and Answer session re: development of the template thus far. Each table provided input on the template. These will be reviewed and considered in final draft recommendation. Debbie shared that a researcher has been hired to be sure that evidence and context in the reporting will be effective. Lana Rissling AB ED: researcher helps because qualitative data can be effectively captured. Request: Please add an additional space for extra comments to allow for input from partners. Barry Litun: reality is that actuals until the end of June are required. So, even though the reporting will likely be available in April, it cannot be completed until June because it cannot be based on projections - must be actuals.</p> <p>a. Question: Program not finished (i.e. HCA) lists range of what will be completed? Requested an extension? Submit final reporting when you are actually done.</p>
4.	<p>ACAT Council/Secretariat Updates</p> <p>Learner Pathway Initiatives: Ann Marie</p> <p>Update provided. Working groups are continuing to meet. Phase 2 will be launched and then transitioning to Phase 3 data collection people will be coming back to ACAT and asking what data needs to be collected. Communication for working group will be coming soon.</p> <p>Announcements: Next Meeting - May 10th in Grande Prairie with potential to attend conference.</p> <p>Grand Prairie: Next meeting - May will be fantastic. May 10th. Alberta School Conference starts Ann Marie: be sure you are checking SharePoint to be sure you are receiving all of this information.</p>
5.	<p>Lunch (Hosting provided by NorQuest College for Committee members)</p>

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6. *Review/Confirm Last Meeting's Minutes – Nov. 27, 2015 **Motion Passed**

Dual Credit Question and Answer Roundtable

Small Group Activity and Debrief: Committee Recommendations – *Off-Campus Education Handbook*

- **What are the key Off-Campus issues/processes/etc. that should be included for dual credit in the Handbook?**
 - **Activity:**
 - **Background Information for Context:**
 - **a) Review and Respond to previous notes from last meeting,**
 - **b) Sample scenarios to illustrate potential Off-Campus,**
 - **c) ATA/ASBA grounding**
 - **Response to key suggested recommendations and questions**
- **Sub-committee drafting of recommendations for submission to Alberta Education on behalf of the Articulation Committee re: dual credit revisions to the *Off-Campus Education Handbook***

Round Table Discussion:

High School Redesign: . No CEU money. Howdo we keep the program running in the school? There is an approximate a 20% gap in the block and CEU funding. Putting sustainable funding demonstrably done in smallest high schools.

During the Q&A, there is a question asked about between now and whatever the long-term plan or solution there is a concern about not being able to run programs because a) difference between CUE and block funding and b) smaller vs larger colleges there is a different approach. Echoing there are other aspects - coordination, etc... Can you recommend solutions?

There is a strict regulation related to not charging tuition. is there an interim solution. Or... other alternatives related to legislation - much more difficult. Right now you are working from a school's perspective. If you got your board to identify themselves as the MOU participant, could you have the board do the negotiation piece so that you could run it through your Off-Campus?

7. Industry Participation

Short term and long term - differentiation between CEU and block funding.

We do have partnerships with industry. But in future, how will this work in declining economy.

Now unsustainable in long-term in a downturn economy. So, September 2017... I don't know that is not a way to run this type of program that benefits kids.

Short term - some solutions from industry. The fact is the shortfall is still there. So, a funding structure is necessary. The program cannot rely on industry.

Short term and long term piece - if something doesn't happen - long -term. Enriching solutions, not just survival solutions. Costs at the school level as well as at the board level. Both levels must also be included as there has to be coordination. Teachers must monitor students and help them when stuck. Two separate funding at school level.

Then, third level - post-secondary fee schedule would help. As much as is possible - some targets for post-secondary funding would help - awareness. There is a need to access outside of our MOU's to access other opportunities.

Providing additional pathways for students with partnerships - challenges. A provincial partnership structures and supports would make it easier to access funding and partnerships with more than one college.

Question: Is there something else that we can do to help the cause? Letters? Is there something we can be doing as a group to help mitigate the current realities/challenges we are facing?

Mark Scholes and Chairs - what can we do to help communicate needs.

Not moving funding from secondary to post-secondary. If post-secondary looks at this as a recruitment tool. Not taking jobs from teachers. This could happen to certify high school teachers. This is a way for post-secondary institutions to touch 1000s of students. If post-secondary schools don't see value there, I don't think this is a long-term goal. The reality is that when it comes to all the fights that have occurred - let the big macro solution come in - that may not happen. If you have more retention of the students you can make the case that you can support the teacher to gain credentials. (I.e. Kainai).

1) You believe that by latest messaging, you don't believe there would be further funding - you are advocating to move forward with other alternatives. 2) You would also like to advocate for additional data - for all people,

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including those not in strategy and could be adapted.

Discussions highlight challenges and need for data gathering. Flaw - locked into a three year stream high school redesign, how can I grow new programs? One of the problems with HS redesign, schools with higher CEU's going in had more money. Second, year 10 of our research. Two other aspects - accountability metrics - high school completion rates. If you a high (95%) you have a different lens than a school with a lower (65%) retention rates. Don't lose sight of the long game to go after the short game. You need to view the long -term vision. The other component came out of research - the retaking of our teaching staff. When students are engaged, they don't go for 100 credits, they go for 120 or more. Block funding or CEU doesn't make a difference once your 3 year average of CEU is achievable. So, we need creative solution to carry this forward. Retaking of staff. What we heard from the B.C. model - they did have some policies in place to add support funding to bridge the gap difference you are speaking of... The 4th year transitions program in B.C. was developed as a result of block funding. Now, you need to engage young people to stay in the building for a 4th year. You capture the block funding and take that portion and retask it. Our evidenced based research says - both of those are solutions within the current funding program.

As is - may or may not work for all a "rolling ability". What does student engagement look like? Learner/ Career pathways? That acknowledges if that how is your school authority approaches it - you have policy behind it. If no structures and policies behind you, you may have a shortfall and cannot make it work. Some folks have tested the original questions. The way allocations for CEU or block is not consistent. Not everyone has the same experience. We have the ability to look at policy. Practicum can offset dual credit. You target your program where the opportunities are available. There are other ways that the province can get creative with policy. There are other provinces and countries.

A funding circumstance that prevents post-secondary from participating, this is a barrier and you cannot run your program. Hopefully there will be change so you can stay in the pool.

Main problem we see is that there are post-secondary institutions that play ball and some that don't You know who you are. We happen to know from seeing different proposals from different schools. We see what you are charging and some of it doesn't make sense compared to other institutions. We cannot support some programs because we do not see price models that make sense. . At the end of the day - the long view and student that wins out.

Members advocating the critical importance of provincial model to address funding, policy and structures that would allow to remove barriers that both institutions and high schools exist so that we can understand what is and isn't happening related to the success of students. We need to address that in the short term and long term.

Recommendation:

Leave the question about how to address concerns provincially with Mark Scholes and chairs of the committee.

11. **Kelly:** next agenda item SIP agreement - a lot of these concerns are echoed in this agreement. This document from B.C. is an example of what we could adopt, adapt, or add if we were to look at some formalized structures. We need to put a policy document in place that reflects a value oriented system. What are our values? This is a second opportunity to put your eyes on the manual. Small table discussions.

12. **Off Campus:**

Ministry perspective - we have to consider what is best for students in the post-secondary experience. : In addition to the highlights on the 2pager - other items to be addressed - i.e. in this section. They can provide feedback - not limited to this 2pager - right? Other recommendations, right? Will these be heard? (Lana - yes). : We want the Off Campus Handbook needs to be user friendly because the bulk of the work falls on the shoulders of the Off-Campus Coordinator and everyone knows their roles. Related to some questions that have come up that you have all raised at different meetings to say there are some items that would benefit from clarity.

- a. Introduction of Jim Gibbons and ATA representative
1. Supervision - who is responsible
2. Duty of Care? Evaluation of student progress? What MOU's are in place? Off Campus is one place that these policies could be held - but not the only place. This could be another avenue to start important discussions. Industry and Postsecondary both have rules - understanding that Off-Campus crosses over into

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industry and post-secondary because the high school student is in your world - this is the reason for the discussion and your involvement. We need industry and post-secondary partners involved in the discussion.

- b. **ATA:** discuss "the law". Role of the teacher. School Act. Three sections that are clear about the roles of teachers. Diagnosing learning needs, planning lessons, evaluations. These are tasks that must be done by teachers. Section 112 and Section 92. Section 112: boards shall not knowingly employ people other than teachers to teach. Section 92: non-teachers can teach courses under the supervision of a teacher. The big reason for that is pedagogy. They may not be the master of the branch of knowledge, they can, in consultation with content expert, can bring their pedagogical expertise. School Act - piece of legislation. Teaching Profession Act. Specifically, teacher's conduct is regulated by this Act. There is serious implications when they don't follow this - they can be removed from the profession. When teachers are in classrooms - we know they are covered by the Act. When there are non-teachers, we have situations where students are not covered by the Code of Conduct - could lead to liability and student safety. If you are working with a post-secondary and something happens. Is that on you? Example, an inaccuracy with the marks that affects the transcripts all depends on what happens. That particular example might just be just an administrative area. : what if a teacher is making a comment - that would be something different. Safety of student. Those are the big picture ideas that the ATA sees.
in some currently existing circumstances, if we apply it to a current situation like apprenticeship or RAP where the person providing instruction/content is not a teacher and they have a teacher assigned to the cohort. As we apply this understanding to the "how" of Dual Credit. Where are the parts that are fuzzy need clarity?
- c. **ATA:** very little is black and white. Everything is grey. RAP programs - we currently have non-certificated personnel without direct involvement of teacher. We have an element of teacher supervision over that learning environment - surprise visits, etc. Processes are in place. I cannot comment on overarching ideas. There are ways to meet the demands of Off-Campus programs while at the same time adhering to the law.
many folks feel they are in the grey area and are not referenced in the policies or acts. Some would consider RAP an example of Dual Credit. In seeking - not handcuffs - but seeking guidance with flexibility and direction. Also addressing **Jim** not fuzziness but interpretation.
- d. At the end of the day - I may not have direct input. But I do want to be clear that the law and student safety are taken into account when the guidelines are created.
- e. when we are looking at legal responsibility at a Ministerial point of view and school point of view. Which one is a teacher accountable for in Dual Credit...? In my head, it is rule of law because that's where I will be ultimately accountable.
- f. **ATA:** all teachers are bound by policies. Teacher growth, supervision and evaluation must comply with policy. When policy and law conflict. You could argue that law would trump.
- g. employment standards - may not apply to students because it is written for employees. If they are paid, they are employees... it is not that clear. This shows the complexities of the legal challenges and boundaries that were set for different reasons.
- h. **ASBA:** a few thoughts.... Olds college experience. Giving values. One good things about fuzziness forces people to have conversation. If we keep fact that career pathways - Desirable in engaging students and completion rates. How do we do this and protect the various entities. How do we ensure if kids aren't being taught directly by a teacher, how do we ensure their safety. A board is required to ensure these environments. Boards must be aware that their off-campus and separate dual-credit policies must be in place. How? Things like off-campus focus more on money side rather than career pathways side... If we have one supervisor and 400-500 students I would say that is not good... we also have cases with 70-100 students. There has to be some reasonability. We also need to consider the TQS - new standards. References teacher's obligation to ensure that students are meeting the descriptors on student learning - competency based outcomes. **If I would suggest one thing - the policies need to reference and mirror each other.**
- i. Summarizing - additional policies and handbooks - TQS, etc. A number of additional pieces are important in the mix. So we have all of these different pieces - any suggestions what we do with all of that? Any thoughts on how we could proceed? A teacher on the ground - if they have to check several different documents, they will look for some assurance that they are not at risk individually. Do we feel that post-secondary acts are also in this pool. What is a good way to proceed? Is it that we acknowledge these documents in dual credit? What do we do?
- j. The MOU's should include references to the Off-Campus. So suggestions to include Dual Credit section in the

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Off-campus book? Some areas need to be prescriptive and others there could be autonomy. Which is which? Remaining compliant with law and safety would be adhered to... Subcommittee could do that - with people who have experience. The handbook, itself, may not address all of these concerns. However, whatever is produced could give more clarity. We are working with boards in anticipation of the new School Act. Ideally if the off-campus coordinator is following board policy, they will be protected because board's policy will reflect the requirements.

- k. **Question to ATA:** on campus. What is our responsibility as teachers? How involved does my supervision need to be? What is my legal obligation? There is a large grey area. I was mainly speaking to the teaching and the learning - does not need to be done by the teacher but in consultation with the teacher. In terms of physical supervision - how much is enough - it is unclear.... Processes that are safe...
- l. A long list of items - duty of care, supervision, evaluation, etc. A list from previous discussions. Start with grey areas. Feedback from subcommittee. Won't meet again... (Lana says ok to put in input after May 10). This gives us time to gather information about parameters. In the interim ask for feedback from subcommittee.

Do boards need to approve Dual Credit programs?

Follow Up Action:

Off Campus Subcommittee will meet on March 11 committee members are: ML, Kelly, Roz, Mark (NLSD) Don Middleton (CBE), Art, Gary Heck, Lana and Jennifer, Joe Clark.

- 13. **ACAT Chair collectively** we can get the data together to present to various ministers. In the meantime, if the ministers were aware of individual situations for this time of transition - it may be helpful for them to have information about the impact of the loss of the transitional funding and the structural piece of life-long learning. I think we should really push about the lack of transitional funding - making the Minister's aware. - As a committee? Individual partnerships? Or both? both. It is a matter of equality, employment, status of women, etc. Need to be aware of the value of what is happening.

In the interests of time.... Is there something you want suggested as a motion understanding that your governance is under council's government.

MOTION: Is there a particular recommendation? Yellowhead: move that each jurisdiction contact Ministers to share stories of success. **Jennifer seconds.**

Next Meeting Details

May 10, 2016

Grande Prairie Regional College, Grande Prairie Alberta

Adjournment

Adjourned at 3: 00 P.M.