



2018 - 2019
Memorandum of Agreement
Sno-Isle/Everett Community College Consortium

The Sno-Isle/Everett Community College CTE Dual Credit Consortium is a partnership of business, labor, community, and education that meets common regional needs by preparing students to successfully advance from high school through postsecondary education into the world of work. Membership includes the following college and school district partners: **Everett Community College, Arlington School District, Darrington School District, Edmonds School District, Everett Public Schools, Granite Falls School District, Lake Stevens School District, Lakewood School District, Marysville School District, Monroe School District, Mukilteo School District, Skykomish School District, Snohomish School District, Sno-Isle Tech Skills Center, Stanwood-Camano School District, Sultan School District, Washington Center for Innovative Careers (WaNIC) and Omak School District.**

CTE Dual Credit agreements are designed to award college credit to students who successfully complete articulated college level career and technical education courses and programs while still in high school. RCW 28B.50.530 authorizes community and technical colleges to establish agreements in collaboration with local school districts. Articulation agreements define the criteria for equivalency and the granting of credit. The following guidelines provide a framework and operational structure for colleges and school districts to facilitate the implementation of articulation through direct transcription.

I. Purpose

The purpose of this articulation agreement is to enable students completing high school career and technical education programs to earn college equivalent credit for courses taken as part of their secondary education program. Each program covered under this agreement will have an articulation agreement signed by the college and school district designees from each participating institution. An articulation agreement is designed to provide students with a non-duplicative, coherent, sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree.

II. Provisions

Maintaining college standards is important to the overall strength of a dual credit course. In an effort to prepare students who will be educationally competitive, the same rigorous college standards will be applied to all dual credit courses irrespective of where or how the instruction is delivered. High school faculty teaching the dual credit course(s) will provide instruction to support the competencies listed in the articulation agreement.

College Partners Will:

- Establish the course requirements for college credit to be granted. Course competencies identify the academic and technical skills for each course and may include requirements such as term papers, portfolios, or industry certification exams. Students must achieve a B (3.0 – 83%) or better grade in the course competencies to qualify for college credit.
- Identify the articulated course on the transcript as a regular college-level course. No designation will be used to indicate the course was taken while the student was in high school.
- At the discretion of the college division program chair, a student failing to make satisfactory progress in a college course or a college program of study may be required to retake a college course that the student had previously earned credit for through the high school CTE Dual Credit program.

District Partners Will:

- Ensure all College CTE Dual Credit articulated courses are taught by instructors who meet the WA State CTE teaching requirements or meet employment criteria. *WAC 131-16-095 (2)*
- Ensure the high school program/courses meet the academic and technical standards established for career and technical education (CTE) state approved programs.
- Identify an administrative point of contact (principal/CTE director) to ensure instructor compliance with the articulation agreement.
- Ensure student compliance with college enrollment policy to avoid duplication of courses and credits.

Students Served: The college and school district partners will make reasonable efforts to ensure all student populations are served by the CTE Dual Credit program.

Data Collection: All partners agree to assist in the collection of data concerning student participation, student performance, and instructor participation in the CTE Dual Credit program. Data will be used to determine the success of students who receive articulated credit during high school and then transfer to college in the same or similar pathway program.

Agreement Revision/Renewal: As required by law, this agreement will be reviewed regularly and approved by the lead administrators (college presidents and school district superintendents or designee) of the educational partners. (Perkins 2006, SEC. 3)

Credit Transfer: College credits, including those awarded through direct transcription, may or may not transfer to four-year institutions or other colleges outside the state's community/technical college system. It is the responsibility of the student to consult with those institutions concerning specific credit transfer and admissions requirements.

Agreement Termination: This contract is valid from September 1, 2018 to August 31, 2019. Individual school districts and/or college partners may terminate this agreement without cause by giving 90 days written notice. If Everett Community College terminates participation in the CTE Dual Credit program, the college will continue to honor CTE college credits for students **currently** enrolled in articulated courses at the secondary school and registered to earn college credit at the end of the term.

III. Procedural Steps in the Agreement Process:

1. Students must be enrolled in an approved CTE Dual Credit articulated course or program of study.
2. Students must register for dual credit using the consortium’s registration process and specified timeline.
3. Students must register to earn credit at only one college when the same high school course is articulated at multiple colleges within the consortium.
4. Participating high school instructors will use the consortium’s registration/grading process to enter grades and verify student completion of articulated courses during the specified timeline.
5. Students will receive college credit upon successful completion of the dual credit course(s) with a grade “B” (3.0 – 83%) or better.
6. Participating colleges will post a grade to the transcript of students who have applied, registered and successfully completed designated dual credit courses. Transcripts will be made available to students once processing and reporting have been completed.

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AUTHORIZING SIGNATURES

This agreement is made between Everett Community College and Lake Stevens School District.

Everett Community College
David N. Beyer - President or Designee Date

Jesse Main 8/21/18
Signature – School District Superintendent or Designee Date

Teresa Main 8/21/18 **Print**
 Name – School District Superintendent or Designee Date

[Signature] 8/21/2018
Signature – School District Director of Career & Technical Education Date

Gene Wachtel 8/21/2018 **Print**
 Name – School District Director of Career & Technical Education Date