

Senate Bill 436

EDGE

Earn a Degree • Graduate Early
ANNUAL LEGISLATIVE REPORT



Presented by

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West Virginia Department of Education

December 2012



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**Earn a Degree-Graduate Early (EDGE)
Annual Report to the Legislative Oversight Commission
On Education Accountability
December 2012**

Background

Pursuant to the requirements of Senate Bill 436, enacted in the 2012 West Virginia Legislative Session, the EDGE status report is presented to the Legislative Oversight Commission on Education Accountability. Senate Bill 436 identified three major issues with EDGE data from the Legislative Audit that will be addressed in this report:

1. No consistent and reliable process for determining the number of students with EDGE credits enrolling in higher education institutions;
2. Lack of consistent data records necessary to facilitate the retrieval of summarized statistical information; and,
3. Missing or inadequate source documents to support certain EDGE class credits recorded in consortia databases.

The report is organized to illustrate how these issues have been resolved by describing the program structures that have been put into place since the legislation was enacted, as well the establishment of EDGE baseline data for future analysis and comparison.

Goals, Guidelines and Accountability for the EDGE Initiative

The West Virginia EDGE was established in 2001. EDGE is an acronym for Earn a Degree-Graduate Early and is a result of the seamless curriculum initiative that focuses on curriculum alignment between educational levels. The alignment process identifies curriculum gaps, eliminates curriculum duplication and sets curriculum mastery levels to pre-determined standards.

EDGE was created to address certain areas of curriculum duplication and, at the same time, provide incentives for more students to continue their education beyond high school. Students who participate in the EDGE initiative can earn community and technical college credit, free of charge, for the duplicated secondary and postsecondary career and technical courses identified during the curriculum alignment process.

Goals

The statutory goals of the West Virginia EDGE initiative, as established by Senate Bill 436 are:

1. *Create incentives for more students to continue their education beyond high school by providing all students with information about and access to courses that will prepare them to meet college-level standards.*
2. *Expand successful concurrent enrollment programs that include all students, not just those who are designated as college bound.*
3. *Align junior and senior year secondary courses with community and technical college certificate and associate degree programs.*
4. *Increase the number of students attending public community and technical colleges by participating in a collaborative partnership between the public schools and the state community and technical colleges.*
5. *Establish programs of study pathways in combination with early entrance college courses which together allow a student to obtain an associate degree one year after high school graduation or to receive an associate degree along with the high school diploma.*

Guidelines

In 2011, the West Virginia Department of Education through WVEIS (the education data management system) established a data base for collecting Edge data across the nine Career Technical Education/Community and Technical College Consortia (CTE/CTC Consortia). The data base provides a secure and consistent procedure for each Consortium to report EDGE data at the public school level. In addition, Administrative Guidelines were established for data collection and source documentation to ensure consistent and reliable data across the state (*Appendix A*). These guidelines were provided to the consortium EDGE Coordinators in November 2012 and received unanimous agreement in terms of the protocol that will be used for data collection, student tracking and analysis.

The Guidelines further define the role of the high schools, faculties, students, EDGE coordinators and participating community and technical colleges in assuring that qualified students receive validated EDGE credits and that those credits are consistently transcribed and applied to applicable degrees/certificates.

Accountability

Pursuant to Senate Bill 436, a Joint Rule for the Administration of EDGE was passed by the State Board of Education and the WV Community and Technical College Council in July 2012 (*Appendix B*). This rule sets forth the standards for the administration of the EDGE program, including the following operational and record-keeping procedures:

- Creating or adapting a comprehensive rational data base and data analysis system for student tracking to assure that consistent, reliable data relevant to the goals of the program are available;
- Tracking and evaluating EDGE outcomes across all eight consortia districts by creating a standardized reporting procedure for collecting consistent EDGE data at the state level;
- Assuring that coordinators in the district consortia prepare and retain reliable source documents necessary to validate the data included in the electronic data base;
- Providing documentation to substantiate program outcomes, including the number of students who enroll in the program, specific courses taken, student course and final exam grades, the number who earn EDGE credits, and, of these, the number who apply the credits in pursuit of degrees or certification at state community and technical colleges; and,
- Collecting data relevant to the goals and objectives established for this initiative, analyzing the data, and preparing an annual program outcome report for the Legislative Oversight Commission on Education Accountability (LOCEA).

The Joint Rule further defines the specific roles and responsibilities of the Community and Technical College/Career and Technical Education Consortium Planning Districts, Community and Technical Colleges and public school Career and Technical Education facilities in the EDGE initiative.

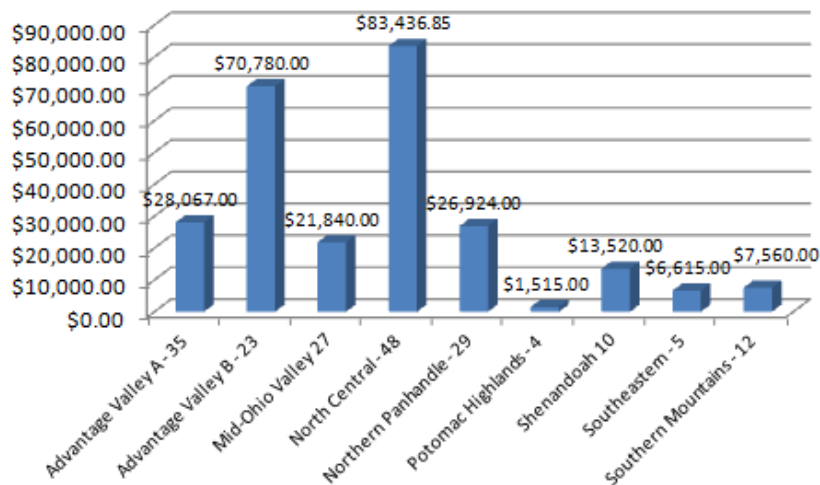
Each of the CTC/CTE Consortium Planning Districts also entered into a Collaborative Agreement with the State Director of EDGE detailing the goals and criteria for the EDGE initiative as identified in SB 436 (*Appendix C*). These agreements clearly define the consortia role in developing, promoting and administering the EDGE initiative.

EDGE Program Outcomes (2012 Baseline)

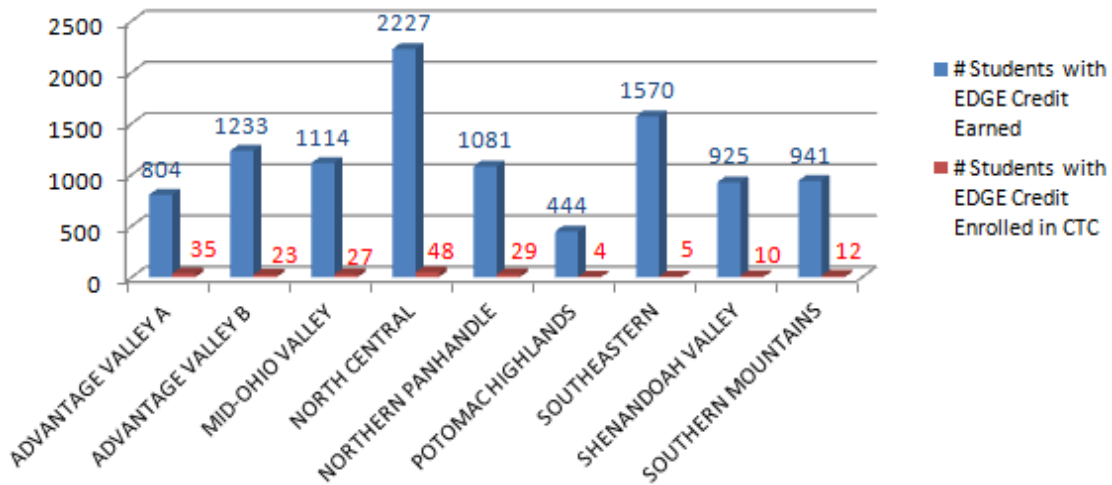
Given the findings of the Legislative Audit which questioned the validity and reliability of previous EDGE data and source documentation, this report is focused on the 2012 West Virginia high school graduates by District Consortia meeting the eligibility criteria for the award of EDGE credit that enrolled in the community and technical colleges in the Fall 2012 term and received transcribed EDGE credit. Based on the student data generated by the revised state data base, and verified by the EDGE contact in each consortium, 10,339 West Virginia high school graduates exited the public education system in the Spring of 2012 with earned EDGE credit. Based on verification by each of the community and technical colleges, only **193** or 1.87% of this targeted group of students enrolled for the Fall, 2012 semester and were awarded **1,911** credit hours based on their EDGE transcripts. These credit hours translate into **\$260,257.85** tuition savings for the students.

The potential EDGE population, based on the 2012 high school graduates by Consortium Planning District, the number of EDGE students enrolling in each of the CTCs in the Fall semester, the number of credits awarded, and tuition dollars saved are depicted in the following chart.

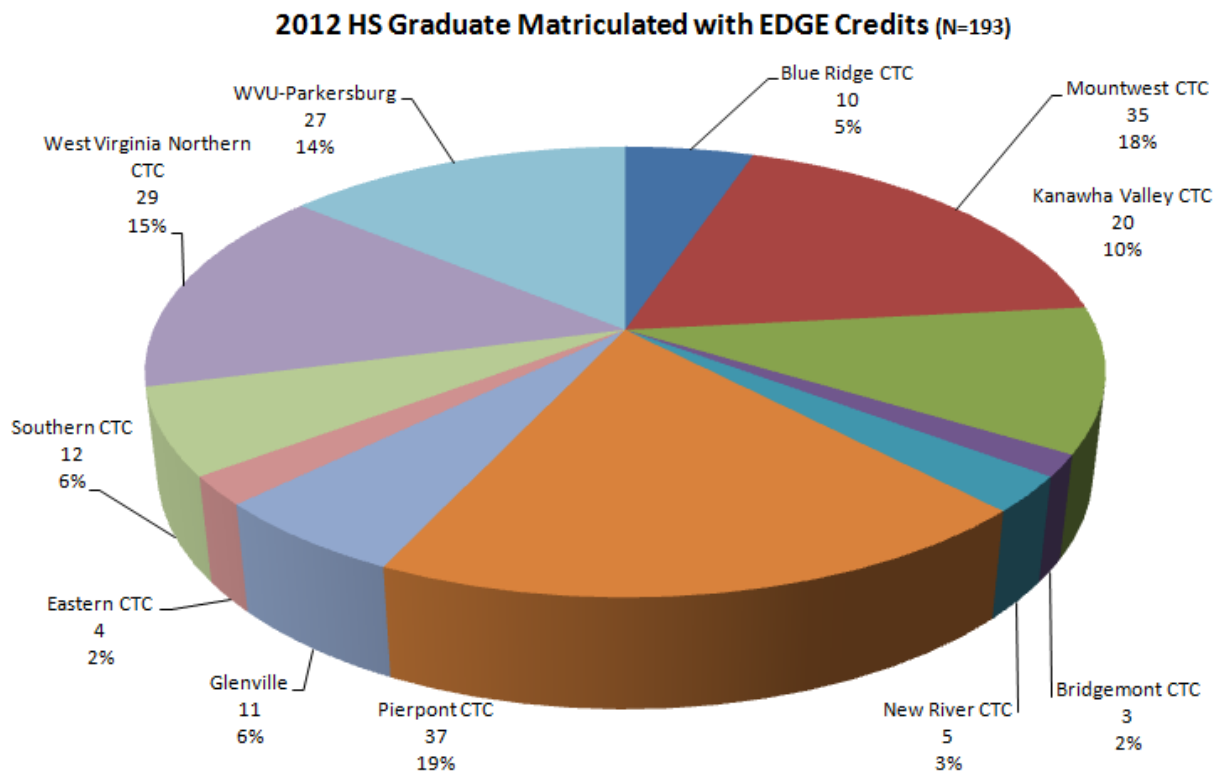
Community Technical College	Consortium	2012 # CTE Senior HS Students with Earned EDGE Credits	2012 HS Graduate Matriculated with EDGE credits	Total Edge Hours Earned	Average Credit Hours Transcribed	Credit Hour Tuition Cost	Total Tuition \$ Saved by EDGE	Notes
Blue Ridge CTC	Shenandoah	925	10	104	10.40	\$ 130.00	\$ 13,520.00	89 students entering with self reported EDGE credit. Only 10 student records have been evaluated at the time of this report.
Mountwest CTC	Advantage Valley A	804	35	221	6.31	\$ 127.00	\$ 28,067.00	
Kanawha Valley CTC	Advantage Valley B	1233	20	491	24.55	\$ 135.00	\$ 66,285.00	
Bridgemont CTC	Advantage Valley B	"	3	31	10.33	\$ 145.00	\$ 4,495.00	51 students entering with self reported EDGE credit. Only 3 student records have been evaluated at the time of this report.
New River CTC	Southeastern	1570	5	49	9.80	\$ 135.00	\$ 6,815.00	
Pierpont CTC	North Central	2227	37	359	9.70	\$ 161.00	\$ 57,799.00	
Glenville	North Central	"	11	105	9.55	\$ 244.17	\$ 25,637.85	
Eastern CTC	Potomac Highlands	444	4	15	3.75	\$ 101.00	\$ 1,515.00	
Southern CTC	Southern Mountains	941	12	72	6.00	\$ 105.00	\$ 7,560.00	
West Virginia Northern CTC	Northern Panhandle	1081	29	254	8.76	\$ 106.00	\$ 26,924.00	7 Students - No equivalency for EDGE credits at WVU - Parkersburg
WVU-Parkersburg	Mid-Ohio Valley	1114	27	210	7.78	\$ 104.00	\$ 21,840.00	
TOTAL		10339	193	1911	9.90		\$ 260,257.85	



The 10,339 high school graduates that earned EDGE credit in 2012 compared to the 193 students matriculated into community technical colleges are analyzed by the consortiums in the table and chart below.



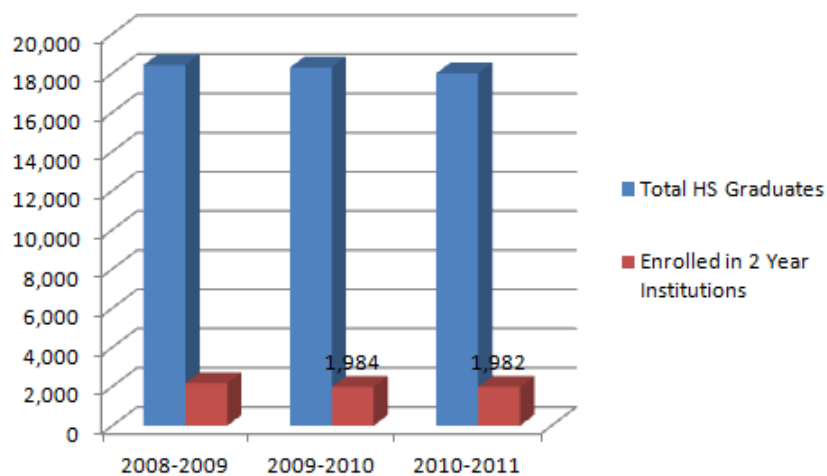
The following graph shows the distribution of the 193 high school graduates that matriculated with EDGE credits into the community and technical colleges.



Clearly, these numbers are extremely low and inconsistent with the overall goals for the EDGE initiative. However, they only represent those 2012 EDGE eligible West Virginia high school graduates that opted to enroll in a community and technical college in the 2012 Fall semester. These numbers do not account for those students that defer their CTC enrollment or opt to

enter 4-year colleges. It should also be noted that the most recent three- year average Fall enrollment of West Virginia high school graduates in the State’s community and technical colleges is **2,047**. Using that number of enrollees for comparison, the 2012 Fall enrollees with EDGE credit would represent **9.43%** of total 2012 high school graduates enrolling in the CTCs.

	Total HS Graduates	Enrolled in 2 Year Institutions	% Enrolled in 2 Year Institutions
2008-2009	18,418	2,174	11.80%
2009-2010	18,290	1,984	10.85%
2010-2011	18,001	1,982	11.01%
	Average	2,047	11.22%



Conclusions and Recommendations

This report sets valid and reliable baseline data for the EDGE initiative. The data will be used to annually assess the success or failure of the EDGE Initiative over the next five (5) years.

Even though the data show a small percentage of EDGE students matriculating to a community and technical college (CTC) in the Fall of 2012, it should be noted that each EDGE student that did matriculate to the CTC earned an average of 10 college credit hours which resulted in an average savings of \$1, 348.00. These results demonstrate the capacity of EDGE to provide a time-shortened, cost-saving, college going pathway for students entering a CTC.

An overall analysis of the EDGE initiative shows that 1) the Community and Technical College/Career Technical Education Consortium (CTC/CTE) have reviewed the curriculum at

both education levels and identified appropriate EDGE courses; 2) the Career Technical Education system has produced a large number of qualified EDGE students; and, 3) a significant breakdown is occurring with the transition of EDGE students to the CTC.

The majority of EDGE recipients are first generation college-going students. These students lack the “college knowledge” (procedures for admissions, financial aid, registration, etc.) particulars and logistic requirements for incoming college freshmen. Therefore, to ensure successful outcomes for EDGE students, aggressive strategies for transitioning the EDGE students to the CTCs need to be in place and the following issues need to be addressed:

1. Lack of targeted recruitment of EDGE students;
2. Lack of CTC skill enhanced programs that align with secondary CTE programs;
3. Lack of understanding by key personnel at the CTC level (registrars, admissions, etc);
4. Delays in transcribing EDGE credits in a timely manner; and,
5. Lack of promotion of the EDGE credit at the CTC level.

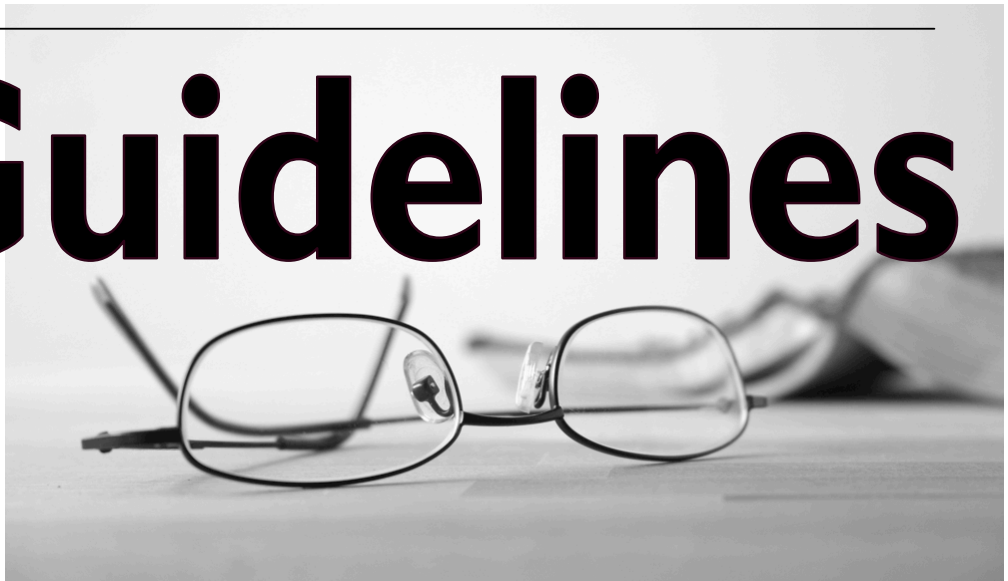
There is significant capacity within the EDGE initiative to provide secondary students multiple opportunities to acquire college credits and to successfully transition to postsecondary education without duplication and remediation. Unfortunately, too few EDGE students matriculate to the community college.

The success of EDGE depends upon both education levels embracing the goals of the EDGE initiative. To assist the CTC/CTE consortia in developing the EDGE initiative further, the following recommendations are made:

1. Each Consortium should design and implement an aggressive one-on-one CTC recruitment strategy for EDGE students.
2. All CTCs and CTE schools should post an EDGE link with information on their websites.
3. An EDGE denotation should be placed on all CTC admission forms.
4. Edge orientation sessions should held for specific CTC and CTE personnel – targeting CTC registrars, CTC admissions, financial aid, secondary and postsecondary instructors, and counselors.
5. Establishment of an annual consortium meeting between the CTC/CTE Consortium co-chairs, EDGE coordinator, CTC admissions/recruitment, and the CTC registrar, to review the current school year’s high school graduation list of EDGE students. Ascertain if these students have applied to the college. If so, what EDGE credit will be awarded and if not, determine the process that will be used to recruit these students

EDGE is an initiative that, if developed and nurtured, can positively impact the quality of West Virginia’s future workforce. It is our collective responsibility to make this happen.

Administrative Guidelines



INTRODUCTION

The West Virginia EDGE was established in 2001. EDGE is an acronym for Earn a Degree – Graduate Early and is a by-product of the seamless curriculum initiative that focuses on curriculum alignment between education levels. The alignment process identifies curriculum gaps, eliminates curriculum duplication and sets curriculum mastery levels to pre-determined standards.

EDGE was created to address certain areas of curriculum duplication and at the same time provide incentives for more students to continue their education beyond high school. Students who participate in the EDGE initiative can earn community and technical college credit, free of charge, for the duplicated secondary and postsecondary courses identified during the curriculum alignment process.

The statutory goals of the West Virginia EDGE initiative are

1. Create incentives for more students to continue their education beyond high school by providing all students with information about and access to courses that will prepare them to meet college-level standards;
2. Expand successful concurrent enrollment programs that include all students, not just those who are designated as college bound by preparing all students for both work and postsecondary education with the same rigorous curriculum;
3. Align junior and senior year secondary courses with community and technical colleges certificate and associate degree programs by providing access to early entrance college courses which offer all students the opportunity to establish a college transcript while still in high school.
4. Increase the number of students attending public community and technical colleges by participating in a collaborative partnership between the public schools and the state community and technical colleges; and
5. Establish programs of study pathways in combination with early entrance college courses which together allow a student to obtain an associate degree one year after high school graduation or to receive an associate degree along with a high school diploma.

GUIDELINES AND CRITERIA FOR THE EDGE INITIATIVE

Participating schools (CTC and CTE) will

1. Determine which EDGE courses/pathways will be offered.
2. Provide all students the opportunity to enroll in EDGE courses/pathways.

Faculty Guidelines

Participating teachers will

1. Follow the WV Content Skill Standards as the course syllabi.
2. Follow the Consortia's approved validation process for awarding EDGE credits.
3. Complete required forms and submit to the appropriate EDGE representative.

Student Guidelines

To be eligible to receive credit in the EDGE initiative, a high school student must

1. Enroll in an eligible EDGE course and/or pathway.
2. Pass the high school courses and score a 74 percent or higher on the validation process or have proof of an earned certification.

Awarding of College (EDGE) Credits

1. Participating community and technical colleges identify the EDGE pathways and/or courses for which they will award college equivalent credit upon successful completion.
2. Each community and technical college determines the number of credit hours to be awarded.
3. An EDGE transcript is generated upon successful completion of the high school EDGE Pathway and the college transcripts the approved credits.

FACTS AND LOGISTICS

1. EDGE Pathways and/or courses will be established by each Consortium identified in Senate Bill 436. The pathways/courses will be submitted to the office of the State Director for EDGE.
2. An Edge Pathway is defined as a CTE concentration identified by the CTC as being eligible for EDGE credit. Students who successfully complete the concentration and score at least a 75% or higher on the final assessment or earn an applicable certification will receive EDGE credits.
3. An EDGE Course is defined as a course identified by the CTC as being eligible for EDGE credit. Students who successfully pass the course and score at least 75% on a consortium agreed final assessment or earn an applicable certification will receive EDGE credits.
4. CTE Directors will generate a student passage of Global 21 Assessment and/or student certifications report and submit it to the EDGE coordinator for EDGE validation.
5. The EDGE coordinator will submit annually a EDGE Statewide Agreement (Form B) from their respective consortium to the office of the State Director for EDGE.
6. When students successfully complete the EDGE pathways and validation process, an EDGE transcript will be generated by the EDGE coordinator. The student will receive the transcript and upon student request, a transcript will be forwarded to the appropriate college.
7. The EDGE coordinator will prepare and submit to the EDGE State Director's office an EDGE report that lists the number of EDGE pathways, the number of participating EDGE students, and the number of students earning EDGE credits by high school/CTE centers.
8. The Community and Technical Colleges will prepare and submit to the EDGE State Director's office biannually (January and July) an EDGE report that identifies the number of students who applied EDGE credit to a specific CTC program, the CTC program name, and the number of college credits awarded.

ADDITIONAL INFORMATION

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TITLE 135

JOINT LEGISLATIVE RULE WEST VIRGINIA COUNCIL FOR COMMUNITY AND TECHNICAL COLLEGE EDUCATION SERIES 28

STANDARDS FOR THE ADMINISTRATION OF THE WEST VIRGINIA EARN A DEGREE, GRADUATE EARLY (EDGE) PROGRAM

§135-28-1. General

- 1.1. Scope – A joint rule, established by the West Virginia State Board of Education and the West Virginia Council for Community and Technical College Education, setting forth standards for the administration of West Virginia Earn a Degree Graduate Early (EDGE) program required in West Virginia Code §18-13-2.
- 1.2. Authority - West Virginia Code §18-13-2, 18B-1-1A; 18B-3C-2; 18B-3C-4
- 1.3. Filing Date –
- 1.4. Effective Date –

§135-28-2. Purpose

- 2.1. This rule incorporates strategies designed to achieve the overall goals of the program, methods of operation, and step-by-step procedures and responsibilities for achieving the objectives outlined and for implementing the reporting and accountability measures set forth in State Code pertaining to West Virginia EDGE.
- 2.2. The Community and Technical Colleges have been charged with facilitating the formation of Community and Technical College/Career-Technical Education Consortia planning districts. Among the responsibilities of these consortia is to increase the integration of secondary and post-secondary curriculum and programs that are targeted to meet regional labor market needs, including implementation of programs of study and seamless curricula projects in all major career pathways and West Virginia EDGE.
- 2.3. The West Virginia EDGE program is designed to award college credit for competencies students acquire by successfully completing recognized career-technical courses offered through the public high schools and career and technical centers that have common course competencies as courses offered by the Community and Technical Colleges (CTCs).
- 2.4. The Legislature has stated that more opportunities should be made available for high school students to obtain college credit prior to graduation from high school.

- 2.5. This rule establishes a process to ensure consistency across the Community and Technical College System for granting EDGE college credit for career-technical courses.

§135-28-3. Definitions

- 3.1 Community and Technical College/Career-Technical Education Consortium – A group comprised of community and technical colleges, secondary career-technical education and state baccalaureate colleges offering associate degrees with specific responsibilities defined in West Virginia Code §18B-3C-4.
- 3.2 EDGE Credit – A college equivalent credit awarded to a secondary school career-technical course that has been evaluated by a Community and Technical College and deemed to have the same course competencies as a specific college course.
- 3.3 EDGE Student – A student that has demonstrated competency in a career-technical education course that has been approved for EDGE credit by one or more participating community and technical colleges.
- 3.4 High-Demand, High-Wage Occupation – An occupation or career field that has documented need for additional employees and pays an entry-level wage of \$12.00 or more per hour.
- 3.5 Programs of Study – A defined program consisting of a minimum of two years of secondary education and two years of postsecondary education in a non-duplicative, sequential course of study that leads to technical proficiency, an industry-recognized credential, a certificate or a degree in a specific field and leads to placement in high-skill, high-wage employment or additional education.

§135-28-4. Goals for West Virginia EDGE

- 4.1 The Goals of the West Virginia EDGE program include:
 - 4.1.1 Creating incentives for more students to continue their education beyond high school by providing all students with information about, and access to, courses that will prepare them to meet college-level standards;
 - 4.1.2 Expanding successful concurrent enrollment programs that include all students, not just those who are designated as college bound, with the goal of preparing all students for both work and postsecondary education with the same rigorous curriculum;
 - 4.1.3 Aligning junior and senior year secondary courses with community and technical college certificate and associate degree programs which will provide access to early entrance college courses which offer all students the opportunity to establish a college transcript while still in high school;
 - 4.1.4 Increasing the number of students attending public community and technical colleges by participating in a collaborative partnership between the public

schools and the state community and technical colleges; and

- 4.1.5 Establishing programs of study pathways in combination with early entrance college courses which together allow a student to potentially obtain an associate degree one year after high school graduation or to receive an associate degree along with the high school diploma.

§135-28-5. Methods of Operation

- 5.1 EDGE credit shall be awarded for career-technical courses by each community and technical college. No credit shall be provided under the EDGE initiative by a community and technical college for any course identified as “general education” that include, but are not limited to, those listed on the Core Coursework Transfer Agreement (Series 17) by the Community and Technical Colleges.
- 5.2 Career-technical courses for which EDGE credit is to be granted shall be evaluated and validated by a Community and Technical College.
- 5.3 Community and Technical Colleges not offering a comparable course shall offer credit for any validated EDGE course as “elective credit” and shall apply such credit toward any applicable programs including the Certificate and Associate in Applied Science Degree in Technical Studies.
- 5.4 EDGE courses shall not be used to create any new specialized certificate or associate degree programs within the Community and Technical College System.
- 5.5 EDGE courses may be used to meet the Technical/Occupational Specialty requirements of both the Certificate and Associate in Applied Science Degree in Technical Studies. However, EDGE courses shall not be used to create any specializations, options, or areas of emphasis under the Certificate or AAS Degree in Technical Studies programs.

§135-28-6. Responsibilities

- 6.1 State Tech Prep Coordinator responsibilities – West Virginia EDGE is administered by the Assistant Superintendent of the Division of Technical and Adult Education who serves as the State Tech Prep Coordinator. The responsibilities of the State Tech Prep Coordinator include, but are not limited to, the following:
 - 6.1.1 Developing a collaborative agreement with the facilitating state community and technical college or colleges, each consortium district and the Council for Community and Technical College Education to meet the goals and objectives of this article. The collaborative agreement shall address the following:
 - 6.1.1.1 Agreement to support the goals and objectives of West Virginia EDGE;
 - 6.1.1.2 Compliance with the standardized reporting procedures for

collecting EDGE data and submitting required data to the State Tech Prep Coordinator; and,

- 6.1.1.3 Assuring preparation and retention of reliable supporting documents to validate the data reported.
- 6.1.2 Meeting the record-keeping requirements of section nine, article eight, chapter five of the West Virginia State Code by:
 - 6.1.2.1 Developing or adapting an existing comprehensive relational data base and data analysis system for student tracking to assure that consistent, reliable data relevant to the goals of the program are available; and
 - 6.1.2.2 Tracking and evaluating EDGE outcomes across all eight consortia districts and by creating a standardized reporting procedure for collecting consistent EDGE data at the state level;
 - 6.1.2.3 Assuring that coordinators in the district consortia prepare and retain reliable supporting source documents necessary to validate the data included with the state electronic database;
 - 6.1.2.4 Providing documentation to substantiate program outcomes, including, but not limited to, the number of students who enroll in the program, specific courses taken, student course and final exam grades, the number who earn EDGE credits and, of these, the number who apply the credits in pursuit of degrees or certifications at state community and technical colleges; and
 - 6.1.2.5 Collecting data relevant to the goals and objectives established for this initiative, analyzing the data, and preparing a report for the Legislative Oversight Commission on Education Accountability (LOCEA) annually. The specific focus of the report is the analysis of data on program outcomes to demonstrate to what degree the initiative meets the goals and objectives of the EDGE program.
- 6.1.3 Maintaining an informational website that includes an up-to-date listing of all courses approved for EDGE credit.
- 6.2 The Community and Technical College/Career and Technical Education Consortium Planning District responsibilities include, but are not limited to, the following:
 - 6.2.1 Serving as a regional consortium to implement the program;
 - 6.2.2 Ensuring the full range of community and technical college education programs and services is provided in all areas of the state, including seamless curricula and the West Virginia EDGE program;

- 6.2.3 Conducting an annual review of the approved EDGE course listing to ensure the accuracy of information provided to students and parents;
 - 6.2.4 Facilitating the processes identified by the consortium membership pertaining to the identification and validation of EDGE credit courses and carrying out those duties necessary to document student completion of EDGE courses for college credit;
 - 6.2.5 Notifying the State Tech-Prep Coordinator when a course has been approved for EDGE credit through the established validation process; and,
 - 6.2.6 Preparing and retaining reliable supporting source documents necessary to validate the data provided to the State Tech Prep Coordinator to be included in the state electronic database.
- 6.3 Public school career technical responsibilities include, but are not limited to, the following:
- 6.3.1 Identifying and submitting career-technical course Content Standards and Objectives (CSOs) to a CTC for evaluation and alignment with specific CTC course competencies for potential validation for EDGE credit;
 - 6.3.2 Assigning appropriate CTE instructors and/or WVDOE personnel to participate in the evaluation, alignment and EDGE credit validation processes with CTC faculty and academic administrators;
 - 6.3.3 When a course is approved for EDGE credit through the validation of course competencies, instructors of career-technical courses approved for EDGE credit shall attend the EDGE orientation provided.
- 6.4 Community and Technical College responsibilities shall include, but are not limited to, the following:
- 6.4.1 CTCs shall accept as validated for EDGE credit, a career-technical course requiring the same state and/or national certification exam required of students in the comparable CTC course. Passage of the state and/or national certification exam required by the CTC course shall be deemed as sufficient documentation that a student meets course competencies and the student shall receive EDGE credit.
 - 6.4.2 When no state and/or national certification exam is available or required, the CTE instructor shall work with CTC faculty to determine if the CSOs of the career-technical course match the course competencies of the CTC course. If a career-technical course is approved for EDGE credit using this methodology, the CTE instructors agree, as part of the validation process, to document the high school student has achieved the appropriate skill level for awarding EDGE credit.
 - 6.4.3 When no state and/or national certification exam is available or required, CTC

faculty and academic administrators shall work with CTE instructors to determine where CSOs align with comparable CTC technical course competencies and shall validate for EDGE credit those with substantially the same course competencies.

- 6.4.4 CTC faculty, in consultation with CTE instructors, shall determine the documentation of the achievement of course competencies required for students successfully completing EDGE courses that do not have a required state and/or national certification exam.
- 6.4.5 Each CTC shall maintain written procedures for the validation of student achievement of course competencies for all courses receiving EDGE credit and shall submit these procedures to the Chancellor's Office.
- 6.4.6 When a career-technical course has been validated for EDGE credit, the CTC validating the course shall notify Consortium members, all CTCs, the Chancellor's Office, and the State Tech Prep Coordinator.
- 6.4.7 When college credit has been assigned through an established EDGE course validation process by a CTC, other CTCs not offering a comparable course may grant the same college credit for each validated EDGE course.
- 6.4.8 Upon the validation of competencies and the assignment of college credit, each CTC shall apply EDGE credit to appropriate certificate and/or associate degree programs.
- 6.4.9 The Chancellor's Office and individual CTCs shall maintain an up-to-date listing of all career-technical courses approved for EDGE credit, including the amount of credit to be granted for each course, and shall make this listing available through links from the system and institutional websites to the EDGE website maintained by the State Tech Prep Coordinator.

A Collaborative Agreement for Ensuring all Public High School and Career Technical Schools' Students/Adults Have an Opportunity to Access EDGE credits.

West Virginia Department of Education/Division of Technical and Adult Education (WVDE/CTE)

West Virginia Community and Technical Colleges (WVCTC)

West Virginia Council for Community and Technical College Education (Council)

*Community and Technical College/Career Technical Education Consortia Planning Districts
(CTC/CTE Consortium)*

This collaborative agreement is entered into by and among the WVDE/CTE, the ten WVCTCs, the Council and the CTC/CTE Consortia to establish a connection between public schools and higher education for the following purposes:

- To prepare public high school students and adults enrolled in career technical courses for success in the workplace or postsecondary education; and
- To provide the opportunities for these students to earn community and technical college credit free-of-charge for the duplicated secondary and postsecondary courses identified during the EDGE curriculum alignment process.

In order to fulfill the requirements of Senate Bill 436, the following strategies will be implemented by each consortium:

1. Incentives will be created for more students to continue their education beyond high school by providing all students with information about and access to courses that will prepare them to meet college-level standards;
2. The CTC/CTE Consortium Planning Districts will expand successful concurrent programs that include all students, not just those who are designated college bound;
3. EDGE credits and articulation credits produce the same outcomes (free college credit for CTE courses taken at the public schools), EDGE credits will be used where applicable in the development of new programs of study pathways instead of articulated credits so as not to create confusion and to maintain consistency with high school students, adult students, and parents;
4. CTC/CTE will align junior and senior courses with community and technical college certificate and associate degree programs to identify EDGE courses where applicable and provide access to early entrance college courses which offer all students the opportunity to establish a college transcript while in high school;

5. The collaborative partnership between CTEs and CTCs will increase the number of public school students attending a CTC;
6. The CTC/CTE Consortium agrees to collect, validate, and submit EDGE data (including but not limited to, number of students enrolled in EDGE, specific courses taken, student course and final exam grades, number that apply credits at the CTCs, and the number of new EDGE credits identified through new programs of study pathways) to the WVDE/Division of Technical and Adult Education;
7. An EDGE coordinator will be identified by the CTC/CTE Consortium and the coordinator will prepare, collect, and retain reliable supporting source documents to validate the data and carry out the alignment activities to identify, if applicable, additional EDGE credits through new programs of study pathways developed by the CTC/CTE Consortium; and,
8. Programs of study pathways will be established in combination with early entrance college courses which together allow a student to earn an associate degree one year after high school or to receive an associate degree along with the high school diploma.

The West Virginia Department of Education/Division of Technical and Adult Education, the West Virginia Council for Community and Technical College Education, the ten West Virginia Community and Technical Colleges, and the Community and Technical College/Career Technical Education Consortium Planning Districts agree to the EDGE program strategies listed above and enter into the COLLABORATIVE AGREEMENT effective on the _____ day of _____ 2012.

Community and Technical College
 By: _____
 President

Community and Technical College/Career Technical Education Consortia Planning District
 By: _____
 Consortia Co-Chair

West Virginia Department of Education
 By: _____
 Assistant State Superintendent of Schools/Division of Technical and Adult Education

Council for Community and Technical College Education
 By: _____
 Community and College Chancellor or Council Chair

Notes



Charles K. Heinlein
State Superintendent of Schools