

The Role of Dual Credits in Supporting Aboriginal Adult Education

April 2013

Prepared by:

Hunt-Jinnouchi Enterprises

www.hunt-jinnouchienterprises.com

250-590-9240

Contents

Introduction	2
Summary of Findings.....	3
Ministry of Education (MoE)	3
Telephone Interview with Brian Campbell.....	5
Telephone Interview with Collette Young.....	5
Email communication with Cynthia McNeil	6
Email communication with Diane Janzen	7
Conclusion and Recommendations.....	8
Appendix	10
Ministry of Education Policies	10
Recognition of Post-Secondary Transition Programs for Funding Purposes	12

Introduction

This paper examines the process required to use dual credit courses. The goal is to provide accurate information for Indigenous Adult & Higher Learning Association (IAHLA) institutes so that more institutes are able to take advantage of this programming option. A second goal of this review is to provide information to support the Aboriginal Health Bridging Toolkit by examining the potential role of dual credit courses in Aboriginal health bridging programs.

Two First Nations Independent School programs were examined as sample schools. Email interviews were conducted with administrators from the two First Nation Independent Schools. The programs represented have successfully incorporated dual credit courses towards adult graduation. 26 of the 132 First Nations Band Operated Schools in British Columbia have Independent School Status, but not all offer high school or adult education programming. This review is most interested in dual credit courses as they apply to adult Aboriginal students.

It has been determined that dual credit courses are advantageous because they help to “kick-start” high school and adult students and transition them into trades

and other post-secondary education pathways into the relevant courses for further education and training.

Dual credit means a student receives graduation credit through a public, independent school or college credits from a post-secondary institution, in partnership with the public and/or independent school. Please refer to the Ministry of Education Policy on page 10 for a full definition.

For this paper, information was gathered from:

- An online review of *Ministry of Education's (MoE) Policies* (see Appendix)
- A focus group with 5 MoE representatives
- Email and telephone interview with an administrator in the public K-12 system
- Telephone interview with an administrator of a First Nations Independent School
- Email interviews with 2 administrators from IAHLA institutes/First Nations Independent School

Summary of Findings

Ministry of Education (MoE)

Focus Group (5 MoE representatives) and email communication with Janine Hannis, Adult and Alternate Education

Adult Graduation Programs

The Ministry of Education funds adult students who have not graduated through their Adult Graduation Program. Programs must be offered through either a public school or independent school and all courses must be taught by BC certified teachers, using BC certified curriculum.

Earning Credits

The adult graduation program provides a variety of ways in which students can earn credits: through courses and through earning equivalency credit through Prior Learning Assessment (PLA). PLA is a process someone can use to earn credit for experiences that can be demonstrated without having to take a course. For example, a student who is an accomplished weaver or blanket maker may be able to earn credit for Textiles 12 by demonstrating their work and proving they can

meet all the learning outcomes of that course. The teacher, counsellor or principal has the authority to grant equivalency credit if they can feel certain that the student has met the learning outcomes for the course.

Adult students may also take post-secondary courses and earn credit towards their Adult Dogwood, as the adult graduation program allows both secondary and post-secondary courses to count for credit towards their adult graduation credential.

Board/Authority authorized (BAA) courses may be taken by adult students, and they are fundable, but they will not count for credit on the Adult Dogwood. Likewise, any of the Literacy Foundations courses (bridging courses at the pre-Grade 10 level) are fundable, but do not count for credit on the Adult Dogwood.

Dual credit courses (courses being offered at a college for credit both at the college and at the school) are only funded by MoE for school-aged students (see definition in Funding section below), but adult students still may take these courses and use the credit for them.

For a listing of the course requirements for the Adult Dogwood, please refer to the Handbook of Procedures, Chapter 3:

http://www.bced.gov.bc.ca/graduation/docs/adult_at_a_glance.pdf

Funding

The Ministry of Education funds any and all Ministry-authorized courses leading to graduation for adult, non-graduated students. Adult students are funded on a per-course basis and must meet a 10 hour or 10 percent benchmark of course completion before they are eligible to be claimed for funding. The Ministry of Education will fund any bridging courses and any BAA courses that are needed to help a student reach their higher level academic courses, but these courses do not count for credit on the Adult Dogwood.

The Ministry of Education will not fund adult students taking post-secondary courses, but these courses can be applied for credit on the Adult Dogwood. The Ministry of Education will fund post-secondary courses for school-aged students. For funding purposes, the definition of "adult" is:

A student is no longer "school-aged". A student is "school-aged" until the end of the academic year they turn 19. For example, if they turn 19 in September, they are still considered "school-aged" until June 30th the following year.

Therefore, school-aged funding does not end on the birthday, but rather continues until the end of the school year. This typically means that most students will be "school-aged" until after they turn 19, depending on their birthday.

Graduated Adults

The Ministry of Education will fund a selection of academic upgrading courses for adult students who already have a graduation diploma. For more information on this, please refer to the Education Guarantee Page:

http://www.bced.gov.bc.ca/graduation/adult_courses.htm

Telephone Interview with Brian Campbell

District Principal of Careers and International Education, School District #60/Peace River North

In School District #60, dual credit courses are offered but not to adults. Adult students can register in a local high school to take courses leading to graduation and apply for credit, for example, if the student has taken a course such as Anatomy Physiology 199 at the local college. The high school can apply a four-credit course towards the adult student's graduation. Please refer to the Appendix, *Recognition of Post-Secondary Transition Programs for Funding Purposes* for more information.

Telephone Interview with Collette Young

Principal, Chalo School

Chalo School is a First Nations Independent School governed by a Community Education Authority. This Board Authority approves the programs that are delivered. Chalo School has actively used dual credit courses in its program offerings for a few years, for example, a carpentry program and a culinary art 'Cook Training' program.

These programs are available to both high school and adult students during which they learn together (attend the same classes). Multiple funding sources are required to deliver the specialty dual credit programs. Chalo School draws on funding from: the Industry Training Authority (ITA), North East Native Advancing Society (NENAS) which is funded through the Aboriginal Human Resource Development Agreement (AHRDA), the local Fort Nelson First Nation (for funding and in-kind support), Northern Lights College (through the Aboriginal Service Plan funding and other sources), and block funding from the province for high school, under nineteen year old students. The potential role and support from industry partners was also highlighted.

Chalo School has been successful in forging a strong working relationship with Northern Lights College demonstrated by the College taking on more of the financial responsibility and reducing program costs by providing the program instructor, as an example. The college recognizes the reciprocal nature and long-

term benefits of student retention and transition to post-secondary education. The need for trained trades people and the success of the Chalo School's trades program has resulted in the hiring of a Trades Coordinator.

Note that none of the dual credit courses are locally developed. The dual credit courses offered are college courses.

Email communication with Cynthia McNeil

Seabird Island School

Seabird School is registered as an independent school. Seabird School also has an agreement with School District #78. They offer a number of dual credit courses.

1. How does your institute offer dual credits?

Response — The goal of the college is to have all students obtain their grade 12. When a student applies to the college the administrator assesses the grade level and whether or not the student has a grade 12 certificate. If the student does not have a grade 12, the student is assigned the required graduation courses along with a trade or vocational program. This creates the dual credit system.

What is special to Seabird College is that the Ministry courses are adapted to the trade or vocational program: work experience becomes a practical trades course, Planning 11 becomes a trades/vocational course, etc.

The student is required to take ITA level 1 trades test to receive accreditation for a trades program; if it is a Seabird College PCTIA registered program they need to pass the required tests.

2. Which courses apply?

Response — The dual credits apply to all courses that are not grade 12 graduation courses.

3. How would you describe dual credits in relation to the Aboriginal Health Bridging Toolkit?

Response — Dual credits system provides the students with courses that meet the pre-requisites needed to enter a post-secondary program or complete a Seabird College PCTIA registered program, for example:

- a) Prerequisites for the nursing program: UCEP combined with grade 12 courses – school courses are adapted to health related courses to meet pre-requisites, for example biology 11 is adapted to Medical terminology.

This system also provides the student with a jump start into post-secondary courses.

- b) Home assistant program: school courses are adapted to program related courses that meet a Seabird College PCTIA registered program they need to pass the required tests or courses needed to enter a post-secondary program (pre-requisites of a program).
- c) ECE assistant program: school courses are adapted to ECE related courses that meet a Seabird College PCTIA registered program: they need to pass the required tests or to courses needed to enter a post-secondary program (pre-requisites of a program).

Later email communication from Cynthia McNeil:

The programs are not transferable yet. But through the ISSP UCEP program the courses are offered to assist students to get into public [school] and the college offers extra courses to give them a head start on their program of choice. For example, if they want to go into nursing they can take the medical terminology course. This is a ministry adapted course from nominal roll and other similar courses. For those that want to enter ECE - ministry courses, such as PE, are offered in infant development.

*the medical terminology course is a good example of suitable course for an Aboriginal health bridging program.

Email communication with Diane Janzen

Education Manager, Seabird Island Band

1. *What are the challenges associated with implementing an adult education program that offers dual credit courses, including funding challenges?*

Response — There is very little knowledge in the province about how this works so sometimes you have to do a lot of explaining to justify your existence. Funding is not acceptable – with the changes in way AANDC is funding adults, we will see a drop from about \$10,000 per student to \$4430 per student.

2. *Describe the opportunities and advantages associated with implementing an adult education program that uses dual credit courses.*

Response — Aboriginal graduation rates in this province are only about 54% - there are hundreds of thousands of First Nations students who are left behind. These programs provide the opportunity for individuals to get their BC Adult Dogwood and a trade or vocation at the same time and this is a huge benefit. Providing the programs on-reserve is a key aspect as success rates are higher. Putting in wrap around supports for students and cultural supports are essential.

3. *How are adult students funded?*

Response - Provincial funding is provided for under-19 students at a block rate. Non-graduated adult learners receive \$4,430 from the province.

4. *What types of courses have been modified for dual credit courses?*

Response — We haven't modified anything –courses are provincial courses.

5. *Describe how the local school district (board authority) supports your work, e.g., is the collaboration simple or complicated and why?*

Response — We have undertaken this work as an independent school under the School Act – the school district has no role in this regard.

Conclusion and Recommendations

In spite of policies and sample education programs where dual credits are offered, it doesn't appear that this is an area broadly understood or broadly available to all Indigenous Adult & Higher Learning Association institutes. The key variable is to have independent school status at a high school level. A more in-depth examination regarding which First Nations Independent Schools are incorporating dual credits into their programming is recommended.

The two sample sites, Seabird Island School and Chalo School use this option well, to their students' advantage, and offer courses that introduce students to relevant terminology and content to prepare them for their transition to post-secondary education. It is uncertain how many First Nations schools are doing the same and to what level of program offerings.

Recommendations for IAHLA:

1. Seek approval from the First Nations School Association to survey the 26 of the 132 First Nations schools with independent school status to find out:
 - a. The extent that dual credit courses are used with adults
 - b. The types of dual credit courses offered
 - c. The success of transition to post-secondary education programming
 - d. The challenges and opportunities of these types of programs
 - e. How they are funding their courses
2. Facilitate a presentation on dual credit courses (perhaps at a First Nations Education Committee Conference or IAHLA AGM) with a panel of experts on dual credit courses and programming. For example include: MoE, Seabird Island

School and Chalo School, along with their local school district representatives and college representatives. The goal would be to chart/map-out a concrete visual on the step-by-step process on how to use dual credit courses effectively to assist adult learners to be better prepared to enter post-secondary programs and health related programs in particular.

Appendix

Ministry of Education Policies

[retrieved directly from online]

<http://www2.gov.bc.ca/gov/topic.page?id=52944B6F5D5E4EC2805972DCBDFD5CC3&title=Board/Authority%20Authorized%20Courses> January 2004]

Policy statement

Board/Authority Authorized (BAA) Courses are locally developed courses that are authorized by boards of education and independent school authorities to meet local student needs and interests in their communities. They are authorized according to requirements set by the Ministry of Education.

Rationale

The Ministry of Education encourages boards of education and independent school authorities to offer locally relevant courses to meet the needs and interests of students.

Authority

The School Act, Sections 85 (2) (i) and 168 (2) (b):

85 (2) ... A board may, subject to this Act and the regulations, do all or any of the following...

(i) Develop and offer local programs for use in schools in the school district

168 (2) The minister may make orders for the purpose of carrying out any of the minister's powers, duties or functions under this Act and, without restriction, may make orders...

(b) ... determining the general requirements for graduation from an educational program

See also, Ministerial Order 302/04, the [Graduation Program Order](#)

Policy in full

Students may earn elective credits toward graduation by successfully completing BAA courses. There is no limit to the number of BAA courses which may be used to satisfy the 28 credits of electives required for graduation. Grade 12-level BAA courses may count towards the 16 Grade 12-level credits required for graduation. In some cases, BAA courses may be used to satisfy the fine arts and/or applied skills requirement towards graduation.

Boards of education and independent school authorities must authorize each BAA Course and ensure that it meets the BAA Course requirements set out in the current [Board/Authority Authorized Courses: Requirements and Procedures](#) document before delivering it to students. A board or independent school authority must submit a signed BAA Course Form to the Ministry verifying the course satisfies current requirements. For more information see www.bced.gov.bc.ca/graduation/board_authority_courses.htm

Boards and independent school authorities must retain copies of all BAA Course Frameworks.

A board or authority may convert an existing (non-credit) locally developed program, designated LD for locally developed, to a BAA Course by ensuring and signing an authorization that the course meets the BAA Course requirements.

If the Ministry informs a board or authority that a BAA Course does not meet the BAA Course requirements set out in the current [Board/Authority Authorized Courses: Requirements and Procedures](#), the board or authority must not offer that course for credit in the following semester or school year onward.

The board may revise a disallowed course in order to meet the BAA Course requirements set out in the current [Board/Authority Authorized Courses: Requirements and Procedures](#).

BAA courses do not include modified, remedial or General Educational Development (GED) preparation courses. BAA courses must not have a significant overlap of expected learning outcomes with Ministry of Education authorized courses. The exception to this is for Fine Arts or Applied Skills courses **ONLY** when they are developed with reference to the Arts Education/Fine Arts 11 (1997) Integrated Resource Package or the Applied Skills 11 (1995) Integrated Resource Package at the Ministry curriculum site (see [Fine Arts and Applied Skills Requirements in the Graduation Program](#) for further information).

Procedures related to policy

Boards of education and independent school authorities are required to submit a BAA Course Form for new courses electronically to the Ministry at EDUCSCB@gov.bc.ca Boards must retain the full BAA Framework for review by the Ministry when requested. Independent school authorities must retain the full Framework for review during inspections and for review by other Ministry staff when requested

Course developers may use the Board or Authority Authorized Course Framework Template in the [Board/Authority Authorized Courses: Requirements and Procedures](#) or the district format or template, provided that it meets the BAA Requirements and Procedures.

Course codes for new courses will be selected from a list of Core Course Categories posted at the [BAA website](#).

Recognition of Post-Secondary Transition Programs for Funding Purposes

[Retrieved from:

<http://www2.gov.bc.ca/gov/topic.page?id=AF542F746C9E411C93876E63C0867BDA> July 1, 2005]

Policy statement

Post-secondary transition programs are educational programs that combine secondary and post-secondary courses, and that lead to Grade 12 graduation as well as help students make smooth transitions to further education or training. The Ministry of Education recognizes post-secondary courses for funding purposes if they are part of the school-age students' planned programs of study leading to graduation.

Rationale or purpose of policy

Secondary schools are not always able to offer the full range of courses or programs that help prepare students for specific occupations. For this reason, the Ministry of Education encourages school districts to improve transition success for students by collaborating with post-secondary institutions and industry associations to offer transition programs that lead to trades certification or post-secondary credentials.

Authority

The [School Act](#), section 75:

"A board must make available an educational program to all persons of school age who enroll in a school in the district."

"A board may recognize as part of a student's educational program an educational activity that is not provided by the board."

See Ministerial Order 302/04, the [Graduation Program Order](#)

Policy in full:

For students enrolled in programs that include courses delivered by post-secondary partners, the following criteria must be met in order for the post-secondary courses to be eligible as courses funded by the Ministry:

- The post-secondary courses lead to a post-secondary credential (and appear on a post-secondary transcript) from a post-secondary institution, which is a member of the [British Columbia Transfer System](#) or offered in French through the auspices of [Educentre](#).
- The post-secondary courses are part of a school district program that is an education option for students.

- The school district pays any tuition costs for the post-secondary courses reported for funding.
- Students begin taking the post-secondary courses that are part of their transition program during their Grade 11 or Grade 12 year.
- Students in post-secondary transition programs annually update and sign a planned program of courses. This program plan lists their transition program courses, including when and where they will be taking their post-secondary courses.
- The post-secondary courses are reported for Graduation Program credit to the Ministry transcript system.

For school-aged students who have not yet graduated, post-secondary courses will be funded on the same basis as school district delivered courses.

For school-aged graduates who began taking post-secondary transition program courses during Grades 11 or 12, post-secondary courses will be funded on a per-course basis where one 4-credit course generates 0.125 FTE funding.

Procedures

1. School districts establish transition programs with post-secondary partners.
2. For students in post-secondary transition programs, schools prepare a document listing all courses that are part of students' post-secondary transition programs, and students sign the document.
3. School districts include the documented post-secondary courses for funding as part of the 1701 data collection process.
4. Post-secondary courses that are part of post-secondary transition programs are reported for transcript purposes using the post-secondary institution course codes assigned by the Ministry.
5. Schools keep a copy of the post-secondary transcript on file, showing completion of post-secondary courses.