



Alberta Dual Credit Framework

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<i>Counsellors</i>	✓
<i>General Audience</i>	
<i>Parents</i>	
<i>Students</i>	
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Introduction

This document provides background information on dual credit in Alberta, in particular under the Provincial Dual Credit Strategy, and details the government’s plan to move forward with a provincial Alberta Dual Credit Framework (Framework) that includes an approved description of dual credit, guiding principles, and funding information.

Education for students in the 21st century takes place beyond the four walls of a school. Through optional career-based high school programming, such as dual credit, Alberta’s students engage in post-secondary learning experiences that can assist them in completing their high school education and in making meaningful transitions from high school to post-secondary and/or the workplace. Finishing high school is an important step for young people to create a positive future for themselves, their families, and their communities (see the [High School Completion Strategic Framework](#)).¹ Dual credit programming may help improve high school completion rates, help increase the accessibility of [Alberta’s adult learning system](#), and help students develop the skills required to succeed in today’s workplace.

The Framework serves as a provincial guide for the Government of Alberta; school authorities and First Nations/First Nation Education Authorities; Alberta Learner Pathways System member institutions, including publicly funded Alberta post-secondary institutions and First Nations colleges; business/industry; and the community to implement dual credit under provincially established guiding principles. The provincial Framework is **led and managed by Alberta Education** on behalf of the Government of Alberta.

The Framework provides high-level direction for implementation of Alberta Education-authorized dual credit programming² in Alberta. It informs decision making at the provincial and local levels to promote equitable access to dual credit for high school students and to ensure applicable resources are in place for provincial implementation.

While the Framework highlights the role of the school authority with regards to provincial funding and implementation of dual credit, it applies to all partners to help guide the collaborative implementation of dual credit programming in Alberta. The Framework also addresses stakeholders’ well-documented recommendation for the need for a provincial approach to dual credit in Alberta.

Dual credit implementation resources are available on [Alberta Education’s Dual Credit web page](#) for dual credit partners and other stakeholders to access. Implementation resources provide further information and details (i.e., the *Dual Credit Implementation Guide* and relevant tip sheets) to assist all dual credit partners in the set-up, implementation, and maintenance of dual credit in Alberta and will allow for flexibility to fit local contexts.

¹ Alberta Education, 2017d.

² Authorized dual credit programming meets Alberta Education’s criteria as outlined in this Framework and in supporting implementation resources.

Background

For many years, dual credit opportunities have been available to high school students in some school authorities in Alberta; however, these opportunities were not available at all times or available for all students.

Between 2008 and 2011, the Government of Alberta funded several dual credit pilot projects, while at the same time, individual school authorities and post-secondary institutions negotiated separate, non-government funded dual credit articulation agreements. Feedback from stakeholders involved in the pilot projects, along with other research, identified a need for greater consistency of support for dual credit programming across the province. In response, the government developed and implemented the Provincial Dual Credit Strategy in 2013 “as a ‘Call to Action’ for school jurisdictions, post-secondary institutions, and business and industry to expand their collective effort to develop engaging and relevant learning experiences for all Alberta students so they can reach their full potential”.³ (See Appendix A for historical information.)

In addition to the Government of Alberta, management and implementation of the Provincial Dual Credit Strategy was supported by the College of Alberta School Superintendents (CASS) and the Provincial Dual Credit Steering Committee (see Appendix A). Management at the local level was maintained through formal partnerships established among dual credit partners who collaborated to develop and deliver dual credit opportunities for students.

Based on evidence collected through provincial data collection processes,⁴ the goals and supporting actions of the Provincial Dual Credit Strategy were achieved through its implementation and is demonstrated through the 51 dual credit partnerships created across the province between 2013 and 2016.

Shaping Dual Credit in Alberta

Research Supporting Dual Credit Programming

Research from across the United States (US) and within Canada substantiates the purposeful implementation of **learner pathways**⁵ between high school and post-secondary education and/or workplace training. Dual credit programming is a valuable and viable pathways option for high school students.⁶

By fusing secondary and postsecondary education, and successfully leveraging this fusion to smooth students’ pathways to [post-secondary] completion, dual enrollment programs demonstrate the potential efficacy of a new, more streamlined education system.⁷

³ Government of Alberta, 2013, p. 4.

⁴ Government of Alberta, 2017b; Burger, 2017.

⁵ Different routes that individuals take to progress into, within, and out of the post-secondary education system. Learner pathways are used to describe the recognized mobility options available to different learners.

⁶ FitzGibbon, 2015; Watt-Malcolm, 2011.

⁷ Karp, 2015.

In the US, all 50 states offer some type of dual credit programming for high school students. The benefits for students are nationally recognized, and as students are better prepared for their futures, the greater society benefits. To guide implementation, 47 states have dual credit policies that outline key features of programming, such as prescriptiveness, oversight, target population, admission requirements, location, student mix, instructor qualification, course content, tuition, and funding.⁸



In Canada, British Columbia, Alberta, Saskatchewan, Manitoba, and Ontario have established direct support in their public-facing documents for provincial implementation of dual credit. While Alberta has formally supported dual credit via the Strategy since 2013, dual credit programming has been available in the province, predominantly through the Career and Technology Studies (CTS) programs of study, since 2005.

British Columbia began supporting dual credit in 1998 and has several policy statements on their Ministry of Education website, including [Recognition of Post-Secondary Transition Programs for Funding Purposes](#), that govern programming. Ontario has supported dual credit since 2005 and in 2013 introduced [Dual Credit Programs: Policy and Programs Requirements](#) to guide programming. Manitoba has supported dual credit since 2000 and in April 2017 established a [Policy for Recognizing Post-Secondary Courses for Dual Credit](#). Saskatchewan provides guidance on alternative pathways to graduation through a 2015 [Dual Credit Policy](#).



While there are distinct differences across the provinces, they share similar goals: to boost graduation rates; to provide students with more individualized learning; and to build more seamless access to learner pathways between secondary and post-secondary education and/or workplace training.

Participating in dual credit increases student confidence, increases awareness of post-secondary opportunities, narrows interests, and highlights labour market and future career opportunities that students may not have originally considered.⁹

Research gathered through provincial dual credit data collection processes,¹⁰ including Government of Alberta dual credit pilot project feedback, the CASS survey template and literature review, and the Government of Alberta's implementation evaluation, validates the development of a provincial dual credit framework.

⁸ Taylor, Borden, & Park, 2015.

⁹ Government of Alberta, 2017b.

¹⁰ Alberta Education, 2011; Burger, 2017; Government of Alberta, 2017b.

Developing a Framework for Dual Credit in Alberta

While the Provincial Dual Credit Strategy provided early guidance on the implementation of dual credit in Alberta, dual credit stakeholders¹¹ have indicated that Alberta’s students would be best served by a provincial dual credit framework.

A provincial framework should be made for implementation, curriculum, sustainable funding, policy and awareness of programs, given the evidence that dual credit is a positive initiative for students with enhanced relevant learning opportunities.¹²

The Alberta Dual Credit Framework builds on the successes of already existing dual credit opportunities and expands on the Provincial Dual Credit Strategy’s vision, goals, and guiding principles. The Framework encourages equity of access for students; quality of programming; access to learner pathways and transferability; strong partnerships; flexibility; and predictable, sustainable funding.

Additionally, the Framework aligns with the Government of Alberta’s priority to grow an educated, strong, and diverse workforce. This goal can be achieved by providing opportunities for all Albertans to have the skills they need to succeed in a changing economy. The Framework advances government objectives across departments, is supportive of the principles of accessibility and coordination of Alberta’s adult learning system, and aligns with the labour market needs of business/industry, both at the provincial and local community level. In this way, students are ready for the future and prepared for rewarding careers.

Implementing the Alberta Dual Credit Framework

Framework Vision <i>Students have access to dual credit opportunities to personalize their high school experience and build on or discover their career passions and interests.</i>	
Goals <ul style="list-style-type: none">• Increase learner retention and high school completion rates.• Increase participation of young adults in post-secondary programs.• Assist students in making meaningful connections to the labour market.• Effectively operationalize, support, and foster sustainable dual credit programming.	Guiding Principles <ul style="list-style-type: none">• Student-centred: Students are the focus of all decisions pertinent to dual credit.• Flexibility: Students have increased choice for their learning.• Accountability: Student success is accurately captured and reported.• Sustainability: Students are assured stability and continuity of dual credit opportunities.• Excellence: Students benefit from the integrity of secondary and post-secondary education systems.

¹¹ Government of Alberta, 2017b; Burger, 2017.

¹² Burger, 2017.

Dual Credit Management

During the term of the Provincial Dual Credit Strategy, management of dual credit at the provincial level was primarily shared by the ministries of Education, Advanced Education, and Labour. Under the Framework, **Alberta Education assumes management of dual credit**, as dual credit programming in Alberta serves high school students. The associated funding for authorized dual credit programming will flow from Alberta Education to school authorities and First Nations/First Nation Education Authorities to support their work with post-secondary and business/industry partners to develop and implement dual credit programming.

Dual credit opportunities will be authorized and managed in accordance with this Framework, the *Dual Credit Implementation Guide*, the *Funding Manual for School Authorities*, and the *Guide to Education: ECS to Grade 12*.

Other Government of Alberta ministries, including Advanced Education, Labour, and Indigenous Relations, are supportive of this Education-led Framework and its application to all dual credit partnerships in alignment with this Framework and in alignment with their own ministry's priorities and stakeholders' needs.

At the local level, dual credit management will be the primary responsibility of the school authority who will work with post-secondary and/or business/industry partner(s), as applicable, to develop and implement dual credit programming in alignment with the Framework and supporting implementation resources.

Implementation resources are available on the Alberta Education Dual Credit web page and provide information

- to help guide the use of the Framework
- on dual credit partnership roles and responsibilities, implementation, and funding
- on the application process to receive Alberta Education dual enrolment course codes for post-secondary programming
- on the process and details associated with the maintenance of provincial CTS dual credit pathways, including CTS Apprenticeship Pathways
- on the application process to assist eligible school authorities in applying for start-up funding for new dual credit opportunities

The Framework and supporting implementation resources will provide a provincial level of consistency and at the same time will allow partners the flexibility to customize dual credit opportunities to meet the needs and interests of students, schools, and communities.

Dual Credit Description and Structure

For the purposes of this Framework and to support sustainable dual credit programming in Alberta, **dual credit** is described as

Programming authorized and funded by Alberta Education in which grade 10, 11, or 12 students can earn both high school credits and credits that count toward a post-secondary certificate, diploma, or degree, including a journeyperson certificate.¹³

While the description of dual credit under the Provincial Dual Credit Strategy was broad, the description in the Framework has been refined to differentiate amongst the various career-based learning opportunities available for high school students.

Those provincial courses or pathways that do not meet the refined description of dual credit (e.g., some preferred placement¹⁴ and workplace certification¹⁵ opportunities) will continue to be available to students and funded as per Alberta Education's [Funding Manual for School Authorities](#).

Students will continue to receive recognition on their high school transcript for external credentials achieved through workplace certification pathways (e.g., CompTIA Network+, First Aid in Child Care). Other career-based learning opportunities for high school students, such as off-campus education programming (e.g., green certificate, work experience, and registered apprenticeship programs), are not considered dual credit under this Framework and will continue to be supported and managed by Alberta Education as described in the [Guide to Education: ECS to Grade 12](#) and the [Off-campus Education Handbook](#).

For funding purposes, dual credit courses are categorized in two ways: single enrolled and dual enrolled.

- 1) A **single enrolled course** is typically instructed by an Alberta certificated teacher who has the credentials to teach the course. Single enrolled courses are generally CTS Apprenticeship Pathways courses for which students receive credits on their high school transcript.

For example, the CTS Plumber First Period Apprenticeship courses are taught in a high school by an Alberta certificated teacher who is also a journeyperson plumber. Students will receive the appropriate CTS courses on their high school transcripts. Students may also receive credits, exam eligibility, or advanced standing at a post-secondary level.

¹³ Neither continuing education courses nor high school upgrading courses completed at a post-secondary institution are considered as "counting toward a post-secondary certificate, diploma, or degree."

¹⁴ Post-secondary institutions exempt students from courses (often at the first-year level) in recognition of coursework completed in high school (e.g., child development assistant). Please note: CTS Apprenticeship Pathways *are* recognized as dual credit under the refined description.

¹⁵ Provincial high school curricula provide students with opportunities to achieve workplace certification through CTS Credentialed Pathways (e.g., medical first responder, Adobe Certified Expert).

- 2) A **dual enrolled course** is one that is instructed and/or supervised by both a post-secondary instructor and an Alberta certificated teacher. Students may receive credits on both their high school and post-secondary transcript if all assessment requirements are met under the *Guide to Education: ECS to Grade 12* (for high school credit) and under the post-secondary controlled assessment process (for post-secondary credit).

For example, CTS Health Care Aide (HCA) courses are taught in partnership with a post-secondary institution (PSI) with instruction provided by the PSI's qualified instructor in collaboration with an Alberta certificated teacher. Students will receive the appropriate CTS HCA credits on their high school transcripts and will receive the appropriate post-secondary credits on a post-secondary transcript.

Bridging Curriculum

To simplify and streamline processes, aligning post-secondary curriculum with high school curriculum outcomes (i.e., curriculum mapping/articulation) will no longer be required. Instead, **unique dual credit course codes** will be created by Alberta Education within the CTS program area for post-secondary programming that meets the Framework's description of dual enrolled courses and is considered authorized dual credit programming under the Framework. Course codes will be assigned by Alberta Education through an online application process.

Existing CTS Apprenticeship Pathways and other provincial CTS dual credit pathway courses will continue to be maintained by Alberta Education, and their associated course codes will continue to be utilized. New CTS Apprenticeship Pathways will continue to require stakeholder recognition provided through Apprenticeship and Industry Training and Advanced Education.



Dual Credit Funding

Alberta Education's dual credit funding model is intended to provide predictable and sustainable funding to help school authorities and First Nations/First Nation Education Authorities work with their post-secondary and/or business/industry partners, as applicable, to maintain and expand dual credit opportunities for students.

Dual credit programming for school authorities will continue to be funded through Alberta Education's base instruction funding under the [Funding Framework for K-12](#) and will support the dual credit partnership as applicable.

For authorized **dual enrolled courses**,¹⁶ an increased level of funding will be available from Alberta Education in acknowledgement of the additional costs of these opportunities (e.g., need for a high school teacher and a post-secondary instructor).

¹⁶ Authorized dual enrolled courses are those that meet the criteria established by Alberta Education in this Framework, in the *Alberta Dual Credit Implementation Guide*, and in the *Funding Manual for School Authorities*.

- The dual enrolment flag (DEF) within the Provincial Approach to Student Information (PASI) system will be used to determine funding allocation for dual enrolled courses. When the DEF is recorded within PASIprep, along with the partner post-secondary institution, school authorities will receive funding through existing Alberta Education mechanisms for the authorized courses.
- **Single enrolled courses** will continue to be funded at their existing rate as identified and outlined in Alberta Education’s *Funding Manual for School Authorities*.
- Funding will also be available for dual credit programming for First Nations/First Nation Education Authorities.

All Alberta Education funding for dual credit courses will be provided in accordance with this Framework, the *Dual Credit Implementation Guide*, and the *Funding Manual for School Authorities*.

Start-up Funding

Between 2018 and 2022, Alberta Education will allocate a maximum of \$2 million per school year for eligible school authorities¹⁷ to develop and implement new dual credit opportunities for students across the province. Eligible school authorities will be able to apply for up to \$50,000 per school year.

The **goal of this start-up funding is two-fold**: to encourage school authorities that have not participated in dual credit previously to engage in dual credit to develop new opportunities, and to encourage school authorities that have been involved in dual credit to develop additional dual credit opportunities.

An **online application process** will be made available annually¹⁸ beginning in the 2017–2018 school year so that programming decisions can be made by school authorities for the following school year. Where applicable, it is understood that dual credit start-up funding allocated to school authorities will support the effective delivery of a new dual credit opportunity by all dual credit partners associated with the opportunity.

Dual Credit Partnerships

A **dual credit partnership** may consist of a school authority or a First Nations/First Nation Education Authority, an eligible Alberta Learner Pathways System member institution (including publicly funded post-secondary institutions and/or First Nations colleges),¹⁹ and a business/industry partner (including professional regulatory organizations, companies, businesses, chambers of commerce, and boards/councils).

¹⁷ Eligible school authorities include public, separate, Francophone Regional authorities as well as First Nations/First Nation Education Authorities.

¹⁸ Annually, beginning in the 2017–2018 school year through to the 2020–2021 school year for funding allocation between 2018 and 2022.

¹⁹ A list of eligible post-secondary institutions can be found on the Alberta Education Dual Credit web page.

However, not all **dual credit opportunities** require a post-secondary partner to deliver dual credit. For example, [CTS Apprenticeship Pathways](#) include apprenticeship courses most often taught in a high school by an Alberta certificated teacher who is also a journey person. In this case, a post-secondary partner is not required. Alberta Education works with Apprenticeship and Industry Training and Advanced Education to receive recognition for apprenticeship courses that are taught within high schools.

As well, business and industry involvement is strongly encouraged for the many benefits these community-based partners can bring to a dual credit opportunity, but a business/industry partner is not required under this Framework.

Where a post-secondary partner and/or a business/industry partner is included, a **formal dual credit partnership agreement** is required to ensure alignment with the Framework and the *Dual Credit Implementation Guide*, and to identify each partner's roles and responsibilities.

Dual credit partners have the flexibility to customize their roles and responsibilities to optimize student learning. Experienced dual credit stakeholders have suggested several **key components** related to roles and responsibilities that may be included in formal dual credit partnership agreements: planning and recruitment; coordination/coordinator; curriculum development and mapping; off-campus provisions; supervision; duty of care and liability insurance; student attendance and participation; student accommodations; communication with parents; instruction; assessment/evaluation; and grades and reporting.²⁰

The values of dual credit [are] broad and [include] benefits to students, to partnerships, and to the local community. Values reported through the CASS template [include] enabling students to gain workplace experience, enhancing local partnerships, and helping develop the community.²¹

Dual Credit Delivery Models

Dual credit partners have the flexibility to determine delivery models that most effectively fit within their local context and suit their students. Flexible dual credit opportunities can be **offered through a variety of environments**, including face-to face, distributed learning, blended learning, and e-learning. Instruction and assessment will vary depending on the dual credit structure and/or the delivery model used.

Supervision and guidance by an **Alberta certificated teacher** is a key requirement that leads to student success in a dual credit opportunity, regardless of the delivery model. In all dual credit opportunities, certificated teachers provide students with ongoing guidance and assessment, even if they are not providing direct instruction.

²⁰ Burger, 2017.

²¹ Government of Alberta, 2017b.

Dual enrolled opportunities will also include **post-secondary instruction and assessment** as a requirement for success. Collaboration by and contributions from **all partners** (school authority, post-secondary, and/or business/industry), as appropriate to the specific delivery model, also contribute to student success.

Meeting the Diverse Needs of Alberta’s Students

It is crucial to ensure that all students are learning in welcoming, caring, respectful, and safe learning environments and are not discriminated against, for any reason.²² Alberta Education takes into account learners’ diverse backgrounds, interests, and experiences to develop the foundation needed for lifelong learning. It is important that unique differences among learners do not impede participation in school and community, academic achievement, or capacity to access further study and careers that lead them to become contributing members of society. By helping students learn about themselves in relation to others and function as citizens in a society that values diversity, students gain a stronger understanding of how diversity and differences enrich lives and are essential to creating healthy communities.²³



Francophone Cultures and Perspectives for Dual Credit

As representatives of the linguistic duality of Canada, Francophone communities in Alberta continue to grow and actively contribute to Alberta’s economy, cultural mosaic, and society as a whole.

When appropriate, Francophone students may access dual credit opportunities that more closely meet their linguistic, cultural, and educational needs.

First Nations, Métis, and Inuit Cultures and Perspectives for Dual Credit

Authentic dual credit learning opportunities that incorporate and reflect culturally relevant perspectives and experiences help First Nations, Métis, and Inuit students see purpose in their learning and engage them in their program selection.

Opportunities to personalize education plans create stronger relationships for First Nations, Métis, and Inuit students and the broader community, while providing various career options to support increased graduation rates.

When appropriate, First Nations, Métis, and Inuit students may access dual credit opportunities from First Nations colleges and other eligible publicly funded post-secondary institutions that meet their linguistic, cultural, and educational needs.

²² Alberta Education, 2017e; Government of Alberta, 2017a.

²³ Alberta Education, 2017c.

Data Collection and Management

The dual enrolment flag (DEF) in PASI allows Alberta Education to effectively collect high school course enrolment data to inform ongoing dual credit programming across the province. This data can be used to better understand post-secondary enrolment and related information, such as transition rates and completions. Alberta Education may also collect dual credit information annually from schools.

Dual credit agreement-related data will also be collected by Advanced Education through the Alberta Learner Pathways System in partnership with the Alberta Council on Admissions and Transfer (ACAT). This system will allow identified stakeholders to share and manage their targeted student-facing and partnership-facing dual credit agreement-related data.

Advanced Education will also work collaboratively with Alberta Learner Pathways System member institutions, including Alberta publicly funded post-secondary institutions and First Nations colleges, to identify a separate, relevant reporting mechanism(s) related to dual credit. The mechanism(s) may involve monitoring student transition and completion rates between school authorities and post-secondary institutions through the use of the DEF.

Communication

Alberta Education's communication with dual credit partners and stakeholders is a key element in support of dual credit programming implementation. Dual credit information is communicated through this Framework, the *Dual Credit Implementation Guide*, the Alberta Education Dual Credit web page, the *Funding Manual for School Authorities*, and the *Guide to Education: ECS to Grade 12*.

Advanced Education provides dual credit learner pathways information for students and other stakeholders through the ACAT [Transfer Alberta website](#) in alignment with the Framework. Information regarding dual credit agreements is planned for the Transfer Alberta Search Tool/Mobile App, which already tracks transfer agreements/decisions related to Alberta Learner Pathways System post-secondary institution members' courses and programs. Additionally, the ACAT Dual Credit Articulation Committee continues to foster collaboration among dual credit stakeholders, including information provided on the [ACAT website](#).

Up-to-date labour market information to support dual credit partners is communicated through the Ministry of Labour's [website](#).

School authorities are responsible for communication with students and their parents/guardians regarding dual credit opportunities. For more information, see the *Dual Credit Implementation Guide*.

Conclusion

This Framework is built on years of data collection,²⁴ the expertise of key stakeholders, and best practices of already existing dual credit opportunities. As such, this Framework is intended to support increased learner retention and high school completion rates, increased participation of young adults in post-secondary courses, increased ability of students to make meaningful connections to the labour market, and greater sustainability for dual credit programming.

The Government of Alberta is committed to providing Alberta's youth with every opportunity to succeed and to gain valuable hands-on learning experiences while still in high school. This Framework provides a provincial guide to all dual credit partners and positions school authorities to work with post-secondary and/or business/industry partners to provide students a wide range of rewarding learning opportunities so that they can explore and pursue their career interests and gain access to [Alberta's adult learning system](#) and labour market.

²⁴ Alberta Education, 2011; Burger, 2017; Government of Alberta, 2017b.

Appendix A: Provincial Dual Credit Strategy Historical Information

Provincial Dual Credit Strategy Vision, Goals, and Guiding Principles

<p>Vision</p> <p><i>Students have access to more dual credit programming opportunities to personalize their high school experience and build on or discover their career passions and interests.</i></p>	
<p>Goals</p> <ul style="list-style-type: none"> • Increase learner retention and completion rates of high school programs. • Increase participation of young adults in post-secondary programs. • Assist young adults in making meaningful connections to current and emerging labour market. • Expand local partnerships to offer dual credit programming. 	<p>Guiding Principles</p> <ul style="list-style-type: none"> • Student-centred: Students are at the centre of all decisions and discussions related to dual credit programming. • Flexibility: Students have increased choice that enables them to become ethical citizens and engaged thinkers with an entrepreneurial spirit • Accountability: Student success is accurately captured to inform and improve dual credit programming opportunities. • Sustainability: Students are assured choice and mobility throughout their lifelong learning. • Excellence: Students benefit from the integrity of secondary and post-secondary systems.

Dual Credit Management

The Provincial Dual Credit Strategy (Strategy) was supported at the provincial level by Alberta Education, Alberta Advanced Education, and Alberta Human Services. Alberta Labour replaced Alberta Human Services in 2015 through a ministerial restructuring process, and Alberta Indigenous Relations began participating in the Strategy as an observing ministry in 2015.

In addition to the Government of Alberta, management and implementation of the Strategy was supported by CASS and the Provincial Dual Credit Steering Committee (Steering Committee). The Steering Committee was approved by the government to champion dual credit programming and approve and make recommendations for dual credit funding requests. Specifically, the Steering Committee's role was to

- build capacity in the development and implementation of dual credit programming in communities
- ensure consistent allocation of provincial funding in response to local partnership applications
- ensure that smaller communities were given equal access and consideration in their efforts to develop dual credit programming
- support collaborative decision making regarding provincial funding

Management at the local level was supported through formal partnerships established by dual credit partners. Schools/school authorities, post-secondary institutions, and business/industry partners worked together to develop and deliver dual credit opportunities for students.

Dual Credit Description and Structure

Under the Strategy, dual credit was broadly described to encompass the various learner pathways available to students in Alberta as follows:

Dual credit programming is where high school students participate in apprenticeship training or post-secondary, college or university courses earning both high school and post-secondary credits for the same course.

The description also included preferred placement²⁵ and workplace certification.²⁶

Alberta Education developed 20 new Career and Technology Studies provincial (CTS) dual credit pathways that aligned with post-secondary and/or industry-based learning outcomes (e.g., 5th and 4th Class Power Engineering, First-Period Carpenter Apprenticeship, Health Care Aide, and Criminal Justice Studies).

Additionally, dual credit partnerships developed pathways at the local level based on student interest and needs (e.g., environmental sciences, Early Childhood Education, and liberal arts education).

Students received credits on their Alberta Transcript of High School Achievement for the high school course(s) they completed and may have received credits and exam eligibility or advanced standing at a post-secondary level for the post-secondary course(s) they completed, depending on the dual credit opportunity and the delivery model.

Dual Credit Funding

Dual credit programming under the Strategy, like other high school programming in Alberta, was funded through base instruction funding. Schools/school authorities determined how to allocate the funding they receive to best support student learning. Additionally, 51 dual credit partnerships received funding grants under the Strategy, of up to \$150,000 each for a total of \$5.35 million, to expand or develop and implement dual credit opportunities in their communities. The Steering Committee oversaw the allocation and management of the Strategy grant funding to partnerships.

Dual credit under the Strategy was also funded at the post-secondary level by Advanced Education through post-secondary base funding via Campus Alberta grants. Post-secondary institutions determine how to allocate this grant funding to best support learners. Targeted

²⁵ Post-secondary institutions exempt students from courses (often at the first-year level) in recognition of coursework completed in high school (e.g., first-period apprenticeship technical training or on-the-job learning, child development assistant).

²⁶ Students have opportunities to achieve workplace certification through CTS pathways (e.g., medical first responder, Adobe Certified Associate).

Strategy grant funding totalling \$3.3 million was also allocated to the 11 comprehensive community institutions (CCIs) to support regional partnerships with post-secondary institutions, high school, and industry to develop high school to post-secondary learner pathways, including dual credit.

In total, the Government of Alberta allocated more than \$11 million to the Strategy over four years to support the development, expansion, and delivery of dual credit opportunities for high school students across the province.

Dual Credit Partnerships

Under the Strategy, roles and responsibilities of partners were not overtly identified. Tripartite partnerships were an expectation under the Strategy, with a school authority, a post-secondary institution, and a business/industry working together to establish a dual credit opportunity. CASS provided direction and support to the partnerships as dual credit administrator.

Dual Credit Delivery Models

Various dual credit delivery models or a combination of models were used under the Strategy that aligned with student, school, and post-secondary institution needs. In each model, an Alberta certificated teacher was responsible to provide the final assessment for high school course(s), while the post-secondary instructor, depending on the delivery model used, was responsible for the assessment of the post-secondary course(s).

Data Collection and Management

Alberta Education collected dual credit data under the Strategy through existing provincially authorized secondary course codes and through a newly implemented dual credit identifier that appears on a student's high school transcript.

The dual enrolment flag (DEF) was developed by Alberta Education in April 2015 within the Provincial Approach to Student Information (PASI) system to begin to allow high schools to indicate when a course was completed in partnership with a post-secondary institution.

Strategy data about partnerships and opportunities was also collected by CASS to assist the grant reporting process. CASS then developed a summary report as well as a literature review that was shared with government and stakeholders in April 2017.

As well, information from partnerships, students, teachers, and other dual credit stakeholders was collected and described in the *Provincial Dual Credit Strategy Implementation Evaluation (2017)*.

Communication

The Government of Alberta supported the Strategy's implementation through the development of the Alberta Dual Credit website in 2013, which provided important information for secondary, post-secondary, and business/industry partners throughout the application and implementation process.

CASS and the Steering Committee provided ongoing support to Strategy-funded partners regarding the development and implementation of their dual credit opportunities.

Additionally, an Alberta Council on Admissions and Transfer (ACAT) Dual Credit Articulation Committee was formed by partnerships in 2015 to support relationships and collaboration, identify issues and share information, and share best practices and resources among dual credit secondary, post-secondary, and business/industry partners.

Appendix B: References

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