



REPORT ON THE PASSPORT AND UNIFORM CERTIFICATE OF GENERAL STUDIES PILOT

NOVEMBER 1, 2022

A Report to the House Committees on Education and Appropriations and
The Senate Committees on Finance and Appropriations and Education and Health

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OVERVIEW AND AUTHORITY

As part of the 2021 Appropriations Act, the General Assembly appropriated \$250,000 to support one-time pilot programs for school divisions to redesign their dual enrollment course offerings to align/link with the Passport and Uniform Certificate of General Studies Pilot offered by Virginia's community colleges.

The Appropriation language outlining the requirements for the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges states:

Item 144 Paragraph VV

Out of this appropriation, \$250,000 the second year from the general fund is provided for grants to support one-time pilot programs to school divisions to redesign dual enrollment course offerings to align/link to the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges. Divisions awarded such grants shall collaborate with the local community college to effectively redesign the local school division's dual enrollment course offerings. Divisions applying shall include: (i) an explanation of why such dual enrollment pilot program is warranted; (ii) the dual enrollment courses currently offered by the division; (iii) the projected student enrollment in dual enrollment courses; and (iv) the number of the division's employed staff qualified to teach dual enrollment and the number currently teaching a dual enrollment course. The Department of Education may consider in the awarding of a grant: (i) the division's local composite index; (ii) the level of misalignment in the division's dual enrollment course offerings to the Passport and Uniform Certificate of General Studies; and (iii) the division's level of dual enrollment course availability and current student enrollment in those courses. The Department of Education shall report, along with the divisions and community colleges, the components of the redesign and efforts to increase availability and participation in dual enrollment courses to the General Assembly by November 1, 2022. The Department of Education and the Virginia Community College System shall use these pilot programs to provide a comprehensive guide to every school division and community college to assist with aligning high school dual enrollment course offerings to the Passport and Uniform Certificate of General Studies.

The appropriations language supports the development of greater access to early college and dual enrollment opportunities for students across the Commonwealth. Currently, there is varied opportunity for such access to students due to, for example, geographical and logistical access to institutions of higher education, student and family awareness of these opportunities, and an inability to provide coursework in a K-12 setting because of a lack of access to teachers with appropriate content credentials.

Providing greater access to the Passport and Uniform Certificate of General Studies supports access to more rigorous and differentiated learning opportunities within the public K-12 setting.

SUMMARY OF APPLICATION PROCEDURES

The process of the application for passport and uniform certificate of general studies pilot was initiated through Superintendent's Memo (refer to the [#300-21 memo](#). See Appendix) regarding this grant was posted on October 22, 2021 to the Virginia Department of Education's website.

Thirty-six school divisions applied for the Passport and Uniform Certificate of General Studies Pilot offered. The total amount awarded was \$249,998.94, with individual awards ranging from \$2,212.38 to \$28,760.94. These awards varied by size according to a categorical distribution relative to the size of the school division.

SUMMARY OF SCHOOL DIVISION ALLOCATIONS AND EXPENDITURES

Efforts to redesign and increase availability to dual enrollment, as reported by school divisions, included:

- Providing coursework to existing content teachers, to acquire at least, the minimal of the 18 credit hours required to teach dual enrollment within the school building.
- Covering the costs of hosting informational events for families to consider the opportunity of enrolling in these programs.
- Use of funds to attract already credentialed teachers through bonuses or salary adjustments. This was a one-time opportunity through this grant that the school divisions will need to find funds to sustain before the scope of this grant.
- Employing part time faculty to provide instruction either in-person or virtually for just those courses. Virtual instruction was provided either synchronously or asynchronously. This was a one-time opportunity through this grant that the school divisions will need to find funds to sustain before the scope of this grant.

Of the 36 school divisions that submitted an application for Passport and Uniform Certificate of General Studies grant award, 15 school divisions expended all, or most, of the funds allocated; 21 school divisions did not expend any of the allocated funds. Among the various reasons for the lack of expenditure are the following prominent and most often stated reasons:

- The timing of the grant award was not ideal. Many of the school divisions, while believing strongly in the need and greater demand for this opportunity, faced challenges in recruiting teachers to take on extra coursework to be endorsed to teach these classes.
- In many cases, the school division personnel assigned to manage this grant and the generation of the program were either reassigned to other positions within the division or had left the school division.
- Many school divisions expressed a challenge in developing a partnership with an institute of higher education to provide either graduate level classes for teachers or program development for credit allocation to students. The greatest barrier was the challenge of developing an efficient partnership in such a short period.

- Some school divisions stated that their communities expressed a greater desire for dual enrollment opportunities in Career and Technical Education opportunities, which fall outside of the Passport and Uniform Certificate of General Studies programs.
- Many school divisions expressed that the encumbrance due date on the grant funds was too short of a turnaround to develop the approach to support more students entering into the Passport and Uniform Certificate of General Studies programs. Work was done and meetings were held in the development of these programs, but the timing to expend these funds was too far out in the turnaround time of this grant.

Information provided by school divisions in the Passport and Uniform Certificate of General Studies programs is included in the summary table below. Greater detail on the programs and expenditures is found in the reports that were submitted by each school division (Appendix B).

FINAL REPORT SUMMARY

School Division	Amount Awarded	Amount Expended	Report Submitted
Alleghany County	\$2,212.38	\$0	No
<u>Details</u> Did not Expend Amount Awarded.			
Amelia County	\$2,212.38	\$0	Yes
<u>Details</u> Did not Expend Amount Awarded.			
Augusta County	\$11,061.90	\$9,888.31	Yes
<u>Details</u> More staffing in order to offer more classes, potential to offer county wide coursework rather than by high school.			
Bath County	\$ 2,212.38	\$1,250.00	Yes
<u>Details</u> Need more credentialed teachers, courses must meet a multitude of needs as they are a small school district, Opportunity to overlap coursework,			
Buchanan County	\$11,061.90	\$11,060.99	Yes
<u>Details</u> Need teachers to be credentialed, all current offerings are either taught by community college staff, Staffing shortages means that staff are needed to teach required courses, need to adjust master schedule to align with additional DE offerings if possible			
Buena Vista City	\$2,212.38	\$0	Yes
<u>Details</u> Did not Expend Amount Awarded.			
Chesapeake City	\$15,486.66	\$15,433.87	Yes
<u>Details</u> More credentialed teachers are needed to allow for expansion; Applying for grant to provide scholarships for teachers interested in teaching dual enrollment to obtain the required credentials.			
Chesterfield County	\$24,336.18	\$6,060.00	Yes
<u>Details</u> Needs to obtain credentialed faculty in areas beyond writing, literature and mathematics; having only 1 faculty member credentialed in a subject area creates program volatility, need to expand course offerings to all high schools so that all students have access to the program.			

Covington City	\$2,212.38	\$0	No
<u>Details</u> Did not Expend Amount Awarded.			
Culpeper County	\$4,424.76	\$0	Yes
<u>Details</u> New pathways and new courses would not be possible now or in the near future due to the lack of qualified teaching staff.			
Cumberland County	\$6,637.14	\$1,778.86	Yes
<u>Details</u> County has been able to implement by contracting with teachers to provide some of the DE classes through an asynchronous format. Currently working to employ or further the teacher's credentials in order to reduce the need to contract out the courses.			
Danville City	\$4,424.76	\$0	Yes
<u>Details</u> The impediment currently to DE classes at the high school lies with staff having the content hours to teach at the college level. We are currently working with staff to attain the necessary graduate level hours so that our course offerings can be increased.			
Dickenson County	\$2,212.38	\$2,212.38	Yes
<u>Details</u> Student completing the collection of classes is still required to take 5 general studies electives, each class will be 3 credits. Also, two social sciences are required; Students are more likely to take a DE class if the teacher is in person, Believe there will be more students enrolling in English 111-112 next school (23-23) due to a credentialed teacher on staff, difficulty hiring teachers coming to rural areas, student awareness, cost is an issue however currently have assistance from the Columbus Phipps Foundation, students struggle with virtual classes due to lack of internet access/motivation.			
Fredericksburg City	\$2,212.38	\$0	Yes
<u>Details</u> Need for additional credentialed teachers, needs to increase interest for DE courses as there is only one course currently offered that satisfies the passport requirement.			
Greensville County	\$2,212.38	\$0	Yes
<u>Details</u> Currently offering courses that are aligned with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.			
Hampton City	\$8,849.52	\$0	No
<u>Details</u> Did not Expend Amount Awarded.			
Henrico County	\$28,760.94	\$28,760.94	Yes
<u>Details</u> Need for additional credentialed teachers, improve communication plan for options/value of DE and review compensation for DE teachers.			
Isle of Wight	\$4,424.76	\$0	Yes
<u>Details</u> Did not Expend Amount Awarded.			
Lunenburg County	\$2,212.38	\$2,067.45	Yes
<u>Details</u> Currently offering 12 of the 15 DE credits required for the Passport and 24/30 or 32 credits required for the Uniform Certificate of General Studies.			
Manassas Park City	\$2,212.38	\$74.44	Yes
<u>Details</u>			

Challenges remain in having properly licensed staff to teach UCGS DE course, exploring partnership to offer DE courses in person and virtually, expand offerings which may not align with the Passport/UCGS which may count for credit at the community college to increase overall interest in the DE courses.			
Mecklenburg County	\$4,424.76	\$0	No
<u>Details</u> Did not Expend Amount Awarded.			
Middlesex County	\$2,212.38	\$472.75	Yes
<u>Details</u> Continue to utilize grant opportunities to secure funding for teachers to be properly credentialed to teach DE, communicate with all stakeholders about the offerings and rigor of DE.			
New Kent County	\$2,212.38	\$0	No
<u>Details</u> Did not Expend Amount Awarded.			
Norfolk City	\$11,061.90	\$10,989.00	Yes
<u>Details</u> Securing dual enrollment credentialed teachers has impacted the number of offerings. Dual enrollment marketing campaign to increase awareness and enrollment is planned, exploring the use of distance learning and sharing instructors.			
Northumberland County	\$2,212.38	\$0	No
<u>Details</u> Did not Expend Amount Awarded.			
Nottoway County	\$2,212.38	\$0	Yes
<u>Details</u> Staff will need to develop curriculum to properly align the coursework with the new passport program.			
Page County	\$4,424.76	\$4,424.76	Yes
<u>Details</u> Collaborated with local community college to develop program offerings, projected enrollments and updated course descriptions.			
Prince Edward County	\$2,212.38	\$1950	Yes
<u>Details</u> Staff will need to develop curriculum to properly expand program.			
Prince William County	\$28,760.94	\$0	Yes
<u>Details</u> The county needs to form a Collaborative Learning Team (CLT) to give teachers the opportunity to share strategies, build relationships and ensure all DE courses follow the same guidelines.			
Richmond City	\$17,699.04	\$0	No
<u>Details</u> Did not Expend Amount Awarded.			
Rockbridge County	\$2,212.38	\$1,988.30	Yes
<u>Details</u> More credentialed faculty are needed to facilitate an expanded DE program. Several of the expanded CTE Program offerings would not align with the UCGS or Passport guidance and would fall outside of the 30 DE program, however local industry and skilled employment opportunities align with the addition of these courses.			
Shenandoah County	\$8,849.52	\$0	No
<u>Details</u> Did not Expend Amount Awarded.			

Southampton County	\$2,212.38	\$0	No
<u>Details</u> Did not Expend Amount Awarded.			
Stafford County	\$11,061.90	\$0	No
<u>Details</u> Did not Expend Amount Awarded.			
Sussex County	\$2,212.38	\$0	Yes
<u>Details</u> The county is limited in the number of in-house dual enrollment course offerings for students. This review has demonstrated that more emphasis needs to be placed on expanding the Passport aligned course offerings for students.			
Warren County	\$4,424.76	\$0	No
<u>Details</u> Did not Expend Amount Awarded.			

CONCLUSION AND RECOMMENDATIONS

The Passport and Uniform Certificate of General Studies Pilot provides a vital boost for school divisions to develop greater opportunities for high school students to acquire Passport and Uniform Certificate of General Studies and more dual enrollment offerings. The prospect of providing more pathways into rigorous courses delivers a varied and diverse litany of learning options for school divisions.

While the support from the General Assembly in providing these funds to boost and upgrade dual enrollment offerings is necessary and greatly appreciated, both the timing and time constraints associated with this grant opportunity created the greatest challenge in the allocation and expenditure of the funds

Of the \$250,000 set aside for expenditure to develop Passport and Uniform Certificate of General Studies programs through this pilot, only \$95,989.30 was expended; as a result, \$154,010.70 will be returned to the General Fund.

Experiences from this grant opportunity will inform the Virginia Department of Education's ability to support school divisions that intend, and need, to implement Passport and Uniform Certificate of General Studies programs. Some experiences that may be incorporated into a comprehensive guide include:

- School divisions need to perform an environmental scan of resources before embarking on this process.
 - Schools need to assess the graduate level acquisition of existing staff and project the needs of supporting, via tuition reimbursement, the acquisition of necessary credentials to teach dual enrollment classes.
 - In the absence of available internal staff to acquire these credentials, school divisions need to develop sustainable plans of incentivizing the recruitment of teachers who can teach these courses. Such plans may come from teacher preparation programs, other school divisions, or from outside of the K-12 environment.
- School divisions need to perform an environmental scan of demand before embarking on this process.
 - School divisions need to assess whether the community has a desire for enrolling their children into these programs, as some communities may prefer the alternative opportunity to provide associates degrees or credentialed programs through Career and Technical Educational partnerships with community colleges.
 - In either case, when developing their dual enrollment opportunities, school divisions will need to develop an intentional infrastructure which will:
 - Provide families and communities with as much information about embarking upon this pathway, while being clear about opportunities, challenges and logistics they will encounter.
 - Develop a strategy to either support families with a sustainable program of paying for the dual enrollment credits, or develop a clear cost-benefit analysis for families when weighing up the costs of higher education.

- School divisions need to allow for changes in master schedule planning to accommodate the requirements of the community college's conditions to align with the school's structure.

The timing of this grant occurred at a time when school divisions are preoccupied with staffing challenges, addressing learning recovery needs, and meeting continued virtual learning choices by families may make this pilot appear unsuccessful. However, the grant opportunity is truly necessary and desired.

The recommendation from the Virginia Department of Education is to continue to support this pilot program, but to do so over an extended period of time with a smaller fund allocation. This recommendation in practice could include funding additional pilots at a rate of \$125,000 for fiscal year 2023, and the \$125,000 for fiscal year 2024. Another practical application of this recommendation would be to include funding to assist with the completion of Career and Technical Education credits toward an associate's degree.

Providing these or similar funding approaches under the grant, until a greater demand arises, would create a path for school divisions to persist in pursuing more differentiated and rigorous opportunities for students to excel, beyond the scope of traditional high school coursework. Such an incentive may drive long term programmatic changes at the school division and state levels, but would ultimately drive greater learning opportunities for all students in the Commonwealth of Virginia.

APPENDICES

Appendix A:

Superintendent's Memo 300-21



#300-21

**Commonwealth of Virginia
Virginia Department of Education
Superintendent's Memo #300-21**

DATE: October 22, 2021
TO: Division Superintendents
FROM: James F. Lane, Ed.D., Superintendent of Public Instruction
SUBJECT: **FY 2022 Dual Enrollment Alignment Grant Program**

The 2021 Special Session I General Assembly provided funding to support school division efforts to align dual enrollment offerings with the Passport and Uniform Certificate of General Studies program. The appropriation provides \$250,000 for grants in fiscal year 2022 to support one-time pilot programs in school divisions to redesign dual enrollment course offerings to align to the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges. Divisions awarded such grants shall collaborate with the local community college to review and revise the local school division's dual enrollment course offerings.

Eligible applicants agreeing to implement the required scope of work by submitting the Intent-to-Implement form will receive a minimum of \$600 per participating high school to support the work. The required scope of work can be found in the Dual Enrollment Alignment Grant information packet (**Attachment A**) on page 3.

Please email a completed Intent-to-Implement Submission form to Maecy Richmond, Grants and Reports Manager, at Maecy.Richmond@doe.virginia.gov by **December 1, 2021**. The Intent-to-Implement Submission form can be found on page 4 of the Dual Enrollment Alignment Grant information packet (**Attachment A**).

For more information

If you have questions, please contact the Department of Learning and Innovation at Maecy.Richmond@doe.virginia.gov or by telephone at (804) 225-3609.

JFL/MFB/mer

- A. Attachment: [Dual Enrollment Alignment Grant Information Packet](#) (DOCX)

VIRGINIA DEPARTMENT OF EDUCATION
FY 2022 DUAL ENROLLMENT ALIGNMENT GRANTS
OCTOBER 2021

Beginning with the [Transfer Virginia \(Transfer VA\)](#) work across the Commonwealth, in conjunction with the development of the Passport and Uniform Certificate of General Studies (UCGS), one important next step is to perform a thorough review of dual enrollment transfer program offerings and their alignment with the Passport and UCGS. Because dual enrollment is a partnership between the school divisions and community colleges, this collaboration is essential to meeting the needs of all students.

INTENT

The intent of the Dual Enrollment Alignment Grant (DEAG) is to provide public school divisions with funding to redesign dual enrollment transfer course offerings to align/link to the [Passport](#) and [Uniform Certificate of General Studies](#) offered by Virginia's community colleges. Divisions awarded such grants shall collaborate with the local community college to effectively redesign the local school division's dual enrollment course offerings.

BACKGROUND

Code of Virginia §23.1-203 requires the State Council of Higher Education for Virginia (SCHEV), in consultation with Virginia's public two- and four-year institutions, to develop guidelines for the creation of a "one-year Uniform Certificate of General Studies Program and a one-semester Passport Program to be offered at each comprehensive community college." This collaborative work resulted in the development of *The Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs*. The policy outlines the provisions of the Passport and UCGS programs and specifies that two-year colleges include both the Passport and UCGS Programs in dual enrollment agreements made with individual school divisions.

The Passport and UCGS Programs are 16-credit and 30- to 32-credit hour two-year college programs in which all courses are transferable and satisfy a lower-division general education requirement at any public institution of higher education, excluding Virginia Military Institute. Both the Passport and UCGS programs use structured course blocks representing broad general education categories. Each block is populated with

coursework that is designed to provide students with broad introductory knowledge of the subject matter. To earn the Passport or UCGS, students must satisfy the credit requirements in each block and complete all coursework with a grade of C or better. Transfer of Passport and UCGS coursework will not be through course-to-course equivalency but via a block transfer process where receiving institutions will “find a home” for the credits within their general education requirements. For the full policy, go to the [Passport/UCGS policy](#).

The 2021 Special Session I General Assembly provided FY 2022 funding to support school division efforts to align dual enrollment offerings with the Passport and UCGS program.

2021 Appropriation Act Item 144

VV. Out of this appropriation, \$250,000 the second year from the general fund is provided for grants to support one-time pilot programs to school divisions to redesign dual enrollment course offerings to align/link to the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges. Divisions awarded such grants shall collaborate with the local community college to effectively redesign the local school division's dual enrollment course offerings.

INTENT

All Virginia public school divisions and regional programs with their own school board are eligible to apply for the Dual Enrollment Alignment Grant.

REPORTING

Each school division with a funded proposal will provide the Virginia Department of Education (VDOE) with a final report by September 1, 2022. The report format will be provided at the time of award. Components of the report are included in the Required Scope of Work section (overview) and in Appendix A - Dual Enrollment Alignment Talking Points Guide (detailed).

TIMELINE

Informational Webinar - November 10, 2021, 3:30 p.m.

Intent-to-Implement Form Submission - December 1, 2021

Collaboration Webinar - December 15, 2021, 3:30 p.m.

Official Notification of Grant Awards - January 2022

Final Report Submission - September 1, 2022

After an informational webinar, school divisions will submit an Intent-to-Implement form that indicates the school division's agreement to collaborate with their serving Virginia Community College System (VCCS) college to effectively review and redesign the local school division's dual enrollment course offerings to align with the Passport and UCGS offered by Virginia's community colleges. The terms of agreement are outlined in the Required Scope of Work section.

Eligible applicants agreeing to implement the Required Scope of Work by submitting the Intent-to-Implement form will receive a minimum of \$600 per participating high school to support the work.

REQUIRED SCOPE OF WORK

Eligible applicants shall agree to:

- Collaborate with the staff of the serving VCCS college and stakeholders to compare alignment of offerings with the credit hours per block included in the Passport and UCGS and goals for students, using Appendix A - [Dual Enrollment Alignment Talking Points Guide](#).
- Provide a written report to the VDOE by September 1, 2022 that includes:
 - information regarding dual enrollment program offerings, projected enrollments, and staff;
 - key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges;
 - timeline for implementation of necessary actions;
 - identification of responsible parties for each action;
 - Use of Funds Report that details all budget item expenses (a template will be provided upon grant award); and
 - the signature of division superintendent or designee and Virginia community college president or designee.

FUNDING PROCESS AND ALLOWABLE EXPENDITURES

Eligible applicants agreeing to implement the required scope of work by submitting the Intent-to-Implement form will receive a minimum of \$600 per participating high school to support the work.

Allowable expenditures for recipients include reasonable food, lodging/travel, materials, and costs associated with writing the required final report.

If you have a specific budget question, please contact Maecy Richmond, Grants and Reports Manager for the Office of STEM and Innovation in the Department of Learning and Innovation, at (804) 225-3609 or Maecy.Richmond@doe.virginia.gov.

**Virginia Department of Education
INTENT-TO-IMPLEMENT FORM - Dual Enrollment Alignment Grant
Required Information and Signature Page**

Date: Click or tap here to enter text.

School Division: Click or tap here to enter text.

Superintendents' Region (I-VIII): Click or tap here to enter text.

School Division Contact Name: Click or tap here to enter text.

Title: Click or tap here to enter text.

Email: Click or tap here to enter text.

Brief statement expressing need for the grant funding to review current dual enrollment offerings and alignment to the Passport and Uniform Certificate of General Studies and determine needs to improve local offerings: Click or tap here to enter text.

Number of Participating High Schools: Click or tap here to enter text.

Names of Participating High Schools: Click or tap here to enter text.

Superintendent Name (or designee): Click or tap here to enter text.

Signature of Division Superintendent (or designee):

Signature of the division superintendent or designee indicates agreement to implement the Required Scope of Work outlined in the Dual Enrollment Alignment Grant Application information published by Superintendent's Memorandum #300-21 on October 22, 2021, in the time frame indicated.

An [INFORMATIONAL WEBINAR](#) will be held on November 10, 2021 at 3:30 p.m. Participation is not a requirement. Representatives from organizations eligible to apply may join the webinar via the link provided.

Grant recipients and representatives from Virginia Community College System colleges are encouraged to participate in a **COLLABORATION WEBINAR** scheduled to be held on December 15, 2021 at 3:30 p.m. Invitations will be sent to the division contact.

Please submit all pages of the Intent-to-Implement form to the Virginia Department of Education by email to Maecy Richmond, Department of Learning and Innovation Grants and Reports Manager in the Office of STEM and Innovation, at Maecy.Richmond@doe.virginia.gov.

Virginia Department of Education
Appendix A - DUAL ENROLLMENT ALIGNMENT TALKING POINTS GUIDE
Dual Enrollment Alignment Grant (DEAG)

The [Dual Enrollment \(DE\) Collaborative Guide](#) provides details about the Passport and Uniform Certificate of General Studies (UCGS) and a comprehensive look at how decisions to offer a course via dual enrollment can impact a student's higher education experience. All participants in the DEAG should first review the DE Collaborative Guide so that a base understanding is common across all participants.

- I. Institutional Profile - Create a high school profile that provides the following information:
 - A. High school name
 - B. Goal or Mission for providing dual enrollment
 - C. Focus or theme of your dual enrollment program (if applicable) such as STEM, The Arts, etc.
 - D. Number of faculty credentialed to teach transfer level dual enrollment sorted by discipline.
 - E. Number of faculty currently teaching transfer level dual enrollment sorted by discipline.
 - F. Students enrolling in the transfer DE program at your school, for the last two years provide:
 1. Number of students enrolled in the last complete school year in any transfer DE course.
 2. Breakdown of those students based on grade level.
 3. Breakdown of those students completing high school with less than 15 college credits, between 15-30, between 30-45, over 45, and those students earning a transfer associate degree concurrent with high school diploma completion. Please count each student only once.
- II. Assess Current Offerings - Please provide information related to your current offerings: (provide as a Google Sheets or other spreadsheet for large numbers)

of classes). Table 1 is provided as an example.

Table 1. Example of Assessment of Course Offering

DE Course Number	Course 1	Course 2	Course 3	...
Credit Hours				
DE Course Name				
High School Course Name (w/SCED)				
Passport Block				
UCGS Block				
Associate Degree Requirement				
Average Student Enrollment (last 3 years)				

- III. Passport/UCGS Alignment - Build a course offering plan that meets the requirements of the Passport and UCGS (provide as a Google Sheets or other spreadsheet for large numbers of classes). Table 2 is provided as an example

Table 2. Example of Course Offering Plan

DE Course Number	Course 1	Course 2	Course 3	...
Credit Hours				
DE Course Name				
High School Course Name (w/SCED)				
Passport Block				
Associate Degree Requirement				
Projected Student Enrollment				
Number of Credentialed Teachers on Staff				
Staffing Collaboration Needed				
Add other information as applicable.				

- IV. Discussion - Provide a summary that features responses to the questions below. Additional information related to talking points can be found in the guide - page numbers are referenced with items below. These discussions will be held in collaboration between the high school and VCCS partner college.

- A. What are the challenges for your institution to offer students the required courses for the Passport and UCGS? (Passport/UCGS page 6)
 - B. What are the opportunities to collaborate with the partner community college, other high schools, and virtual opportunities to provide the needed courses? (Strategies page 8)
 - C. What changes are needed to align your DE program with the Passport and UCGS as compared to your current offerings?
 - D. How would these changes impact the Goal/Mission of your DE program?
 - E. Do all courses in the new plan align with the Passport/UCGS and do the courses align with the credit requirements in the Passport/UCGS? If not:
 - 1. What courses are offered outside of the 30 credits?
 - 2. Why are these courses being offered?
 - 3. Will each of these courses create any credit loss upon transfer?

Resources: The Transfer Virginia Portal at TransferVirginia.org (activation scheduled for November 19, 2021) provides transfer course and program level information. The Collaborative Guide provides insights into offering transfer courses related to transfer. The [VCCS-DE Course Pairing Document](#) provides course specific information and cautions.
 - F. Develop a plan of action to implement this alignment that includes:
 - 1. Develop a timeline for necessary actions.
 - 2. Identify needed resources to implement this plan.
 - 3. Identify responsible parties for each action.
- V. Submit a final report to the VDOE by email to Maecy.Richmond@doe.virginia.gov that includes:
- A. all information requested regarding dual enrollment program offerings, projected enrollments, and staff (Sections I-III);
 - B. key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges (based on the discussions in Section IV);
 - C. timeline for implementation of necessary actions (Section IV.F);
 - D. identification of responsible parties for each action (Section IV.F);
 - E. Use of Funds Report that details all budget item expenses (a template will be provided upon grant award); and
 - F. the signature of division superintendent or designee and Virginia community college president or designee.

Appendix B

Reports submitted by school divisions.

The following pages are the individual reports submitted by school divisions outlining their actions, expenditures, and timelines toward developing their Passport and Uniform Certificate of General Studies programs.

DUAL ENROLLMENT ALIGNMENT GRANT

Final Report

Progress reports should be sent in .pdf format to vdoe.stem@doe.virginia.gov

Due Date: Thursday September 1, 2022

School Division:	Amelia County Public Schools
School Name(s):	Amelia County High School
Project Contact Person:	Dr. Cynthia Reasoner, Director of Instruction
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

- Please provide information regarding dual enrollment program offerings using the table below as a template.

History Courses

DE Course Number	HIS 121	HIS 122	HIS 111	HIS 112
Credit Hours	3	3	3	3
DE Course Name	United States History to 1877	United States History Since 1865	World Civilization Pre-1500 CE	World Civilization Post-1500 CE
High School Course Name (w/SCED)	US History I DE	US History II DE	World Civilization Pre 500 DE	World Civilization Post 1500 DE
Passport Block	Block 6	Block 6	Block 6	Block 6
Associate Degree Requirement	Yes	Yes	Yes	Yes
Projected Student Enrollment	30	30	36	36
Average Student Enrollment (last 3 years for courses previously offered)	30	30	21	21
Number of Credentialed Teachers on Staff	1	1	1	1
Staffing Needs	none	none	none	none
Add other information as applicable.				

English Courses

DE Course Number	ENG 111	ENG 112	ENG 245	ENG 246
Credit Hours	3	3	3	3
DE Course Name	College Composition I	College Composition II	British Literature	American Literature
High School Course Name (w/SCED)	College Composition I DE	College Composition II DE	British Literature DE	American Literature DE
Passport Block	Block 1	Block 1	Block 2	Block 2
Associate Degree Requirement	Yes	Yes	Yes	Yes
Projected Student Enrollment	19	19	18	18
Average Student Enrollment (last 3 years for courses previously offered)	22	22	21	21
Number of Credentialed Teachers on Staff	1	1	1	1
Staffing Needs	none	none	none	none
Add other information as applicable.				

Mathematics Courses

DE Course Number	MTH 161	MTH 162		
Credit Hours	3	3		
DE Course Name	Precalculus I	Precalculus II		
High School Course Name (w/SCED)	Precalculus I	Precalculus II		
Passport Block	Block 5	Block 5		
Associate Degree Requirement	Yes	Yes		
Projected Student Enrollment	8	8		
Average Student Enrollment (last 3 years for courses previously offered)	3	3		
Number of Credentialed Teachers on Staff	0 *teacher will receive credentialing in Dec. 2022	1		
Staffing Needs	none	none		
Add other information as applicable.				

Business Courses

DE Course Number	BUS 100	BUS 200		
Credit Hours	3	3		
DE Course Name	Introduction to Business	Principles of Management		
High School Course Name (w/SCED)	Introduction to Business DE	Principles of Management DE		
Passport Block	N/A	N/A		
Associate Degree Requirement	No	No		
Projected Student Enrollment	4	5		
Average Student Enrollment (last 3 years for courses previously offered)	8	8		
Number of Credentialed Teachers on Staff	1	1		
Staffing Needs	none	none		
Add other information as applicable.				

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

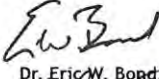

Currently, Amelia County Public Schools does not have a natural science teacher for the Passport or UCGS. Amelia County is located in a rural community (bedroom to Chesterfield/Richmond) which can make it difficult to recruit teachers with a master's degree in specific content areas. At the present time, no additional compensation (monetary or extra planning) is offered to individuals to teacher or to retain those educators who teach higher level courses. Students have an opportunity to enroll in concurrent courses through Brightpoint Community College. Students could possibly take courses through Longwood University (29 minutes away but it is feasible). Virginia Virginia offers General Environment Science (ENV 121) beginning in the Fall of 2022 which could be taken to meet the Passport requirement. If ACPS could provide the Passport/UCGS Program to our students it would enable students living in a rural areas to receive help on college tuition expenses. Many of our students are first generation college students and this opportunity would assist in their goal. Under the new plan (unless staffing changes) ACPS will only be able to offer the Passport course requirements. ACPS cannot offer the UCGS due to not having enough qualified teachers/ teacher candidates to teach these courses. ACPS currently offers two courses that are not aligned with Passport/UCGS: BUS 100 Introduction to Business and BUS 200 Principles of Management. These two courses are offered to allow students an opportunity to receive additional college credits and give them a chance to explore a possible career interest. College credit loss is possible with these two courses if a student decides not to pursue a degree in Business or the four-year institution does not accept them as transfer elective courses.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

Fall 2022	Spring 2023	Fall 2023	Persons Responsible
Review of current school candidates to teach by Brightpoint CC	Make Passport courses available for student to register for Fall 2023	Passport courses available to students in grades 11 and 12	Dr. Cynthia Reasoner, Director of Instruction- oversee Passport program/ provide guidance and support to Amelia County High School
Create curses and requirements established by Brightpoint CC	Train current teaching candidates for Passport and UCS with Brightpoint CC		Dr. John Ringstaff, Principal of Amelia County High School- oversee Passport program at ACHS
Prepare courses for the ACHS course guide			Madolyn Moore, ACHS School Counselor- contact person for Brightpoint CC and parents regarding the Passport program
Hold informational meetings for parents and students on Passport program prior to student enrollment in Spring 2023			Mrs. Stacy Dunbar, ACHS DE History Teacher- mentor incoming teachers to the DE courses and give general guidance for course instruction. Mrs. Dunbar will be a resource for students and parents regarding the Passport program
Advertise for any necessary teaching positions to meet Passport requirements			
Review textbooks and costs for upcoming new courses			

**DUAL ENROLLMENT ALIGNMENT GRANT
Final Report**

Progress reports should be sent in .pdf format to Macey.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Augusta County Public Schools
School Name(s):	Buffalo Gap High School
Project Contact Person:	Billy Coombe
School Division Superintendent (or designee) Signature:	 Dr. Eric W. Boud, Superintendent
Virginia Community College President (or designee) Signature:	 Blue Ridge Community College

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	HIS 121	HIS 122	PLS 135	PLS 136
Credit Hours	3	3	3	3
DE Course Name	US History to 1877	US History Since 1865	US Government & Politics	State and Local Government
High School Course Name (w/SCED)	DE US History	DE US History	DE US Government	DE US Government
Passport Block	VI	VI	III	III
Associate Degree Requirement	Y	Y	Y	N
Projected Student Enrollment	12	12	10	10

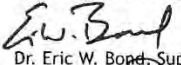
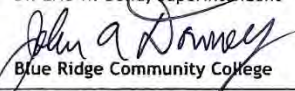
DE Course Number	HIS 121	HIS 122	PLS 135	PLS 136
Average Student Enrollment (last 3 years for courses previously offered)	14	14	12	12
Number of Credentialed Teachers on Staff	1	1	1	1
Staffing Needs	0	0	0	0
Add other information as applicable.				Looking into VDOE waiver to add a state and local government module to PLS 135

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
 - PLS 136 does not transfer smoothly - we will look into a VDOE waiver to add a state and local government module to PLS 135 to meet the VDOE graduation requirements for VA & US Government course.
 - We need more core curriculum course offerings available to BGHS students either through staffing, credentialing, or collaboration with other division schools.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.
 - Recruit and hire staff that is credentialed to teach DE courses. (BGHS Administrators)
 - Building Administrators will explore the interest of existing staff to pursue DE teaching credentials (Math, History, Science)
 - Capitalize on existing DE Courses within the division. Each ACPS Counseling Department will:
 - Submit potential DE Course offerings to the division by beginning of October
 - Submit potential DE Course numbers to the division by end of January
 - Develop a county-wide enrollment process such that students are eligible to take DE courses for specific inquiries by March.
 - Assistant Superintendent of Instruction creates and sends out DE course offering list to counseling departments by end of October.

**DUAL ENROLLMENT ALIGNMENT GRANT
Final Report**

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Augusta County Public Schools
School Name(s):	Wilson Memorial High School
Project Contact Person:	Steven Hom, Assistant Principal Kim Long, Counseling Coordinator
School Division Superintendent (or designee) Signature:	 Dr. Eric W. Bode, Superintendent
Virginia Community College President (or designee) Signature:	 John A. Donney Blue Ridge Community College

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	ENG 111	ENG 112
Credit Hours	3	3
DE Course Name	College Comp 1	College Comp 2
High School Course Name (w/SCED)	College Comp 1	College Comp 2
Passport Block	Block 1	
Associate Degree Requirement	Yes	Yes
Projected Student Enrollment	33	33

DE Course Number	ENG 111	ENG 112
Average Student Enrollment (last 3 years for courses previously offered)	29	29
Number of Credentialed Teachers on Staff	2	2
Staffing Needs	none	none
Add other information as applicable.		

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

English (our current offering): We are fully staffed and enrollment is good.

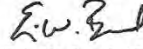
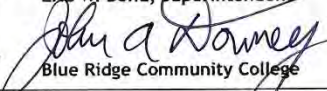
Other potential courses: We are in need of staff credentialed for the other subjects. We also need to plan our scheduling around other schools to take advantage of their course offerings.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

- Identify (or hire) teachers that are certified to teach DE courses. (Building Administrators)
 - Work with existing staff to determine if there is interest in becoming credentialed to offer additional courses.
- School Counseling Department will collaborate and coordinate scheduling with other division high schools to allow WMHS students access to courses not offered at our school.

**DUAL ENROLLMENT ALIGNMENT GRANT
Final Report**

Progress reports should be sent in .pdf format to Macey.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Augusta County Public Schools
School Name(s):	Stuarts Draft High School
Project Contact Person:	Sara McLaughlin
School Division Superintendent (or designee) Signature:	 Eric W. Bond, Superintendent
Virginia Community College President (or designee) Signature:	 John A. Downey Blue Ridge Community College

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	ENG 111	ENG 112
Credit Hours	3 hours	3 hours
DE Course Name	College Comp 1	College Comp 2
High School Course Name (w/SCED)	English 12 (½ credit) 1160	English 12 (½ Credit) 1160
Passport Block	Block 1	N/A
Associate Degree Requirement	Y	USCG/ Elective
Projected Student Enrollment	38	38
Average Student Enrollment (last 3 years for courses previously offered)	50	50

DE Course Number	ENG 111	ENG 112
Number of Credentialed Teachers on Staff	1	1
Staffing Needs	no, based on current numbers	no, based on current numbers
Add other information as applicable.	We haven't had credentialed staff for the past two years. As of June 2022, Katie Cerminara should be qualified thanks to reimbursement from ACPS.	We haven't had credentialed staff for the past two years. As of June 2022, Katie Cerminara should be qualified thanks to reimbursement from ACPS.

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

- Our biggest area of need is more staffing in order to offer more classes that fit into the alignment with the passport. We have a definite need and desire for students.
- We would love to be able to work together as a county to offer more dual enrollment options for the entire county so it is more equitable for all students.
- One area of need that would be beneficial for all students would be a psychology course.



3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

- Offer DE English classes for the 2022-2023 school year because K. Cerminara will be certified. She will be teaching English 111 and English 112.
- J. Bergan is working towards her master's in math education, so we hope to offer dual enrollment math classes by the 2023-2024 school year.
 - Offer dual enrollment pre-calculus Math 161/162.
 - Offer a DE statistics class.
- D. McClung is very interested in teaching dual enrollment for history. She is a few classes short but very willing to complete the requirements.

- Priorities for history would be the US History which is History 121/122 and the PLS 135 with the additional add-on to count as the 12th grade government option. (Counseling Department and SDHS Administration)
- Offer science courses when a qualified teacher is secured.
 - Sara McLaughlin will reach out to Ms. Heather Carter about the interest in possibly taking classes to offer Dual Enrollment Biology classes.

**DUAL ENROLLMENT ALIGNMENT GRANT
Final Report**

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Augusta County Public Schools
School Name(s):	Riverheads High School
Project Contact Person:	Matt Stevens / Katie Crabtree
School Division Superintendent (or designee) Signature:	 Dr. Eric Bond, Superintendent
Virginia Community College President (or designee) Signature:	 Blue Ridge Community College

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	MTH 161	MTH 162	MTH 154	MTH 155
Credit Hours	3	3	3	3
DE Course Name	Pre Calculus I	Pre Calculus II	Quantitative Reasoning	Statistical Reasoning
High School Course Name (w/SCED)	Pre Calculus	Pre Calculus	Quantitative Reasoning (3199)	Statistical Reasoning
Passport Block	Block V (B)	Block V (B)	Block V (A)	Block V (A)
Associate Degree Requirement	UCGS	UCGS	UCGS	UCGS

DE Course Number	MTH 161	MTH 162	MTH 154	MTH 155
Projected Student Enrollment	40	40	30	30
Average Student Enrollment (last 3 years for courses previously offered)	40	40	N/A	N/A
Number of Credentialed Teachers on Staff	1	1	1	1
Staffing Needs	none	none	none	none
Add other information as applicable.				

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

- The biggest need is in the area of staffing. We have low numbers in AP courses and our students would be more interested in taking Dual Enrollment coursework but we don't have credentialed teachers who are able to teach the courses. We have a need and desire by our students.
- If we could work together with the other 4 county high schools to be able to share credentialed teachers and make Dual Enrollment coursework available county-wide that would be a huge asset to all of our students.
- Could Blue Ridge provide teachers who don't have full schedules to teach Dual Enrollment sections in our schools?

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

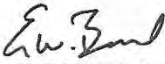

- At this time, we have one teacher in our building who is currently teaching all 4 Dual Enrollment courses in the math department. Due to scheduling within the high school, students are able to complete 6 college credits during one semester in our math courses paired with BRCC. At RHS, we only offer Dual Enrollment opportunities within our math department.
- We have a masters level teacher who just finished her first year in English. We would love to replace our AP English 12 with an English 111 and 112 within the next two years.
- We hope to be able to get a Dual Enrollment science course within our building within the next two years as we have a teacher who is currently working on her Master's Degree.
- Until we are able to attain these programs within our own building, we hope to utilize other Augusta County Dual Enrollment opportunities for our students through an online format. This year, we are looking at partnering with Buffalo Gap High School to offer their students the ability to take Dual Enrollment math coursework if we can offer our students Social Studies and/or English opportunities.



-
- At this time, our AP courses are only accounting for about 30 students and we know that we have more students who are planning to pursue further education. We are missing the ability to help students begin higher education with the safety net of high school teachers and counselors being able to assist them as they begin.
 - Course availability is not equitable within our county and students have the ability to take coursework at other schools but currently have to travel. This situation is not ideal and we need to be utilizing the resources available to make courses available to all of our students.
 - It is a frustration that JMU offers a five year masters program for educators but that masters doesn't allow a teacher to teach a specific content area for Dual Enrollment purposes. We need more teachers who can teach Dual Enrollment coursework so that subjects could be offered at each school in every subject.

DUAL ENROLLMENT ALIGNMENT GRANT
Final Report

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Augusta County Public Schools
School Name(s):	Fort Defiance High School
Project Contact Person:	R. Alan Shull, Principal
School Division Superintendent (or designee) Signature:	 Dr. Eric Bond, Superintendent
Virginia Community College President (or designee) Signature:	 Blue Ridge Community College

1. Please provide information regarding dual enrollment program offerings using the table below as a template.


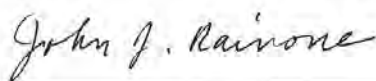
DE Course Number	BIO 101	CST 100	ENG 111	ENG 112	HIS 101	MTH 161	MTH 162	PSY 200
Credit Hours	4	3	3	3	3	3	3	3
DE Course Name	DE Science I: Biology	DE Principles of Public Speaking	DE College Composition I	DE College Composition II	DE Hist Western Civilization I	DE Pre-Calculus I	DE Pre-Calculus II	DE Principles of Psychology
HS Course Name (w/ SCED)	051: Biology I	151: Public Speaking	004: English - English 12	004: English - English 12	063: Western Civilization	104: Mathematical Analysis/Pre-Calculus	104: Mathematical Analysis/Pre-Calculus	254: Psychology
Passport Block	IV		I		VI	V	V	III
UCGS Block	IV	VII	I	I	VI	V	V	III
Associate Degree Requirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Projected Student Enrollment	25	20	25	25	42	10	10	15
Number of Credentialed Teachers on Staff	1	1	1	1	1	0	0	0
Staffing Collaboration Needed						Yes w/sister schools	Yes w/sister schools	Yes

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
 - We offer a broader scope of DE courses beyond the Passport and UCGS. We recognize that we need to add DE courses in both Passport and UCGS in Block III and Block V.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.
 - Our timeline is driven by staff certifications and availability. Responsible parties include administrators, school counselors, staff, and the DE committee. FDHS will continue to recruit and hire with priority to applicants who possess the credentials needed to teach designated courses. *Our priority would be to add the Pre-Calculus I and II courses as soon as possible. We do currently offer a Psychology course and this would be a natural fit however, our instructor does not have the proper credentialing and with a young family she is not so inclined at this time. Since we filed this report we have lost our instructor for the Public Speaking course. We will be actively seeking a credentialed individual to take on that course.*

DUAL ENROLLMENT ALIGNMENT GRANT
Final Report

Progress reports should be sent in .pdf format to Maecv.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Bath County Public Schools
School Name(s):	Bath County High School
Project Contact Person:	Caroline McKean, School Counselor
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	HIS 121	HIS 122	PLS 135	PLS 136
Credit Hours	3.0	3.0	3.0	3.0
DE Course Name	United States History to 1877	United States History Since 1865	American National Politics	State and Local Politics
High School Course Name (w/SCED)	VA/US History 04101	VA/US History 04101	VA/US Gov't 04151	VA/US Gov't 04151
Passport Block	Block VI (History)	N/A	Block III (Social & Behavioral Sciences)	N/A
Associate Degree Requirement	Block VI (History)	Block VII Specialized General Education	Block III (Social & Behavioral Sciences)	N/A
Projected Student Enrollment	6	6	11	11
Average Student Enrollment (last 3 years for courses previously offered)	First Year Offered 21-22: 9	First Year Offered 21-22: 9	8	8
Number of Credentialed Teachers on Staff	1	1	Virtual from Mountain Gateway Campus - No one on BCHS Staff	Virtual from Mountain Gateway Campus - No one on BCHS Staff
Staffing Needs				
Add other information as applicable.	This course was an AP course in 20-21	This course was an AP course in 20-21		

DE Course Number	PSY 200	CST 110	CHEM 111	CHEM 112
Credit Hours	3.0	3.0	4.0	4.0
DE Course Name	Principles of Psychology	CST 110 - Introduction to Speech Communication	College Chemistry I	College Chemistry II
High School Course Name (w/SCED)	Psychology I 04254	Public Speaking 01151	Chemistry 03101	Chemistry 03101
Passport Block	Block III (Social & Behavioral Sciences)	N/A	Block IV (Natural Sciences)	N/A
Associate Degree Requirement	Transfer Core	Block VII Specialized General Education	Block IV (Natural Sciences)	Transfer Core
Projected Student Enrollment	11	11	19	19
Average Student Enrollment (last 3 years for courses previously offered)	8	8	First Year Offered 21-22: 6	First Year Offered 21-22: 6
Number of Credentialed Teachers on Staff	<i>Virtual from Mountain Gateway Campus – No one on BCHS Staff</i>	<i>Virtual from Mountain Gateway Campus – No one on BCHS Staff</i>	<i>Virtual from Mountain Gateway Campus – No one on BCHS Staff</i>	<i>Virtual from Mountain Gateway Campus – No one on BCHS Staff</i>
Staffing Needs				
Add other information as applicable.				

DE Course Number	PHY 201	PHY 202	CTE – ITE 152	CTE – BUS 100
Credit Hours	4.0	4.0	3.0	3.0
DE Course Name	General College Physics I	General College Physics II	Introduction to Digital Literacy and Computer Applications	Introduction to Business
High School Course Name (w/SCED)	Physics 03151	Physics 03151	Computer Information Systems 10005	Business Management 12052
Passport Block	N/A	N/A	N/A	N/A
Associate Degree Requirement	Transfer Core	Transfer Core	Block VII (Specialized GE Requirements)	N/A
Projected Student Enrollment	8	8		
Average Student Enrollment (last 3 years for courses previously offered)	8	8	4	6
Number of Credentialed Teachers on Staff	<i>Virtual from Mountain Gateway Campus – No one on BCHS Staff</i>	<i>Virtual from Mountain Gateway Campus – No one on BCHS Staff</i>	1	1
Staffing Needs				

DE Course Number	PHY 201	PHY 202	CTE – ITE 152	CTE – BUS 100
Add other information as applicable.				

DE Course Number	CTE – MKT100	CTE – HRI 158	CTE –SAF 195
Credit Hours	3.0	3.0	1.0
DE Course Name	Principles of Marketing	Sanitation and Safety	Construction Safety
High School Course Name (w/SCED)	Principles of Business and Marketing 12051	Culinary Arts 16052	Goes with Auto I, Electricity I or Carpentry I
Passport Block	N/A	N/A	N/A
Associate Degree Requirement	N/A	N/A	N/A
Projected Student Enrollment			
Average Student Enrollment (last 3 years for courses previously offered)	6	12	7
Number of Credentialed Teachers on Staff	1	1	1
Staffing Needs			
Add other information as applicable.			

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

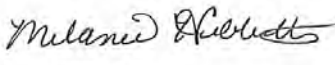
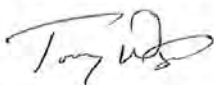
- **Student High School Graduation Needs:** As a small school with an enrollment of 185 students as of August 2022, in five grades (8th-12th) our courses must meet a multitude of high school graduation needs.
 - For example we used to offer Spanish I, II, & III as a virtual dual enrollment course to help meet our staffing needs – we do not have an in-person licensed Spanish teacher but the Transfer VA requirements did not allow all students who wished to seek an advanced diploma the opportunity to take the course. Therefore we had to seek other virtual provider options to meet the most need and high school graduation requirements.
- **Teacher Preparation & Credentialing:** We do not have many staff with master's level degrees specific to the coursework they teach – we do have a high number of teachers with a Masters of Education – we need to identify way to incentive the specialization of at least 18 credit hours in course-specific graduate level courses
 - This comes at a time when teachers are being asked to take on so much more, it is my hope that the VCCS and high school systems can determine a credentialing process for these teachers that is supportive and productive
 - Speaking with Dr. Ben Worth, this looks like a potential area of growth for both high school dual enrollment and associate degree pathways
 - Also at time when people are not entering the education field as a career program it is imperative that we seek some sort of teacher preparation support
- **Overlapping Coursework in our Dual Enrollment Program at BCHS**
 - It appears that there are options to decrease the history and possibly the science course duplications. One example is that we can research credentialing processes within the VDOE to make required history courses more streamlined; i.e. to teach one semester of PLS135 to meet the Virginia US Government high school graduation requirement and replace the PLS 136 course with another Passport ready course like English 111 to meet that Block I specification in passport.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

- Identify Goal/Mission for providing Dual Enrollment – Principal, Counselor, Career Coach, and Team Member from MGCC– January 2023
- Identify Focus or Theme of Dual Enrollment Program – Principal, Counselor, BCPS Instructional Director – January 2023
- Create a dual enrollment/teacher preparation committee – Counselor, Career Coach – October 2022
- Identify Way to credential and prepare future educators for the Dual Enrollment Passport program – July 2023 – Principal, Superintendent, BCPS Instructional Director, School Board, DE Committee
- Seek additional student support for virtual Dual Enrollment programs – such as tutoring and in-person meeting opportunities to improve the virtual Dual Enrollment results for students – Counselor, Career Coach - October 2022
- Improve communications with students and parents about the role of Dual Enrollment for College Bound students – Counselor, Career Coach, DE Committee January 2023

DUAL ENROLLMENT ALIGNMENT GRANT
Final Report

Progress reports should be sent in .pdf format to Macey.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Buchanan County
School Name(s):	Council High School
Project Contact Person:	Lauralee Jackson/Karen Taylor (Ruchelle Thornsbury, Rhonda Musick, Gary Johnson)
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	HIS-121	HIS-122	PLS-211	PLS-212
Credit Hours	3	3	3	3
DE Course Name	United States History I	United States History II	U.S. Government I	U.S. Government II
High School Course Name (w/SCED)	Virginia & U.S. History (2360DE)	Virginia & U.S. History (2360DE)	Virginia & U.S. Government (2440DE)	Virginia & U.S. Government (2440DE)
Passport Block	Block VI	Block VI	Block III	Block III
Associate Degree Requirement	Yes	Yes	Yes	Yes
Projected Student Enrollment	8	8	0	0
Average Student Enrollment (last 3 years for courses previously offered)	9	9	11	11
Number of Credentialed Teachers on Staff	1	1	0 (online)	0 (online)
Staffing Needs	N/A	N/A	Teacher	Teacher

DE Course Number	HIS-121	HIS-122	PLS-211	PLS-212
Add other information as applicable.	HIS 121 needs to be offered in the fall semester and HIS 122 in the spring semester.	HIS 121 needs to be offered in the fall semester and HIS 122 in the spring semester.	Students received instruction from another teacher in the county in the Spring 2022 term.	Students received instruction from another teacher in the county in the Spring 2022 term.

DE Course Number	ENV-121	ENV-122	ENG-111	ENG-112
Credit Hours	4	4	3	3
DE Course Name	General Environmental Science I	General Environmental Science II	College Composition I	College Composition II
High School Course Name (w/SCED)	Environmental Science (4270DE)	Environmental Science (4270DE)	English 12 (1160DE)	English 12 (1160DE)
Passport Block	Block IV	Block IV	Block I	Block I
Associate Degree Requirement	No	No	Yes	Yes
Projected Student Enrollment	3	3	1	1
Average Student Enrollment (last 3 years for courses previously offered)	5	5	7	7
Number of Credentialed Teachers on Staff	1	1	0 (online)	0 (online)
Staffing Needs	N/A	N/A	Teacher	Teacher
Add other information as applicable.				

DE Course Number	MTH-161	MTH-162	MTH-261	
Credit Hours	3	3	3	
DE Course Name	Pre-Calculus I	Pre-Calculus II	Applied Calculus I	
High School Course Name (w/SCED)	Trigonometry (3160DE)	Trigonometry (3160DE)	Calculus (3170DE)	
Passport Block	Block V	Block V	Block V	
Associate Degree Requirement				
Projected Student Enrollment	8	8	8	
Average Student Enrollment (last 3 years for courses previously offered)	7	7	8	
Number of Credentialed Teachers on Staff	1	1	1	
Staffing Needs	N/A	N/A	N/A	
Add other information as applicable.	Needs to be offered individually (Fall Semester)	Needs to be offered individually (Spring Semester)		

DE Course Number	BIO-101	BIO-102	HIS-101	HIS-102
Credit Hours	4	4	3	3
DE Course Name	General Biology I	General Biology II	Western Civilizations Pre-1600 CE	Western Civilizations Post-1600 CE
High School Course Name (w/SCED)	BIO141 (03052)	BIO142 (03052)	Western Civ (2375DE)	Western Civ (2375DE)
Passport Block	Block IV	Block IV	Block VI	Block VI
Associate Degree Requirement	Yes	Yes	No	No
Projected Student Enrollment	0	0	2	2
Average Student Enrollment (last 3 years for courses previously offered)	2	2	5	5
Number of Credentialed Teachers on Staff	0 (virtual)	0 (virtual)	0 (virtual)	0 (virtual)
Staffing Needs	Teacher	Teacher	Teacher	Teacher
Add other information as applicable.				

DE Course Number	ENG-246	PSY-200	SOC-200	
Credit Hours	3	3	3	
DE Course Name	American Literature	Principles of Psychology	Introduction to Sociology	
High School Course Name (w/SCED)	Eng241 (01055)	PsychologyDE (2900)	SociologyDE (2500)	
Passport Block	Block II	Block III	Block III	
Associate Degree Requirement	Yes	Yes	Yes	
Projected Student Enrollment	0	8	6	
Average Student Enrollment (last 3 years for courses previously offered)	1	9	7	
Number of Credentialed Teachers on Staff	0 (virtual)	0 (virtual)	0 (virtual)	
Staffing Needs	Teacher	Teacher	Teacher	
Add other information as applicable.				

DE Course Number	BIO-141	BIO-142	ENG-211	ITE-119
Credit Hours	4	4	3	3
DE Course Name	Human Anatomy & Physiology I	Human Anatomy & Physiology II	Creative Writing 1	Information Literacy
High School Course Name (w/SCED)	Anatomy (03053)	Anatomy (03053)	Creative Writing (01104)	ITE-119 (33282)
Passport Block	Block IV	Block IV	Block II	
Associate Degree Requirement	No	No	No	No
Projected Student Enrollment	0	0	0	2
Average Student Enrollment (last 3 years for courses previously offered)	3	3	1	0
Number of Credentialed Teachers on Staff	0 (virtual)	0 (virtual)	0 (virtual)	0 (virtual)
Staffing Needs	Teacher	Teacher	Teacher	Teacher
Add other information as applicable.				

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

Council High School strives to provide students with opportunities to enroll in dual enrollment courses that are aligned to the Passport and Uniform Certificate of General Studies. While the school is able to offer some DE courses onsite at the school, others must be offered virtually (synchronously or asynchronously) through Southwest Virginia Community College, the A. Linwood Holton Governor's School, or through linking CHS students virtually to courses at other division schools that are taught by DE-certified teachers. In addition, opportunities are available for CHS students to travel to the Buchanan County Career, Technology, and Higher Learning Center to participate in in-person DE courses not currently offered at CHS. Some dual enrollment courses previously offered onsite at Council High can no longer be offered due to current staffing shortages, which prohibits CHS from being able to offer all the courses in the Passport and Uniform Certificate of General Studies in-person and on-site. The courses listed on this form are courses that are taught onsite at Twin Valley High School by division staff assigned to TVHS or courses that are offered virtually to TVHS students through Southwest Virginia Community College or the A. Linwood Holton Governor's School. It does not reflect courses taught by division staff at other division schools

There are currently qualified instructional staff assigned to Council High School who could teach Physical Geology (GOL-105), Historical Geology (GOL-106), Environmental Geology (GOL-110), and Introduction to Cultural Geography (GEO-210), but these classes have not been included in the schedule at this time due to the staffing shortage. Due to limited staffing, the teacher who is certified to teach these courses is currently assigned to teach other required courses and the school has been unable to adjust the schedule to include these DE courses at this time.

An analysis of the courses currently offered at the school shows that the D.E. courses that the school is currently able to offer align with the VCCS Passport Course Roster and the VCCS Uniform Certificate of General Studies Course Roster. There is a recognized need to increase the number of courses available to students and to provide more dual enrollment options to students in alignment with the Passport and UCGS; however, current staffing shortages have made this a challenge. Many students at CHS participate in virtual dual enrollment courses, and the school will work to provide these students with increased tutoring supports to better address the challenges presented by completing complex coursework in a virtual format without consistent onsite support from an instructor.

Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

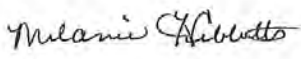

Timeline	Responsible Parties	Task
Fall 2022	Buchanan County Public Schools	Continue reviewing assessing course offerings, needs, enrollments, and scheduling of DE courses
Fall 2022 Forward	Buchanan County Public Schools, Southwest Virginia Community College	Implement CTE High School Innovation initiative with expansion of DE courses
Fall 2022	Buchanan County Public Schools	Work with division staff to encourage additional staff to complete necessary coursework to become certified to teach DE courses, particularly within blocks with limited course availability – promote incentives and search for additional funding streams to make certification more cost-effective for instructional staff
Fall 2022	Buchanan County Public Schools, School Counselors	Ensure students are informed of the Passport and UCGS requirements
Fall 2022, Spring 2023	Buchanan County Public Schools, Southwest Virginia Community College	Continue assessing the capacity of BCPS to add additional DE courses within specified blocks and work to expand the number of DE course offerings available
Spring 2023	Buchanan County Public Schools	Assess ongoing student interest in additional DE course offerings
Spring 2023 Fall 2023 Fall 2024	Buchanan County Public Schools, Southwest Virginia Community College	Continue planning for expansion of DE enrollment offerings for students within specified blocks and implement new course offerings as scheduling permits

DUAL ENROLLMENT ALIGNMENT GRANT

Final Report

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov

Due Date: Thursday September 1, 2022

School Division:	Buchanan
School Name(s):	Grundy High
Project Contact Person:	Lauralee Jackson/Karen Taylor (Beth Bevins, Charles Boyd, Erica Owens)
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	ENG 111-112	HIS 121-122	PSY 200	SOC 200
Credit Hours	6	6	3	3
DE Course Name	English 111: College Composition I English 112: College Composition II SCED01004	United States History I and History II SCED 04101	Principles of Psychology SCED04254	Principles of Sociology SCED04258
High School Course Name (w/SCED)	English 12 DE SW	DE U.S. History	Psychology DE	Sociology DE
Passport Block	Yes Block 1	Yes, Block VI	Yes, Block III	Yes, Block III
Associate Degree Requirement	Yes	Yes	Yes	Yes
Projected Student Enrollment	35	30	42	19
Average Student Enrollment (last 3 years for courses previously offered)	34	11	21	8
Number of Credentialed Teachers on Staff	2	1	0 (online)	0 (online)
Staffing Needs	None	None	None	None
Add other information as applicable.				

DE Course Number	SDV 100	ITE 119		
Credit Hours	1	3		
DE Course Name	College Success Skills	Information Literacy		
High School Course Name (w/SCED)	College Success Skills	Information Literacy		
Passport Block	No (SWCC course)	No		
Associate Degree Requirement	Yes	No- Class is changing		
Projected Student Enrollment	1	11		
Average Student Enrollment (last 3 years for courses previously offered)	1	1		
Number of Credentialed Teachers on Staff	0 (online)	1		
Staffing Needs				
Add other information as applicable.				

Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

The above dual enrollment courses reflect courses that are currently available on-site at Grundy High School, either as taught by DE-certified division staff assigned to Grundy High School or as offered virtually to GHS students through Southwest Virginia Community College or the A. Linwood Holton Governor's School. Grundy High School students also have the option to take DE courses at the Buchanan County Career, Technology, and Higher Learning Center or to enroll virtually in DE courses offered by DE-certified division teachers assigned to other schools. Because of the close proximity of GHS to the Buchanan County Career, Technology, and Higher Learning Center, many GHS students elect to travel to the BCCTHLC to participate in additional DE courses available at that location. There is a need within not only Grundy High School but the school division as a whole to increase the number of DE courses available to students in line with the Passport and Uniform Certificate of General Studies. Two primary findings or areas of need were reviewed relevant to the alignment of current DE offerings and the need for additional course availability: staffing availability and scheduling.

One primary need related to alignment with the Passport and Uniform Certificate of General Studies is the lack of available staff at the school who are currently certified to teach DE courses within many of the blocks required by the Passport/UCGS. Course availability would be significantly improved if additional staff at the school were to become certified to teach DE classes within these blocks. However, as this requires additional coursework on the part of instructional personnel, the

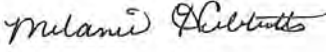

time involved and the cost of the additional courses are factors that often impede staff from seeking DE-certification. It would be beneficial for the division to continue to look at ways to offer support to teachers who are interested in pursuing DE-certification, particularly in terms of funding sources that could be utilized to offset the cost of the necessary coursework. Students at GHS have the option to enroll in DE courses through Southwest Virginia Community College or the A. Linwood Holton Governor's School. This opens up many additional DE course offerings for students that are not available onsite at GHS. However, there are some challenges that frequently arise regarding virtual DE courses. Due to the complexity of most of these classes, some students struggle with the virtual format and with not having the instructor physically present, which can have an impact on the number of students who enroll in the courses. A student who would likely enroll in the course if it were offered in-person may choose not to do so if it is only available virtually. Providing additional opportunities for students enrolled in dual enrollment courses to receive in-person tutoring as needed, particularly during the afterschool program, would likely encourage more-students to enroll in these courses. In addition, it is important to ensure that students are fully informed of the Passport and UCGS and that their high school course schedules are developed accordingly.

Another key finding relates to scheduling challenges. In addition to the limited number of staff currently certified to teach DE courses, many staff who are certified to teach DE classes must also teach non-DE courses. This impacts their availability to teach DE courses and limits enrollment opportunities for students.

Currently, GHS offers limited DE courses within Block I and Block III on site, and GHS students have opportunities to participate in courses within the other blocks either through attending in-person classes at the BCCTHLC or through participating in DE courses virtually. Increased availability of on-site DE courses would likely positively impact the number of students enrolled in DE classes, although given the small staff size at the school, this likely is not feasible in the short-term. Ensuring that the DE classes that are offered are aligned with the Passport/UCGS is also crucial. Moving forward, it will be important for the school and the division to examine the availability – even if through virtual means - of an expanded slate of aligned DE offerings within the various blocks while also offering additional supports to students enrolled in these courses (especially if they are taking the classes virtually) to ensure that they are successful. The recent implementation of the CTE High School Innovation initiative within the division, in collaboration with Southwest Virginia Community College, is designed to increase the number of DE courses offered to students specifically relevant to health sciences and engineering career pathways. The division is actively working with the college to expand and enhance DE course offerings within these areas.

DUAL ENROLLMENT ALIGNMENT GRANT Final Report

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Buchanan County
School Name(s):	Hurley High
Project Contact Person:	Lauralee Jackson/Karen Taylor (Donna Blankenship, Billy Mullins, Mark England)
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	Course 1	Course 2	Course 3
Credit Hours	6	3	1
DE Course Name	ENG 111/112	PSY 200	SDV 100
High School Course Name (w/SCED)	DE English SCED: 01004	DE Psychology SCED: 04254	DE College Success SCED:
Passport Block	Yes, Block 1	Yes, Block III	No
Associate Degree Requirement	Yes	Yes	Yes
Projected Student Enrollment	15	20	20
Average Student Enrollment (last 3 years for courses previously offered)	14	9	6
Number of Credentialed Teachers on Staff	0 (online)	0 (online SVCC)	0 (online SVCC)
Staffing Needs	1	0	0
Add other information as applicable.	NA	NA	NA

DE Course Number	Course 4	Course 5	Course 6
Credit Hours	6	6	8
DE Course Name	HIS 101/102	HIS121/122	BIO 101
High School Course Name (w/SCED)	Western Civilization SCED: 04063	US VA History SCED: 04101	Biology SCED: 03052
Passport Block			
Associate Degree Requirement	History	History	Biology
Projected Student Enrollment	3	15	7
Average Student Enrollment (last 3 years for courses previously offered)	4	14	5
Number of Credentialed Teachers on Staff	0 (online LHGS)	1	1
Staffing Needs	0	0	0
Add other information as applicable.	NA	NA	NA

Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

Key findings indicate that Hurley High School needs to add additional Dual Enrollment classes in line with the Passport and the Uniform Certificate of General Studies to the schedule. While students have an opportunity to take courses that are aligned with the Passport and the UCGS, in most cases, they must do so either virtually or by leaving their home school (HHS) to travel to the Buchanan County Career, Technology, and Higher Learning Center. This frequently poses challenges with scheduling, especially if a student must also take classes at their home school. While there are some teachers at the school who are certified to teach DE courses, particularly within Block IV and Block VI, Hurley High School has a small staff, and DE-certified teachers are also assigned to teach non-DE courses, which takes up the majority of their instructional day. The school actively encourages staff who are not currently certified to complete coursework necessary to become certified to teach dual enrollment classes, and will work with the division to seek out supports for teachers who wish to do so. The school currently has a certified teacher for Biology 101/102 who also certified for Chemistry, and the school hopes to offer that dual enrollment course onsite at HHS in the near future. The school would also like to have a dual enrollment English 111/112 teacher onsite.

While there are a number of DE courses aligned with the Passport and UCGS available to students virtually, many students experience challenges with completing high-level DE coursework in a virtual format during which the teacher is not physically present. This is particularly true for courses in Block

IV and Block V. The school will leverage resources with the afterschool program offered by the school to provide additional tutoring and remediation to students who need additional supports to be successful in dual enrollment courses.

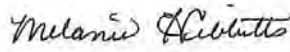
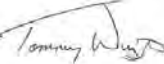
It would be beneficial for the school and division to work further with Southwest Virginia Community College, the A. Linwood Holton Governor’s School program, and with current teachers on staff within the division to expand the number of dual enrollment courses available to students, particularly in Block II (Art, Humanities, and Literature) and Block VII. Current offerings within these blocks are very limited division-wide. Available courses within Block II are especially limited, which makes it difficult for students to meet the requirement relevant to Block II.

Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

Timeline	Responsible Parties	Task
Fall 2022	Buchanan County Public Schools	Continue reviewing assessing course offerings, needs, enrollments, and scheduling of DE courses
Fall 2022	Buchanan County Public Schools, Southwest Virginia Community College	Implement CTE High School Innovation Initiative with expansion of DE courses
Fall 2022	Buchanan County Public Schools	Work with division staff to encourage additional staff to complete necessary coursework to become certified to teach DE courses, particularly within blocks with limited course availability (Block II in particular) – promote incentives and search for additional funding streams to make certification more cost-effective for instructional staff
Fall 2022	Buchanan County Public Schools, School Counselors	Ensure students are informed of the Passport and UCGS requirements
Fall 2022, Spring 2023	Buchanan County Public Schools, Southwest Virginia Community College	Continue assessing the capacity of BCPS to add additional DE courses within specified blocks and work to expand the number of DE course offerings available
Spring 2023	Buchanan County Public Schools	Assess ongoing student interest in additional DE course offerings

DUAL ENROLLMENT ALIGNMENT GRANT
Final Report

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Buchanan
School Name(s):	Twin Valley High
Project Contact Person:	Lauralee Jackson/Karen Taylor (Amy Vanover, Preston Hibbitts, Sabrina Spurlock)
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	Course 1	Course 2	Course 3
Credit Hours	6	3	3
DE Course Name	ENG 111/112	PSY 200	SOC 200
High School Course Name (w/SCED)	DE English SCED: 01004	DE Psychology SCED: 04254	DE Sociology SCED: 04258
Passport Block	Block I	Block III	Block III
Associate Degree Requirement	ENG 111/112	PSY 200	SOC 200
Projected Student Enrollment	19	9	2
Average Student Enrollment (last 3 years for courses previously offered)	15	7	3
Number of Credentialed Teachers on Staff	1	1 (online)	1 (online)
Staffing Needs	0	0	0
Add other information as applicable.	NA	NA	NA

DE Course Number	Course 4	Course 5	Course 6
Credit Hours	6	3	3
DE Course Name	HIS 101/102	HLT 143	ENG 211
High School Course Name (w/SCED)	Western Civilization SCED: 04063	Medical Terminology SCED: 14154	Creative Writing SCED: 01104
Passport Block	Block VI	No	No
Associate Degree Requirement	History	Elective	Elective
Projected Student Enrollment	3	1	0
Average Student Enrollment (last 3 years for courses previously offered)	5	2	2
Number of Credentialed Teachers on Staff	1 (online)	1 (online)	1 (online)
Staffing Needs	0	0	0
Add other information as applicable.	NA	NA	NA

DE Course Number	Course 7	Course 8	Course 9
Credit Hours	5	6	8
DE Course Name	ITE 105 ITN 101	ITE 107 ITE 270	ENV 121/122
High School Course Name (w/SCED)	Cybersecurity Fundamentals SCED: 10302	Advanced Multimedia Applications SCED: 10203	Environmental Science SCED: 03003
Passport Block	No	No	Block IV
Associate Degree Requirement	Elective	Elective	Elective
Projected Student Enrollment	0	0	0
Average Student Enrollment (last 3 years for courses previously offered)	0.6	1	1
Number of Credentialed Teachers on Staff	1 (online)	1 (online)	1 (online)
Staffing Needs	0	0	0
Add other information as applicable.	NA	NA	NA

Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

The courses listed above are courses that are taught at Twin Valley High School, either in-person by division staff assigned to the school who are certified to teach Dual Enrollment courses, or offered to students on-site at the school in a virtual format with an online instructor through Southwest Virginia Community College or the A. Linwood Holton Governor's School program. Students attending Twin Valley High School also have the option to enroll in additional dual enrollment offerings available in-person at the Buchanan County Career, Technology, and Higher Learning Center or to take virtual dual enrollment courses taught by DE-certified BCPS staff who are based in other division schools. The courses listed on this form are courses that are taught onsite at Twin Valley High School by division staff assigned to TVHS or courses that are offered virtually to TVHS students through Southwest Virginia Community College or the A. Linwood Holton Governor's School. It does not reflect courses taught by division staff at other division schools to which TVHS students can connect virtually (those courses are identified on the DE Alignment form for those schools) or DE courses taught by division staff at the Buchanan County Career, Technology, and Higher Learning Center which are also available to TVHS students (those courses are listed on the form for the BCCTHLC). For the most part, DE course offerings are currently available to TVHS students that would enable them to meet the requirements of the Passport and Uniform Certificate of General Studies. However, due to the school's small size and the overall small size of the entire school division, the array of DE courses currently available to students is somewhat limited in scope. Additional DE offerings would improve the overall alignment of current offerings with the Passport and Uniform Certificate of General Studies and provide students with more DE course options based on their individual academic goals and interests. However, staffing is currently very limited and scheduling DE-certified staff to teach additional courses continues to be challenging.

In looking at the existing dual enrollment offerings and needs, it would be beneficial for Twin Valley High School to add onsite dual enrollment science classes such as BIO 101 and 102. However, in order to be able to add these classes, the school would need to add certified personal who would be able to teach BIO 101 and 102. It would also be beneficial to look at adding additional DE courses within Block II (Humanities/Art/Literature), Block IV, and Block VII. In addition to scheduling concerns, there is limited availability of division personnel who are certified to teach DE courses that align with the Passport and UCGS. Providing additional options and incentives for division teachers to become certified to teach DE courses, especially within blocks with limited course offerings, would broaden the range of courses available to students relevant to alignment with the Passport and Uniform Certificate of General Studies.

Many students at TVHS are enrolled in virtual DE courses, either through Southwest Virginia Community College, the A. Linwood Holton Governor's School, or courses that are taught off-site at another BCPS school by certified division staff, to which TVHS students connect virtually. The school is able to offer numerous dual enrollment classes to students through these online formats. However, internet connectivity issues sometimes pose a concern at Twin Valley High School, which is

challenging when students rely on the internet to access their dual enrollment courses. Given the small size of the school and the reliance on virtual formats to deliver instruction in many of the DE courses currently offered, looking at ways to improve the reliability of internet connectivity at the school would also be beneficial.

Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

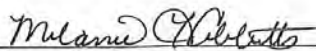
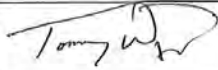
Timeline	Responsible Parties	Task
Fall 2022	Buchanan County Public Schools	Continue reviewing assessing course offerings, needs, enrollments, and scheduling of DE courses
Fall 2022	Buchanan County Public Schools	Work with division staff to encourage additional staff to complete necessary coursework to become certified to teach DE courses, particularly within blocks with limited course availability – promote incentives and search for additional funding streams to make certification more cost-effective for instructional staff
Fall 2022	Buchanan County Public Schools, School Counselors	Ensure students are informed of the Passport and UCGS requirements
Fall 2022, Spring 2023	Buchanan County Public Schools, Southwest Virginia Community College	Continue assessing the capacity of BCPS to add additional DE courses within specified blocks and work to expand the number of DE course offerings available
Spring 2023	Buchanan County Public Schools	Assess ongoing student interest in additional DE course offerings
Spring 2023 Fall 2023 Fall 2024	Buchanan County Public Schools, Southwest Virginia Community College	Continue planning for expansion of DE enrollment offerings for students within specified blocks and implement new course offerings as scheduling permits

DUAL ENROLLMENT ALIGNMENT GRANT

Final Report

Progress reports should be sent in .pdf format to Macey.Richmond@doe.virginia.gov

Due Date: Thursday September 1, 2022

School Division:	Buchanan County Public Schools
School Name(s):	Buchanan County Career, Technology, Higher Learning Center
Project Contact Person:	Lauralee Jackson/Karen Taylor (Christina Bane, Howie Fuller, Morgan Owens)
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1.

DE Course Number	ENG111 & 112	ENG 112	HIS121
Credit Hours	6 hours	3 hours	3 hours
DE Course Name	English 111: College Composition I	English 112 : College Composition II	United States History I
High School Course Name (w/SCED)	English 12 DE SW SCED 01004	English 12 DE SW SCED01004	DE U.S. History I SCED 04101
Passport Block	Yes, Block 1	Yes, Block 1	Yes, Block VI
Associate Degree Requirement	Yes	Yes	Yes
Projected Student Enrollment	10	10	22
Average Student Enrollment (last 3 years for courses previously offered)	6	6	26
Number of Credentialed Teachers on Staff	1	1	1
Staffing Needs	None	None	None
Add other information as applicable.			

Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	HIS122	PLS 135	PLS 136
Credit Hours	3 hours	3 hours	3 hours
DE Course Name	United States History II	American National Politics	State and Local Government and Politics SCED 04151
High School Course Name (w/SCED)	DE U.S. History II SCED 04101	DE US Government I SCED 04151	DE US Government II SCED 04151
Passport Block	Yes, Block VI	Yes, Block III	Yes, Block III
Associate Degree Requirement	Yes	Yes	Yes
Projected Student Enrollment	22	31	31
Average Student Enrollment (last 3 years for courses previously offered)	26	28	28
Number of Credentialed Teachers on Staff	1	1	1
Staffing Needs			
Add other information as applicable.			

DE Course Number	MTH 161 & 162	MTH 161 & 162	MTH 261
Credit Hours	3 hours	3 hours	3 hours
DE Course Name	DE Precalculus I	DE Precalculus II	Math 261 Applied Calculus I
High School Course Name (w/SCED)	DE Advanced Math Trig SCED 02057	DE Advanced Math Trig SCED 02057	DE Calculus SCED 02124
Passport Block	Yes, Block V	Yes, Block V	Yes, Block V
Associate Degree Requirement	Yes	Yes	Yes
Projected Student Enrollment	51	51	37
Average Student Enrollment (last 3 years for courses previously offered)	42	42	6
Number of Credentialed Teachers on Staff	1	1	1
Staffing Needs			
Add other information as applicable.			

DE Course Number	MTH 245	ITN101	ITN 106
Credit Hours	3 hours	3 hours	3 hours
DE Course Name	Math 245 Statistics I	ITN 101 Intro to Networking Concepts	ITN 106 Microcomputer Operating Systems
High School Course Name (w/SCED)	DE Statistics SCED 02201	DE Cybersecurity I SCED 10302	DE Cybersecurity II SCED 10302
Passport Block	Yes, Block V	No	No
Associate Degree Requirement	Yes	No	No
Projected Student Enrollment	11	12	12
Average Student Enrollment (last 3 years for courses previously offered)	0	24	24
Number of Credentialed Teachers on Staff	1	1	1
Staffing Needs			
Add other information as applicable.			

DE Course Number	WEL120	WEL123	WEL 160	WEL 164
Credit Hours	3hours	3hours	3 hours	3 hours
DE Course Name	Wel 120 Intro to welding	WEL 123 Shielded Metal Arc welding	WEL 160 GAS Metal Arc Welding	WEL 164 GAS Tungsten ARC Welding
High School Course Name (w/SCED)	WELDING 2 & 3 SCED 13207	WELDING 2 & 3 SCED 13207	WELDING 2 & 3 SCED 13207	WELDING 2 & 3 SCED 13207
Passport Block	NO	NO	NO	NO
Associate Degree Requirement	No	No	No	NO
Projected Student Enrollment	6	6	6	6
Average Student Enrollment (last 3 years for courses previously offered)				
Number of Credentialed Teachers on Staff	1	1	1	1
Staffing Needs	NA	NA	NA	NA
Add other information as applicable.				

Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

The Buchanan County Career, Technology, and Higher Learning Center offers a number of dual enrollment courses for students in Buchanan County. The courses are offered in-person to students from all four of the division's high schools. The DE courses that are offered are largely aligned with the Passport and Uniform Certificate of Graduate Studies, particularly within Block I, Block III, and Block V. Students have opportunities to take other DE courses within Block II and Block IV on-site or virtually at other division schools, as well as virtually through Southwest Virginia Community College and the A. Linwood Holton Governor's School. In addition, dual enrollment courses in cybersecurity and welding are also available at the BCCTHLC and provide students with course credit through Southwest Virginia Community College, though not necessarily aligned with the UCGS. It would be beneficial to add additional courses, particularly within Block II, Block IV, and Block VII. There is a specific need to incorporate additional course offerings in Block .II, and the division is currently looking to add CST 100 (Principles of Public Speaking) as one option. However, the current challenge is finding certified staff with the available schedule to teach the course.

Key findings relevant to DE courses offered at the Buchanan County Career, Technology, and Higher Learning Center in alignment with the Passport and UCGS reflect the need for an expanded slate of DE course offerings for students, as well as needs related to scheduling and staffing. The BCCTHLC offers an overall wider variety of in-person DE courses aligned with the Passport and UCGS than other division schools (particularly for Block V, with largely all of Block V courses taught at the BCCTHLC), meaning that students from the division's other high schools who wish to take these courses in-person must travel to the BCCTHLC each day in order to participate. However, this occasionally creates scheduling conflicts for some students; if a student needs a course that is offered at their home school but that is not offered at the BCCTHLC, that may impede their ability to travel to the BCCTHLC to participate in the DE courses offered there. In addition, because the students who are enrolled in DE courses at the BCCTHLC attend different home schools, this often creates scheduling conflicts relevant to activities at the home schools.

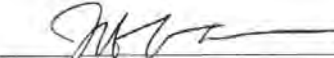
Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

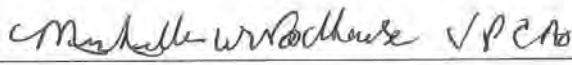
Timeline	Responsible Parties	Task
Fall 2022	Buchanan County Public Schools	Continue reviewing assessing course offerings, needs, enrollments, and scheduling of DE courses
Fall 2022 Forward	Buchanan County Public Schools, Southwest Virginia Community College	Implement CTE High School Innovation initiative with expansion of DE courses
Fall 2022	Buchanan County Public Schools	Work with division staff to encourage additional staff to complete necessary coursework to become certified to teach DE courses, particularly within blocks with limited course availability – promote incentives and search for additional funding streams to make certification more cost-effective for instructional staff
Fall 2022	Buchanan County Public Schools, School Counselors	Ensure students are informed of the Passport and UCGS requirements

Fall 2022, Spring 2023	Buchanan County Public Schools, Southwest Virginia Community College	Continue assessing the capacity of BCPS to add additional DE courses within specified blocks and work to expand the number of DE course offerings available
Spring 2023	Buchanan County Public Schools	Assess ongoing student interest in additional DE course offerings
Spring 2023 Fall 2023 Fall 2024	Buchanan County Public Schools, Southwest Virginia Community College	Continue planning for expansion of DE enrollment offerings for students within specified blocks and implement new course offerings as scheduling permits

DUAL ENROLLMENT ALIGNMENT GRANT Final Report

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division: **Chesapeake Public Schools**
 School Name(s): **Western Branch High School**
 Project Contact Person: **Dr. Shonda Pittman-Windham**
 School Division Superintendent (or designee) Signature: 

Virginia Community College President (or designee) Signature:  **Marshall W. Woodhouse VPCA**

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

	Course 1	Course 2	Course 3	Course 4	Course 5
DE Course Number (TCC number)	ENV 220	HIS 121	HIS 122	ENG 111	ENG 112
Credit Hours	3	3	3	3	3
DE Course Name (TCC Name)	Environmental Problems	United States History to 1877	United States History since 1865	College Composition 1	College Composition 2
High School Course Name (w/SCED)	DE Environmental Sci (03003)	DE US History 1 (04101)	DE US History 2 (04101)	DE College Composition 1 (01989)	DE College Composition 2 (01989)
Passport Block (UCGS)	No	Yes	Yes	Yes	Yes
Associate Degree Requirement (Social Science Pathway)	No	Yes	Yes	Yes	Yes
Projected Student Enrollment	28	24	24	55	55
Average Student Enrollment (last 3 years for courses previously offered) 19-20, 20-21, 21-22	N/A	N/A	N/A	(2021-2022) = 45 (2020-2021) = 72 (2019-2020) = 31	(2021-2022) = 45 (2020-2021) = 67 (2019-2020) = 29
Number of Credentialed Teachers on Staff	1	3	3	3	3
Staffing Needs	1 section	1 section	1 section	3 sections	3 sections
Add other information as applicable.					

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
 - We would like to expand the number of dual enrollment offerings available at the school; however, more credentialed teachers are needed to allow this. We are currently using AP courses and courses taught at our virtual school to help students obtain the UCGS.
 - Chesapeake Public Schools will apply for the grant to provide scholarships for teachers interested in teaching dual enrollment to obtain the required credentials. This will allow us to replace some of the AP courses with content-specific dual enrollment courses in each of our high schools and our Virtual Academy.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.
 - 4-year plans for the [UCGS](#) and [Social Science Associates Pathways](#) were developed in Spring 2022.
 - An orientation was held on August 31, 2022 for all the division's DE teachers and DE counselors
 - The CPS Communications team has created a video/commercial to promote the UCGS and Social Science Assoc programs. This will be shared with Chesapeake Public Schools' families in December 2022.
 - We are working with the DE manager at TCC to make improvements to the new DE enrollment registration app.
 - The TCC DE manager will meet with the division's DE counselors quarterly for professional development.
 - The TCC DE manager attended Open Houses of all seven high schools to provide information to parents and students about DE opportunities available to them.

DUAL ENROLLMENT ALIGNMENT GRANT
Final Report

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division: **Chesapeake Public Schools**
School Name(s): **Oscar Smith High School**
Project Contact Person: **Dr. Shonda Pittman-Windham**

School Division
Superintendent (or
designee) Signature:



Virginia Community
College President (or
designee) Signature:



1. Please provide information regarding dual enrollment program offerings using the table below as a template.

	Course 1	Course 2	Course 3	Course 4
DE Course Number (TCC number)	GOL 105			
Credit Hours	4			
DE Course Name (TCC Name)	Physical Geology			
High School Course Name (w/SCED)	DE Geology (03103)			
Passport Block (UCGS)	Yes			
Associate Degree Requirement (Social Science Pathway)	Yes			
Projected Student Enrollment	11			
Average Student Enrollment (last 3 years for courses previously offered) 19-20, 20-21, 21-22	N/A (first year course)			
Number of Credentialed Teachers on Staff	1			
Staffing Needs	1			
Add other information as applicable.	Will be offering DE Geology in the 2022-2023 school year			

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
 - We would like to expand the number of dual enrollment offerings available at the school; however, more credentialed teachers are needed to allow this. We are currently using AP courses and courses taught at our virtual school to help students obtain the UCGS.
 - Chesapeake Public Schools will apply for the grant to provide scholarships for teachers interested in teaching dual enrollment to obtain the required credentials. This will allow us to replace some of the AP courses with content-specific dual enrollment courses in each of our high schools and our Virtual Academy.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.
 - 4-year plans for the [UCGS](#) and [Social Science Associates Pathways](#) were developed in Spring 2022.
 - An orientation was held on August 31, 2022 for all the division's DE teachers and DE counselors
 - The CPS Communications team has created a video/commercial to promote the UCGS and Social Science Assoc programs. This will be shared with Chesapeake Public Schools' families in December 2022.
 - We are working with the DE manager at TCC to make improvements to the new DE enrollment registration app.
 - The TCC DE manager will meet with the division's DE counselors quarterly for professional development.
 - The TCC DE manager attended Open Houses of all seven high schools to provide information to parents and students about DE opportunities available to them.

DUAL ENROLLMENT ALIGNMENT GRANT

Final Report

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov

Due Date: Thursday September 1, 2022

School Division: **Chesapeake Public Schools**

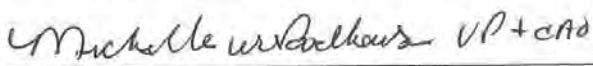
School Name(s): **Indian River High School**

Project Contact Person: **Dr. Shonda Pittman-Windham**

School Division
Superintendent (or
designee) Signature:



Virginia Community
College President (or
designee) Signature:



1. Please provide information regarding dual enrollment program offerings using the table below as a template.

	Course 1	Course 2	Course 3	Course 4
DE Course Number (TCC number)	ENG 111	ENG 112	HIS 121	HIS 122
Credit Hours	3	3	3	3
DE Course Name (TCC Name)	College Composition 1	College Composition 2	United States History to 1877	United States History since 1865
High School Course Name (w/SCED)	DE College Composition 1 (01989)	DE College Composition 2 (01989)	DE US History 1 (04101)	DE US History 2 (04101)
Passport Block (UCGS)	Yes	Yes	Yes	Yes
Associate Degree Requirement (Social Science Pathway)	Yes	Yes	Yes	Yes
Projected Student Enrollment	63	63	26	26
Average Student Enrollment (last 3 years for courses previously offered) 19-20, 20-21, 21-22	(2021-2022) = 36 (2020-2021) = 65 (2019-2020) = 39	(2021-2022) = 36 (2020-2021) = 49 (2019-2020) = 39	(2021-2022) = 21 (2020-2021) = 33 (2019-2020) = 0	(2021-2022) = 18 (2020-2021) = 31 (2019-2020) = 0
Number of Credentialed Teachers on Staff	4	4	1	1
Staffing Needs	3 sections	3 sections	2 sections	2 sections
Add other information as applicable.				

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
 - We would like to expand the number of Dual Enrollment offerings available at the school; however, more credentialed teachers are needed to allow this. We are currently using AP courses and courses taught at our virtual school to help students obtain the UCGS. We would like to expand the number of dual enrollment offerings available at the school; however, more credentialed teachers are needed to allow this. We are currently using AP courses and courses taught at our virtual school to help students obtain the UCGS.
 - Chesapeake Public Schools will apply for the grant to provide scholarships for teachers interested in teaching dual enrollment to obtain the required credentials. This will allow us to replace some of the AP courses with content-specific dual enrollment courses in each of our high schools and our Virtual Academy.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.
 - 4-year plans for the UCGS and Social Science Associates Pathways were developed in Spring 2022.
 - An orientation was held on August 31, 2022 for all the division's DE teachers and DE counselors
 - The CPS Communications team has created a video/commercial to promote the UCGS and Social Science Assoc programs. This will be shared with Chesapeake Public Schools' families in December 2022.
 - We are working with the DE manager at TCC to make improvements to the new DE enrollment registration app.
 - The TCC DE manager will meet with the division's DE counselors quarterly for professional development.
 - The TCC DE manager attended Open Houses of all seven high schools to provide information to parents and students about DE opportunities available to them.

DUAL ENROLLMENT ALIGNMENT GRANT Final Report

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division: **Chesapeake Public Schools**
 School Name(s): **Hickory High School**
 Project Contact Person: **Dr. Shonda Pittman-Windham**
 School Division
 Superintendent (or
 designee) Signature: _____

Virginia Community
 College President (or
 designee) Signature: _____
Michelle W. Barlowe VP & CAO

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

	Course 1	Course 2	Course 3	Course 4
DE Course Number (TCC number)	ENG 111	ENG 112	HIS 121	HIS 122
Credit Hours	3	3	3	3
DE Course Name (TCC Name)	College Composition 1	College Composition 2	United States History to 1877	United States History since 1865
High School Course Name (w/SCED)	DE College Composition 1 (01989)	DE College Composition 2 (01989)	DE US History 1 (04101)	DE US History 2 (04101)
Passport Block (UCGS)	Yes	Yes	Yes	Yes
Associate Degree Requirement (Social Science Pathway)	Yes	Yes	Yes	Yes
Projected Student Enrollment	119	97	0	0
Average Student Enrollment (last 3 years for courses previously offered) 19-20, 20-21, 21-22	(2021-2022) = 56 (2020-2021) = 94 (2019-2020) = 56	(2021-2022) = 56 (2020-2021) = 89 (2019-2020) = 55	(2021-2022) = 0 (2020-2021) = 0 (2019-2020) = 0	(2021-2022) = 0 (2020-2021) = 0 (2019-2020) = 0
Number of Credentialed Teachers on Staff	3	3	0	0
Staffing Needs	5 sections	5 sections	N/A	N/A
Add other information as applicable.				

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
 - We would like to expand the number of dual enrollment offerings available at the school; however, more credentialed teachers are needed to allow this. We are currently using AP courses and courses taught at our virtual school to help students obtain the UCGS.
 - Chesapeake Public Schools will apply for the grant to provide scholarships for teachers interested in teaching dual enrollment to obtain the required credentials. This will allow us to replace some of the AP courses with content-specific dual enrollment courses in each of our high schools and our Virtual Academy.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.
 - 4-year plans for the UCGS and Social Science Associates Pathways were developed in Spring 2022.
 - An orientation was held on August 31, 2022 for all the division's DE teachers and DE counselors
 - The CPS Communications team has created a video/commercial to promote the UCGS and Social Science Assoc programs. This will be shared with Chesapeake Public Schools' families in December 2022.
 - We are working with the DE manager at TCC to make improvements to the new DE enrollment registration app.
 - The TCC DE manager will meet with the division's DE counselors quarterly for professional development.
 - The TCC DE manager attended Open Houses of all seven high schools to provide information to parents and students about DE opportunities available to them.

DUAL ENROLLMENT ALIGNMENT GRANT Final Report

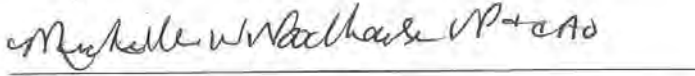
Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division: **Chesapeake Public Schools**
School Name(s): **Grassfield High School**
Project Contact Person: **Dr. Shonda Pittman-Windham**

School Division
Superintendent (or
designee) Signature:



Virginia Community
College President (or
designee) Signature:



- Please provide information regarding dual enrollment program offerings using the table below as a template.

	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
DE Course Number (TCC number)	HIS 101	HIS 102	ENG 111	ENG 112	HIS 121	HIS 122
Credit Hours	3	3	3	3	3	3
DE Course Name (TCC Name)	DE History of Western Civilization Pre-1600CE	DE History of Western Civilization Post-1600CE	College Composition 1	College Composition 2	United States History to 1877	United States History since 1865
High School Course Name (w/SCED)	DE Western Civilization 1 (04063)	DE Western Civilization 2 (04063)	DE College Composition 1 (01989)	DE College Composition 2 (01989)	DE US History 1 (04101)	DE US History 2 (04101)
Passport Block (UCGS)	Yes	Yes	Yes	Yes	Yes	Yes
Associate Degree Requirement (Social Science Pathway)	Yes	Yes	Yes	Yes	Yes	Yes
Projected Student Enrollment	59	59	186	186	41	41
Average Student Enrollment (last 3 years for courses previously offered) 19-20, 20-21, 21-22	(2021-2022) = 25 (2020-2021) = 30 (2019-2020) = 36	(2021-2022) = 25 (2020-2021) = 29 (2019-2020) = 36	(2021-2022) = 83 (2020-2021) = 144 (2019-2020) = 81	(2021-2022) = 83 (2020-2021) = 139 (2019-2020) = 80	(2021-2022) = 18 (2020-2021) = 29 (2019-2020) = 0	(2021-2022) = 18 (2020-2021) = 26 (2019-2020) = 0
Number of Credentialed Teachers on Staff	6	6	6	6	6	6
Staffing Needs	3 sections	3 sections	8 sections	8 sections	2 sections	2 sections
Add other information as applicable.						

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
 - We would like to expand the number of dual enrollment offerings available at the school; however, more credentialed teachers are needed to allow this. We are currently using AP courses and courses taught at our virtual school to help students obtain the UCGS.
 - Chesapeake Public Schools will apply for the grant to provide scholarships for teachers interested in teaching dual enrollment to obtain the required credentials. This will allow us to replace some of the AP courses with content-specific dual enrollment courses in each of our high schools and our Virtual Academy.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.
 - 4-year plans for the UCGS and Social Science Associates Pathways were developed in Spring 2022.
 - An orientation was held on August 31, 2022 for all the division's DE teachers and DE counselors
 - The CPS Communications team has created a video/commercial to promote the UCGS and Social Science Assoc programs. This will be shared with Chesapeake Public Schools' families in December 2022.
 - We are working with the DE manager at TCC to make improvements to the new DE enrollment registration app.
 - The TCC DE manager will meet with the division's DE counselors quarterly for professional development.
 - The TCC DE manager attended Open Houses of all seven high schools to provide information to parents and students about DE opportunities available to them.

DUAL ENROLLMENT ALIGNMENT GRANT Final Report

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division: **Chesapeake Public Schools**

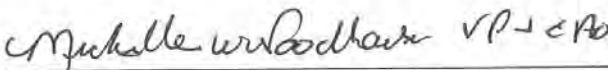
School Name(s): **Great Bridge High School**

Project Contact Person: **Dr. Shonda Pittman-Windham**

School Division Superintendent (or designee) Signature:



Virginia Community College President (or designee) Signature:



1. Please provide information regarding dual enrollment program offerings using the table below as a template.

	Course 1	Course 2	Course 3	Course 4
DE Course Number	HIS 121	HIS 122	ENG 111	ENG 112
Credit Hours	3	3	3	3
DE Course Name	United States History to 1877	United States History since 1865	College Composition 1	College Composition 2
High School Course Name (w/SCED)	DE US History 1 (04101)	DE US History 2 (04101)	DE College Composition 1 (01989)	DE College Composition 2 (01989)
Passport Block	Yes	Yes	Yes	Yes
Associate Degree Requirement	Yes	Yes	Yes	Yes
Projected Student Enrollment	117	117	81	81
Average Student Enrollment (last 3 years for courses previously offered)	1	1	4	4
Number of Credentialed Teachers on Staff	5 sections	5 sections	4 sections	4 sections
Staffing Needs				
Add other information as applicable.				

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
 - We would like to expand the number of Dual Enrollment offerings available at the school; however, more credentialed teachers are needed to allow this. We are currently using AP courses and courses taught at our virtual school to help students obtain the UCGS.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.
 - 4-year plans for the UCGS and Social Science Associates Pathways were developed in Spring 2022.
 - An orientation was held on August 31, 2022 for all the division's DE teachers and DE counselors
 - The CPS Communications team has created a video/commercial to promote the UCGS and Social Science Assoc programs. This will be shared with Chesapeake Public Schools' families in December 2022.
 - We are working with the DE manager at TCC to make improvements to the new DE enrollment registration app.
 - The TCC DE manager will meet with the division's DE counselors quarterly for professional development.
 - The TCC DE manager attended Open Houses of all seven high schools to provide information to parents and students about DE opportunities available to them.

DUAL ENROLLMENT ALIGNMENT GRANT

Final Report

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov

Due Date: Thursday September 1, 2022

School Division: **Chesapeake Public Schools**

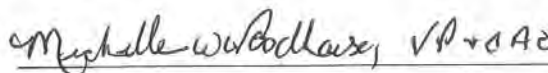
School Name(s): **Deep Creek High School**

Project Contact Person: **Dr. Shonda Pittman-Windham**

School Division Superintendent (or designee) Signature:



Virginia Community College President (or designee) Signature:



1. Please provide information regarding dual enrollment program offerings using the table below as a template.

	Course 1	Course 2	Course 3	Course 4
DE Course Number	ENG 111	ENG 112		
Credit Hours	3	3		
DE Course Name	College Composition 1	College Composition 2		
High School Course Name (w/SCED)	DE College Composition 1 (01989)	DE College Composition 2 (01989)		
Passport Block	Yes	Yes		
Associate Degree Requirement	Yes	Yes		
Projected Student Enrollment	61	61		
Average Student Enrollment (last 3 years for courses previously offered)	(2021-2022) = 44 (2020-2021) = 42 (2019-2020) = 48	(2021-2022) = 44 (2020-2021) = 41 (2019-2020) = 46		
Number of Credentialed Teachers on Staff	3	3		
Staffing Needs	3 sections	3 sections		
Add other information as applicable.				

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
 - We would like to expand the number of dual enrollment offerings available at the school; however, more credentialed teachers are needed to allow this. We are currently using AP courses and courses taught at our virtual school to help students obtain the UCGS.
 - Chesapeake Public Schools will apply for the grant to provide scholarships for teachers interested in teaching dual enrollment to obtain the required credentials. This will allow us to replace some of the AP courses with content-specific dual enrollment courses in each of our high schools and our Virtual Academy.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.
 - 4-year plans for the UCGS and Social Science Associates Pathways were developed in Spring 2022.
 - An orientation was held on August 31, 2022 for all the division's DE teachers and DE counselors
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 - We are working with the DE manager at TCC to make improvements to the new DE enrollment registration app.
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 - The TCC DE manager attended Open Houses of all seven high schools to provide information to parents and students about DE opportunities available to them.

DUAL ENROLLMENT ALIGNMENT GRANT Final Report

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division: **Chesapeake Public Schools**
School Name(s): **Chesapeake Virtual Academy**
Project Contact Person: **Dr. Shonda Pittman-Windham**

School Division
Superintendent (or
designee) Signature:



Virginia Community
College President (or
designee) Signature:

Y. M. Woodhouse - VP + CAO

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

	Course 1	Course 2	Course 3	Course 4
DE Course Number (TCC number)	ENG 111	ENG 111	HIS 121	HIS 122
Credit Hours	3	3	3	3
DE Course Name (TCC Name)	College Composition 1	College Composition 2	United States History to 1877	United States History since 1865
High School Course Name (w/SCED)	DE CVA College Composition 1 (01989)	DE CVA College Composition 2 (01989)	DE CVA US History 1 (04101)	DE CVA US History 2 (04101)
Passport Block (UCGS)	Yes	Yes	Yes	Yes
Associate Degree Requirement (Social Science Pathway)	Yes	Yes	Yes	Yes
Projected Student Enrollment	12	12	13	13
Average Student Enrollment (last 3 years for courses previously offered) 19-20, 20-21, 21-22	(2021-2022) = 23	(2021-2022) = 23	(2021-2022) = 9	(2021-2022) = 10
Number of Credentialed Teachers on Staff	1	1	1	1
Staffing Needs	1 section	1 section	1 section	1 section
Add other information as applicable.				

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
 - We would like to expand the number of dual enrollment offerings available at the school; however, more credentialed teachers are needed to allow this. We are currently using AP courses and courses taught at our virtual school to help students obtain the UCGS.
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3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.
 - 4-year plans for the UCGS and Social Science Associates Pathways were developed in Spring 2022.
 - An orientation was held on August 31, 2022 for all the division's DE teachers and DE counselors
 - The CPS Communications team has created a video/commercial to promote the UCGS and Social Science Assoc programs. This will be shared with Chesapeake Public Schools' families in December 2022.
 - We are working with the DE manager at TCC to make improvements to the new DE enrollment registration app.
 - The TCC DE manager will meet with the division's DE counselors quarterly for professional development.
 - The TCC DE manager attended Open Houses of all seven high schools to provide information to parents and students about DE opportunities available to them.

SPRING 2022

Implementing the Universal Certificate of General Studies and Passport Courses: Grant Program

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Overview

Chesterfield County Public Schools (CCPS) seeks to provide the widest range of educational and career avenues possible to its students. To that end, CCPS remains committed to offering students the greatest possible number of advanced courses that will help them achieve their academic and career goals.

I. Institutional Profile

Goal and Mission of Dual Enrollment Program

CCPS has 11 high schools and a career and technical center with a total enrollment of 19,553 high school students for the 2020-21 school year. The CCPS dual enrollment program seeks to enhance students' college and career readiness by providing them with exposure to college level courses and the opportunity to acquire transferable college credit during their high school career. While the 11 high schools focus on general college education credits, the career and technical center dual enrollment program focuses on career readiness and certification programs. This profile reflects data compiled on the general education courses and does not include the career specific courses offered at the technical center.

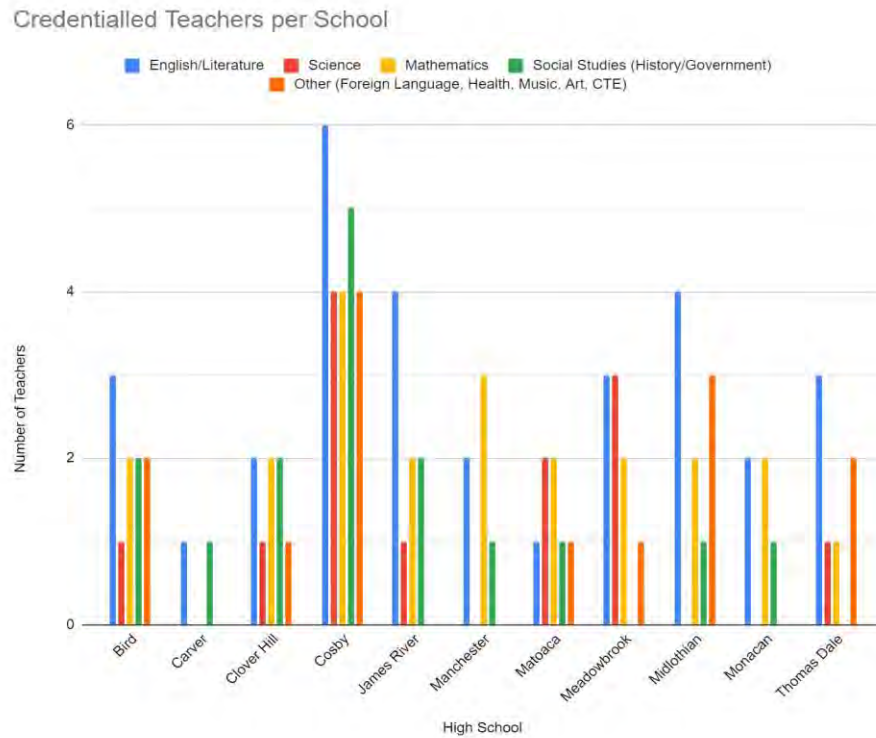
Credentialed Teachers

The division currently has 96 teachers credentialed to teach dual enrollment courses: 31 teachers in English composition and literature, 22 in mathematics, 16 in social studies and 13 in science. The remaining 14 teachers are credentialed in world languages, art, music, fitness, and business. The distribution of teachers across the individual schools is shown in *Figure 1 (p. 3)*.

All high schools have at least one, and usually multiple, teachers credentialed in English composition and literature. All but one school have one or more teachers credentialed in mathematics. Most have at least one teacher for social studies and one for science. Almost one-quarter of the teachers (23 out of 96) are at one high school (Cosby). The other schools have between five and 10 credentialed teachers on staff.

75 out of 96 credentialed instructors will be teaching dual enrollment courses in the 2022-2023; a breakdown of credentialed faculty by school and course can be found in *Table 2 (p. 6)*.

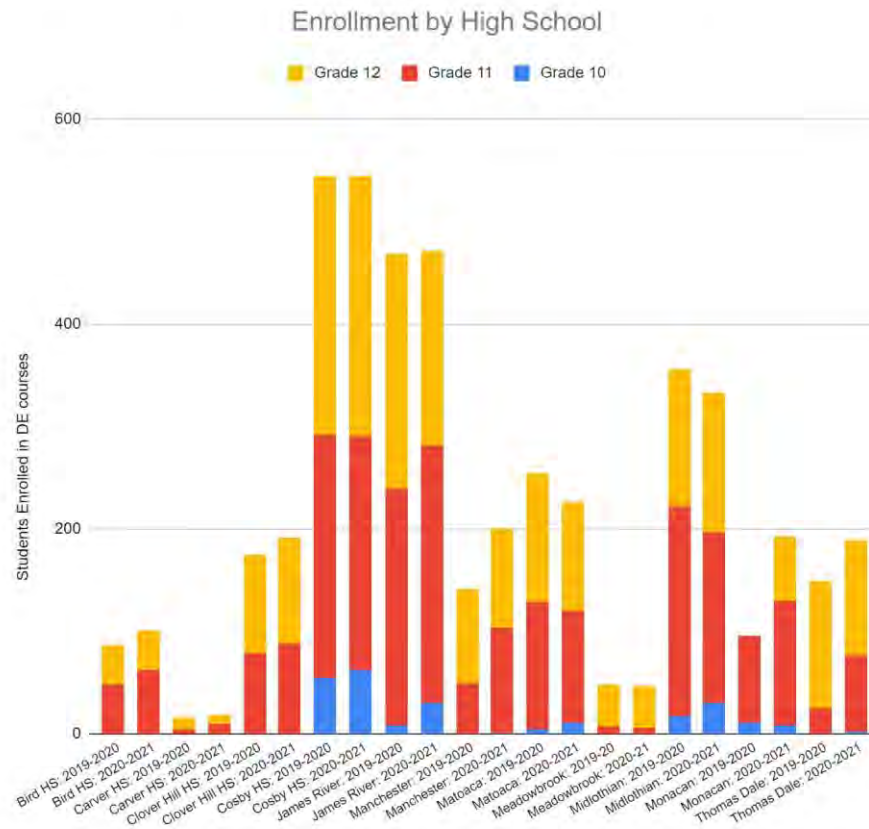
Figure 1. Number of teachers credentialed in each discipline in each school.



Program Enrollment

CCPS had 2,332 students taking at least one dual enrollment course in 2019-20 and 2,517 students in 2020-21. These students were fairly evenly divided between grades 11 and 12, with a few grade 10 students. As shown in *Figure 2*, enrollment was varied among schools, with almost 54% of the students enrolled at Cosby, James River, and Midlothian.

Figure 2. Dual Enrollment students in each high school for school years 2019-20 and 2020-21.



A comparison of this data to the total high school DE enrollment in CCPS demonstrates uneven distribution compared to student population. *Table 1* looks at CCPS high school enrollment (column A) and the number of students taking at least one DE course at each high school (column B). If students taking DE courses are equally distributed across the schools, the percent of DE students enrolled in a school (column E) should be the same as the percent of CCPS DE students in that school (column D). The data shows that a few schools have a large proportion of overall CCPS DE students. Column C serves to provide context to the additional data points by showing each school's percentage of overall CCPS HS students.

Table 1. Distribution of Students Taking Dual Enrollment Courses 2020-21.

	A	B	C	D	E
	2020-21 HS Enrollment*	Number of Students taking a DE course	% CCPS Students Enrolled in this school	% of county DE students in this school	% of students in this school taking a DE course
Chesterfield High School District Total	19553	2517			12.9
Carver	282	19	1.4	0.8	6.7
Clover Hill	1718	192	8.8	7.6	11.2
Cosby	2222	545	11.4	21.7	24.5
James River	1940	471	9.9	18.7	24.3
L.C. Bird	1775	101	9.1	4.0	5.7
Manchester	2138	201	10.9	8.0	9.4
Matoaca	1593	226	8.1	9.0	14.2
Meadowbrook	1935	47	9.9	1.9	2.4
Midlothian	1966	333	10.1	13.2	16.9
Monacan	1554	193	7.9	7.7	12.4
Thomas Dale	2430	189	12.4	7.5	7.8

*Enrollment data from VDOE Enrollment and Demographics.

https://www.doe.virginia.gov/statistics_reports/enrollment/index.shtml

Students Graduating with Dual Enrollment Credits

Of the students graduating with DE credit, most graduated with fewer than 15 credits. Over the last two school years, approximately 70% of the students had less than 15 credits, 25% had 15-30 credits, and 5% of students acquired 30 or more credits. Seven graduated with an associate's degree. Table 2 shows the complete breakdown for each school.

Table 2: Chesterfield County Public Schools Institutional Profile

	High School	Total CCPS	Carver	Clover Hill	Cosby	James River	L. C. Bird	Manchester	Mataoca	Meadowbrook	Midlothian	Monacan	Thomas Dale
Number of faculty credentialed to teach transfer level DE courses	English/Literature	31	1	2	6	4	3	2	1	3	4	2	3
	Science	13	0	1	4	1	1	0	2	3	0	0	1
	Mathematics	22	0	2	4	2	2	3	2	2	2	2	1
	Social Studies	16	1	2	5	2	2	1	1	0	1	1	0
	Other	14	0	1	4	0	2	0	1	1	3	0	2
	Total	96	2	8	23	9	10	6	7	9	10	5	7
Number of faculty currently teaching transfer level DE courses (by discipline)	English/Literature	27	1	1	5	4	3	2	1	3	2	2	3
	Science	9	0	1	0	1	1	0	2	3	0	0	1
	Mathematics	17	0	1	1	1	2	3	2	2	2	2	1
	Social Studies	13	1	1	3	2	2	1	2	0	0	1	0
	Other	9	0	0	1	0	2	0	1	1	2	0	2
	Total	75	2	4	10	8	10	6	8	9	6	5	7

	<i>High School</i>	<i>Total CCPS</i>	<i>Carver</i>	<i>Clover Hill</i>	<i>Cosby</i>	<i>James River</i>	<i>L. C. Bird</i>	<i>Man- chester</i>	<i>Mataa- ca</i>	<i>Meadow- brook</i>	<i>Midlo- thian</i>	<i>Mana- can</i>	<i>Thomas Dale</i>
<i>Total enrolled in last complete school year in any DE course</i>	<i>2019-2020</i>	2332	16	175	545	464	87	141	254	48	357	96	149
	<i>2020-2021</i>	2517	19	192	545	471	101	201	226	47	333	193	189
<i>2019-2020: Breakdown of student by grade level</i>	<i>Grade 10</i>	98	0	0	55	9	0	0	5	0	18	11	0
	<i>Grade 11</i>	1095	5	80	237	230	48	50	123	7	205	85	25
	<i>Grade 12</i>	1277	11	95	253	229	39	91	126	41	134	124	134
<i>2020-2021: Breakdown of student by grade level</i>	<i>Grade 10</i>	147	0	0	63	31	0	1	11	0	30	9	2
	<i>Grade 11</i>	1219	10	88	228	251	62	103	109	6	166	121	75
	<i>Grade 12</i>	1151	9	104	254	189	39	97	106	41	137	63	112
<i>Students completing high school with <15 Credits</i>	<i>2019-2020</i>	1164	7	136	220	143	51	100	106	46	140	97	118
	<i>2020-2021</i>	1141	6	91	208	150	51	118	69	46	188	108	106
<i>Students completing HS with 15-30 college credits</i>	<i>2019-2020</i>	393	7	8	86	93	22	16	58	0	61	7	35
	<i>2020-2021</i>	443	4	40	125	94	24	17	47	2	60	8	22
<i>Students completing HS between 30-45 college credits</i>	<i>2019-2020</i>	70	0	1	20	30	3	1	13	0	1	0	1

	<i>High School</i>	<i>Total CCPS</i>	<i>Carver</i>	<i>Clover Hill</i>	<i>Cosby</i>	<i>James River</i>	<i>L. C. Bird</i>	<i>Man- chester</i>	<i>Mataa- ca</i>	<i>Meadow- brook</i>	<i>Midlo- thian</i>	<i>Mon- can</i>	<i>Thomas Dale</i>
	<i>2020-2021</i>	75	0	2	14	21	3	0	17	1	5	7	5
<i>Students completing HS over 45 college credits</i>	<i>2019-2020</i>	6	0	0	0	2	0	0	2	0	2	0	0
	<i>2020-2021</i>	14	0	0	0	4	0	0	9	0	0	0	1
<i>Those earning transfer associate degree concurrent with HS graduation</i>	<i>2019-2020</i>	2	0	0	0	0	0	0	1		1	0	0
	<i>2020-2021</i>	5	0	0	1	2	0	0	1		0	1	0

*English includes English Composition and Literature, Social Studies includes US History and Government, Other includes French, Spanish, Art, Music, Legal Studies, Fitness, Business.

II. Assessment of Current CCPS DE Offerings

In the past three years, CCPS has offered a total of 30 college-level courses in at least one of each of its 11 high schools. These courses and relevant data are described in *Table 3*. All of these courses, except for HLT 116, currently fulfill requirements for one or more of the pathways to the Passport, UCSG, or Associate’s Degrees.

The highest-enrollment courses in the past three school years have been ENG 111/ENG 112 (College Composition 1-2) with an average of 1340 students, MTH 161/MTH 162 (Precalculus 1-2) with an average of 681 students, and HIS 121/HIS 122 (United States History 1-2) with an average of 649 students (*Figure 3*). Enrollment in DE courses varies after this, with most courses’ enrollment numbers in the double digits. The three-year average enrollment is skewed in some cases, as not all courses have been offered every year in every school.

Figure 3: Three year average enrollment for DE courses offered at each high school

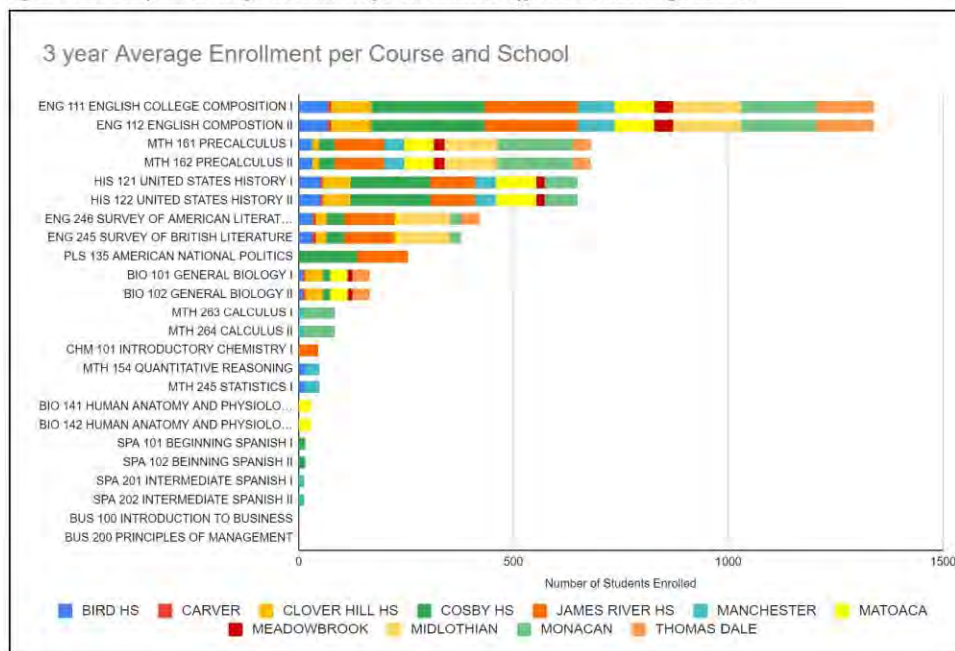


Table 3: Assessment of Current DE Course Offerings at CCPS (part 1 of 3)

Summary of CCPS Course Offerings	BLOCK I: WRITTEN COMMUNICATION		BLOCK II: HUMANITIES/ART/LITERATURE				BLOCK III: SOCIAL AND BEHAVIORAL SCIENCES		BLOCK IV: NATURAL SCIENCES		
Dual Enrollment Course Offering Plan	ENG 111: College Composition I	ENG 112: College Composition 2	ENG 245: Survey of British Literature	ENG 246: Survey of American Literature	MUS 121: Music in Society	CST 130: Introduction to the Theater	PLS 135: American National Politics	PSY 200: Principles of Psychology	BIO 101: General Biology I	BIO 102: General Biology II	CHM 101: Introductory Chemistry I
Credit Hours	3	3	3	3	3	3	3	3	4	4	4
CCPS Course Name with SCED code	HON COL COMP 1-2 01103	HON COL COMP 1-2 01103	HON COL BRITISH LITERATURE SM 01056	HON COL AMERICAN LITERATURE SM 01054	COL MUSIC APPRECI- ATION 05116	COLLEGE INTRO TO THEATER SM 05062	COLLEGE US GOVT AND POLITICS SEMESTER 04151	COL INTRO TO PSYCH 04254-I	COLLEGE GEN BIOLOGY 03052	COLLEGE GEN BIOLOGY 03052	COLLEGE INTRO CHEMISTRY PT 1 SM 03101
Passport Requirement	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes
UCGS Requirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Associate Degree Requirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3-year Average Student Enrollment	1340	1340	371	371	13	0	255	0	167	167	45

Table 3: Assessment of Current DE Course Offerings at CCPS (part 2 of 3)

Summary of CCPS Course Offerings	BLOCK V: MATHEMATICS						Block VI: HISTORY	
Dual Enrollment Course Offering Plan	MTH 154: Quantitative Reasoning	MTH 245: Statistics I	MTH 161: Precalculus I	MTH 162: Precalculus 2	MTH 263: Calculus I	MTH 264: Calculus II	HIS 121: United States History I	HIS 122: United States History II
Credit Hours	3	3	3	3	4	4	3	3
CCPS Course Name with SCED code	COLLEGE STATISTICS 02904	COLLEGE STATISTICS 02201	COLLEGE PRE-CALC 02104	COLLEGE PRE-CALC 02103	COLLEGE CALCULUS 02121	COLLEGE CALCULUS 02121	HON COL US HISTORY 04101	HON COL US HISTORY 04101
Passport Requirement	Yes	No	Yes	Yes	Yes	No	Yes	Yes
UCGS Requirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Associate Degree Requirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
3-year Average Student Enrollment	47	47	681	681	85	85	649	649

Table 3: Assessment of Current DE Course Offerings at CCPS (part 3 of 3)

Summary of CCPS Course Offerings	Block VII: SPECIALIZED REQUIREMENTS							OTHER			
Dual Enrollment Course Offering Plan	SPA 101: Beginning Spanish I	SPA 102: Beginning Spanish II	SPA 201: Intermediate Spanish I	SPA 202: Intermediate Spanish II	FRE 201: Intermediate French I	FRE 202: Intermediate French II	MUS 101: Fundamentals of Music	BIO 141: Physical Anatomy and Physiology I	BIO 142: Physical Anatomy and Physiology II	CST 131: Acting	HLT 116: Introduction to Personal Wellness Concepts
Credit Hours	3	3	3	3	3	3	3	4	4	3	3
CCPS Course Name with SCED code	COLLEGE BEGINNING SPANISH II [no code]	COLLEGE BEGINNING SPANISH II [no code]	COLLEGE INTER SPANISH 24057	COLLEGE INTER SPANISH 24057	COLLEGE INTER FRENCH 24107	COLLEGE INTER FRENCH 24107	MUSIC APPRECI- ATION 05113	COLLEGE ANATOMY/ PHYSIOLOGY DE434D	COLLEGE ANATOMY/ PHYSIOLOGY DE434D	COLLEGE INTRO TO ACTING SM DE902D	COLLEGE PERSONAL HLTH & FITNESS [no code]
Passport Requirement	No	No	No	No	No	No	No	No	No	No	No
UCGS Requirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	No	No
Associate Degree Requirement	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No
3-year Average Student Enrollment	14	14	14	14	0	0	13	28	28	0	0

III. Passport/UCGS Alignment Plan

Process

Each CCPS high school created an alignment plan based on its own student population, including likely student interest and qualifications of its current faculty. *Table 5* reflects the DE courses which were included in at least 4 of the 11 high school alignment plans, as well as all courses that will be offered in any of the 11 high schools during the 2022-2023 school year.

Course Offerings

While course offerings in each of the Passport and UCGS blocks are already offered in CCPS, no single school currently offers courses in all seven blocks. The only course offered in the building at all 11 high schools is ENG 111/112. The only additional course in which students from all 11 high schools are enrolled is HIS 121/HIS 112; some students take this course on campus, while others take it online. Currently, the courses offered as distance learning are BIO 141/142, FRE 201/202, HIS 121/HIS 122, HLT 110/HLT 116, MTH 154/245, MUS 101/MUS 121, and SPA 201/SPA 202.

DE-Credentialed Faculty

The most populous course, ENG 111/ENG 112, has 1,337 students enrolled for 2022-2023 and 31 credentialed faculty. The second most populous course is MTH 161/MTH 162, which has 788 students enrolled for 2022-2023 and 20 credentialed faculty. The third most populous course is HIS 121/HIS 122, which has 779 students enrolled for 2022-2023 and 12 credentialed faculty. The rest of the DE courses in 2022-2023 have 10 or fewer CCPS faculty credentialed to teach them.

Analysis of Data

When comparing the alignment plan reports from individual schools with the summary, it is clear that there is a correlation between DE enrollment and available credentialed staff. Of the 96 credentialed faculty in the county, all but a few are teaching a DE course. With very few exceptions, if a school has at least one teacher credentialed to teach a course, the school offers that course and has students enrolled. *Table 4* shows the correlation between credentialed teacher availability and student enrollment. This is evidence that there will be student interest in DE courses in whichever building they are offered.

Table 4: Assessment of Credentialed Faculty and Current DE Course Offerings at CCPS

✓ - Credentialed Faculty Available/Offering, ✘ - Credentialed Faculty Available/Not Offering, Blank Cell - No Faculty/Not Offering

	Dual Enrollment Course Offering Plan	BIRD HS	CARVER	CLOVER HILL HS	COSBY HS	JAMES RIVER HS	MAN-CHESTER	MATO-ACA	MEADO-WBROOK	MID-LOTHIAN	MONA-CAN	THOMAS DALE
BLOCK I:	ENG 111/ENG 112: College Composition 1-2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	ENG 245/ ENG 246: Survey of British Literature/Survey of American Literature	✓	✓	✘	✓	✓	✘	✓	✓	✓	✓	✓
	MUS 121: Music in Society	✘						✓				✓
BLOCK II:	CST 130: Introduction to the Theater											✓
	PLS 135: American National Politics				✘	✓				✓		
BLOCK III:	PSY 200: Principles of Psychology											
	BIO 101/BIO 102: General Biology 1-2		✓		✘			✓	✓			✓
BLOCK IV:	CHM 101: Introductory Chemistry I				✘	✓						
	MTH 154/MTH 245: Quantitative Reasoning and Statistics	✓				✘	✓		✓			
	MTH 161/MTH 162: Precalculus 1-2	✓		✘	✓	✓	✓	✓	✓	✓	✓	✓
BLOCK V:	MTH 263/MTH 264: Calculus 1-2	✘					✓				✓	
BLOCK VI:	HIS 121/HST 122: United States History 1-2	✓	✓	✓	✓	✓	✓	✓		✘	✓	
	SPA 101/SPA 102: Beginning Spanish 1-2				✓							
	SPA 201/SPA 202: Intermediate Spanish 1-2	✓								✓		
	FRE 201-FRE 202: Intermediate French 1-2											✓
BLOCK VII:	MUS 101: Fundamentals of Music	✘							✓			✓
	BIO 141/BIO 142: Physical Anatomy and Physiology 1-2	✘						✓	✓			
	CST 131: Acting											✓
OTHER	HLT 110/HLT 116: Personal & Community Health & Intro to Personal Wellness Concepts									✓		

Table 5: Summary of CCPS DE Alignment Plan (part 1 of 4)

Summary of CCPS DE Alignment Plan	BLOCK I: WRITTEN COMMUNICATION		BLOCK II: HUMANITIES/ART/LITERATURE				BLOCK III: SOCIAL AND BEHAVIORAL SCIENCES		BLOCK IV: NATURAL SCIENCES		
	ENG 111: College Composition 1	ENG 112: College Composition 2	ENG 245: Survey of British Literature	ENG 246: Survey of American Literature	MUS 121: Music in Society	CST 130: Introduction to the Theater	PLS 135: American National Politics	PSY 200: Principles of Psychology	BIO 101: General Biology I	BIO 102: General Biology II	CHM 101: Introductory Chemistry I
Dual Enrollment Course Offering Plan											
Credit Hours	3	3	3	3	3	3	3	3	4	4	4
CCPS Course Name with SCED code	HON COL COMP 1-2 01103	HON COL COMP 1-2 01103	HON COL BRITISH LITERATURE SM 01056	HON COL AMERICAN LITERATURE SM 01054	COL MUSIC APPRECIATION 05116	COLLEGE INTRO TO THEATER SM 05062	COLLEGE US GOVT AND POLITICS SEMESTER 04151	COL INTRO TO PSYCH 04254-I	COLLEGE GEN BIOLOGY 03052	COLLEGE GEN BIOLOGY 03052	COLLEGE INTRO CHEMISTRY, PT 1 SM 03101
Passport Requirement	Yes	No	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes
UCGS Requirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Associate Degree Requirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Projected Student Enrollment SY 22-23	1337	1337	423	423	5	16	151	54	137	137	45
Number of Teachers on Staff Credentialed to Teach This Course	31	31	21	21	2	1	6	2	10	10	2
Staffing Collaboration Needed	fully staffed for SY 22-23	fully staffed for SY 22-23	more credentialed staff needed in 2 schools	more credentialed staff needed in 2 schools	more credentialed staff needed in 8 schools	n/a	more credentialed staff needed in 4 schools	more credentialed staff needed in 7 schools	more credentialed staff needed in 2 schools	more credentialed staff needed in 2 schools	more credentialed staff needed in 7 schools
Number of CCPS schools out of 11 offering course in SY 22-23	11	11	9	9	1	1	3	2	5	5	1
Additional Information					offered as distance learning	restricted to Specialty Center Theater Students					

Table 5: Summary of CCPS DE Alignment Plan (part 2 of 4)

Summary of CCPS DE Alignment Plan	BLOCK V: MATHEMATICS						Block VI: HISTORY	
Dual Enrollment Course Offering Plan	MTH 154: Quantitative Reasoning	MTH 245: Statistics I	MTH 161: Precalculus I	MTH 162: Precalculus 2	MTH 263: Calculus I	MTH 264: Calculus II	HIS 121: United States History I	HIS 122: United States History II
Credit Hours	3	3	3	3	4	4	3	3
CCPS Course Name with SCED code	COLLEGE STATISTICS 02904	COLLEGE STATISTICS 02201	COLLEGE PRE-CALC 02104	COLLEGE PRE-CALC 02103	COLLEGE CALCULUS 02121	COLLEGE CALCULUS 02121	HON COL US HISTORY 04101	HON COL US HISTORY 04101
Passport Requirement	Yes	No	Yes	Yes	Yes	No	Yes	Yes
UCGS Requirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Associate Degree Requirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Projected Student Enrollment SY 22-23	143	143	788	788	141	141	779	779
Number of Teachers on Staff Credentialed to Teach This Course	8	8	20	20	9	9	12	12
Staffing Collaboration Needed	more credentialed staff needed in 3 schools	more credentialed staff needed in 3 schools	more credentialed staff needed in 1 school	more credentialed staff needed in 1 school	more credentialed staff needed in 5 schools	more credentialed staff needed in 5 schools	more credentialed staff needed in 1 school	more credentialed staff needed in 1 school
Number of CCPS schools out of 11 offering course in SY 22-23	5	5	9	9	3	3	11	11
Additional Information							offered as distance learning	offered as distance learning

Table 5: Summary of CCPS DE Alignment Plan (part 3 of 4)

Summary of CCPS DE Alignment Plan	Block VII: SPECIALIZED REQUIREMENTS						
Dual Enrollment Course Offering Plan	SPA 101: Beginning Spanish I	SPA 102: Beginning Spanish II	SPA 201: Intermediate Spanish I	SPA 202: Intermediate Spanish II	FRE 201: Intermediate French I	FRE 202: Intermediate French II	MUS 101: Fundamentals of Music
Credit Hours	3	3	3	3	3	3	3
CCPS Course Name with SCED code	COLLEGE BEGINNING SPANISH II [no code]	COLLEGE BEGINNING SPANISH II [no code]	COLLEGE INTER SPANISH 24057	COLLEGE INTER SPANISH 2457	COLLEGE INTER FRENCH 24107	COLLEGE INTER FRENCH 24107	MUSIC APPRECIATION 05113
Passport Requirement	No	No	No	No	No	No	No
UCGS Requirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Associate Degree Requirement	Yes	Yes	Yes	Yes	Yes	Yes	No
Projected Student Enrollment SY 22-23	14	14	40	40	6	6	1
Number of Teachers on Staff Credentialed to Teach This Course	1	1	3	3	1	1	1
Staffing Collaboration Needed	more credentialed staff needed in 8 schools	more credentialed staff needed in 8 schools	more credentialed staff needed in 6 schools	more credentialed staff needed in 6 schools	more credentialed staff needed in 7 schools	more credentialed staff needed in 7 schools	more credentialed staff needed in 8 schools
Number of CCPS schools out of 11 offering course in SY 22-23	1	1	2	3	3	2	1
Additional Information			offered as distance learning	offered as distance learning			offered as distance learning

Table 5: Summary of CCPS DE Alignment Plan (part 3 of 4)

Summary of CCPS DE Alignment Plan	OTHER				
Dual Enrollment Course Offering Plan	BIO 141: Physical Anatomy and Physiology I	BIO 142: Physical Anatomy and Physiology II	CST 131: Acting	HLT 110: Personal and Community Health	HLT 116: Introduction to Personal Wellness Concepts
Credit Hours	4	4	3	3	3
CCPS Course Name with SCED code	COLLEGE ANATOMY/PHYSIOLOGY 03053	COLLEGE ANATOMY/PHYSIOLOGY 03053	COLLEGE INTRO TO ACTING SM 05058	COLLEGE PERSONAL HEALTH AND FITNESS 08099	COLLEGE PERSONAL HLTH & FITNESS [no code]
Passport Requirement	No	No	No	No	No
UCGS Requirement	No	No	No	No	No
Associate Degree Requirement	Yes	Yes	No	No	No
Projected Student Enrollment SY 22-23	67	67	20	51	51
Number of Teachers on Staff Credentialed to Teach This Course	8	8	1	1	1
Staffing Collaboration Needed	n/a	n/a	n/a	credentialed faculty needed	credentialed faculty needed
Number of CCPS schools out of 11 offering course in SY 22-23	3	1	1	1	3

Additional Information	meets Associate Degree requirement for health science majors	meets Associate Degree requirement for health science majors	Restricted to Specialty Center Theater Students	offered as distance learning	offered as distance learning
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IV. Discussion

Strengths

Every high school offers DE courses in written communication and mathematics and has faculty credentialed to teach DE composition and literature courses. All but one high school has a teacher credentialed to teach mathematics. Throughout CCPS, 31 faculty are credentialed to teach composition and literature, and 22 are credentialed to teach mathematics. These areas cover blocks I, II, and V. CCPS has a deep and stable rosters of teachers throughout its high schools who can teach these courses presently and in the future.

Enrollment and student interest in current DE course offerings is a strength. During the 2020-2021 SY, 2517 students took DE courses in CCPS, and among 2021 graduates, just over 500 CCPS graduates earned more than 15 credits through DE courses.

Challenges

Recruitment of faculty who can meet Brightpoint Community College's credentialing requirements can be a challenge. Few Virginia colleges and universities welcome visiting teachers who need specific graduate courses to meet credentialing requirements. CCPS high schools have a need to obtain credentialed faculty in areas beyond writing, literature, and mathematics through hiring and credentialing members of the current faculty. In particular, credentialed social studies and science teachers will be needed, as some schools lack or have only one faculty credentialed in those areas. This creates program volatility; if the only credentialed staff member in that subject leaves, it jeopardizes the availability of those courses. Currently, CCPS has 16 credentialed social studies teachers and 13 credentialed science teachers. Tuition reimbursement funding across disciplines is often limited.

While overall interest in DE in CCPS remains high, DE enrollment varies from school to school. Three high schools (Cosby, James, River, and Midlothian) account for 55% of all DE students in the county. Providing both guidance about DE and increased DE opportunities throughout all the county high schools will be necessary so that every student has equal access to the VCCS Passport and UCGS.

Several schools indicated that students and parents would need to be well informed regarding the difference between DE and Advanced Placement (AP) courses. For example, students may not realize that taking a DE English course (6 credits) versus an AP English course (3 credits with a qualifying AP score) could have a significant impact on a student's ability to complete the UCGS while in high school. Consistent communication about student pathways and school counseling support throughout the course selection process will be needed to ensure students interested in obtaining a UCGS certificate are enrolled in the correct courses to do so.

Course Alignment and Passport/UCGS

The alignment plan includes 5 college courses which do not currently fulfill Passport or UCGS requirements: BIO 141/BIO 142, which does fulfill requirements for an Associates Degree in health sciences; CST 131 (paired with a semester of CST 103, which *does* fulfill a Passport and USGS requirement for Block II); and HLT 110/HLT 116, which will fulfill a Passport and USGS requirement starting in SY 2023-2024. CTE courses offered include ITD 110/ITD 210, ITN 154/ITN 155, ITE 221, BUS 100/BUS 200, and LGL 110/125. In most cases, two semester courses are paired to complete a full one year of high school credit. Whether credits will be lost on transfer will depend on the student's planned course of study and the policies of the institution the student transfers to.

Opportunities to Collaborate

CCPS currently offers five DE courses through distance learning, synchronously and asynchronously. CCPS will evaluate the feasibility of expanding this program to include synchronous courses in which the DE teacher works only with remote students, hybrid synchronous courses in which the DE teacher has both remote and in-person students in the classroom, and asynchronous courses through the CCPS Online program. Students may also earn credit by taking courses directly from Brightpoint through concurrent enrollment. Additionally, BCC refers credentialed faculty to teach online, asynchronous courses in subjects that cannot be offered by full-time, high school faculty.

Recommendations for Changes

The committee finds that CCPS and its high schools are in position and desire to offer all students the opportunity to begin earning the Passport and/or UCGS, provided that they do the following:

1. Find credentialed faculty who can teach courses in blocks III, VI, and VII. CCPS and schools have two avenues to find credentialed faculty. They can specifically recruit individuals with the credentials to teach such courses or offer ways for current high school faculty to become credentialed to teach DE courses. CCPS will be offering such credentialing opportunities for English and mathematics instructors through the University of Richmond and Radford University this fall (2022). Similar credentialing opportunities are being considered in History and Science starting in 2023.
2. Have high schools work collaboratively so that virtual concurrent classes can be offered at one school and taken by students at another school. Such offerings would help with the first recommendation as high schools can essentially share a credentialed instructor (see "Opportunities to Collaborate," above).
3. Provide clear outlines and plans for students as to what is required of them to earn a VCCS Passport and/or UCGS. If students know their options as early as 9th and 10th grades, they will


be better able to complete the Passport and UCGS required courses. Providing this information to students and parents can assist in resolving any potential conflicts between AP and DE courses by helping students become aware of the opportunities that the different courses offer, and support students in selecting the courses that will help them meet their goals.

Implementation Plan


Necessary Action	Time Frame	Resources Needed	Responsible Parties
Review and update credentialed status for current staff who meet VCCS qualifications to teach DE courses	1 year	Teacher coursework transcripts	Individual faculty, school administrators, Brightpoint credentialing supervisors
Recruit and hire individuals with the credentials to teach such courses	Rolling and continuous	HR, Knowledge of where to look for applicants, Materials and info to distribute to potential hires	Principal Central office BCC credentialing staff
Create cohorts among current staff to complete the graduate coursework required to qualify for credentialing	2 years for each cohort	Partnerships with local university graduate programs, tuition for cohort members, staff to coordinate cohort	Office of Student Engagement, school administrators, individual faculty members, college/university partners
Create and propose new CCPS courses to align with the DE courses in the UCGS pathway.	2+ years	None at this time.	School Admin, Central Office
Increase the number of online DE course offerings	1 year and continuing	Additional FTE funding, technical support	CCPS Curriculum Development & Instruction School Admin
Advertise the Passport/UCGS Certificate to students	2 years and continuing	Organization, distributive materials, staff	Counseling, academic departments, Office of Student Engagement, and individual faculty teaching the prospective DE courses.

In the summary, the committee believes that CCPS has the capacity to provide each student within his/her own high school the opportunity to start and complete the VCCS Passport and UCGS by June 2026. At the end of the timeline above (June 2024), CCPS could have credentialed faculty within each block, courses (onsite and virtual) offered at each high school, and planning and advising about the Passport and UCGS available to all underclass students.

Division Superintendent Name (or Designee): Mervin B. Daugherty

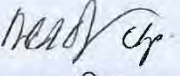
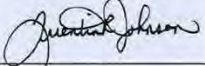
Signature of Division Superintendent (or Designee): 

President Name, Brightpoint Community College (or Designee): William C. Fiege, Chief Academic Officer

Signature of President, Brightpoint Community College (or Designee): 

**DUAL ENROLLMENT ALIGNMENT GRANT
Final Report**

Progress reports should be sent in .pdf format to ydoe.stem@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Cumberland County Public Schools
School Name(s):	Cumberland High School
Project Contact Person:	Sheri Almond
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	HLT110/ SDV100	ITE152	Bio 101/102	MUS 121/221
Credit Hours	3	3	8	6
DE Course Name	HLT Concepts of personal and Community Care	Into to Digital & Info Literacy & Computer Application	Survey of Biology	Music in society/History of western music
High School Course Name (w/SCED)	DE HPE9 07301	DE Computer LIt 06670	DE Bio 04313	DE Intro to Music 05116
Passport Block			Block IV	Block II

DE Course Number	HLT110/ SDV100	ITE152	Bio 101/102	MUS 121/221
Associate Degree Requirement	yes	yes	yes	yes
Projected Student Enrollment	35	35	30	30
Average Student Enrollment (last 3 years for courses previously offered)				
Number of Credentialed Teachers on Staff	1	1	1	1
Staffing Needs	0	0	0	0
Add other information as applicable.				

DE Course Number	HIS 102	ENG 111/112	Chem 111/112	Math 161/162
Credit Hours	3	6	8	6
DE Course Name	World Hlstory & Geography 1500 - present	College Composition I and II		Math Analysis - Pre Calc/Trig
High School Course Name (w/SCED)	DE World Hlstory II 02348	DE English 11 01154	DE Chemistry 04460	DE Pre Calculus 03180
Passport Block	Block VI	Block I	Block IV	Block V
Associate Degree Requirement	yes	yes	yes	yes
Projected Student Enrollment	30	30	30	30
Average Student Enrollment (last 3 years for courses previously	30	30	30	25

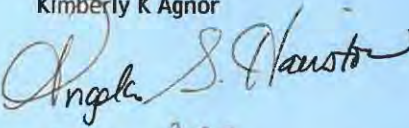

DE Course Number offered)	HIS 102	ENG 111/112	Chem 111/112	Math 161/162
Number of Credentialed Teachers on Staff	1	3	1	1
Staffing Needs	0	0	1	0
Add other information as applicable.			We are currently contracting with a person to teach these classes	

DE Course Number	HIS 121/122	Eng 245/255	Math 245	Phy 100	PLS 135/136
Credit Hours	6	6	6	3	6
DE Course Name	History Comprehensive (04101)	British Lit and World Lit	Statistics	Intro to Physics	Va and US Government/ State and Local Government & Policies
High School Course Name (w/SCED)	DE VA/US History 02361	DE English 12 01162	DE Statistics 02201	DE Physics 04511	DE VA/US Government 04151
Passport Block	Block VI		Block V	Block IV	Block III
Associate Degree Requirement	yes	yes	yes	for some	yes
Projected Student Enrollment	30	30	20	20	30
Average Student Enrollment (last 3 years for courses previously offered)	30	30	15	30	30
Number of Credentialed Teachers on Staff	1	3	1	1	1

DUAL ENROLLMENT ALIGNMENT GRANT

Final Report

Progress reports should be sent in .pdf format to vdoe.stem@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Danville Public Schools
School Name(s):	George Washington High School and Galileo Magnet High School
Project Contact Person:	Kimberly K Agnor
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.
[Table of Course Offerings](#)

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

Danville Public Schools has chosen to currently follow the path of Early College while we endeavor to employ staff that are highly qualified at the K-12 level as well as qualified to teach dual enrollment. We began with a cohort of students for the 2022-23 school year.

The impediment currently to Dual Enrollment Classes at the high schools lies with staff having the content hours to teach at the college level. We are currently working with staff to attain the necessary graduate level hours so that our course offerings can be increased.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.
 - Cohort 1 of Early College began in Fall of 2022
 - Cohort 2 will begin in Fall of 2023

FALL 2022	Spring 2023	Credit Hours	High School Course	High School Credit	FALL 2022	Spring 2023	Credit Hours	High School Course	High School Credit
Eng 111 College Composition I	Eng 112 College Composition II	6 Total	11th Grade English	1 Credit	Econ 201 Micro Economics	Econ 202 Macro Economics	6 Total	Electives	2 Credits Electives
History 121 US History I	History 122 US History II	6 Total	Virginia US History	1 Credit	Eng 245 British Literature 3 Credits	Eng 246 American Literature 3 Credits	6 Total	English 12	1 Credit
Math 161 Pre-Calculus I		3 Total	PreCalculus	1 Credits	PSY 200 Principles of Psychology 3 Credits	PSY 230 Developmental Psychology 3 Credits	6 Total	Social Science Elective	1 Credit
BIO 101 4 Credits	BIO 102 4 Credits	8 Total	Science	1 Credit	PLS 135 US Govt. and Politics 3 Credits	PLS 136 State & Local Govt. and Politics 3 Credits	6 Total	US Government	1 Credit
CST 100 Principles of Public Speaking 3 Credits		3 Total	Elective	1 Credit		ITE 152 Intro to Digital and Informational Literacy and Computer Applications 3 Credits	3 Total	Elective	1 Credit
SDV College Success Skills 1 Credit		1 Total	Elective	1 Credit	Math 245 Statistics I		3 Total	Math-Statistics	1 Credit
	Intro to Sociology SOC 200 3 Credits	3 Total	HSS Elective	1 Credit					
	HLTH 100 First Aid and CPR 3 Credits	3 Total	Elective	1 Credit **Will also meet CPR Requirement			63 Total		16 Credits

1. Institutional Profile - Create a high school profile that provides the following information:
 1. George Washington High School
 2. Mission: To provide Danville Public Schools students with an opportunity for higher education that begins in high school in order to prepare them to be College, Community, and Career ready.
 3. Theme: Liberal Arts
 4. Currently, staffing at the high school does not provide but one qualified teacher for dual enrollment in the four core academic areas.
 5. Number of faculty currently teaching transfer level dual enrollment sorted by discipline.

English	Math	Science	Social Studies	CTE
0	1	0	0	3

2. Assess Current Offerings - Please provide information related to your current offerings: (provide as a Google Sheets or other spreadsheet for large numbers of classes). Table 1 is provided as an example.

[Table Attached](#)

Dual Enrollment Pre-Cal is also offered on site at both high schools on site.

3. Passport/UCGS Alignment - [See attached Table](#)

4. Discussion - Provide a summary that features responses to the questions below. Additional information related to talking points can be found in the guide - page numbers are referenced with items below. These discussions will be held in collaboration between the high school and VCCS partner college.
5. **What are the challenges for your institution to offer students the required courses for the Passport and UCGS?** Currently, the challenge is staffing at the high school to include teachers who are qualified to teach dual enrollment classes. Many have graduate level degrees, however, they lack the required number of hours in content.
6. **What are the opportunities to collaborate with the partner community college, other high schools, and virtual opportunities to provide the needed courses?** Early College program began in fall of 2022 with the first cohort of students attending classes that will allow them to achieve the Uniform Certificate of General Studies as well as an Associate's Degree by the end of spring 2024.
7. **What changes are needed to align your DE program with the Passport and UCGS as compared to your current offerings?** Course development is in place, however the impediment is current staffing. Curriculum and Instruction, along with Human Resources is diligently seeking qualified staff to teach dual enrollment classes at the high school, however currently we are working Danville Community College to conduct and fund an Early College Program on the campus of DCC, wherein the college professors teach the classes with collaboration and monitoring by Danville Public Schools staff.
8. **How would these changes impact the Goal/Mission of your DE program?**

These changes align with the goal/mission of the DE program.
9. **Do all courses in the new plan align with the Passport/UCGS and do the courses align with the credit requirements in the Passport/UCGS? If not:**
 - a. What courses are offered outside of the 30 credits? [See attached table](#)
 - b. Why are these courses being offered? The students have an opportunity to earn an Associate's Degree in Liberal Arts
 - c. Will each of these courses create any credit loss upon transfer?

Resources: The Transfer Virginia Portal at TransferVirginia.org (activation scheduled for November 19, 2021) provides transfer course and program level information. The Collaborative Guide provides insights into offering transfer courses related to transfer. The [VCCS-DE Course Pairing Document](#) provides course specific information and cautions.

All Courses should transfer and not create credit loss

6. Develop a plan of action to implement this alignment that includes:
 1. Develop a timeline for necessary actions. Cohort 1 began in Fall of 2022
 2. Identify needed resources to implement this plan. Resources are provided through ADM
 3. Identify responsible parties for each action.

1. Institutional Profile - Create a high school profile that provides the following information:
 1. Galileo Magnet High School
 2. Mission: To provide Danville Public Schools students with an opportunity for higher education that begins in high school in order to prepare them to be College, Community, and Career ready.
 3. Theme: Liberal Arts
 4. Currently, staffing at the high school does not provide but one qualified teacher for dual enrollment in the four core academic areas.
 5. Number of faculty currently teaching transfer level dual enrollment sorted by discipline.

English	Math	Science	Social Studies
0	1	0	0

2. Assess Current Offerings - Please provide information related to your current offerings: (provide as a Google Sheets or other spreadsheet for large numbers of classes). Table 1 is provided as an example.

Table 1. Example of Assessment of Course Offering

[See attached table](#)

3. Passport/UCGS Alignment - [See attached Table](#)
4. Discussion - Provide a summary that features responses to the questions below. Additional information related to talking points can be found in the guide - page numbers are referenced with items below. These discussions will be held in collaboration between the high school and VCCS partner college.

5. **What are the challenges for your institution to offer students the required courses for the Passport and UCGS?** Currently, the challenge is staffing at the high school to include teachers who are qualified to teach dual enrollment classes. Many have graduate level degrees, however, they lack the required number of hours in content.
6. **What are the opportunities to collaborate with the partner community college, other high schools, and virtual opportunities to provide the needed courses?** Early College program began in fall of 2022 with the first cohort of students attending classes that will allow them to achieve the Uniform Certificate of General Studies as well as an Associate's Degree by the end of spring 2024.
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8. **How would these changes impact the Goal/Mission of your DE program?**

These changes align with the goal/mission of the DE program.

9. **Do all courses in the new plan align with the Passport/UCGS and do the courses align with the credit requirements in the Passport/UCGS? If not:**
 - a. What courses are offered outside of the 30 credits? [See attached table](#)
 - b. Why are these courses being offered? The students have an opportunity to earn an Associate's Degree in Liberal Arts
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Resources: The Transfer Virginia Portal at TransferVirginia.org (activation scheduled for November 19, 2021) provides transfer course and program level information. The Collaborative Guide provides insights into offering transfer courses related to transfer. The [YCCS-DE Course Pairing Document](#) provides course specific information and cautions.

All Courses should transfer and not create credit loss

6. Develop a plan of action to implement this alignment that includes:
 1. Develop a timeline for necessary actions. Cohort 1 began in Fall of 2022
 2. Identify needed resources to implement this plan. Resources are provided through ADM
 3. Identify responsible parties for each action.

DE Course Number	HIS 121/122	Eng 245/255	Math 245	Phy 100	PLS 135/136
Staffing Needs	0	0	0	1	1
Add other information as applicable.				We are currently contracting with a person to teach this class	We are currently contracting with a person to teach these classes


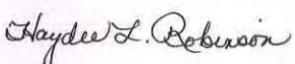
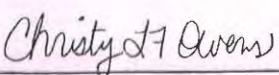
- Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

As the Passport and Uniform Certificate of General Studies was established our biggest concern was around the change to the Humanities elective but we were able to obtain a teacher on staff that could cover that block. It did require some changes to our offerings but did not impact the number of students receiving an associate degree. The new outline does provide a more well-rounded program to prepare our students for higher education.
- Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

We have been able to implement this the current year with the opportunity to contract with some teachers to provide some of our DE classes through an asynchronous format. We are currently working to employ or further our teachers credentials so that we do not have to contract out for these courses.

DUAL ENROLLMENT ALIGNMENT GRANT Final Report

Progress reports should be sent in .pdf format to vdoe.stem@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Dickenson County Public Schools		
School Name(s):	Ridgeview High School		
Project Contact Person:	Dennis Deel		
School Division Superintendent (or designee) Signature:	Haydee Robinson		
Virginia Community College President (or designee) Signature:	Christy Owens		

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	Course 1	Course 2	Course 3
Credit Hours	3	3	3
DE Course Name	ENV 100	FIN 107	MKT 100
High School Course Name (w/SCED)	Environmental science 3207	Personal Finance 19262	Marketing 12164
Passport Block			
Associate Degree Requirement	No	No	No
Projected Student Enrollment	10	10	10
Average Student Enrollment (last 3 years for courses previously offered)	0	10	10
Number of Credentialed Teachers on Staff	1	1	1
Staffing Needs	0	0	0
Add other information as applicable.	teacher Credentials Summer 2022		Teacher Credentials Summer 2022

**DUAL ENROLLMENT ALIGNMENT GRANT
Final Report**

Progress reports should be sent in .pdf format to vdoc.stem@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Dickenson County Public Schools
School Name(s):	Ridgeview High School
Project Contact Person:	Dennis Deel
School Division Superintendent (or designee) Signature:	Haydee Robinson
Virginia Community College President (or designee) Signature:	Christy Owens

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	Course 1	Course 2	Course 3
Credit Hours	3	3	3
DE Course Name	ENV 100	FIN 107	MKT 100
High School Course Name (w/SCED)	Environmental science 3207	Personal Finance 19262	Marketing 12164
Passport Block			
Associate Degree Requirement	No	No	No
Projected Student Enrollment	10	10	10
Average Student Enrollment (last 3 years for courses previously offered)	0	10	10
Number of Credentialed Teachers on Staff	1	1	1
Staffing Needs	0	0	0
Add other information as applicable.	teacher Credentials Summer 2022		Teacher Credentials Summer 2022

DE Course Number	Course 4	Course 5	Course 6
Credit Hours	3	1	3
DE Course Name	ITE 152	PED	BIO 101
High School Course Name (w/SCED)	Digital Info	Physical Ed	DE Bio I 03052
Passport Block			
Associate Degree Requirement	YES	YES	YES
Projected Student Enrollment	10	10	10
Average Student Enrollment (last 3 years for courses previously offered)	2	2	2
Number of Credentialed Teachers on Staff	0	0	0
Staffing Needs	1	1	1
Add other information as applicable.	asynchronous	asynchronous	asynchronous

DE Course Number	Course 7	Course 8	Course 9
Credit Hours	1	3	3
DE Course Name	SDV 100	Psy	BIO 102
High School Course Name (w/SCED)	College Success SK	Humanities 04254	DE Bio II 03052
Passport Block			
Associate Degree Requirement	Yes	YES	YES
Projected Student Enrollment	10	10	10
Average Student Enrollment (last 3 years for courses previously offered)	0	2	2
Number of Credentialed Teachers on Staff	0	0	0
Staffing Needs	1	1	1
Add other information as applicable.	asynchronous	asynchronous	asynchronous

DE Course Number	Course 10	Course 11	Course 12
Credit Hours	4	3	4
DE Course Name	HIS101	CST	HIS 102
High School Course Name (w/SCED)	DE US HIS 04101	public Speaking	DE US HIS 04101
Passport Block			
Associate Degree Requirement	YES	YES	YES
Projected Student Enrollment	10	0	0
Average Student Enrollment (last 3 years for courses previously offered)	10	2	2
Number of Credentialed Teachers on Staff	0	0	0
Staffing Needs	1	1	1
Add other information as applicable.	asynchronous	asynchronous	asynchronous

DE Course Number	Course 13	Course 14	Course 15	Course 16
Credit Hours	3	3	3	3
DE Course Name	MTH 161	MTH 162	MTH 263	MTH 264
High School Course Name (w/SCED)	PRE-Cal 1 02104	PRE-Cal II 02104	DE-CALI 02121	DE-CALII 02121
Passport Block				
Associate Degree Requirement	Yes	Yes	No	No
Projected Student Enrollment	32	33	9	9
Average Student Enrollment (last 3 years for courses previously offered)	25	25	5	5
Number of Credentialed Teachers on Staff	1	1	1	1
Staffing Needs	0	0	0	0
Add other information as applicable.				

1.

DE Course Number	Course 1	Course 2	Course 3
Credit Hours	3	3	3
DE Course Name	ENG-111	ENG-112	Government
High School Course Name (w/SCED)	DE ENG111 01102	DE ENG112 01102	DE Gov 04151
Passport Block			
Associate Degree Requirement	Yes	Yes	YES
Projected Student Enrollment	10-2023-24	10-2023-24	10-2023-24
Average Student Enrollment (last 3 years for courses previously offered)	2	2	0
Number of Credentialed Teachers on Staff	1	1	0
Staffing Needs	0	0	1
Add other information as applicable.	Teacher credentialed summer 22.	Teacher credentialed summer 22.	

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
- A student, completing this collection of classes, is still required to take 5 general studies electives; each class will be 3 credits. Also, two social sciences are required.
 - Dickenson County students are likely to take a Dual Enrollment class if the teacher is in person.
 - We believe more students will enroll in English 111-112 next school (23-24) because we have a credentialed teacher on staff.
 - We have difficulty hiring teachers coming to rural areas. Most teachers are from Dickenson County and want to remain here.
 - Student awareness.
 - Sometimes cost is an issue but presently Columbus Phipps Foundation is providing assistance for all Dickenson County Residence.
 - Students struggle with virtual classes due to a lack of internet access/motivation.

2. Please provide a timeline for the implementation of necessary actions; be sure to include the identification of responsible parties for each action.
 - We have had three (3) full-time staff members work toward credentialing during the summer of 2022. (Central Office)
 - (Presently) Ongoing conversations with other staff members to complete the credentialing process. (Director of Instruction)
 - (January 2023) Career Coaches and school counselors are informing students of the opportunity to receive an associate's degree before high school graduation.
 - (March 2023) Incoming Juniors need to be made aware of the degree program (High School Counselors)
 - (May 2023) Review of Master Schedule (High School Administration)
 - (June 2023) Review of enrollment numbers (High School Administration)
 - (July 2023) Update master schedule based on enrollment numbers. (High School Administration)

3.

UNIFORM CERTIFICATE OF GENERAL STUDIES (695)		
Course #	Course Title	Credit
FIRST SEMESTER		
ENG 111	College Composition I	3
Art/Mus Elective	Take ONE of the following: ART 100, ART 101, ART 102, CST 130, CST 151, MUS 121, MUS 221, MUS 222, or MUS 226.	3
Math	Non-STEM fields choose MTH 154 or MTH 155. OR STEM fields choose MTH 161	3
Natural Science	Non-STEM fields choose BIO 106 or CHM 101. OR STEM fields choose BIO 101 or CHM 111.	4
History	Take ONE of the following: HIS 101, HIS 102, HIS 111, HIS 112, HIS 121, or HIS 122.	3
SDV 100	College Success Skills	1
SECOND SEMESTER		
ENG 112	College Composition II	3
Humanities Elective	Take ONE of the following: HUM 201, HUM 202, HUM 210, HUM 256, HUM 259, PHI 100, PHI 111, PHI 220, REL 100, REL 200, REL 210, REL 230, or REL 240	3
Social Science Elective	Take ONE of the following: ECO 201, ECO 202, GEO 210, GEO 220, PLS 135, PSY 200, SOC 200, SOC 211, or SOC 268.	3
Transfer Elective	See advisor for approved courses. It is recommended to take a second natural science, math, or history course.	3-4
Transfer Elective	See advisor for approved courses. It is recommended to take a second science, math, or history course.	3-4
TOTAL PROGRAM CREDITS		32-34

Approved transfer electives for the UCGS include: ENG 111, ENG 112, ENG 113, ART 100, ART 101, ART 102, CST 130, CST 151, MUS 121, MUS 221, MUS 222, MUS 226, HUM 201, HUM 202, HUM 210, HUM 216, HUM 220, HUM 256, HUM 259, PHI 100, PHI 111, PHI 220, REL 100, REL 200, REL 210, REL 230, REL 237, REL 240, ENG 225, ENG 245, ENG 246, ENG 250, ENG 255, ENG 258, ENG 275, ECO 150, ECO 201, ECO 202, GEO 210, GEO 220, PLS 135, PLS 140, PLS 241, PSY 200, SOC 200, SOC 211, SOC 268, BIO 101, BIO 102, BIO 106, CHM 101, CHM 111, CHM 112, ENV 121, ENV 122, GOL 105, GOL 106, GOL 110, PHY 100, PHY 201, PHY 202, PHY 241, PHY 242, MTH 154, MTH 155, MTH 245, MTH 161, MTH 162, MTH 167, MTH 261, MTH 263, MTH 264, HIS 101, HIS 102, HIS 111, HIS 112, HIS 121, HIS 122, ASL 101, ASL 102, ASL 201, ASL 202, ART 121, ART 131, ART 132, ART 223, CSC 110, CST 100, CST 110, ITE 152, MUS 101.

ASSOCIATE OF ARTS AND SCIENCES – UNIVERSITY/COLLEGE TRANSFER, STEM OPTION (697-01)*		
Course #	Course Title	Credit
FIRST YEAR FALL		
ENG 111	College Composition I	3
ITE 152	Introduction to Digital Information Literacy and Computer Applications	3
MTH 161	Pre-Calculus I	3
PED OR HLT 105	Physical Education Elective OR Cardiopulmonary Resuscitation	1
BIO 101 OR CHM 111	General Biology I OR General Chemistry I	3
SDV 100	College Success Skills	1
FIRST YEAR SPRING		
ENG 112	College Composition II	3
	Humanities Elective ²	3
MTH 162	Pre-Calculus II	3
BIO 102 OR CHM 112	General Biology II OR General Chemistry II	3
	College Transfer Elective ³	3
SECOND YEAR FALL		
HIS 101 OR HIS 121	Western Civilizations Pre-1600 OR United States History Until 1877 ¹	4
	College Transfer Elective ³	3
	College Transfer Elective ³	3
CST 100	Principles of Public Speaking	3
	Social Science Elective ⁴	3
SECOND YEAR SPRING		
HIS 102 OR HIS 122	Western Civilizations Post-1600 OR United States History Since 1865 ¹	4
ENG	Literature (245, 246, 255)	3
	College Transfer Elective ³	3
	College Transfer Elective ³	3
	Social Science Elective ⁴	3
SDV 195	Transfer Education Capstone	1
TOTAL PROGRAM CREDITS		62

*This degree program is designed for students interested in a STEM field (Science, Technology, Engineering, and Math), as well as any Health Sciences field.

¹ It is strongly recommended that students complete either the HIS 101/102 or HIS 121/122 sequence.

² Cannot be an English Literature course.

³ Five general studies electives are required in this program. These should be selected based upon the student's desired transfer institution and intended major. See advisor for assistance with carefully selecting these electives.

⁴ Two social science electives are required in this program. These may not include history courses. See advisor for full list of approved social science electives.

DUAL ENROLLMENT ALIGNMENT GRANT Final Report

Progress reports should be sent in .pdf format to vdoe.stem@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Fredericksburg City Schools
School Name(s):	James Monroe High School
Project Contact Person:	Kecia Lipscomb
School Division Superintendent (or designee) Signature:	<i>Kecia Lipscomb</i> (FCPS Director of Curriculum and Instruction)
Virginia Community College President (or designee) Signature:	<i>Laviana Burnett</i> (GCC Coordinator of Dual Enrollment)

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	4510L1 & 4520L1	9072DEL1 & 9062DEL1	8360DEL1 & 8362DEL1	Course X
Credit Hours	6	6	6	
DE Course Name	Physics I & II	Virginia Teachers for Tomorrow	Nursing Aide I & II	
High School Course Name (w/SCED)	DE: Physics 201 (03151) & DE Physics 202 (03152)	DE: Fredericksburg Teachers Academy I & II (19151)	DE: Nurse Aide I (14051) & DE Nurse Aide II (14051)	
Passport Block	Block IV (Natural Sciences)			
Associate Degree Requirement	Physical & Life Sciences	Elective	Elective	
Projected Student Enrollment	5	11	2	
Average Student Enrollment (last 3 years for courses previously offered)	10	15	11	
Number of Credentialed	1			

DE Course Number	4510L1 & 4520L1	9072DEL1 & 9062DEL1	8360DEL1 & 8362DEL1	Course X
Teachers on Staff				
Staffing Needs				
Add other information as applicable.				

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

The key findings related to the existing dual enrollment offerings at James Monroe High School in Fredericksburg City (FCPS) is as follows.

Key Findings

- Physics is the only course offered that satisfies the passport requirement.
- The other courses are elective courses.
- Three-year trend data indicates that 30 students completed with less than 15 DE course credits.

Key Needs

- As of July 2022, there are 14 staff who have master's degrees and Germanna Community College can review transcripts for any potential/tentative instructors as needed.
- Attract staff to teach DE courses.
- Increase student interest for DE courses.
- FCPS needs to expand current offerings to add the following courses as DE: MTH 161/162 (Pre-Calc); PLS 135/136 (American National/State & Local Politics); ENG 111/112 (College Composition); HIS 121/122 (U.S. History I & II).

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

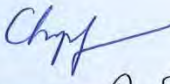
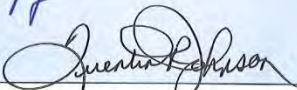
Timeline	Goals/Action	Resources Needed	Responsible Party
2021 - 2022	Research existing DE offerings and identify staff to monitor findings	Course Catalog, Scheduling Documents, Student Requests	Advanced Studies Coordinator
Summer 2022	Onboard new school staff and meet with Germanna Community College to discuss offerings	N/A	FCPS Division staff, School Administration, Germanna CC staff
Fall 2022	Identify/Hire staff to potentially teach expanded course offerings	Advertisements for position(s)	Human Resources, School Administration, FCPS Division Staff
Fall 2022 - Winter 2023	Meet, discuss, and prepare for advanced course offerings with Germanna. Prepare any board presentations.	Information from school, Germanna, Passport	Hired personnel, School and Division staff

	Prepare information for community		
Winter 2023 - Spring 2023	Prepare course offerings for students and parents. Work with counselors, school administration, and GCC staff for future scheduling options		Hired personnel, School, and Division staff
Spring 2023 - Summer 2023	Work with Germanna on final course offerings for the fall		GCC and Division staff

DUAL ENROLLMENT ALIGNMENT GRANT

Final Report

Progress reports should be sent in .pdf format to Maecy.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Cumberland County
School Name(s):	The Governor's School of Southside Virginia
Project Contact Person:	Wesley Swain
School Division Superintendent (or designee) Signature:	Dr. Chip Jones 
Virginia Community College President (or designee) Signature:	Dr. Quentin Johnson 

1. Please provide information regarding dual enrollment program offerings using the table below as a template. Please see attachment.
2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges. The biggest issue we have is the small staff we have and the need to rely on SVCC instructors/adjuncts to teach some of the required classes. Being in rural southern Virginia, hiring certified, qualified staff for some of the classes has proven to be difficult for the College. We have a great working relationship with them, and they help however they can.
3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action. All adjusted courses were implemented this year, with it being a transition year for those students who started our program last year. We have adjusted our English and math classes the most while adding some classes that would fall under the Humanities/Arts block. We also adjusted some of the courses we teaching to ensure the classes would transfer.

DE Course Number	ENG 111	ENG 112	ART 101	PHI 220
Credit Hours	3	3	3	3
DE Course Name	College Composition I	College Composition II	History of Art: Prehistoric to Gothic	Ethics
High School Course Name with SCED	College Composition I 01103	College Composition II 01103	History of Art 05152	Ethics 04306
Passport/UCGS Block	I	I	II	II
Associate Degree Requirement	Yes	Yes	Yes	Yes
Projected Student Enrollment	92	92	56	64
Average Student Enrollment (3 year)	95	95	new offering	new offering
Number of Credentialed Teachers on Staff	3	3	0	0
Staffing Needs	none	none	SVCC adjunct covering	SVCC adjunct covering

ESSV 1

DE Course Number	ENG 245	ENG 255	PSY 200	BIO 101	BIO 102
Credit Hours	3	3	3	4	4
DE Course Name	British Literature	World Literature	Principles of Psychology	General Biology I	General Biology II
High School Course Name with SCED	British Literature 01056	World Literature 01058	Psychology 04254-1	General Biology I 03052	General Biology II 03052
Passport/UCGS Block	II	II	III	IV	IV
Associate Degree Requirement	Yes	Yes	Yes	Yes	Yes
Projected Student Enrollment	56	56	56	88	32
Average Student Enrollment (3 year)	60	new offering	60	90	30
Number of Credentialed Teachers on Staff	3	3	0	2	2
Staffing Needs	none	none	SVCC adjuncts covering	none	none

GSSV 2

DE Course Number	MTH 155	MTH 161	MTH 162	CHM 111
Credit Hours	3	4	4	4
DE Course Name	Statistical Reasoning	Precalculus I	Precalculus I	General Chemistry I
High School Course Name with SCED	Statistical Reasoning 02201	Precalculus I 02104	Precalculus I 02103	Chemistry I 03102
Passport/UCGS Block	V	V	V	VII
Associate Degree Requirement	Yes	Yes	Yes	Yes
Projected Student Enrollment	64	28	28	93
Average Student Enrollment (3 year)	65	90	90	90
Number of Credentialed Teachers on Staff	2	2	2	2
Staffing Needs	none	none	none	none

ASSY 3

DE Course Number	CHM 112	ITE 152	ITP 132	SDV 100	HLT 100
Credit Hours	4	3	3	1	2
DE Course Name	General Chemistry II	Introduction to Digital & Information Literacy & Computer Applications	C++ Computer Programing	College Success Skills	First Aid and CPR
High School Course Name with SCED	Chemistry II 03102	Introduction to Digital & Information Literacy & Computer Applications 10005	Computer Programing 10152	College Success Skills 22003	First Aid and CPR 08055
Passport/UCGS Block	VII	VII	VII		
Associate Degree Requirement	Yes	Yes	Yes	Yes	Yes
Projected Student Enrollment	29	64	32	50	40
Average Student Enrollment (3 year)	30	new offering	30	50	40
Number of Credentialed Teachers on Staff	2	0	0	9	0
Staffing Needs	none	SVCC adjuncts covering	SVCC adjunct covers	none	SVCC adjunct covers




GSSV 4

DE Course Number	NAS 206	MTH 263	MTH 264	ENG 211
Credit Hours	3	4	4	3
DE Course Name	Design and Application of Scientific Research	Calculus I	Calculus II	Creative Writing I
High School Course Name with SCED	Senior Research 03212	Calculus I 02121	Calculus II 02121	Creative Writing 01104
Passport/UCGS Block				
Associate Degree Requirement	Yes	Yes	Yes	Yes
Projected Student Enrollment	88	88	32	88
Average Student Enrollment (3 year)	90	90	30	90
Number of Credentialed Teachers on Staff	4	2	2	3
Staffing Needs	none	SVCC Adjust helps cover	SVCC Adjust helps cover	none

GSS15

DUAL ENROLLMENT ALIGNMENT GRANT Final Report

Progress reports should be sent in .pdf format to vdoe.stem@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Greensville County Public Schools
School Name(s):	Greensville County High School
Project Contact Person:	Dr. Wayne Scott 
School Division Superintendent (or designee) Signature:	Dr. Kelvin Edwards 
Virginia Community College President (or designee) Signature:	Dr. Quentin Johnson 

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	BIO 101	BIO 102	HIS 121	HIS 122	ITE 152
Credit Hours	4	4	3	3	3
DE Course Name	General Biology I	General Biology II	US History to 1877	US History Since 1865	Introduction to Digital and Information Literacy and Computer Application
High School Course Name (w/SCED)	Advanced Biology DE	Advanced Biology DE	VA/US History DE	VA/US History DE	Computer Information System
Passport Block	IV	IV	VI	VI	VII
Associate Degree Requirement	Science with Lab I/II	Science with Lab I/II	History Elective	History Elective	Introduction to Computer Applications & Concepts
Projected Student Enrollment	40	40	35	35	70
Average Student Enrollment (last 3 years for courses previously offered)	35	35	35	35	60
Number of Credentialed Teachers on Staff	1	1	0	0	1
Staffing Needs	None	None	Credentialed Staff	Credentialed Staff	None
Add other information as applicable.	N/A	N/A	SVCC provides instructor	SVCC provides instructor	N/A

DE Course Number	ENG 111	ENG 112	ENG 245	ENG 258	MATH 161
Credit Hours	3	3	3	3	3
DE Course Name	College Composition I	College Composition II	British Literature	African American Literature	Pre-Calculus I
High School Course Name (w/SCED)	English 11DE	English 11DE	English 12DE	English 12DE	Pre-Calculus
Passport Block	I	I	II	II	V
Associate Degree Requirement	College Composition I & II	College Composition I & II	Literature Elective I & II	Literature Elective I & II	College Math I & II
Projected Student Enrollment	35	35	26	26	30
Average Student Enrollment (last 3 years for courses previously offered)	35	35	30	30	30
Number of Credentialed Teachers on Staff	1	1	1	1	1
Staffing Needs	1 additional credentialed staff	1 additional credentialed staff	1 additional credentialed staff	1 additional credentialed staff	None
Add other information as applicable.	N/A	N/A	N/A	N/A	N/A

DE Course Number	MATH 162	MATH 263	MATH 264	PLS 135	PLS 136
Credit Hours	3	4	4	3	3
DE Course Name	Pre-Calculus II	Calculus I	Calculus II	US Government & Politics	State & Local Government & Politics
High School Course Name (w/SCED)	Pre-Calculus	Calculus	Calculus	VA/US Government DE	VA/US Government DE
Passport Block	V	V	V	III	III
Associate Degree Requirement	College Math I & II	General Elective	General Elective	Social Science Elective	Social Science Elective
Projected Student Enrollment	30	14	14	35	35
Average Student Enrollment (last 3 years for courses previously offered)	30	7	7	35	35
Number of Credentialed Teachers on Staff	1	1	1	0	0
Staffing Needs	None	None	None	Credentialed Staff	Credentialed Staff
Add other information as applicable.	N/A	N/A	N/A	SVCC provides instructor	SVCC provides instructor

DE Course Number	PSY 200	PSY 230	ENG 211	ENG 212	
Credit Hours	3	3	3	3	
DE Course Name	Principles of Psychology	Developmental Psychology	Creative Writing I	Creative Writing II	
High School Course Name (w/SCED)	Psychology DE	Psychology DE	Creative Writing	Creative Writing	
Passport Block	III	III	N/A	N/A	
Associate Degree Requirement	General Electives	General Electives	Humanities Elective	Humanities Elective	
Projected Student Enrollment	25	25	26	26	
Average Student Enrollment (last 3 years for courses previously offered)	25	25	30	30	
Number of Credentialed Teachers on Staff	0	0	1	1	
Staffing Needs	Credentialed Staff	Credentialed Staff	None	None	
Add other information as applicable.	SVCC provides instructor	SVCC provides instructor	Replacement course will be needed 2023-2024	Replacement course will be needed 2023-2024	

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
- GCPS is currently offering courses that are aligned with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
 - Credentialed GCPS Staff is needed for required courses.
 - As a result of Calculus being an elective, the enrollment is significantly lower than other courses.
 - Creative Writing is currently being offered but is not aligned with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges. GCPS is currently in a teach-out status for the current course offerings. Therefore, a replacement course will be needed for 2023-2024 to satisfy the humanities requirement.

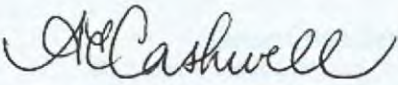

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

ACTION STEP	TIMELINE	RESPONSIBLE PARTIES
Submit a teach out request for ENG 211 and 212	May 2022	School Administration
Find a replacement course for ENG 211 and 212	By February 2023	School Administration DE Teachers DE Students School Counselors Dual Enrollment Coordinator
Replace ITE 115 with ITE 152	Summer 2022	School Administration ITE 152 Instructor School Counselors
Recruit and hire credentialed staff for HIS 121 & 122; PLS 135 & 136; PSY 200 & 230.	Ongoing	School Administration District Human Resources Dual Enrollment Coordinator

DUAL ENROLLMENT ALIGNMENT GRANT

Final Report

Progress reports should be sent in .pdf format to vdoe.stem@doe.virginia.gov
 Due Date: Thursday September 1, 2022

School Division:	Henrico County (043)
	ACE at Hermitage High Hermitage High Deep Run High Freeman High Glen Allen High
School Name(s):	Godwin High Henrico High ACE at Highland Springs High Highland Springs High Tucker High Varina High
Project Contact Person:	Mac Beaton
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

- Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	Course 1	Course 2	Course 3	Course X
Credit Hours	See attached			
DE Course Name	See Attached			
High School Course Name (w/SCED)				
Passport Block	See attached			
Associate Degree Requirement	See attached			
Projected Student Enrollment	510			
Average Student Enrollment (last 3 years for courses previously offered)	437			
Number of Credentialed Teachers on Staff	48 Currently teaching DE courses			

DE Course Number	Course 1	Course 2	Course 3	Course X
Staffing Needs	The division needs the following credentialed instructors: Accounting Engineering Chemistry IT related Statistics			
Add other information as applicable.	More credentialed teachers are needed to teach DE Courses			

- Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.
Key findings:
 - Need for additional credentialed teachers
 - Improved communication plan for options/value of DE
 - Review compensation for DE teachers

- Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.
 - **Need for additional teachers**
 - Timeline is ongoing
 - Responsible parties:
 - Human Resources
 - Core Content specialists
 - **Improved communication plan for options/value of DE**
 - Timeline is ongoing
 - Responsible parties:
 - Director of Secondary Education
 - Director of School Counseling
 - **Review compensation for DE teachers**
 - Timeline is ongoing
 - Responsible party:
 - Division Leadership Team

Henrico County Public Schools DE Courses 2021-2022 Grant (data includes 19/20,20/21, and 21/22 SY)										
Term	Location	Course Number	Course Title	Credits	Notes:	AS degree require-ment	Passport Course	Instructor Provided by	Enroll-ment Year	AVG Headcount
Summer	JSRCC	SDV 100	College Success Skills	1	HSHS ACA - Juniors	Yes		Reynolds		
	JSRCC	HLT 115	Intro. To Personal & Community Health	1	HSHS ACA - Juniors	Yes		Reynolds	19/20	392
									20/21	410
Fall	Tucker HS	ENG 111	College Composition I	3	Tucker ACA - Juniors	Yes	Yes	HCPS	21/22	510
		SDV 100	College Success Skills	1	Tucker ACA - Juniors	Yes		Reynolds	AVERAGE	437.333333
		HLT 115	Intro. To Personal & Community Health	1	Tucker ACA - Juniors	Yes		Reynolds		
		HIS 121	US History I	3	Tucker ACA - Juniors	Yes		HCPS		
		MTH 161	Precalculus	3	Tucker ACA - Juniors	Yes	Yes	HCPS		
		SPA 101 or SPA 201	Beginning Spanish I or Intermediate Spanish I	4	Tucker ACA - Juniors	Yes		HCPS		
		ITE 152	Introduction to Digital and Information Literacy and Computer Applications	3	Tucker ACA - Juniors	Yes		HCPS		
		ENG 245	British Literature	3	Tucker ACA - Seniors	Yes		HCPS		
		BIO 101	General Biology I	4	Tucker ACA - Seniors	Yes	Yes	HCPS		
		PLS 135	US Government I	3	Tucker ACA - Seniors	Yes	Yes	HCPS		
		PSY 200	Principles of Psychology	3	Tucker ACA - Seniors	Yes	Yes	HCPS		
								HCPS		
		ENG 111	College Composition I	3	Unaffiliated	Yes	Yes	HCPS		
		HIS 121	US History I	3	Unaffiliated	Yes	Yes	HCPS		
		ENG 245	British Literature	3	Unaffiliated	Yes		HCPS		
		PLS 135	US Government I	3	Unaffiliated	Yes		HCPS		
		PSY 200	Principles of Psychology	3	Unaffiliated	Yes		HCPS		
	Highland Springs HS	ENG 111	College Composition I	3	Highland Springs ACA - Juniors	Yes	Yes	HCPS		

		HIS 121	US History I	3	Highland Springs ACA - Juniors	Yes	Yes	HCPS		
		MTH 161	Precalculus I	3	Highland Springs ACA - Juniors	Yes	Yes	HCPS		
		ITE 152	Introduction to Digital and Information Literacy and Computer Applications	3	Highland Springs ACA - Juniors	Yes		HCPS		
		CST 100	Principles of Public Speaking	3	Highland Springs ACA - Juniors	Yes		Reynolds		
		ENG 245	British Literature	3	Highland Springs ACA - Seniors	Yes		HCPS		
		BIO 101	General Biology I	4	Highland Springs ACA - Seniors	Yes	Yes	HCPS		
		PLS 135	US Government I	3	Highland Springs ACA - Seniors	Yes	Yes	HCPS		
		ACC 211	Principles of Accounting I	3	Highland Springs ACA - Seniors	Yes		Reynolds		
		ECO 201	Principles of Economics I - Macroeconomics	3	Highland Springs ACA - Seniors	Yes	Yes	Reynolds		
	HSHS Center for EGR	EGR 206	Engineering Economy	3	Unaffiliated	No		Reynolds		
	HSHS Center for EGR	EGR 121	Foundations of Engineering	3	Unaffiliated	No		Reynolds		
	Henrico HS	MTH 161	Precalculus I	3	Unaffiliated	No	Yes	HCPS		
		ENG 111	College Composition I	3	Unaffiliated	No	Yes	HCPS		
		SOC 200	Principles of Sociology	3	Unaffiliated	No		HCPS		
		ENG 245	British Literature	3	Unaffiliated	No		HCPS		
		HUM 202	Introduction to African American Studies	3	Unaffiliated	No		HCPS		

	Deep Run HS	MTH 265	Calculus III	4	Unaffiliated	No		HCPS		
		MTH 288	Discrete Mathematics	3	Unaffiliated	No		HCPS		
	Freeman High Sc	MTH 161	Precalculus I	3	Unaffiliated	No	Yes	HCPS		
		ENG 111	College Composition I	3	Unaffiliated	No	Yes	HCPS		
	ACE Center - Herm	AUT 101	Introduction to Automotive Systems	3	Auto - Year I	No		HCPS		
	ACE Center - Herm	AUT 111	Automotive Engines I	4	Auto - Year II	No		HCPS		
	ACE Center - Herm	ADJ 100	Survey of Criminal Justice	3	Criminal Justice - Year I	No		HCPS		
	ACE Center - Herm	ADJ 105	The Juvenile Justice System	3	Criminal Justice - Year II	No		HCPS		
Year-long	ACE Center - Herm	HRI 106	Principles of Culinary I	3	Culinary Arts - Year I	No		HCPS		
Year-long	ACE Center - Herm	HRI 115	Food Service Managers Sanitation Certification	1	Culinary Arts - Year I	No		HCPS		
Year-long	ACE Center - Herm	HRI 128	Principles of Baking	3	Culinary Arts - Year II	No		HCPS		
	ACE Center - Herm	DSL 126	Diesel Engine Reconditioning	6	Diesel - Year I	No		HCPS		
	ACE Center - Herm	DSL 131	Diesel Fuel Systems and Tune-Up	4	Diesel - Year II	No		HCPS		
	ACE Center - Herm	EMS 100	CPR for Healthcare Providers	1	EMT - Year I	No		HCPS		
Year-long	ACE Center - Herm	EMS 111	Emergency Medical Technician - Basic I	7	EMT - Year I	No		HCPS		

Year-long	ACE Center - Herm	HCT 101	Healthcare Technician I	3	Nurse Aide I & II	No		HCPS		
Year-long	ACE Center - Herm	HCT 102	Healthcare Technician I	4	Nurse Aide I & II	No		HCPS		
	ACE Center - Herm	ENG 111	College Composition I	3	Unaffiliated	No	Yes	HCPS		
	ACE Center - HS	DRF 231	Computer-Aided Drafting I	3	Drafting - Year I	No		HCPS		
	ACE Center - HS	ARC 221	Architectural CAD Applications Software I	3	Drafting - Year II	No		HCPS		
	ACE Center - HS	AUT 101	Introduction to Automotive Systems	3	Auto - Year I	No		HCPS		
	ACE Center - HS	AUT 111	Automotive Engines I	4	Auto - Year II	No		HCPS		
	ACE Center - HS	ADJ 100	Survey of Criminal Justice	3	Criminal Justice - Year I	No		HCPS		
	ACE Center - HS	ADJ 105	The Juvenile Justice System	3	Criminal Justice - Year II	No		HCPS		
	ACE Center - HS	CHD 120	Introduction to Early Childhood Education	3	Child Care - Year I	No		HCPS		
	ACE Center - HS	SDV 100	College Success Skills	1	Child Care - Year I	No		HCPS		
	ACE Center - HS	CHD 205	Guiding the Behavior of Children	3	Child Care - Year II	No		HCPS		
	ACE Center - HS	CHD 165	Observation and Participation in Early Childhood/Primary Settings	3	Child Care - Year II	No		HCPS		
	ACE Center - HS	ITN 107	Personal Computer Hardware and Troubleshooting	3	Computer Systems - Year I	No		HCPS		

	ACE Center - HS	ITN 101	Introduction to Network Concepts	3	Computer Systems - Year II	No		HCPS		
Year-long	ACE Center - HS	HCT 101	Healthcare Technician I	3	Nurse Aide I & II	No		HCPS		
Year-long	ACE Center - HS	HCT 102	Healthcare Technician I	4	Nurse Aide I & II	No		HCPS		
	ACE Center - HS	ENG 111	College Composition I	3	Unaffiliated	No	Yes	HCPS		
Spring	Tucker HS	ENG 112	College Composition II	3	Tucker ACA - Juniors	Yes		HCPS		
		HIS 122	US History II	3	Tucker ACA - Juniors	Yes		HCPS		
		MTH 245	Statistics	3	Tucker ACA - Juniors	Yes	Yes	HCPS		
		SPA 102 or SPA 202	Beginning Spanish II or Intermediate Spanish II	4	Tucker ACA - Juniors	Yes		HCPS		
		Elective	Approved Elective	3	Tucker ACA - Juniors	Yes		Reynolds		
		ITE 152	Introduction to Digital and Information Literacy and Computer Applications	3	Tucker ACA - Juniors	Yes		Reynolds		
		ENG 246	American Literature	3	Tucker ACA - Seniors	Yes		HCPS		
		BIO 102	General Biology II	4	Tucker ACA - Seniors	Yes		HCPS		
		PLS 136	US Government II	3	Tucker ACA - Seniors	Yes		HCPS		
		PSY 230	Developmental Psychology	3	Tucker ACA - Seniors	Yes		HCPS		
		ENG 112	College Composition II	3	Unaffiliated	Yes		HCPS		
		HIS 122	US History II	3	Unaffiliated	Yes	Yes	HCPS		
		ENG 246	American Literature	3	Unaffiliated	Yes		HCPS		
		PLS 136	US Government II	3	Unaffiliated	Yes		HCPS		
		PSY 230	Developmental Psychology	3	Unaffiliated	Yes		HCPS		
	Highland Springs HS	ENG 112	College Composition II	3	Highland Springs ACA - Juniors	Yes		HCPS		

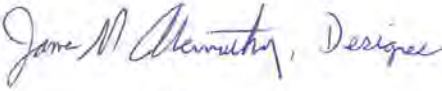

		HIS 122	US History II	3	Highland Springs ACA - Juniors	Yes	Yes	HCPS		
		MTH 261	Applied Calculus	3	Highland Springs ACA - Juniors	Yes	Yes	HCPS		
		ITE 140	Spreadsheet Software (Excel)	3	Highland Springs ACA - Juniors	Yes		HCPS		
		BUS 100	Introduction to Business	3	Highland Springs ACA - Juniors	Yes		HCPS		
		ENG 246	American Literature	3	Highland Springs ACA - Seniors	Yes		HCPS		
		BIO 102	General Biology II	4	Highland Springs ACA - Seniors	Yes		HCPS		
		PLS 136	US Government II	3	Highland Springs ACA - Seniors	Yes		HCPS		
		ACC 212	Principles of Accounting II	3	Highland Springs ACA - Seniors	Yes		Reynolds		
		ECO 202	Principles of Economics II - Microeconomics	3	Highland Springs ACA - Seniors	Yes	Yes	Reynolds		
	HSHS Center for EGR	EGR 122	Engineering Design	3	Unaffiliated	No		Reynolds		
	HSHS Center for EGR	EGR 140	Engineering Mechanics-Statics	3	Unaffiliated	No		Reynolds		
	Henrico HS	MTH 261	Applied Calculus	3	Unaffiliated	No	Yes	HCPS		
		ENG 112	College Composition II	3	Unaffiliated	No		HCPS		
		SOC 200	Principles of Sociology	3	Unaffiliated	No		HCPS		
		HUM 210	Introduction to Women and Gender Studies	3	Unaffiliated	No		HCPS		
						No		HCPS		
	Deep Run HS	MTH 265	Calculus III	4	Unaffiliated	No		HCPS		
		MTH 288	Discrete Mathematics	3	Unaffiliated	No		HCPS		

Freeman HS	MTH 261	Applied Calculus	3	Unaffiliated	No	Yes	HCPS		
	ENG 112	College Composition II	3	Unaffiliated	No		HCPS		
ACE Center - Herm	AUT 241	Automotive Electricity I	3	Auto - Year I	No		HCPS		
ACE Center - Herm	AUT 265	Automotive Braking Systems	3	Auto - Year II	No		HCPS		
ACE Center - Herm	AUT 266	Auto Alignment, Suspension, and Steering	3	Auto - Year II	No		HCPS		
ACE Center - Herm	AUT 136	Automotive Vehicle Inspection	2	Auto - Year II	No		HCPS		
ACE Center - Herm	ADJ 128	Patrol Administration and Operations	3	Criminal Justice - Year I	No		HCPS		
ACE Center - Herm	ADJ 212	Criminal Law, Evidence, and Procedures II	3	Criminal Justice - Year II	No		HCPS		
ACE Center - Herm	DSL 160	Air Brake Systems	3	Diesel - Year II	No		HCPS		
ACE Center - Herm	DSL 143	Diesel Truck Electrical Systems	4	Diesel - Year I	No		HCPS		
ACE Center - Herm	EMS 120	Emergency Medical Technician - Basic Clinical	1	EMT - Year II	No		HCPS		
ACE Center - Herm	ENG 112	College Composition II	3	Unaffiliated	No		HCPS		
ACE Center - HS	AUT 241	Automotive Electricity I	3	Auto - Year I	No		HCPS		
ACE Center - HS	AUT 265	Automotive Braking Systems	3	Auto - Year II	No		HCPS		

ACE Center - HS	AUT 266	Auto Alignment, Suspension, & Steering	3	Auto - Year II	No		HCPS		
ACE Center - HS	AUT 136	Automotive Vehicle Inspection	2	Auto - Year II	No		HCPS		
ACE Center - HS	ADJ 128	Patrol Administration and Operations	3	Criminal Justice - Year I	No		HCPS		
ACE Center - HS	ADJ 212	Criminal Law, Evidence, and Procedures II	3	Criminal Justice - Year II	No		HCPS		
ACE Center - HS	CHD 145	Teaching Art, Music, & Movement to Children	3	Child Care - Year I	No		HCPS		
ACE Center - HS	EDU 235	Health, Safety, and Nutrition Education	3	Child Care - Year II	No		HCPS		
ACE Center - HS	ITN 106	Microcomputer Operating Systems	3	Computer Systems I	No		HCPS		
ACE Center - HS	ITN 260	Network Security Basics	3	Computer Systems II	No		HCPS		
ACE Center - HS	DRF 232	Computer-Aided Drafting II	3	Drafting - Year I	No		HCPS		
ACE Center - HS	ARC 222	Architectural CAD Applications Software II	3	Drafting - Year II	No		HCPS		
ACE Center - HS	ENG 112	College Composition II	3	Unaffiliated	No		HCPS		

DUAL ENROLLMENT ALIGNMENT GRANT
Final Report

Progress reports should be sent in .pdf format to Macey.Richmond@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Lunenburg County Public Schools
School Name(s):	Central High School
Project Contact Person:	Dr. Sharon H. Stanislas
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template. Please see attached spreadsheet.

DE Course Number	Course 1	Course 2	Course 3	Course X
Credit Hours				
DE Course Name				
High School Course Name (w/SCED)				
Passport Block				
Associate Degree Requirement				
Projected Student Enrollment				
Average Student Enrollment (last 3 years for courses previously offered)				
Number of Credentialed Teachers on Staff				
Staffing Needs				
Add other information as applicable.				

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges. The key findings were that Lunenburg County Public Schools currently offer 12 of the 16 dual enrollment credits required for the Passport and 24/30 or 32 credits required for the Uniform Certificate of General Studies. Students would

DE Course Number	CHM 111	CHM 112	MTH 155	ENG 111	ENG 112	PHI 220	HLT 100	ITE 152	SDV 100	MTH 161	MTH 162
Credit Hours	4	4	3	3	3	3	2	3	1	3	3
DE Course Name	College Chemistry I	College Chemistry II	Statistical Reasoning	College Composition I	College Composition II	Ethics	First Aid and CPR	Intro to Digital and Information Literacy and Comp Appl	College Skills	Precalculus I	Precalculus II
High School Course Name (w/SCED)	Chemistry 03101	Chemistry II 03102	Statistical Reasoning 02201	English 11 01003	English 11 01003	Ethics 04306	First Aid and CPR 08055	Data base Software	College skills 22003	Precalculus I 02104	Precalculus II 02104
Passport Block	IV	IV	V	I	I	II	n/a	VII	n/a	V	V
Associate Degree Requirement	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Projected Student Enrollment	9	9	9	9	9	9	9	9	9	9	9
Average Student Enrollment (last 3 years for courses previously offered)	21	21	21	21	21	21	21	21	21	21	21
Number of Credentialed Teachers on Staff	1	1	1	1	1	1	1	1	1	1	1
Staffing Needs											
Add other information as applicable.											

DE Course Number	Auto 267	Auto 251	Auto 111	Auto 178	SDV 100
Credit Hours	3	2-4	3	4	1
DE Course Name	Auto Suspension and Brakes	Auto Transmissions	Automotive Engines	Automotive Final Drive and Manual Transmission Systems	College Skills
High School Course Name (w/SCED)	Auto Suspension and Brakes 20104	Auto Transmissions 20104	Automotive Engines 20104	Automotive Final Drive and Manual Transmission Systems 20104	College skills 22003
Passport Block	N/A	N/A	N/A	N/A	
Associate Degree Requirement	N/A	N/A	N/A	N/A	
Projected Student Enrollment	9	9	9	9	9
Average Student Enrollment (last 3 years for courses previously offered)	8	8	8	8	8
Number of Credentialed Teachers on Staff	1	1	1	1	8
Staffing Needs					
Add other information as applicable.					

DE Course Number	COS 295	COS 299	COS 296
Credit Hours	3	4	
DE Course Name	Topics in Cosmetology	Supervised Study	
High School Course Name (w/SCED)	COSM II 295 19101	COSM II 299 19101	COSM 296 19101
Passport Block	N/A	N/A	N/A
Associate Degree Requirement	N/A	N/A	N/A
Projected Student Enrollment	1	1	1
Average Student Enrollment (last 3 years for courses previously offered)	1	1	1
Number of Credentialed Teachers on Staff	2	2	2
Staffing Needs			

DE Course Number	HCT 101	SDV 100	HCT 102	HLT 100
Credit Hours	4	1	4	2
DE Course Name	Health Care Tech I	College Skills	Health Care Tech II	First Aid and CPR
High School Course Name (w/SCED)	Health Care Tech I 14051	College skills 22003	Health Care Tech II 14051	First Aid and CPR 08055
Passport Block	N/A	N/A	N/A	N/A
Associate Degree Requirement	N/A	N/A	N/A	N/A
Projected Student Enrollment	12	12	12	12
Average Student Enrollment (last 3 years for courses previously offered)				
Number of Credentialed Teachers on Staff	1	1	1	1
Staffing Needs	28	28	23	23
Add other information as applicable.				

DE Course Number	Air Cond Ref I	Air Cond and Refridge II	Career Education	Team Prob Solv	Planning and Est I	Refrig Usage EPA Cert	Circ and Ctrl I	Circuits and Cont II	Heating Systems	Adv Troubleshooting		
Credit Hours	3	3	1	3								
DE Course Name	AIR 121	AIR 122	SDV 107	IND 137	Air 181	AIR 276	HVAC 134	AIR 135	AIR 154	AIR 238		
High School Course Name (w/SCED)	Air Cond Ref I 17056	Air Cond and Refridge II 17056	Career Education 22153	Team Prob Solv 13989	Planning and Est I 17056	Refrig Usage EPA Cert 17056	Circ and Ctrl I 17056	Circuits and Cont II 17056	Heating Systems 17056	Adv Troubleshooting 17056		
Passport Block	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Associate Degree Requirement	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Projected Student Enrollment	Not offered this year											
Average Student Enrollment (last 3 years for courses previously offered)	2	3	2	3	3	1	1	3	3	1		
Number of Credentialed Teachers on Staff	1	1	1	1	1	1	1	1	1	1		
Staffing Needs												
Add other information as applicable												

DE Course Number	PLS 135	ENG 245	HIS 121	ENG 111	PSY 200	PSY 215	MTH 161	BIO 101	ITE 152	ADJ 100	ADJ 105
Credit Hours	3										
DE Course Name	US Government	English 12	US/VA History	English 11	Principles of Psychology	Abnormal Psychology	Precalculus	Biology I	Database Software	Criminal Justice Sur	Juvenile Justice
High School Course Name (w/SCED)	04151 US Government				Psychology						
Passport Block	III	II	VI	I	III	n/a	V	IV	VII	n/a	n/a
Associate Degree Requirement	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N
Projected Student Enrollment	24	14	26	19	16	10	3	3	9	14	14
Average Student Enrollment (last 3 years for courses previously offered)	41		67		41	32	New Course	New Course	New Course	9; first offered 21-22	9; first offered 21-22
Number of Credentialed Teachers on Staff	1	1	1	1	1	1	1	1	1	1	1
Staffing Needs											
Add other information as applicable.											

DE Course Number	ELE 159	ELE 113	ELE 114	ELE 239	SDV 107	ELEC 127 Res Wiring	ELE 226	ELE 131	ELE 134	
Credit Hours	3	3	3	2-1	1	3	3	3	3	
DE Course Name	Electric Motors	Electricity I	Electricity II	Prog Controllers	Career Education	Res Wiring	Electric Systems	Nat Electric Code	Prac Electricity	
High School Course Name (w/SCED)	Electric Motors 17102	Electricity I 17102	Electricity II 17102	Prog Controllers 17102	Career Education 22153	Res Wiring 17102	Electric Systems 17102	Nat Electric Code 17102	Prac Electricity 17102	
Passport Block	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Associate Degree Requirement	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Projected Student Enrollment	6	6	6	6	6	6	6	6	6	
Average Student Enrollment (last 3 years for courses previously offered)	2	3	2	2	2	2	3	2	0	22-23
Number of Credentialed Teachers on Staff	1	1	1	1	1	1	1	1	1	offered 20-21
Staffing Needs										
Add other information as applicable										

DE Course Number	MTH 263	MTH 264	ENG 245	ENG 255	ENG 211	PSY 200	ART 101	BIO 101	BIO 102	ITP 132
Credit Hours	4	4	3	3	3	3	3	4	4	3-4
DE Course Name	Calculus I	Calculus II	British Literature	World Literature	Creative Writing I	Principles of Psychology	History & Appreciation of Art I	General Biology I	General Biology II	C++ Programming
High School Course Name (w/SCED)	Calculus I 02121	Calculus II 02121	British Literature 01056	World Literature 01056	Creative Writing I 01104	Principles of Psychology 04254	History & Appreciation of Art I 05152	General Biology I 03051	General Biology II 03051	C++ Programming 10152
Passport Block	V	V	II	II	II	III	II	IV	IV	n/a
Associate Degree Requirement	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Projected Student Enrollment	8	8	8	8	8	8	8	8	8	8
Average Student Enrollment (last 3 years for courses previously offered)	24	24	24	24	24	24	24	24	24	24
Number of Credentialed Teachers on Staff	1	1	1	1	1	1	1	1	1	1
Staffing Needs										
Add other information as applicable.										

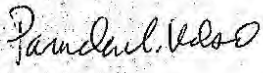
DE Course Number	WEL 164	WEL 123	WEL 160	WEL 150	WEI 120	WEL 161	
Credit Hours	3	3	3	3	3	3	
DE Course Name	GTAW and TIG	Arc Welding I	Gas Metal Arc Welding	Welding Drawing and Interpretation	Introduction to Welding	Flux Cored Arc Welding	
High School Course Name (w/SCED)	GTAW and TIG 13207	Arc Welding I 13207	Gas Metal Arc Welding 13207	Welding Drawing and Interpretation 13207	Introduction to Welding 13207	Flux Cored Arc Welding 13207	
Passport Block	N/A	N/A	N/A	N/A	N/A	N/A	
Associate Degree Requirement	N/A	N/A	N/A	N/A	N/A	N/A	
Projected Student Enrollment	5	5	5	5	5	5	
Average Student Enrollment (last 3 years for courses previously offered)	3	3	3	3	3	3	
Number of Credentialed Teachers on Staff	1	1	1	1	1	1	
Staffing Needs							
Add other information as applicable.							

DUAL ENROLLMENT ALIGNMENT GRANT

Final Report

Progress reports should be sent in .pdf format to ydoe.stem@doe.virginia.gov

Due Date: Thursday September 1, 2022

School Division:	Manassas Park City Schools
School Name(s):	Manassas Park High School
Project Contact Person:	Pam Kalso
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Credit Hours	3	3	3	3	3	3
DE Course Name	DE English 111	DE English 112	DE MKT 201 Intro to Marketing	DE BUS116 Entrepreneurship I	DE BUS 165 Small Business Management	DE MKT 215 Sales and Marketing Management
High School Course Name (w/SCED)	DE1600	DE1601	81021	DE90931	DE8132	10989
Passport Block	Yes	Yes	No	No	No	No
Associate Degree Requirement	Yes	Yes	No	No	No	No
Projected Student Enrollment	21	21	20	22	21	19
Average Student Enrollment (last 3 years for courses previously)	22	22	21	21	N/A	N/A

DE Course Number offered)	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
Number of Credentialed Teachers on Staff	1	1	1	1	1	1
Staffing Needs	Westhafer	Westhafer	Gammill	Gammill	Gammill	Gammill
Add other information as applicable.						

1. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

- Northern Virginia Community College (NVCC) provided the approved UCGS course list and Manassas Park High School (MPHS) administration and counseling team were able to cross reference teacher credentials with what could be offered. MPHS has offered English 111 and English 112 for several years. Challenges remain in having properly licensed staff to teacher UCGS Dual Enrollment courses at Manassas Park High School.
- MPHS will continue to work with NVCC to look for opportunities for NVCC staff to teach UCGS Dual Enrollment courses at MPHS, whether in person or virtually. There was discussion on MPCS providing transportation for MPHS students to attend classes at NVCC.
- MPHS has Early Online College funds that could be used to cover tuition and textbook cost for UCGS Dual Enrollment courses.
- There was joint interest in pursuing a pilot cohort of students in IT who would take classes on the NVCC campus or participate synchronously. While the IT coursework would not align with the Passport, it could provide a gateway and interest for future courses that would be aligned with Passport/UCGS.
- MPHS has a CTE teacher who is certified to teach Dual Enrollment courses in Marketing and Business. While his courses are not aligned with UCGS, they are popular courses, count for credit at NVCC, and help to increase overall interest in dual enrollment courses at MPHS.

2. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

- Based on the approved list, MPHS is going to investigate if the following courses could be taught in the future: Introduction to Theatre, US Government and Politics, General Biology I, Quantitative Reasoning, US History to 1877 or 1865, and Principles of Public Speaking. (HS Administration to cross reference these courses and their respective required teaching credentials with current staff certifications—Fall 2022/Winter 2023).
- MPHS staff will promote the Passport and UCGS programs among high school students. Counselors will continue to encourage qualified students to enroll in dual enrollment courses (Winter/Spring 2023).
- MPHS administrators will continue to recruit teachers who are also qualified to teach dual enrollment (Spring 2023).
- Should it occur again in Summer 2023, MPHS staff will promote NVCC's Jumpstart program. Jumpstart includes several UCGS courses.

- MPHS will continue to include courses in the Program Pathways (Attachment #5 of Dual Enrollment Agreement) that meet with requirements for completion of the UCGS (Ongoing).

**DUAL ENROLLMENT ALIGNMENT GRANT
Final Report**

Progress reports should be sent in .pdf format to vdoe_stem@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Middlesex County Public Schools
School Name(s):	Middlesex High School
Project Contact Person:	Byron Bishop
School Division Superintendent (or designee) Signature:	Tracy Seitz
Virginia Community College President (or designee) Signature:	<i>Miles McCrimmon</i> Miles McCrimmon

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	Course 1	Course 2	Course 3	Course 4
Credit Hours	3	3	6	3
DE Course Name	MKT 100	MKT 290	HIS 141/142	SDV 110
High School Course Name (w/SCED)	DE Marketing - 8198	DE Strategic Marketing - 8120	DE African American History - 4107	DE Teachers for Tomorrow 1 - 8062
Passport Block				
Projected Student Enrollment	4	0	4	3
Student Enrollment (21-22)	4	3	7	
Number of Credentialed Teachers on Staff	1	1	1	1
Staffing Needs	0	0	0	0

DUAL ENROLLMENT ALIGNMENT GRANT
Final Report

Progress reports should be sent in .pdf format to vdoe.stem@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Middlesex County Public Schools
School Name(s):	Middlesex High School
Project Contact Person:	Byron Bishop
School Division Superintendent (or designee) Signature:	Tracy Seitz 
Virginia Community College President (or designee) Signature:	Miles McCrimmon

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	Course 1	Course 2	Course 3	Course 4
Credit Hours	3	3	6	3
DE Course Name	MKT 100	MKT 290	HIS 141/142	SDV 110
High School Course Name (w/SCED)	DE Marketing - 8198	DE Strategic Marketing - 8120	DE African American History - 4107	DE Teachers for Tomorrow 1 - 8062
Passport Block				
Projected Student Enrollment	4	0	4	3
Student Enrollment (21-22)	4	3	7	
Number of Credentialed Teachers on Staff	1	1	1	1
Staffing Needs	0	0	0	0

DE Course Number	Course 5	Course 6	Course 7	Course 8
Credit Hours	NO Credit	No Credit	6	6
DE Course Name	Welding I	Welding II	ENG 111/112	ENG 245/255
High School Course Name (w/SCED)	Welding 1 - 8627	Welding II - 8673	DE English Comp 11 - 1150	DE English 12 - 8602
Passport Block			I	
Projected Student Enrollment	5	5	22	24
Student Enrollment (21-22)	5	5	28	16
Number of Credentialed Teachers on Staff	RCC Faculty	RCC Faculty	1	1
Staffing Needs	0	0	0	0

DE Course Number	Course 9	Course 10	Course 11	Course 12
Credit Hours	8	6	6	6
DE Course Name	BIO 101/102	HIS 121/122	HIS 111/112	MTH 161/162
High School Course Name (w/SCED)	DE Biology - 4320	DE US History - 2360	DE World History	DE Pre Calculus - 3177
Passport Block	IV	VI	VI	V
Projected Student Enrollment	9	24	21	6
Student Enrollment (21-22)	6	24	9	0
Number of Credentialed Teachers on Staff	1	1	1	1
Staffing Needs	0	0	0	0

DE Course Number	Course 13	Course 14	Course 15	Course 16
Credit Hours				
DE Course Name				
High School Course Name (w/SCED)				
Passport Block				
Projected Student Enrollment				
Average Student Enrollment (21-22)				
Number of Credentialed Teachers on Staff				

This does not include courses offered by Chesapeake Bay Governor's School or Bridging Communities.

MHS College Course Plan

General Education Certificate from RCC (first year of college) [minimum of 3 on AP tests]

From MHS:

DE Pre-Calculus (6 credits) [Math] [MTH 161 and 162]

DE Chemistry (8 credits) *OR* DE Biology (8 credits) [Laboratory Science I and II]

DE US History (6 credits) [History I and II]

DE English 11 (6 credits) [English 111/112]

DE English 12 Literature (6 credits) [English 245/255 (2 Humanities electives)]

DE World History (6 credits) [HIS 111/112] *OR* DE African American Studies [HIS 141/142] [Social Science elective]

SDV 100 (1 credit)

Associate's Degree - Arts and Sciences [minimum of 3 on AP tests]

From MHS:

AP Statistics (3 credits) [Math I]

DE Chemistry (8 credits) *AND* DE Biology (8 credits) [Laboratory Science I and II and 2 transfer electives]

DE US History (6 credits) [History I and II]

DE English 11 (6 credits) [English 111/112]

DE English 12 (6 credits) [English 245/255 (1 Humanities elective/ENG 2xx required course)]

DE Personal Finance (6 credits) [ECO 201/202] [2 Social Science electives]

DE African American Studies [HIS 141/142] [2 transfer electives]

DE World History [HIS 111/112] [2 transfer electives]

SDV 100

From RCC:

1 Humanities elective

ITE 119 (can CLEP for ITE 115 with CIS I and CIS II)

PE course

1 Transfer Math class

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

Support from RCC

MCPS has a solid complement of DE courses in partnership with RCC and we should communicate this with our community. Our students have opportunities that will prepare them for post-secondary education. We will need to continue to support our complement of teachers in part by using the IREPO Grant. Our math teacher is currently using the IREPO grant to secure 18 credit hours post Masters in content area.

RCC has also provided information on sonography and patient care which may be a dual enrollment opportunity. Other opportunities include aquaculture, phlebotomy, and cyber security.

RCC Navigator, Juwan Waddy, supports students who are taking DE courses at MCPS and to help students take courses at RCC that are not available at MCPS. He is a resource to help students while at MHS and to transition to secondary education. Continuing communication with students and families regarding the Navigator is important.

RCC is available to support the DE teachers with planning and assessments to ensure the level of rigor.

Communication

The importance of communicating with parent(s)/guardian(s) regarding the rigor of dual enrollment and the commitment needed to be successful in dual enrollment courses is noted. We can do that early in middle school and in 9th and 10th grade so students have a strong foundation for success.

Dual Enrollment Alumni can be relevant to this process to speak to our current MHS students on post-secondary expectations. Encouraging them to enroll in a dual enrollment course and communicating with them the strategies for success is critical to the success of the program.

In April, Opportunities night at the high school will showcase BCTC, DE, and CBGS to allow students to investigate the courses.

Alignment

We can align our course offerings in 9th and 10th grade to support our students taking DE courses. English Honors is effectively pre-dual enrollment. Identification and selection of the students is important in order to support the rigor of the course.

There should be on-ramps and off-ramps for students to engage in dual enrollment courses. Selection is not meant to gate keep, but to help prepare students to be successful in higher level courses. An application process with criteria will be developed to identify students who would be successful in Honors 9 English.

Rigor

Students and families should have an understanding of the course sequence and the habits of mind to prepare for dual enrollment courses beginning in middle school. This is a priority to our DE program.



Students need long-term projects and college level assessments embedded within the dual enrollment course in order to prepare them for post-secondary work. Assessments that mirror those in college should be a part of the DE courses taught at MHS.

At all levels we need to continue to promote students' independence and grit, and to help them to become life-long learners.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

- Communication regarding Dual Enrollment
 - Communication with middle school families regarding the opportunities for dual enrollment, the rigor of the program, and the steps to prepare for dual enrollment classes
 - middle school and high school counselors
 - Ongoing
- Communication regarding RCC Navigator
 - Communication about our Navigator at MHS and the support he can give students and families for post high school
 - MHS principal, MHS School Counselors, and RCC
 - Ongoing
- Planning
 - Planning with RCC and DE teachers to ensure rigor of the curriculum and to support teachers in instruction
 - RCC and DE teachers
 - Currently and as needed
- DE Alumni
 - DE Alumni discussions with students in order to explain the benefits of dual enrollment and strategies to be successful in the classes
 - High school counselors
 - Winter meetings
- Middle School Opportunities Day
 - Providing information about DE Opportunities in high school through MHS, Bridging Communities, RCC, and Chesapeake Bay Governor's School
 - Middle school counselors, RCC, CBGS Director, Bridging Communities Director
 - September yearly
- Assessment data
 - Using Major Clarity for interest assessments in order to align our curriculum to the interests of the students
 - College Career and Life Teacher, Assistant Superintendent
- Embedded long term projects
 - Projects that increase the rigor and prepare students for secondary education
 - DE teachers and Gifted Coordinator
 - Ongoing
- Application process
 - An Application process with criteria will be developed to identify students who would be successful in Honors 9 English.
 - February
 - DE English Teachers and MHS School Counselors

NORFOLK PUBLIC SCHOOLS
DUAL ENROLLMENT ALIGNMENT GRANT
 Final Report
 September 2022

School Division:	Norfolk Public Schools
School Name(s):	Norview High School
Project Contact Person:	Mrs. Kenyetta Goshen (Division) Mrs. Tracey Penny (School)
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	Course 1 Eng 111	Course 2 Eng 112	Course 3 & 4 His 121 /122	Course 5 Bio 101	Course 6 MTH161
Credit Hours	3	3	6 (3 per course)	4	3
DE Course Name	English 111	English 112	History 121 & 122	Biology	Precalculus
High School Course Name (w/SCED)	01004 English 12	01004 English 12	04101 Virginia & US History	03051 Biology 1	02104 Analysis/PreCalculus
Passport Block	Block I		Block VI	Block III	Block IV
Associate Degree Requirement	Yes	Yes	Yes	Yes	
Projected Student Enrollment	35	35	14 (His 121) 14 (His 122)	25	16
Average Student Enrollment (last 3 years for courses previously offered)	19	19	20	18	6
Number of Credentialed Teachers on Staff	1	1	1	0	1
Staffing Needs	-	-	-	1	-

DE Course Number	Course 1 Eng 111	Course 2 Eng 112	Course 3 & 4 His 121 /122	Course 5 Bio 101	Course 6 MTH161
Add other information as applicable.			For SY 2022-23, students will take the courses virtually via TCC with an onsite mentor	For 2022-23, students will take Bio 101 via virtual format.	

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.



Based on a review of documents, and focused meetings with Norview High School, the following bulleted findings were identified. These items have been targeted for support and action for the Passport program and the Uniform Certificate of General Studies (UCGS).

- Norview High School has worked to expand the dual enrollment offerings for their students. For several years, English has been the main course offered at this school and others. Within the past three years, Norview has served as a pilot site for the onboarding of new dual enrollment courses. For SY 2022-23, the available courses for students will include English 111, English 112, History 121/122, Math 161 (Precalculus), and Biology 101. Interested students may also take a virtual government course with TCC or ITE152 (information technology) via distance learning. Those taking these courses will be assisted by a dual enrollment mentor at their high school. Students will be supported with the required instructional materials for these courses.
- As with other schools, Norview has worked to secure dual enrollment credentialed teachers across different content areas. As reported, this school now has four in-building teachers who have been credentialed by Tidewater Community College. This includes the disciplines of English, Math, History, and Science.
- In addition to dual enrollment, Norview offers advanced placement courses. Strategies will be implemented to support students with accessing the best opportunity for them. This will allow the Passport and UCGS programs to flourish for interested students without sacrificing any program. Dual enrollment information will be shared with the entire student population. Currently, many of the AP students are also the dual enrollment students. While this is supported, Norview will work to expand the pool of non-advanced placement students who are exposed to dual enrollment opportunities.
- Remaining courses required for the Passport and UCGS will be added to Norview's master schedule by Fall 2023. Students may also be eligible to satisfy UCGS components by meeting requirements related to participation in advanced placement.
- Across the school division, strategies of support are being implemented to increase the number of students who are enrolled in and successfully complete dual enrollment courses within the Passport blocks and UCGS. Dual enrollment mentors have been identified as support. A dual enrollment point of contact has also been identified within the school's counseling office. Technology and other instructional materials have been secured in support of students.
- A dual enrollment marketing campaign will occur each semester at this school. This will provide all staff, students, parents, and the community with vital information pertaining to the Passport program and the UCGS.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

School Goal	Action/Status/Focus
<p>By June 2023, Norview High School will increase the number of teachers at who are credentialed by Tidewater Community College to serve as dual enrollment instructors from four to six across multiple content areas.</p>	<p>(Fall 2022)</p> <p>Dual Enrollment teacher candidate meetings will be scheduled to generate interest on the part of the staff at this school. Although Norview has several credentialed teachers, they will need replacement personnel for vacancies. (Building administration will monitor this process)</p> <ul style="list-style-type: none"> • Credential reviews will be held to identify teachers who may become eligible with additional coursework. (Building level administration will monitor this process. Official reviews must be conducted by the community college) • Possible tuition reimbursement for eligible teachers who pursue credentialing (Human Resources Department) <p>Spring 2022</p> <ul style="list-style-type: none"> • Exploration of a dual enrollment "Grow You Own" program to increase the number of credentialed teachers. (Academic Affairs Department)
<p>By Fall 2023, Norview High School will increase the number of dual enrollment opportunities and access points for students from six to eleven course options. This will include required courses from the Passport blocks and UCGS.</p>	<ul style="list-style-type: none"> • (Fall 2022) Remaining courses from VCCS Passport blocks II, III, IV, V, and VI will be added to the dual enrollment master schedule. Courses for the completion of the UCGS Pathway will also be implemented at this school. This will occur in preparation for Fall 2023 Implementation. The offering/access points will occur via in-person, hybrid, or virtual formats offered by the school division or TCC. (Process to be facilitated via collaboration between the NPS Academic Affairs Department, TCC, and the school). • (November 2022) To increase student familiarity and interest in the Passport and UCGS, student and family dual enrollment sessions will be scheduled for November 2022. This is aligned with the division's student course request process and scheduling calendar.

NORFOLK PUBLIC SCHOOLS
DUAL ENROLLMENT ALIGNMENT GRANT
Final Report
September 2022

School Division:	Norfolk City Public Schools
School Name(s):	Maury High School
Project Contact Person:	Mrs. Kenyetta Goshen (Division) Mrs. Zuri Cannon (School)
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	Course 1 Eng 111	Course 2 Eng 112	Course 3 ITE 152	Course 4 MTH161
Credit Hours	3	3	3	3
DE Course Name	English 111	English 112	Intro Digital & Information Literacy	Precalculus
High School Course Name (w/SCED)	01004 English 12	01004 English 12	10005IV Computer Information Systems	02104 Analysis/PreCalculus
Passport Block	Block I		UCGS Course	Block IV
Associate Degree Requirement	Yes	Yes	Yes-Cybersecurity	
Projected Student Enrollment	73	73	21	Pending
Average Student Enrollment (last 3 years for courses previously offered)	25	25	N/A (Newly offered course for SY 22-23)	-
Number of Credentialed Teachers on Staff	1	1	0	0

DE Course Number	Course 1 Eng 111	Course 2 Eng 112	Course 3 ITE 152	Course 4 MTH161
Staffing Needs	-	-	1	1
Add other information as applicable.			For Fall 2022, course will be taught via distance learning (Live Zoom) with another high school	For Fall 2022, interested students may participate via distance learning with another high school.

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

Based on a review of documents, and focused meetings with Maury High School, the following bulleted findings were identified. These items have been targeted for support and action for the Passport program and the Uniform Certificate of General Studies (UCGS).



Overview

- Over the past three years, Maury has offered dual enrollment to students in the areas of English and Information Technology. Specifically, English has been the more populated class with a doubling in student enrollment for SY 2021-22 and projected enrollment for 2022-23. For SY 2022-23, History 121/122, Math 161 (Precalculus), Government 135/136, and Biology 101 will also be available via the virtual learning format for interested students across the division. An effort is underway to increase dual enrollment student numbers across all content areas.
- As with other schools, Maury continues to work to secure dual enrollment credentialed teachers across different content areas. As reported, this school has one in-building teacher who has been credentialed by Tidewater Community College (TCC). This includes the discipline of English. Due to a change in course requirements, Maury's information technology teacher is no longer credentialed. Students will now take this course via distance learning with another high school serving as host.
- In addition to dual enrollment, this school has an advanced placement program. Often, this can impact the growth of one over the other depending on available resources, including staff. Strategies have been implemented to support students with accessing the best opportunity for them, including dual enrollment. This will allow the Passport and UCGS programs to flourish for eligible students without sacrificing any programs. Dual enrollment information will be shared with the entire student population.
- Across the school division, strategies of support are being implemented to increase the number of students who enroll in and successfully complete dual enrollment courses within the Passport blocks and UCGS. Dual enrollment mentors will be identified as a measure of support. A dual enrollment point of contact has also been identified within the school's counseling office. Technology and other instructional materials have been secured in support of students.
- Remaining courses required for the Passport and UCGS will be available for this school by Fall 2023. In collaboration with TCC, a pathway has been identified that will allow students to also satisfy UCGS components by meeting requirements related to advanced placement in addition to dual enrollment. Opportunities within Passport Blocks I, II, III, IV, and VI will be available to students across the school division beginning in the Fall 2022.
- A year-long dual enrollment marketing campaign will occur annually. This will provide all staff, students, parents, and the community with vital information pertaining to the Passport program and the UCGS.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

School Goal	Action/Status/Focus
<p>By June 2023, Maury High School will increase the number of teachers who are credentialed by Tidewater Community College to serve as dual enrollment instructors from one to three across multiple content areas.</p>	<p>Fall 2022</p> <ul style="list-style-type: none"> • Dual enrollment teacher candidate meetings will be scheduled to generate interest on the part of the staff at this school. (Building level administration) • Credential reviews will be held to identify teachers who may become eligible with additional coursework. (Building level administration will monitor this process. Official reviews must be conducted by the community college) • Potential tuition reimbursement for eligible teachers who pursue credentialing (Human Resources Department) <p>Spring 2022</p> <ul style="list-style-type: none"> • Exploration of a dual enrollment "Grow You Own" program to increase the number of credentialed teachers. (Academic Affairs Department)
<p>By Fall 2023, Maury High School will increase the number of dual enrollment opportunities and access points for students from three to eleven course options. This will cover required courses for the Passport and UCGS.</p>	<p>Fall 2022</p> <ul style="list-style-type: none"> • Additional courses from Passport blocks II, III, IV, and VI are available to the dual enrollment master schedule for this school. The offering/access points will occur via in-person, hybrid, or virtual formats offered by the school division or TCC. (Process to be facilitated via collaboration between the NPS Academic Affairs Department, TCC, and the school). • November 2022 To increase student familiarity and interest in the Passport and UCGS, student and family dual enrollment sessions will be scheduled for November 2022. This is aligned with the division's student course request process and scheduling calendar. • Spring 2023/Fall 2023 Courses for the completion of the UCGS Pathway will be implemented at this school.

**NORFOLK PUBLIC SCHOOLS
DUAL ENROLLMENT ALIGNMENT GRANT
Final Report
September 2022**

School Division:	Norfolk City Public Schools
School Name(s):	Lake Taylor High School
Project Contact Person:	Mrs. Kenyetta Goshen (Division) Dr. Robin Stratton (School)
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	Course 1	Course 2	Course 3 & 4	Course 5
Credit Hours	3	3	6 (3 per course)	3
DE Course Name	English 111	English 112	History 121 & 122	Intro Digital & Information Literacy
High School Course Name (w/SCED)	01004 English 12	01004 English 12	04101 Virginia & US History	100051V Computer Information Systems
Passport Block	Block I		Block VI	UCGS Course
Associate Degree Requirement	Yes	Yes	Yes	Yes-Cybersecurity
Projected Student Enrollment	11	11	6 pending	7
Average Student Enrollment (last 3 years for courses previously offered)	10	10	Not previously offered	N/A (Newly offered for SY 22-23)
Number of Credentialed Teachers on Staff	1	1	0	0
Staffing Needs	-	-	1	1
Add other information as applicable.			For SY 2022-23, students are eligible to take both courses	For Fall 2022, course will be taught via distance learning (Live Zoom) with

DE Course Number	Course 1	Course 2	Course 3 & 4	Course 5
			virtually via TCC	another high school as host

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

Based on a review of documents, and meetings with Lake Taylor High School, the following bulleted findings were identified. These items have been targeted for support and action for the Passport program and the Uniform Certificate of General Studies (UCGS).

Overview



- Lake Taylor high school (LTHS) is committed to offering an array of educational options and opportunities for students. During the past three years, LTHS has offered dual enrollment in the areas of English and/or Information Technology. During this time, Lake Taylor experienced lower-than-expected dual enrollment numbers. It is noted that this school has a smaller student population in comparison to several other high schools within the division. Traditionally, this school has offered dual enrollment in English 111 & 112. Initially, Lake Taylor was the first to pilot dual enrollment within the area of information technology. However, over the past several years, this was not offered due to staffing and enrollment. For SY 2022-23, information technology has been reintroduced to the master schedule via distance learning. For SY 2022-23, the available courses for students will include English 111, English 112, History 121/122, and ITE 152 (Information Technology). Interested students may also take a virtual government course with Tidewater Community College (TCC). Those taking these courses will be assisted by a dual enrollment mentor at their high school. Students will be supported with the required instructional materials for all courses. A focused effort is underway to increase dual enrollment student numbers across all content areas at Lake Taylor High School.
- As with other schools, Lake Taylor continues to work to secure dual enrollment credentialed teachers. As reported, there is one in-building teacher who has been credentialed by Tidewater Community College for English. Distance learning will be utilized to create additional options for students at this school.
- Lake Taylor has been working to support the dual enrollment and advanced placement programs at their school. Often, having both could impact the growth of one over the other depending on available resources. Strategies will be implemented to support students with accessing the best opportunity for them, including dual enrollment. This will allow the Passport and UCGS programs to flourish for interested students without sacrificing any programs. Dual enrollment information will be shared with the entire student population.
- Across the school division, strategies of support are being implemented to increase the number of students who enroll in and successfully complete dual enrollment courses within the Passport and UCGS. Dual enrollment mentors have been identified as a measure of support. A dual enrollment point of contact has also been identified within the school's counseling office. Technology and other instructional materials have been secured as support.
- Remaining courses required for the Passport and UCGS will be available for this school by Fall 2023. In collaboration with TCC, a pathway has been identified that will allow students to also satisfy UCGS components by meeting requirements related to advanced placement in addition to dual enrollment. Opportunities within Passport Blocks I, II, III, IV, and VI will be available to students across the school division beginning in the Fall 2022.
- A dual enrollment marketing campaign will occur each semester at this school. This will provide staff, students, parents, and the community with vital information pertaining to the Passport program and the UCGS.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

School Goal	Action/Status/Focus
<p>By June 2023, Lake Taylor High School will increase the number of teachers who are credentialed by Tidewater Community College to serve as dual enrollment teachers from one to at least four across multiple content areas.</p>	<p>Fall 2022</p> <ul style="list-style-type: none"> • Teacher credentialing reviews will occur to identify current staff members who may be eligible with additional course work to teach dual enrollment. (Building administration will monitor this process. Official credentialing determinations will be done by TCC) • Potential tuition reimbursement for eligible teachers who pursue credentialing requirements/courses. (Human Resources Department) • Dual Enrollment teacher candidate meetings will be scheduled to generate interest on the part of the staff at this school. <p>Spring 2023</p> <ul style="list-style-type: none"> • Exploration of a dual enrollment "Grow You Own" program to increase the number of credentialed teachers. (NPS Academic Affairs Department)
<p>By Fall 2023, Lake Taylor High School will increase the number of dual enrollment opportunities and access points for students from three to eleven course offerings. This will include the required courses for the Passport and UCGS programs.</p>	<p>Fall 2022 and Spring 2023</p> <ul style="list-style-type: none"> • Courses from Passport blocks II, III, IV, V, and VI will be added to the master schedule. Courses for the completion of the UCGS will also be implemented. This will occur in preparation for Fall 2023. The offering/access points will occur via in-person, hybrid, or virtual formats offered by the school division or TCC. (Process to be facilitated via collaboration between the NPS Academic Affairs Department, TCC, and the school). <p>November 2022</p> <ul style="list-style-type: none"> • To increase student familiarity and interest in the Passport and UCGS, student and family dual enrollment information sessions will be scheduled for November 2022. This is aligned with the division's student course request process and scheduling calendar.

**NORFOLK PUBLIC SCHOOLS
DUAL ENROLLMENT ALIGNMENT GRANT**

Final Report
September 2022

School Division:	Norfolk Public Schools
School Name(s):	Granby High School
Project Contact Person:	Mrs. Kenyetta Goshen (Division) Ms. Phyllis Patton (School)
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	Course 1 Eng 111	Course 2 Eng 112	Course 3 ITE 152	Course 4 MTH161
Credit Hours	3	3	3	3
DE Course Name	English 111	English 112	Intro Digital & Information Literacy	Precalculus
High School Course Name (w/SCED)	01004 English 12	01004 English 12	10005IV Computer Information Systems	02104 Analysis/PreCalculus
Passport Block	Block I		UCGS	Block IV
Associate Degree Requirement	Yes	Yes	Yes-Cybersecurity	
Projected Student Enrollment	40	40	20	23
Average Student Enrollment (last 3 years for courses previously offered)	26	26	N/A (Newly offered course for SY 22-23)	13
Number of Credentialed Teachers on Staff	1	1	1	1
Staffing Needs	-	-	1	-

DE Course Number	Course 1 Eng 111	Course 2 Eng 112	Course 3 ITE 152	Course 4 MTH161
Add other information as applicable.				

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

Based on a review of documents, and focused meetings with Granby High School, the following bulleted findings were identified. These items have been targeted for support and action for the Passport program and the Uniform Certificate of General Studies (UCGS).



- Over the past three years, Granby High School has offered dual enrollment to students in the areas of English, Math, and Information Technology. They have also assisted other schools with dual enrollment by serving as a distance learning host. For SY 2022-23, Granby is projected to experience an increase in dual enrollment students.
- As with other schools, this school continues to work to secure dual enrollment credentialed teachers across different content areas. As reported, this school has three in-building teachers who have been credentialed by Tidewater Community College (TCC). This includes the disciplines of English, Math, and Information Technology. Credentialed teachers are needed for the areas of science and history. Virtual options are being explored for these areas.
- In addition to dual enrollment, Granby has an advanced placement program. Often, this can impact the growth of one or the other program depending on available resources, including staff. Strategies have been implemented to support students with accessing the best opportunity for them, including dual enrollment. This will allow the Passport and UCGS programs to flourish for eligible students without sacrificing any programs. Dual enrollment information will be shared with the entire student population.
- Remaining courses required for the Passport and UCGS will be available for this school by Fall 2023. Students may also be eligible to satisfy UCGS components by meeting requirements related to participation in advanced placement.
- A dual enrollment marketing campaign will occur each semester at this school. This will provide all staff, students, parents, and the community with vital information pertaining to the Passport program and the UCGS.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

School Goal	Action/Status/Focus
By June 2023, Granby High School will increase the number of teachers credentialed by Tidewater Community College to serve as dual enrollment instructors from three to five across multiple content areas.	<p>Fall 2022</p> <ul style="list-style-type: none"> • Dual enrollment teacher candidate meetings will be scheduled to generate interest on the part of the staff at this school. (Building level administration) • Credential reviews will be held to identify teachers who may become eligible with additional coursework. (Building level administration will monitor this process. Official reviews must be conducted by the community college) • Potential tuition reimbursement for eligible teachers who pursue credentialing (Human Resources Department)

	<p>Spring 2022 Exploration of a dual enrollment "Grow You Own" program to increase the number of credentialed teachers. (Academic Affairs Department)</p>
<p>By Fall 2023, Granby High School will increase the number of dual enrollment opportunities and access points for students from four to eleven course options. This will include requirements for the Passport program and UCGS.</p>	<ul style="list-style-type: none"> • (Fall 2022) Courses from Passport blocks II, III, V, and VI will be added to the dual enrollment master schedule for this school. Courses for the completion of the UCGS Pathway will also be implemented at this school. This will occur in preparation for Fall 2023 implementation. The offerings/access points will occur via in-person, hybrid, or virtual formats offered by the school division or TCC. (Process to be facilitated via collaboration between the NPS Academic Affairs Department, TCC, and the school). • (November 2022) To increase student familiarity and interest in the Passport and UCGS, student and family dual enrollment sessions will be scheduled for November 2022. This is aligned with the division's student course request process and scheduling calendar. Spring 2023/Fall 2023 • Courses for the completion of the UCGS Pathway will be implemented at this school.

NORFOLK PUBLIC SCHOOLS
DUAL ENROLLMENT ALIGNMENT GRANT
 Final Report
 September 2022

School Division:	Norfolk Public Schools
School Name(s):	Booker T. Washington High School
Project Contact Person:	Mrs. Kenyetta Goshen (Division)/Mrs. Tiffany Hillian (School)
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	Course 1 Eng 11	Course 2 Eng 112	Course 3 Math 161	Course 4 ITE 152
Credit Hours	3	3	3	3
DE Course Name	English 111	English 112	Precalculus	Intro Digital & Information Literacy
High School Course Name (w/SCED)	01004 English 12	01004 English 12	02104 Analysis/PreCalculus	10005IV Computer Information Systems
Passport Block	Block I		Block IV	UCGS Course
Associate Degree Requirement	Yes	Yes		Yes-Cybersecurity
Projected Student Enrollment	12	12	3 pending	6 pending
Average Student Enrollment (last 3 years for courses previously offered)	8	8	-	N/A (Newly offered course for SY 22-23)
Number of Credentialed Teachers on Staff	1	1	0	0

DE Course Number	Course 1 Eng 11	Course 2 Eng 112	Course 3 Math 161	Course 4 ITE 152
Staffing Needs	-	-	1	1
Add other information as applicable.			For Fall 2022, course will be taught via distance learning (Live Zoom) with another high school	For Fall 2022, course will be taught via distance learning (Live Zoom) with another high school

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

Based on a review of documents, and focused meetings with Booker T. Washington High School, the following bulleted findings were identified. These items have been targeted for support and action for the Passport program and the Uniform Certificate of General Studies (UCGS).

Past Status

- During past school years, Booker T. Washington experienced lower-than-expected student participation within dual enrollment courses. It is noted that this school has a smaller student population in comparison to other high schools within the division. Traditionally, this school has offered dual enrollment in English 111 & 112. Additional offerings included rotating years of information technology and precalculus. In the past, the students participated in the precalculus class with another school via distance learning. Due to the dedication of the school, they are looking forward to an increase in dual enrollment students for the upcoming school year(s). Excitement surrounds this move forward.
- As with other schools, securing dual enrollment credentialed teachers has impacted the number of offerings. As reported, there is one teacher on staff who has been credentialed by Tidewater Community College (TCC). This is within the area of English. Prior to this year, the English offerings were taught directly by TCC or the students participated via distance learning with another high school. The teacher previously credentialed for information technology is no longer eligible due to a course change at the community college level.
- Across the school division, strategies of support are being implemented to increase the number of students who enroll in and successfully complete dual enrollment courses within the Passport blocks and UCGS. Booker T. Washington remains committed to providing strong options for all students. For SY 2022-23, the options will include English 111, English 112, Math 161 (Precalculus), and ITE 152 (Information Technology). The option of Math 161 and ITE 152 may occur through distance learning with another school as host. Interested students may also take a virtual history or government course with TCC. Those taking these courses will be assisted by a dual enrollment mentor. Related technology and other instructional materials have been secured in support of students.
- Remaining courses required for Passport and UCGS will be added to the master schedule by Fall 2023. This may occur via different delivery formats. Students may also be eligible to satisfy UCGS components by meeting requirements related to participation in advanced placement.
- An ongoing dual enrollment marketing campaign will kick off at Booker T. Washington during the Fall. This will provide staff, students, parents, and the community with vital information pertaining to the Passport program and the UCGS.

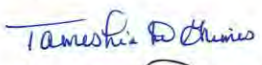

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

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School Goal	Action/Status/Focus
<p>By Fall 2023, Booker T. Washington will increase the number of teachers who are credentialed by Tidewater Community College to serve as dual enrollment instructors from one to at least four across multiple content areas.</p>	<p>Summer 2022</p> <ul style="list-style-type: none"> Two math teachers have been identified to pursue additional coursework that will make them eligible to teach courses within Block IV of the Passport program and courses for the UCGS. One Art teacher has been identified for credentialing review for Art 100, 101, and 102. (Target Completion Date: June 2023. Building administration will monitor progress) <p>Fall 2022</p> <ul style="list-style-type: none"> Dual Enrollment teacher candidate meetings will be scheduled to generate interest on the part of the staff at this school. (Building level administration) Additional credential reviews will be held to identify teachers who may become eligible with additional coursework. (Building level administration will monitor this process. Final official reviews must be conducted by the community college) Potential tuition reimbursement for eligible teachers who pursue credentialing (Human Resources Department) <p>Spring 2022</p> <ul style="list-style-type: none"> Exploration of a dual enrollment "Grow You Own" program to increase the number of credentialed teachers. (Academic Affairs Department)
<p>By Fall 2023, Booker T. Washington will increase the number of dual enrollment opportunities and access points for the students from four to eleven course options.</p>	<p>Fall 2022</p> <ul style="list-style-type: none"> Courses from VCCS Passport blocks II, III, IV, V, and VI will be added to the dual enrollment master schedule at this school. Courses for the completion of the UCGS Pathway will also be implemented at this school. This will occur in preparation for Fall 2023 implementation. The offering/access points will occur via in-person, hybrid, or virtual formats offered by the school division or TCC. (Process to be facilitated via collaboration between the NPS Academic Affairs Department, TCC, and the school). <p>November 2022</p> <ul style="list-style-type: none"> To increase student familiarity and interest in the Passport and UCGS, student and family dual enrollment information sessions will be scheduled for November 2022. This is aligned with the division's student course request process and scheduling calendar.

**DUAL ENROLLMENT ALIGNMENT GRANT
Final Report**

Progress reports should be sent in .pdf format to vdoe.stem@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Nottoway
School Name(s):	Nottoway High School
Project Contact Person:	Marcia Martin
School Division Superintendent (or designee) Signature:	
* Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	EDV 100 Co-enrollment course	CHM 111	CHM 112	MTH 263	MTH 264	MTH 161	MTH 162	HIS 121	HIS 122	HCT 101	HCT 102	ENG 111	ENG 112	ENG 245	ENG 275	PLS 135	PLS 136	ITE 152	HLT 100
Credit Hours	1	4	4	4	4	3	3	3	3	4	4	3	3	3	3	3	3	3	2
DE Course Name	College Success Skills- co enrollment course	Gen Chemistry I	Gen Chemistry II	Calculus I	Calculus II	PreCalculus I	PreCalculus II	US History to 1877	US History since 1865	Health Care Tech I	Health Care Tech II	College Composition I	College Composition II	British Literature	Women's Literature	US Government: Politics	State and Local Govt and Politics	Introduction to Digital and Information Literacy and Computer Applications	CPR/FA

DE Course Number	SDY 100 Co- enrollment course	CHM 111	CHM 112	MTH 263	MTH 264	MTH 161	MTH 162	HIS 121	HIS 122	HCT 101	HCT 102	ENG 111	ENG 112	ENG 245	ENG 275	PLS 135	PLS 136	FTE 152	HLT 100
High School Course Name (w/SCED)	English 10 Honors (01002)-co enrollment course	Advan ced Chem istry DE pt. 1 (03101)	Advan ced Chem istry DE pt. 2 (03101)	Calcul us DE (02121)	Calcul us II DE (02121)	PreCal culus I DE (02104)	PreCal culus II DE (02104)	US History DE (04101)	US History DE (04101)	Cert. Nurs. Assl. (14051)	Cert. Nurs. Assl. (14051)	English 12 DE (01004)	English 12 DE (01004)	English 12 pt. II DE (01004)	English 12 pt. 2 DE (01004)	Politic al Scienc e DE (04153)	Politic al Scienc e DE (04153)	ADV.C MP.Inf oSys.B E (10005)	First Aid/CP RDE (08005)
Passport Block	NA	IV	IV or VB	V	V or VI	V or VI	V or VII	VI	VI or VII	NA	NA	I	I	II or VII	II or VII	III	NA	VII	NA
Associate Degree Requirement	YES	MAY	MAY	MAY	MAY	MAY	MAY	MAY	MAY	NO	NO	MAY	MAY	MAY	MAY	MAY	MAY	YES	YES

instructor will have to build the curriculum for this course. In order to meet the alignment requirements for MTH 161 & MTH 162, our instructor is having to build the curriculum to match these required standards. The curriculum previously reflected MTH 163 & MTH 164. In order to meet the alignment requirements for PLS 135 & 136, our instructor will have to build the curriculum to align them with the standards. The instructor previously taught PLS 211 & PLS 212. Our previous dual enrollment course offerings included CHM 101 and 102. The instructor will now have to build a curriculum that reflects CHM 111 & 112.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

Fall implementation:

SDV 100 - Nottoway staff member will be the instructor in this course. This will be attained by August 22, 2022. This is a co-enrollment course and students do not receive English credits.

MTH 263 - SDV 100 - Nottoway staff member will be the instructor in this course. This will be attained by August 22, 2022.

MTH 161 - SDV 100 - Nottoway staff member will be the instructor in this course. This will be attained by August 22, 2022.

ENG 111 - Nottoway staff member will be the instructor in this course. This will be attained by August 22, 2022.

ENG 112 - Nottoway staff member will be the instructor in this course. This will be attained by October 26, 2022.

PLS 135 - Nottoway staff member will be the instructor in this course. This will be attained by August 22, 2022.

PLS 136 - Nottoway staff member will be the instructor in this course. This will be attained by October 26, 2022.

HLT 100 - Nottoway staff member will be the instructor in this course. This will be attained by August 22, 2022.

HCT 101 - Nottoway staff member will be the instructor in this course. This will be attained by August 22, 2022.

HCT 102 - Nottoway staff member will be the instructor in this course. This will be attained by August 22, 2022.

CHM 111 - SVCC staff member will be the instructor in this course. This will be attained by August 22, 2022.

HIS 121 - SVCC staff member will be the instructor in this course. This will be attained by August 22, 2022.

HIS 122 - SVCC staff member will be the instructor in this course. This will be attained by October 26, 2022.

Spring implementation:

ENG 245 - Nottoway staff member will be the instructor in this course. This will be attained by January 15, 2023.

ENG 275 - Nottoway staff member will be the instructor in this course. This will be attained by March 30, 2023.

CHM 112 - SVCC staff member will be the instructor in this course. This will be attained by January 15, 2023.

ITE 152 - SVCC staff member will be the instructor in this course. This will be attained by January 15, 2023.

MTH 162 - Nottoway staff member will be the instructor in this course. This will be attained by January 15, 2023.

MTH 264 - Nottoway staff member will be the instructor in this course. This will be attained by January 15, 2023.



PAGE COUNTY PUBLIC SCHOOLS

735 West Main Street • Luray, Virginia 22835
Phone 540.743.6533 • Fax 540.743.7784
www.pagecounty.k12.va.us

VDOE FY 2022 Dual Enrollment Alignment Final Grant Report

1. Key Information

Requested information regarding dual enrollment program offerings, projected enrollments, and staff – PCPS DE Institutional Profile attachment

2. Key Findings

- a. Collaborate with staff serving VCCS college (Lord Fairfax Community College) and stakeholders
 - i. Meeting held on February 16, 2022 at LFCC campus
 - ii. Meeting Participants – Mrs. Brenda Byard (LFCC Dean of DE); Dr. Antonia Fox (PCPS Superintendent); Mr. Eric Benson; Mr. Clint Runyan; Ms. Casey Owens, High School Counselors, High School Administration; PCPS/LFCC Career Coach
 - iii. Meeting Topics – Overview of Transfer Virginia Program, Passport, UCGS, PCPS DE offerings, projected enrollments for 22-23; DE staffing for 22-23; DE course changes & updated course descriptions
- b. Create a PCPS DE Institutional Profile
- c. Update PCPS High School Program of Studies
- d. Make DE staff aware of updated courses & descriptions

3. Timeline

- a. February – Joint meeting
- b. February, March, April – Updated PCPS High School Program of Studies, Student scheduling for 2022-23 (DE courses)
- c. March 2022 – Attended Spring DE Instructor's meeting
- d. March 24, 2022 – School Board Presentation / Update regarding Transfer VA, Passport, UCGS, PCPS DE offerings for 2022-23
- e. April 2022 – Met with PCPS DE teachers regarding changes
- f. February, March, April – Updated students/parents regarding the 2022-23 DE Program
- g. February – June 2022 – Continue to look for ways to attract and retain DE teachers
 - i. Teaching stipends, mileage reimbursement, tuition assistance
- h. May – August 2022 – Purchase the necessary textbooks and supplies for course/program changes

4. Identification of Responsible parties

- a. Joint meeting – LFCC Staff (Dean of DE); PCPS Superintendent, PCPS Secondary Division Leadership, High School Building administration; High School Counseling staff; Career Coach
- b. Updated PCPS High School Program of Studies - PCPS Secondary Division Leadership, High School Building administration; High School Counseling staff

- c. Student scheduling for 2022-23 (DE courses) - High School Building administration; High School Counseling staff
- d. Attend Spring DE Instructor's meeting - PCPS Secondary Division Leadership, High School DE teachers
- e. School Board Presentation / Update regarding Transfer VA, Passport, UCGS, PCPS DE offerings for 2022-23 - PCPS Secondary Division Leadership
- f. Meet with PCPS DE teachers regarding changes - PCPS Secondary Division Leadership, High School Building administration
- g. Update students/parents regarding the 2022-23 DE Program - PCPS Secondary Division Leadership, High School Building administration; High School Counseling staff; Career Coach
- h. Look for ways to attract and retain DE teachers - PCPS Secondary Division Leadership
 - i. Teaching stipends, mileage reimbursement, tuition assistance
- i. Purchase the necessary textbooks and supplies for course/program changes - PCPS Secondary Division Leadership, High School Building administration

5. Use of Funds Report - Attachment

6. Signature of Division Superintendent



 Dr. Antonia Fox Date 5/25/2022

7. Signature of LFCC President



 Dr. Kim Blosser Date 5/24/22

**SVCC & Prince Edward County Public Schools
Passport Program**

Approved Passport Course Roster (December 6, 2021)

The Passport is a college program in which all courses are transferable and satisfy lower-division general education requirements at any Virginia public institution of higher education. The Passport consists of course blocks assigned specific courses. To satisfy the Passport students are required to complete the appropriate number of courses in each course block per the directions below. Student course selection should be carefully considered since the Passport is not designed to capture the complexities of individual programs of study at the four-year institutions. Students should be advised to take the Passport that best suits their intended program of study at the four-year institutions. The Passport Course Roster for both Richard Bland College (RBC) and the Virginia Community College System (VCCS) are below. Only classes completed after May 2020 apply toward Passport completion.

VCCS Passport Course Roster:

Select one course from Blocks I, III, IV, and V. One additional course must be selected from either Blocks II or VI.

		Credit hours (16)	PECHS Courses
* If underlined, link to detailed course outline.			
Block I: Written Communication (Select one)			
<u>ENG 111</u>	College Composition I	3	ENG 111 - McDarmont
Block II: Humanities/Arts (One additional course selected from here or Block VI.)			
Art			
ART 100	Art Appreciation		
ART 101 (201)	History of Art : Prehistoric to Gothic		
ART 102 (202)	History of Art: Renaissance to Modern		
CST 130	Introduction to Theatre		
CST 151	Film Appreciation I		
MUS 121	Music in Society		* has credentialed person to teach MUS- Parker
MUS 221	History of Western Music Prior to 1750		
MUS 222	History of Western Music 1750 to Present		
MUS 226	World Music		
Humanities			
HUM 201	Early Humanities		
HUM 202	Modern Humanities		
HUM 210	Introduction to Women & Gender Studies		
HUM 216	Introduction to Non-Western Cultures		
HUM 220	Introduction to African American Studies		
HUM 256	Comparative Mythology		
HUM 259	The Greek and Roman Tradition		
PHI 100	Introduction to Philosophy		
PHI 111	Logic I		
<u>PHI 220</u>	Ethics	3	Holt (SVCC)
REL 100	Introduction to the Study of Religion		
REL 230	Religions of the World		
REL 237	Eastern Religions		
REL 240	Religions in America		
Block III: Social and Behavioral Sciences (Select one)			
ECO 150	Economic Essentials: Theory & Application		
ECO 201	Principles of Macroeconomics		
ECO 202	Principles of Microeconomics		
GEO 210	People & the Land: Intro to Cultural Geography		
GEO 220	World Regional Geography		
<u>PLS 135 (211)</u>	US Government and Politics	3	PLS 135 - Milroy (SVCC)
PLS 140	Introduction to Comparative Politics		
PSY 200	Principles of Psychology		
SOC 200	Introduction to Sociology		
SOC 211	Cultural Anthropology		
SOC 268	Social Problems		
Block IV: Natural Sciences (Select one)			
<u>BIO 101</u>	General Biology I	4	BIO 101 - Clatterbuck (SVCC)
BIO 106	Life Science		
CHM 101	Introductory Chemistry I		
CHM 111	General Chemistry I		
ENV 121	General Environmental Science I		
GOL 105	Physical Geology		
GOL 106	Historical Geology		
GOL 110	Earth Systems: An Environmental Geology Perspective		

PHY 100	Elements of Physics			
Block V: Mathematics (Select one)				
A. Quantitative/Statistics Pathway:				
MTH 154	Quantitative Reasoning			
MTH 155	Statistical Reasoning			
MTH 245	Statistics I			
B. Calculus Pathway:				
MTH 161/162 *	Precalculus I and II	3	MTH 161 - Wilkerson (SVCC)	
MTH 167	Precalculus with Trigonometry			
MTH 261	Applied Calculus I			
MTH 263	Calculus I			
Block VI: History (One additional course selected from here or Block II.)				
HIS 101	Western Civilizations Pre-1600 CE			* Course taken from Block II.
HIS 102	Western Civilizations Post-1600 CE			
HIS 111	World Civilizations Pre-1500 CE			
HIS 112	World Civilizations Post-1500 CE			
HIS 121	United States History to 1877			
HIS 122	United States History since 1865			
		Total: 16		
* MTH 161/162 and 167 should only be taken by students preparing for calculus or for four-year degree programs that require study in College Algebra/PreCalc. Precalculus may not satisfy general education and may not receive transfer credit.				
*RBC Passport Course Roster - available for students attending Richard Bland				

SVCC & Prince Edward County Public Schools				
Uniform Certificate of General Studies (UCGS)				
Approved Uniform Certificate of General Studies Course Roster (UCGS) (December 6, 2021)				
The UCGS is a one-year college program in which all courses are transferable and satisfy lower-division general education requirements at any Virginia public institution of higher education. The Passport is a component of the UCGS and is therefore a subset of courses in the UCGS. The UCGS consists of seven course blocks. To satisfy the UCGS students are required to complete the appropriate number of courses in each block as described below. Student course selection should be carefully considered since the UCGS program is not designed to capture the complexities of individual programs of study at the four-year institutions. Students should be advised to take the UCGS course that best suits their intended program of study at the four-year institution. The UCGS Course Roster for the VCCS is below. The UCGS roster for Richard Bland College is available. Only classes completed after May 2020 apply toward UCGS completion. The UCGS credential may be awarded starting spring 2022.				
VCCS UCGS Course Roster		Credit Hours (30/32)	PECHS Courses	
Students are required to select courses from each block as prescribed below. * If underlined, link to detailed course outline.				
Block I: Written Communication:				
Select <u>ENG 111</u> plus one other course.				
ENG 111	College Composition I	3	ENG 111 - McDermott	
ENG 112	College Composition II	3	ENG 112 - McDermott	
ENG 113	Technical-Professional Writing			
Block II: Humanities/Art/Literature -				
Select two courses chosen from different categories (please note that the two courses cannot be from the same category).				
A. Art				
ART 100	Art Appreciation			
ART 101 (201)	History of Art: Prehistoric to Gothic			
ART 102 (202)	History of Art: Renaissance to Modern			
CST 130	Introduction to Theatre			
CST 151	Film Appreciation I			
MUS 121	Music in Society			
MUS 221	History of Western Music Prior to 1750			
MUS 222	History of Western Music 1750 to Present			
MUS 228	World Music			
* has credentialed person to teach MUS- Parker				
MUS 221 & 222 may transfer as the same course				
MUS 221 & 222 may transfer as the same course				
B. Humanities				
HUM 201	Early Humanities			
HUM 202	Modern Humanities			
HUM 210	Introduction to Women & Gender Studies			
HUM 216	Introduction to Non-Western Cultures			
HUM 220	Introduction to African American Studies			
HUM 256	Comparative Mythology			
HUM 259	The Greek and Roman Tradition			
PHI 100	Introduction to Philosophy			

PHI 111	Logic I		
PHI 220	Ethics	3	Holt (SVCC)
REL 100	Introduction to the Study of Religion		
REL 230	Religions of the World		
REL 237	Eastern Religions		
REL 240	Religions in America		
C. Literature			
ENG 225	Reading Literature: Culture and Ideas		
ENG 245	British Literature	3	**need to transition to this - Cole
ENG 246	American Literature		
ENG 250	Children's Literature		
ENG 255	World Literature		
ENG 258	African American Literature		
ENG 275	Women in Literature		
Block III: Social and Behavioral Sciences: Select one course.			
ECO 150	Economic Essentials: Theory and Application		
ECO 201	Principles of Macroeconomics		
ECO 202	Principles of Microeconomics		
GEO 210	People and the Land: Intro to Cultural Geography		
ENG 220	World Regional Geography		
PLS 135 (211)	US Government and Politics	3	PLS 135 - Milroy (SVCC)
PLS 140	Introduction to Comparative Politics		
PLS 241	Introduction to International Relations I		
PSY 200	Principles of Psychology		
SOC 200	Introduction to Sociology		
SOC 211	Principles of Anthropology I		
SOC 268	Social Problems		
Block IV: Natural Sciences: Select one course.			
BIO 101	General Biology I	4	BIO 101 - Clatterbuck (SVCC)
BIO 102	General Biology II		
BIO 106	Life Science		
CHM 101	Introductory Chemistry I		
CHM 111	General Chemistry I		
CHM 112	General Chemistry II		
ENV 121	General Environmental Science I		
ENV 122	General Environmental Science II		
GOL 105	Physical Geology		
GOL 106	Historical Geology		
GOL 110	Earth Systems: An Environmental Geology Perspective		
PHY 100	Elements of Physics		
PHY 201	General College Physics I (Algebra based)		
PHY 202	General College Physics II (Algebra based)		
PHY 241	University Physics I (Calculus based)		
PHY 242	University Physics II (Calculus based)		
Block V: Mathematics: Select one course.			
A. Quantitative/Statistics Pathway:			
MTH 154	Quantitative Reasoning		
MTH 155	Statistical Reasoning		
MTH 245	Statistics I		
B. Calculus Pathway:			
MTH 161/162*	Precalculus I and II	3	MTH 161-Wikerson (SVCC)
MTH 167	Precalculus with Trigonometry		
MTH 261	Applied Calculus		
MTH 263	Calculus I		
MTH 264	Calculus II		
Block VI: History: Select one course.			
HIS 101	Western Civilizations Pre-1600 CE		
HIS 102	Western Civilizations Post-1600 CE		
HIS 111	World Civilizations Pre-1500 CE		
HIS 112	World Civilizations Post-1500 CE		
HIS 121	United States History to 1877	3	HIS 121 - Therkildsen
HIS 122	United States History Since 1865		
Block VII: Specialized GE Requirements: Select two courses.			
NOTE: For Block VII, Students may complete courses from Blocks I-VI above or any additional course below. Students should align their Block VII course selection with their intended transfer destination's specific general education or programmatic requirements.			
		4	*HIS 122 - Therkildsen
ASL 101	American Sign Language I		
ASL 102	American Sign Language II		
ASL 201	American Sign Language III		
ASL 202	American Sign Language VI		
ART 121	Foundations of Drawing		
ART 131	Two Dimensional Design		
ART 132	Three Dimensional Design		
ART 223	Life Drawing		
CSC 110	Principles of Computer Science		
CST 100	Principles of Public Speaking		

CST 110	Introduction to Communication				
FL 101	Foreign Language I				
FL 102	Foreign Language II				
FL 201	Foreign Language III				
FL 202	Foreign Language VI				
ITE 152	Introduction to Digital & Information Literacy & Computer Applications	3	**need to transition ITE 115 to this - Schwartz	+ 3 updated MOS certs (he had 1 updated, only needs 2)	
MUS 101	Fundamentals of Music				
Total: 32					

*SDV 100 is also needed to receive the UCGS.
 ** MTH 161/162 and 167 should only be taken by students preparing for calculus or for four-year degree programs that require study in College Algebra/PreCalc. Precalculus may not satisfy general education and may not receive transfer credit.
 *RBC UCGS Course Roster - available for students attending Richard Bland.

SVCC & Prince Edward County Public Schools Transfer VA Alignment Associate of Arts and Sciences Degree - General Studies (897)					
The associate of arts and sciences general studies degree requires courses that are usually required in the first two years of a four-year degree. Each student is urged to learn which courses their transfer school prefers. Students should also speak with an advisor at that school. Students in the AA&S degree with the help of an SVCC advisor plan their programs to meet their transfer needs.					
Course Requirements (6/01/2021)					
Units, 61 required					
GPA: 2.0 required					
* if undrafted, link to detailed course outline					
Credit hours	Credit Hours	SCED Code	PECHS Courses	Comments from the VCCS/VDOE Course Pairing document	
SDV 100: College Success Skills	1	No SCED	SDV 100 College Success Skills- Schwartz	Will not transfer	
Health or Physical Education Elective:	1	No SCED	HLT 105 CPR - Ashley	Will not transfer	
ENG 111: College Composition I	3	01103 Adv Composition	ENG 111 - McDemont		
ENG 112: College Composition II	3	01103 Adv Composition	ENG 112 - McDemont		
Literature Elective:	3	01056 British Literature	ENC 245 - British Literature - Cole transition to this	Students receive credit for only one course in literature unless specified by the program requirements. ENC 245/244 should transition to ENC 248. A second semester of literature is strongly discouraged but if offered should be selected from other themes to increase chances applicability to degree requirements.	
Literature Elective:	3	777 - Cola		Possible courses to use: ENC 248 - American Literature (SCED 01054 American Lit) ENC 255 - World Literature (SCED 01053 World Lit) ENC 256 - African American Literature (SCED 01064 Lit of a People)	
ITE 115/119: Introduction to Computer Applications & Concepts	3	10005 Bus & Computer Applications	ITE 152 - Introduction to Digital & Information Literacy & Computer Applications, Schwartz	ITE 152 is the transfer level information and digital literacy courses. Schools offering ITE 115 or 119 should transition to 152.	
Math Elective (1st):	3	02104 Math Analysis/Pre-calculus	MTH 161 Precalculus I- SVCC online	Precalculus may not transfer and apply to college programs. The content may be necessary to prepare students for calculus or further student in the STEM fields. The credits in any not benefit students unless a degree program requires these courses specifically. Preparation for calculus may be achievable through Mathematical Analysis or other courses not specifically for college credit.	
Math Elective (2nd):	3	02103 Trigonometry (one-semester)	MTH 162 Precalculus II- SVCC online	Precalculus may not transfer and apply to college programs. The content may be necessary to prepare students for calculus or further student in the STEM fields. The credits may not benefit students unless a degree program requires these courses specifically. Preparation for calculus may be achievable through Mathematical Analysis or other courses not specifically for college credit.	
Science with Lab I (1st):	4	03052 Adv. Survey of Biology Topics (if HS Biology is a prereq)	BIO 101 General Biology I- SVCC online	BIO 101 is intended for programs requiring a deeper dive into Biology. The BIO 101-102 sequences are often major requirements for the sciences or related fields.	

Science with Lab I (2nd):	4	4	03052404 Survey of Biology Topics (PHS Biology I & II protocol)	BIO 152, General Biology II- SVCC online	For university general education, students should complete 1 or 2 sciences in different areas of study. Often the second course at the sequence meets the same requirements as the first.
Humanities Elective:	3	3	05116	MUS 121 Music in Society - Parker	
Humanities Elective:	3	3	No SCEJ	MUS 221 History of Western Music: Prior to 1750 OR MUS 222 History of Western Music: 1750- Present	
Social Science Elective (1st):	3	3	04063 World History & Geography 1500 to present	HIS 102 Western Civilizations Post 1800 CE- Thanklison	This course does not fully align to the state standards as it does not include Asia and Africa, therefore it must be supplemented in order to award high school credit.
Social Science Elective (2nd):	3	3	04101 US History- Comprehensive	HIS 121 US History to 1877- Thanklison	Students must complete HIS 121 and HIS 122 in order to meet SCJL requirements of VA's US History. Students may complete one semester of US History for college credit and then complete the rest of VA's US History standards. History courses taken in a sequence typically result in student earning 3 college credits for 6 credits taken. Students taking academic credits in history should consult major requirements and curriculum, consider other resource perspectives.
Social Science Elective (3rd):	3	3	04101 US History- Comprehensive	HIS 122 US History since 1885- Thanklison	History courses taken in a sequence typically result in student earning 3 college credits for 6 credits taken. Students taking academic credits in history should consult major requirements and curriculum, consider other resource perspectives.
Social Science Elective (4th):	3	3	04151 Va & US Government	PLS 122 US Government & Politics - SVCC online	Students will receive college credit for 3 credits of government. Students may enroll in one semester of US Government to complete credit at SVCC and complete remaining VDOE Standards of Learning for non-credit. Students completing dual enrollment on the college campus, PLS 138 & PLS 136 may be required to meet all VDOE Standards for Virginia & US Government, unless the PLS 138 course was locally supplemented to meet all VDOE Virginia & US Government Standards.
General Elective (1st)	3	3	04151 Va & US Government	PLS 138 State and Local Government & Politics - SVCC online	This second course in government will only apply to specific degrees. Students completing dual enrollment on the college campus, PLS 138 & PLS 136 may be required to meet all VDOE Standards for Virginia & US Government, unless the PLS 138 course was locally supplemented to meet all VDOE Virginia & US Government Standards.
General Elective (2nd)	3	3	04254-I Psychology	PSY 200 Principles of Psychology- SVCC online	
General Elective (3rd)	3	3	04254-II Psychology	PSY 230 Developmental Psychology- SVCC online	
General Elective (4th)	3	3		PHI 220?, HUM 210?	
TOTAL:	61	61			

Parker	music courses	Masters in Music Education	approved (2/23 - Edmonds)
Schwartz	ITE 152	MBA - needs 3 current MOS certifications	
		has Excel and Excel 2019	

Resources	
Transfer Virginia Portal (link)	
Transfer Virginia Dual Enrollment Student Guide	
TVA Folder	

DUAL ENROLLMENT ALIGNMENT GRANT

Final Report

Progress reports should be sent in .pdf format to vdoe.stem@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Prince William County Public Schools
School Name(s):	Freedom High School
Project Contact Person:	Karima Wesselhoft
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

Institutional Profile:

Freedom High School is a Title I school in Woodbridge, VA, where 84% of our students report a first language other than English and over 75% of all families are economically disadvantaged. The goal of Freedom High's dual enrollment (DE) program is to maximize student potential by providing equitable exposure to post-secondary opportunities. Freedom is unique in that it has four Specialty Programs. Prince William County Schools (PWCS) defines a Specialty Program as a program that is subject-specific or career-specific in nature. The Specialty Programs at Freedom High School are: The Center for Environmental and Natural Sciences (CENS), Pharmacy Technician, Medical Coding and Billing, and Junior Reserve Officers Training Corp (JROTC). The courses required for these Specialty Programs align with courses required for the General Studies, Health Sciences Specialization Associate of Science (AS) degree at Northern Virginia Community College (NOVA).

Currently, Freedom has four faculty members credentialed to teach DE courses through NOVA. Current courses offered at Freedom include ENG 111: College Composition I, ENG 112: College Composition II, BIO 101: General Biology I, BIO 102: General Biology II, HIS 121: United States History to 1877, and HIS 122: United States History Since 1865. Photography I will also be offered beginning in 2022.

1. Freedom has seen a steady decline in DE enrollments from a high of 466 enrollments in 2019 to approximately 100 enrollments today. Please provide information regarding dual enrollment program offerings using the table below as a template.

Table 1. Assessment of Course Offerings at Freedom High School

DE Course Number	ENG 111	ENG 112	HIS 121	HIS 122	BIO 101	BIO 102
Credit Hours	3	3	3	3	4	4
DE Course Name	College Composition I	College Composition II	US History to 1877	US History Since 1865	General Biology I	General Biology II
High School Course Name (w/SCED)	Advanced Composition I (01103)	Advanced Composition II (01103)	US History-Comprehensive (04101)	US History-Comprehensive (04101)	Advanced Survey of Biology Topics (03052)	Advanced Survey of Biology Topics (03052)
Passport Block	1	No	6	6	4	No
UCGS Block	1	1	6	6	4	4
Associate Degree Requirement	Yes	Yes	Yes	No	Yes	No (unless AS)
Average Student Enrollment (last 3 years)	5*	80	19*	19*	57	6*

*2021-22 was the first year Eng 111 was offered, and Bio 101 is offered as a yearlong course. HIS 121 and 122 were not offered in 2019-20

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies (UCGS) offered by Virginia's community colleges.

Some challenges that Freedom faces to offer students the required courses for the Passport and UCGS are credentialed faculty.. That challenge can be met by offering students classes through Early Online College (EOC) and NOVA JumpStart. In addition, Freedom can focus on the recruitment and hiring of teachers with credentials needed to teach DE courses through NOVA.

Teachers of DE classes would benefit by forming a Collaborative Learning Team (CLT) with other schools across the Division. A CLT would give teachers the opportunity to share strategies, build relationships, and ensure all DE courses follow the same PWCS and NOVA guidelines. Work has already begun to form this CLT for DE teachers.

Currently, Freedom has four teachers credentialed to teach transfer-level DE courses. Those courses include ENG 111 and 112; BIO 101 and 102; HIS 121 and 122; and Photography I. No changes need to be made to align Freedom's DE program with the Passport and UCGS. Securing teachers with credentials to teach DE will be a priority. During recruitment and hiring, Freedom will focus on teachers with credentials that fill the DE gaps in math, behavioral/social sciences, and humanities. One course taught at Freedom, Photography I, is not a requirement in the Passport or UCGS but can be used to satisfy elective credits.

Table 2. Passport Course Offering Plan for Freedom High School

DE Course Number	ENG 111/112	HIS 121/122	PSY 200	BIO 101	MTH 154
Credit Hours	6	6	3	4	3
DE Course Name	College Composition I and II	US History to 1877/ US History Since 1865	Principles of Psychology	General Biology I	Quantitative Reasoning
High School Course Name (W/SCED)	Advanced Composition I and II (01103)	US History-Comprehensive (041010)	Psychology (04254-I)	Advanced Survey of Biology Topics (03052)	Quantitative Reasoning (02904)
Passport Block	1	6	3	4	5
Associate Degree Requirement	yes	yes	yes	yes	yes
Projected Student Enrollment	47	52	N/A	34	N/A
Number of Credentialed Teachers on Staff	1	1	0	1	0
Staffing Collaboration Needed	No	No	EOC	No	EOC

Table 3. UCGS Course Offering Plan for Freedom High School


DE Course Number	ENG 111/112	HIS 121/122	PSY 200	BIO 101	MTH 154	ENG 255	REL 100
Credit Hours	6	6	3	4	3	3	3
DE Course Name	College Composition I and II	US History to 1877/ US History Since 1865	Principles of Psychology	General Biology I	Quantitative Reasoning	World Literature	Intro to the Study of Religion
High School Course Name (W/SCED)	Advanced Composition I and II (01103)	US History-Comprehensive (04101)	Psychology (04254-I)	Advanced Survey of Biology Topics (03052)	Quantitative Reasoning (02904)	World Literature (01058)	DE not defined by another SCED code (07989)
UCGS Block	1	6	3	4	5	2	2
Associate Degree Requirement	yes	yes	yes	yes	yes	yes	yes
Projected Student Enrollment	47	52	N/A	34	N/A	11	N/A
Number of Credentialed Teachers on Staff	1	1	0	1	0	1	0
Staffing Collaboration Needed	No	No	EOC	No	EOC	No	EOC

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

Milestone	Approximate Date	Responsible Party
Create brochure to show pathways for the Passport, UCGS, and AS in Health Sciences	May 2022	Jessica Doiron
Add DE Pathway to CENS	May 2022	Jessica Doiron
Brief admin on DE pathways and programs	May 2022	Director of School Counseling
Brief counselors on DE pathways and programs	Early June 2022	Director of School Counseling
Recruit/Hire of teachers for DE	Ongoing	Principal/Director of School Counseling
Brief supervisors of Teaching and Learning on Freedom's plan and progress	June 2022	Karima Wesselhoft
Create 'Look-fors' of target audience/students	August 2022	Kelly Brown
Develop structure for DE CLT	August 2022	Kelly Brown
Add Pathways for DE in PWCS Course Catalog	August 2022	Karima Wesselhoft
Information sessions for Freedom's Specialty Programs	Oct/Nov 2022	Jessica Doiron

**DUAL ENROLLMENT ALIGNMENT GRANT
Final Report**

Progress reports should be sent in .pdf format to vdoe.stem@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Rockbridge County
School Name(s):	Rockbridge High School
Project Contact Person:	Shasta A. Robertson, MA
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

Virginia Department of Education	
Grant Number	FY22-DEAG-018
Grant Award	\$2,212.38
Grant Recipient	Rockbridge County High School, Dr. Phillip J. Thompson, Superintendent Rockbridge County Schools, Lexington, VA
Grant Project Name	Dual Enrollment Alignment Passport Pilot
Grant Final Report Date	September 1, 2022
Point of Contact of Person Completing the Final Report	Shasta A. Robertson, MA 757-613-6259 Shasta_robertson@rockbridge.k12.va.us

Institutional Profile

Rockbridge County High School (RCHS) in partnership with Mountain Gateway Community College (MGCC) has utilized the FY 2022 Dual Enrollment Alignment Grant (DEAG) to assess and align the current DE program and course offerings with the Uniformed Certificate of General Studies (UCGS) and Passport program.

The RCHS Mission Statement “*Rockbridge County High School encourages its students to develop intellectually, socially, and physically, so that each student will become a contributing citizen to our school, community, nation, and global society.*” Illustrates the standards and opportunities for students who successfully complete DE courses.

Rockbridge County High School is located in rural southwestern Virginia. The focus for the RCHS Dual Enrollment (DE) Program is to offer a variety of College Transfer and Career Technical Education (CTE) courses that provide college credit options for students who pursue continued education at 4 year universities as well as those pursuing Technical Skills training to enter the workforce. This variety of DE course offerings address the various industries needs in the RCHS and MGCC service area.

The DEAG offered the opportunity to assess the current RCHS DE curriculum and to develop a strategic plan to address any areas where opportunities for improvement exist. During the assessment of the number of current DE course offerings, the number of faculty credentialed and currently teaching transfer level DE classes, and CTE faculty were assessed. The breakdown in Table 1 are categorized by the Passport, Uniformed Certificate of General Studies (UCGS) and CTE requirements.

Table 1. RCHS DE Credentialed Faculty and Alignment with UCGS, Passport, and CTE Courses.

UCGS	PASSPORT
Block I- Written Communication: 2 Instructors	Block I- Written Communication: 1 Instructor
Block II – Humanities/Art/Literature: 3 Instructors	Block II – Humanities/Art: 2 Instructors
Block III – Social and Behavioral Sciences: 2 Instructors	Block III – Social and Behavioral Sciences: 2 Instructors
Block IV – Natural Sciences: 1 Instructors	Block IV – Natural Sciences: 1 Instructors
Block V – Mathematics: 1 Instructor	Block V – Mathematics: 1 Instructor

Block VI – History: 1 Instructor Block VII – Specialized GE Requirements: 2 Instructors	Block VI – History: 1 Instructor
CTE	
Nursing: 1 Instructor HCT 100, HCT 101, HCT 110 Personal Finance: 3 Instructors FIN 107 Marketing: 1 Instructor MKT 100 Computer Information Tech: 1 Instructor ITN 260	Electronics and Instrumentation: 1 Instructor ELE 150 Culinary Arts: 1 Instructor HRI 158 Education: 1 Instructor EDU 200, SDV 101

The RCHS DE course analysis used the 2021 – 2022 Academic school year to provide enrollment data as seen in Table 2. The data suggests that the majority of RCHS DE courses are offer in a year-long format that can result in either 3 or 6 transferable credits.

Table 2. RCHS Enrollment Data 2021–2022 Academic Year

RCHS Enrollment Data by Semester and Course								
Semester	DE Course #	# of Students	Semester	DE Course #	# of Students	Semester	DE Course #	# of Students
Fall 2019	ELE 150	15	Fall 2020	CHM 111	17	Fall 2021	CHM 111	18
Fall 2019	ENG 111 (year-long)	67	Fall 2020	ENG 111 (year-long)	55	Fall 2021	EDU 200	2
Fall 2019	ENG 112 (year-long)	58	Fall 2020	ENG 112 (year-long)	70	Fall 2021	ELE 150	6
Fall 2019	FIN 107 (year-long)	59	Fall 2020	ENG 243	5	Fall 2021	ENG 111	9
Fall 2019	HCT 101	8	Fall 2020	FIN 107 (year-long)	33	Fall 2021	ENG 111 (year-long)	40
Fall 2019	HCT 100	16	Fall 2020	HCT 100	10	Fall 2021	ENG 112 (year-long)	47
Fall 2019	HIS 121	32	Fall 2020	HCT 101	9	Fall 2021	FIN 107 (year-long)	28
Fall 2019	ITE 115 (year-long)	30	Fall 2020	HIS 121	33	Fall 2021	HCT 100	28
Fall 2019	ITN 101	10	Fall 2020	ITE 115 (year-long)	17	Fall 2021	HCT 101	8
Fall 2019	MTH 161	20	Fall 2020	MTH 263 (year-long)	9	Fall 2021	HIS 121	26
Fall 2019	MTH 263	3	Fall 2020	MTH 263	22	Fall 2021	ITE 152	23
Fall 2019	MTH 263 (year-long)	12	Fall 2020	PHI 101 (year-long)	13	Fall 2021	ITN 260	9
Fall 2019	PSY 200	44	Fall 2020	PSY 200	27	Fall 2021	MTH 263	8
Fall 2019	SPA 201	12	Fall 2020	SPA 201	17	Fall 2021	MTH 263 (year-long)	5

Fall 2019	SPA 203	8	Fall 2020	SPA 203	8	Fall 2021	PLS 135	43
Fall 2019	SPA 211	6		TOTAL HS Courses	345	Fall 2021	PSY 200	38
	TOTAL HS Courses	400	Fall 2020	MTH 161 MOU w/DSLCC*	30	Fall 2021	SDV 101	2
			Fall 2020	PLS 135 MOU w/DSLCC*	29	Fall 2021	SPA 201	12
				TOTAL DE COURSE	404	Fall 2021	SPA 203	12
							TOTAL HS Courses	364
						Fall 2021	PHI 100 @DSLCC*	12
Spring 2020	ELE 150	15	Spring 2021	CHM 112	15	Fall 2021	MTH 161 @DLSCC*	13
Spring 2020	HCT 102	8	Spring 2021	ENG 244	5	Fall 2021	ENG 241 @DSLCC*	4
Spring 2020	HLT 100	8	Spring 2021	HCT 102	9		TOTAL DE COURSE	393
Spring 2020	HCT 110	15	Spring 2021	HCT 110	10			
Spring 2020	HIS 122	33	Spring 2021	HIS 122	30	Spring 2022	MTH 264	8
Spring 2020	ITN 195 (Cybersecurity)	10	Spring 2021	MTH 264	18	Spring 2022	HCT 102	28
Spring 2020	MTH 162	20	Spring 2021	PSY 230	25	Spring 2022	PLS 136	43
Spring 2020	MTH 264	3	Spring 2021	SPA 202	17	Spring 2022	PSY 230	38
Spring 2020	PSY 230	44	Spring 2021	SPA 204	8	Spring 2022	HCT 110	28
Spring 2020	SPA 202	12		TOTAL HS Courses	137	Spring 2022	SPA 202	12
Spring 2020	SPA 204	9	Spring 2021	MTH 162 MOU w/DSLCC*	26	Spring 2022	SPA 204	12
Spring 2020	SPA 212	6	Spring 2021	PLS 136 MOU w/DSLCC*	29	Spring 2022	CHM 112	18
	TOTAL HS Courses	183		TOTAL DE COURSE	192		Total HS Courses	187
						Spring 2022	PHI 220 MOU w/DSLCC*	12
	<i>*Courses taken online with DSLCC faculty due to credentialed</i>							

RCHS DE Assessment and Alignment Summary

The RCHS DE program assessment offered insight into several challenges and opportunities to align the DE program with the UCGS guidance for transfer credits. The DE program assessment suggested that RCHS needs more credentialed faculty to facilitate an expanded DE program. RCHS would like to expand the DE course offering and currently requires teachers credentialed to teach Passport and UCGS aligned classes such as, Psychology, Pre-Calculus I, Biology, Art, British and American Literature, Forestry, and additional Cybersecurity courses.

Several of the expanded RCHS CTE program offerings would not align with the UCGS or Passport guidance and would fall outside of the 30 DE credit program. However, local industry and skilled employment opportunities align with the addition of these courses. These credit would not be lost if the student transferred into MGCC's current programs such as Electrical and Instrumentation, Forestry Management, extensive IT programs, and Culinary Arts. These programs are generally 1 to 2 year programs that result in industry recognized credential, certificates, and Associates degrees. The RCHS DE student would benefit from the variety of UCGS transferable courses and the CTE courses.

The strategic plan of action has involved RCHS staff representatives, DE teachers, and MGCC staff and instructors. This collaborative effort has produces several goals to ensure the alignment to UCGS guidance and employment opportunities for RCHS students.

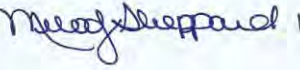
The strategic plan includes:

1. Develop a plan for a 30 credit offering at RCHS to align with UCGS requirements. This step has been completed by MGCC and the file is attached to the DEAG Final Report submission.
2. The RCHS DE instructors have had 2 meeting to discuss DE course offerings and DE course content requirements as identified by Virginia Community College Systems policies and guidance.
3. In partnership with MGCC the current RCHS DE teachers have identified willingness to obtain education to further credentialing in key courses. RCHS is exploring grant funding that would assist DE teachers to obtain and meet the current VCCS requirements of 18 course credits in the specified subject matter.
4. A strategic plan of action has been developed to incorporate DE education and awareness in coordination with the RCHS School counseling office, RCHS students, and DE teachers at RCHS.

The DESG grant has provided an opportunity to expand the RCHS DE program to meet the needs of RCHS students, identify industry requirements, and align the DE course offering to benefit our students. The development of the strategic plan has strengthened the partnership with MGCC and RCHS and supports the RCHS DE mission statement. Rockbridge County has a critical need for need for federal, state, and local funding to continually improve the opportunities available to RCHS students.

DUAL ENROLLMENT ALIGNMENT GRANT
Final Report

Progress reports should be sent in .pdf format to vdoe.stem@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Shenandoah County Public Schools
School Name(s):	Central High School, Mountain View High School, Strasburg High School, Massanutten Regional Governor's School
Project Contact Person:	Chad Hensley/Gabby Ryman
School Division Superintendent (or designee) Signature:	Melody Sheppard 
Virginia Community College President (or designee) Signature:	Dr. Kim Blosser

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

Shenandoah County Public Schools would like to increase the number of dual enrollment opportunities offered to students. In the 2021-2022 school year, approximately 50 percent of SCPS students were identified as economically disadvantaged. Offering dual enrollment courses at a reduced tuition rate provides equity in participation for all students. Shenandoah County Public Schools has a need to increase credentialed instructors in Block I (Written Communication), Block II (Humanities/Art/Literature) and Block IV (Natural Sciences) to provide student opportunity and alignment to the Passport and Uniform Certificate of General Studies. Currently, students who are working toward the Passport or Uniform Certificate in General Studies must take courses on campus or online through the local community college due to the lack of dual enrollment opportunities. Additionally, the increase in credentialed instructors assists in the retention of courses due to vacancies in DE courses and flexibility in scheduling.

DE Course Number	English 111	English 112	English 113	English 245	English 255	Environmental 121	Environmental 122
Credit Hours	3	3	3	3	3	4	4
DE Course Name	English Composition I	English Composition II	Technical-Professional Writing	British Literature	World Literature	General Environmental I	General Environmental II
High School Course Name (w/SCED)	1195: AP/DE English 11	1195: AP/DE English 11	1195: AP/DE English 11	1196: AP/DE English 12	1196: AP/DE English 12	4270: AP/DE Environmental Science	4270: AP/DE Environmental Science
Passport Block	Block I (Written Communication)	Block I (Written Communication)	Block I (Written Communication)	Block II (Humanities /Art/Literature)	Block II (Humanities /Art/Literature)	Block IV (Natural Sciences)	Block IV (Natural Sciences)
Associate Degree Requirement	Yes, 6 hours Compositions	Yes, 6 hours Compositions	Yes, 6 hours Compositions	Yes, 3 hours Literature Elective	Yes, 3 hours Literature Elective	Yes, 8 hours Science with laboratory	Yes, 8 hours Science with laboratory
Projected Student Enrollment	75	75	35	75	75	45	45
Average Student Enrollment (last 3 years for courses previously offered)	13	13	N/A	15	15	N/A	N/A
Number of Credentialed Teachers on Staff	5	5	5	5	5	1	1
Staffing Needs	7	7	7	7	7	3	3
Add other information as applicable.							

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

When reviewing DE course offerings at each school, there were identified differences in course offerings based on teacher credentials.

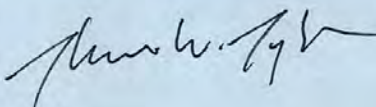
3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

Essential Action	Timeline	Supporting Resources/Practices	Person Responsible
Identify and recruit teachers for DE	Ongoing	Identify job fairs to attend throughout the school year.	Linda Hodges
Update the SCPS DE Offerings Section in SCPS Secondary Program of Studies with DE courses	January 2021	Secondary Program of Studies	Aimee Miller
Dual Enrollment Grant Informational Webinar	November 2021	Intent-to-Implement form	Gabby Ryman
Review current SCPS DE offerings	November 2021	Secondary Program of Studies	Instructional Team
LFCC overview and alignment for School Counselors	November 2021	Monthly School Counselors Meeting	Aimee Miller
Add the Approved Uniform Certificate of General Studies Course Roster to the SCPS Program of Studies with SCPS courses identified	January 2022	Secondary Program of Studies	Aimee Miller
DE breakfast and program overview for teachers division-wide	March 2022	Division-wide Breakfast Recruitment	Gabby Ryman
Offer DE Environmental Science I and II in the 2023-2024 Secondary Program of Studies	2023-2024	Secondary Program of Studies	Instructional Team
First recruitment participant credentialed	January 2023	Division level support in scheduling	Todd Lynn

DUAL ENROLLMENT ALIGNMENT GRANT

Final Report

Progress reports should be sent in .pdf format to vdoe.stem@doe.virginia.gov
 Due Date: Thursday September 1, 2022

School Division:	Stafford County Public Schools
School Name(s):	Brooke Point High School, Colonial Forge High School, Mountain View High School, North Stafford High School, Stafford Senior High School
Project Contact Person:	Rebecca Towery, Stephenie Fellingner
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	CHEM 101L	JMU Courses:G EOC 161; ISAT 181	EDU 200	EDU 207
Credit Hours	4	8	3	3
DE Course Name	General Chemistry Laboratory	Geospatial Technology I and II	Introduction to teaching as a profession.	Human Growth and Development -
High School Course Name (w/SCED)	DE Chemistry 4420G	Geospatial Technology I Geospatial Technology II 8423D 8423D	VA Teachers for Tomorrow I. 9062D	VA Teachers for Tomorrow II, 9072D
Passport Block	Block IV (Natural Sciences):	n/a	Aligned with GCC/UMW	Aligned with GCC/UMW Teacher

DE Course Number	CHEM 101L	JMU Courses:G EOC 161; ISAT 181	EDU 200	EDU 207
			Teacher Pathways Program	Pathways Program
Associate Degree Requirement				
Projected Student Enrollment	90	30	60	60
Average Student Enrollment (last 3 years for courses previously offered)	80		30	15
Number of Credentialed Teachers on Staff	1	1	2	2
Staffing Needs	Goal of 5	Pipeline replenishment	No additional needs	No additional needs
Add other information as applicable.				

DE Course Number	MATH 154	MTH 155	HIS 121	HIS 122
Credit Hours	3	3	3	3
DE Course Name	Quantitative Reasoning	Statistical Reasoning	US History I	US History II
High School Course Name (w/SCED)	DE Quantative and Statistical Reasoning	DE Quantative and Statistical Reasoning	DE US History	DE US History
Passport Block	Block V (Mathematics):	Block V (Mathematics):	Block VI (History)	Block VI (History)
Associate Degree Requirement				
Projected Student Enrollment	30	30	150	150
Average Student Enrollment (last 3 years for courses previously offered)	27	27	131	131
Number of Credentialed Teachers on Staff	1	1	3	3
Staffing Needs	5	5	5	5
Add other information as applicable.				

DE Course Number	English 111	ENG 112		
Credit Hours	3	3		3
DE Course Name	College Composition I	Composition II		
High School Course Name (w/SCED)	DE English 111	DE English 112		
Passport Block	Block I (Written Communication)	Block I (Written Communication)		
Associate Degree Requirement	Yes	Yes		
Projected Student Enrollment	500	500		
Average Student Enrollment (last 3 years for courses previously offered)	476	476		
Number of Credentialed Teachers on Staff	6	6		
Staffing Needs	Pipeline replenishment	Pipeline replenishment		
Add other information as applicable.				

Additional courses to complete a full associate's offering are intended to be phased in over the next two years around division capacity. See timelines below for intended roll out. Courses include direct offering or passport options for the following:

MTH 263 or MTH 245
 PLS 135 - 136
 ENG 245 - 246
 BUS 236
 SDV 100 (Would be taken at Germanna Community College)

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges.

While Stafford Schools offers a number of dual enrollment courses, the DE alignment grant helped the division carve out the time to collaborate with Germanna on how to leverage and adjust DE offerings to better fit the needs. The collaborative meetings allowed division personnel to dedicate time to identifying how to best leverage dual enrollment portions of its fledgling Cyber4+ program and to outline a general studies dual enrollment pathway.

3. Please provide a timeline for implementation of necessary actions; be sure to include the identification of responsible parties for each action.

Timeline:

Spring 2022 - Division and Germanna representatives meet to discuss (1) general DE offerings; (2) alignment of DE offerings to support specific programs such as Cyber4+ and Teachers for Tomorrow; (3) discussion of general passport studies program and identification of potential pathways.
Responsible parties: Stafford Central Office Staff; Germanna Staff.

Summer 2022 - Spring 2023 - Division actively recruits staff and dedicates resources to increasing the pipeline of secondary educators who are endorsed for Dual Enrollment. Identification and leverage of appropriate local and grant funds to support the work.
Responsible Parties: Stafford Central Office Staff, Building Level Recruitment Liaisons

Fall 2022- Identify additional educator needs for general passport associate's discussed with Germanna. Provide training for counselors on additional courses and criteria for participation.
Responsible Parties: Stafford Central Office Staff; training provided in conjunction with Germanna Staff where appropriate

Fall 2023 - Advertise additional courses for Cyber4+ related dual enrollment courses and general passport dual enrollment studies options. Provide training for counselors on additional courses and criteria for participation.
Responsible Parties: Stafford Central Office Staff; training provided in conjunction with Germanna Staff where appropriate

DUAL ENROLLMENT ALIGNMENT GRANT
Final Report

Progress reports should be sent in .pdf format to vdoe.stem@doe.virginia.gov
Due Date: Thursday September 1, 2022

School Division:	Sussex County Public Schools
School Name(s):	Sussex Central High School
Project Contact Person:	Alvina Matthews
School Division Superintendent (or designee) Signature:	
Virginia Community College President (or designee) Signature:	William C. Fiege, Brightpoint Community College 

1. Please provide information regarding dual enrollment program offerings using the table below as a template.

DE Course Number	English 111	English 112	English 246	English 245
Credit Hours	3	3	3	3
DE Course Name	College Composition I	College Composition II	American Literature	British Literature
High School Course Name (w/SCED)	English 12 01004	English 12 01004	English 12 01004	English 12 01004
Passport Block	Block I	Block I	N/A	N/A
Associate Degree Requirement	Yes	Yes	No	No
Projected Student Enrollment	1	1	1	1
Average Student Enrollment (last 3 years for courses previously offered)	3	3	3	0
Number of Credentialed Teachers on Staff	0	0	0	0
Staffing Needs	Staff Needed	Staff Needed	Staff Needed	Staff Needed
Add other information as applicable.			American Literature I and II were consolidated in 2022.	The course sequence changed in June 2022.

2. Please detail key findings related to existing dual enrollment offerings and needs related to alignment with the Passport and Uniform Certificate of General Studies offered by Virginia's community colleges. Sussex County Public Schools (SCPS) has students enrolled at Brightpoint Community College completing credentialing programs, two students attend classes at

Brightpoint and others attend classes offered at Rowanty Technical School. SCPS has five students attending Richard Bland Middle College Program. The courses taken at Richard Bland College are not listed as they are only offered to the students admitted into the program. The inclusion of these classes would increase our course offerings.

Sussex County Public Schools is limited in the number of in-house dual enrollment course offerings for students. This review has demonstrated that Sussex County Public Schools must place a stronger emphasis on expanding its Passport aligned course offerings for students.

3. Please provide a timeline for the implementation of necessary actions; be sure to include the identification of responsible parties for each action.

Action

Survey students for interest in college co

Action	Persons Responsible	Timeline
Survey students for interest in college courses.	Sussex Central High School Administration and School Counselors	Fall 2022
Work with Brightpoint to draft plans for courses that can be offered virtually or asynchronously.	Director of Instruction	Fall 2022
Emphasis on course enrollment and completion for DE courses	Sussex Central High School Administration and School Counselors	Spring 2023
Survey staff to determine interest in teaching DE classes and have transcripts evaluated to determine if the teacher is eligible to teach DE course.	Director of Instruction Director of Human Resources	Spring 2023
Work with colleges to draft options for courses based on responses from surveys.	Director of Instruction	Spring 2023
Schedule asynchronous or virtual courses for students	Sussex Central High School Administration and School Counselors	Summer 2023