

List of Tables and Figures

| | |
|--|----|
| Table 1: Dual Credit Growth, Number of Students per Program (2010–17) | 6 |
| Table 2: Dual Credit Program Enrollment, Academic Acceleration Grantees (2016–17) | 8 |
| Table 3: Dual Credit Enrollment Programs Data Summary (2016–17) | 9 |
| Table 4: Dual Credit Program Enrollment by Ethnicity (2016–17)..... | 10 |
| Figure 1: Funding Implications, Current Resources (2016–17)..... | 12 |

Executive Summary

The purpose of this annual update is to examine the statewide enrollment patterns of students in dual credit programs. Dual credit courses are those that give high school students the *potential* to earn both college and high school credit. There has been significant growth in the number of students engaging in dual credit. A total of 142,798 students completed at least one course in 2010 while 195,370 students completed at least one in 2017. These numbers represent a 36.8 percent increase in the number of students completing at least one course from 2010-17 and show that 56.7 percent of all 9–12 grade students completed a dual credit option in 2017. Data also show dual credit participation levels by gender, ethnicity, special program participation, and free and reduced-price lunch eligibility.

Also included in this report is background information regarding the focus on increasing equitable access to dual credit, as evidenced in recent “academic acceleration” legislation. Academic acceleration refers to a process where students who meet standard on state-level exams are automatically placed into the next more rigorous course in the matching content area(s). Continued success means continued automatic placement into the next most rigorous course(s) until a student reaches a dual credit opportunity.

The outcomes from high schools that received Academic Acceleration Incentive Program (AAIP) competitive grants in 2016–17 under provisions of RCW 28A.320.196 to expand dual credit programming are also highlighted. In 2016–17, 23 high schools participated in the grant program (see Table 4: Dual Credit Program Enrollment, Academic Acceleration Grantees). Within the 2016–17 grantee cohort, almost every school saw growth in enrollment within one or more dual credit options. The findings support continued investment in academic acceleration policies, teacher training, and key guidance supports for students who have traditionally been underrepresented in dual credit programs.

Regarding next steps, there is a strong commitment between K–12 and higher education agencies and organizations to increase equitable access to quality dual credit programs for ready and interested students. Washington is poised to make systemic changes to the dual credit system that will increase opportunities for students across our state.

Background

What is Dual Credit?

Dual credit courses are those that give high school students the *potential* to earn both college and high school credit. The Washington State Legislature continues to support increasing the number of students who begin earning college credits for a career and technical certificate or an associate or baccalaureate degree while still in high school. [RCW 28A.230.130](#) requires high schools, within existing resources, to work toward the goal of offering a sufficient number of “dual credit” high school courses.

Students have the potential to earn college credits by passing tests through Advanced Placement (AP), International Baccalaureate (IB), or Cambridge International (CI) programs. Students can also take college courses taught in high school through the College in the High School (CHS) program, take high school courses articulated with college coursework through the CTE Dual Credit (formerly Tech Prep) program or earn college credits by taking classes at a college using the Running Start (RS) program. Students can earn up to two years of postsecondary credit that can be applied toward a professional credential or certificate, apprenticeship program, technical degree, or an associate or baccalaureate degree.

The Launch Year

Since 2011 when HB 1808, the Launch Year Act, was signed into law, Washington’s public high schools and institutions of higher education have been required to work toward increasing the number of dual credit courses offered to students. The bill required institutions of higher education to develop a master list of postsecondary courses, known as “the Washington 45,” that can be fulfilled by taking recognized college-level proficiency examinations and meeting the qualifying exam scores or demonstrated competencies for lower division general education requirements or postsecondary professional technical requirements. The Washington 45 is available on the Washington Student Achievement Council (WSAC) Dual Credit [webpage](#), the State Board for Community and Technical Colleges (SBCTC) Transfer [webpage](#), the OSPI Dual Credit [webpage](#) and institutional websites. To simplify access to this information, the WSAC website also hosts a [Dual Credit Look-up Tool](#) that allows students and families to compare how AP, IB and CI exam scores will transfer into all Washington public baccalaureates.

Academic Acceleration

From 2011 to 2013, total enrollment in dual credit courses increased 19 percent statewide and the total number of students enrolled in dual credit courses increased 4 percent statewide. In 2013, the Washington State Legislature further expanded access to dual credit, especially for underrepresented students, with the passage of HB 1642. The resulting

Academic Acceleration Incentive Program (AAIP) encouraged school districts to adopt an academic acceleration board policy to automatically enroll students who meet standard on the high school state assessments or PSAT in the next most rigorous advanced course in that subject, with the end goal being that all capable students enroll in dual credit courses.

The AAIP provided new dual credit related funding to high schools in two ways: half was allocated as incentive awards to schools based on a formula that incorporated current student enrollment in dual credit programs; half was allocated as one-time competitive grants to schools for the purpose of encouraging increases in dual credit opportunities. Based on information from the College Board regarding costs for increasing access to Advanced Placement, the Office of Superintendent of Public Instruction (OSPI) has allocated grants ranging in amount from \$1,900–10,000.

Additional Information Regarding Funding Resources

For students pursuing college credit through an examination, there have, until recently, been federal funds specifically appropriated for test fee reductions to low-income students. In 2016, federal funds for the Test Fee Program were eliminated as a line item in the federal budget. Instead, significantly smaller amounts of funds were folded into the Title IVa grant block in the new federal Every Student Succeeds Act (ESSA), creating a complete gap year in funding for 2017. This left Washington state students without a dedicated funding source for dual credit exams. For the 2017 exams, a private-public partnership utilizing one-time Title I funds and privately donated funds allowed all low-income students in Washington to take their dual credit related exams for free. This was a one-time opportunity and is not sustainable at current state funding levels for dual credit.

For students pursuing dual credit through an actual college course or a college course provided through a high school, there are several sources of state assistance. Through basic education allocation, the state provides Running Start students with funds to cover the cost of tuition for the equivalent of the coursework for two academic years. Additional fees, transportation costs, and books are paid by the students, with some funds available to cover these additional costs for low-income students through the Academic Acceleration Incentive Program ([RCW 28A.320.196](#)). Also included in the AAIP are the funds that OSPI allocates to all high schools through a formula based on dual credit enrollment.

For College in the High School (CHS), student participation costs range from \$0 to \$325 per five-credit (quarter) or three-credit (semester) college course. The state allocates funds for CHS subsidies per [RCW 28A.600.290](#) that can cover up to ten quarter college credits for low-income students at high schools more than twenty miles from a college and/or high schools receiving small high funding, and five quarter college credits per year for low-income students at qualifying high schools with a higher percentage of low-income students. Specific information on each of the programs can be obtained by linking to the Program Briefs identified in Appendix B.

Update Status

The data source for much of this report is from the Office of Superintendent of Public Instruction’s (OSPI’s) Comprehensive Education and Data Research System (CEDARS). For programs not reported to CEDARS, data are collected from either the local dual credit programs or from sponsoring corporate or agency officials. To ensure the Legislature has the most complete and accurate data related to dual credit participation, information in this report is based on the 2016–17 school year.

Dual Credit Participation

The number of students participating in dual credit offerings continues to grow; however, OSPI annual State Report Card data is now reported in terms of the number of students who completed at least one dual credit option in that school year. This data point does not reflect pass rates of either the high school or college course, just that the student finished a course. Previous data reports showed the total number of student enrollments in dual credit courses, which generated “duplicated” numbers across the different programs since students were often taking more than one dual credit course at a time. Data, as reported on the OSPI State Report Card, now shows the unduplicated completion data.

Table 1: Dual Credit Growth, Number of Students per Program (2010–17)

| School Year | Grade 9-12 Total Students | # Students taking at least one course | CTE | AP | IB | CHS | CI | RS |
|--------------|---------------------------|---------------------------------------|---------|--------|-------|--------|---------|--------|
| 2010 | 338,164 | 142,798 | 102,483 | 36,480 | 5,044 | 9,006 | NA | 12,162 |
| 2011 | 339,756 | 172,042 | 122,026 | 46,539 | 5,496 | 13,389 | 27 | 16,952 |
| 2012 | 337,854 | 172,094 | 116,702 | 51,427 | 6,468 | 14,424 | 1,161 | 16,995 |
| 2013 | 337,059 | 174,037 | 113,993 | 51,853 | 7,559 | 16,813 | 1,388 | 17,067 |
| 2014 | 335,914 | 177,521 | 114,499 | 58,278 | 7,731 | 15,979 | 1,088 | 19,026 |
| 2015 | 342,524 | 187,120 | 120,001 | 62,532 | 8,772 | 20,284 | 1,048 | 22,451 |
| 2016 | 345,109 | 193,177 | 121,364 | 63,288 | 8,371 | 23,657 | 1,090 | 23,557 |
| 2017 | 346,586 | 195,370 | 119,344 | 67,394 | 8,932 | 23,433 | 1,155 | 25,824 |
| Total Growth | 8,422 | 52,572 | 16,861 | 30,914 | 3,888 | 14,427 | 1,128 | 13,662 |
| 2010-2017 | 2.5% | 36.8% | 16.5% | 84.7% | 77.1% | 160.2% | 4177.8% | 112.3% |

Data Source: Comprehensive Education and Data Research System (CEDARS). OSPI Student Information Office, Nov. 2017

This chart shows the past eight years of completion data. The significant increase in the number students who are taking at least one dual credit courses is one way we are making progress. We still need to increase the total number of interested and ready participants and broaden the representation of students taking advantage of available dual credit opportunities.

The data shows show steady growth with the exception of CTE Dual Credit (formerly Tech Prep). With the loss of federal Perkins Funding for Tech Prep in 2011, many colleges no longer have the funding to maintain their articulation agreements with local high schools, which would provide students the potential to earn college credit. Increases in completion data since 2011 may also be related to inaccurate coding of career and technical education classes on high school transcripts, resulting in inflated completion rates. OSPI and SBCTC staff continue to work collaboratively to improve data quality, as evidenced in the reduced 2017 completion numbers for CTE Dual Credit.

Academic Acceleration Incentive Program Competitive Grants

Since 2013, OSPI has administered the AAIP competitive grant program that award funds for high schools to expand the availability of dual credit courses. Among these grantees, there were some significant gains in enrollment by students of historically underrepresented populations. Some of the 2016–17 grantee outcomes include:

- Increase in AP course offerings and exam taking, including adding a class for freshmen and utilizing specific training in working with Latino/a students to increase outreach to an underrepresented population.
- Training for school counselors to better guide students through the high school and beyond planning and college application processes.
- Professional development for K–12 teachers to engage in training with college faculty so that more CHS courses could be offered to increase dual credit options.
- Increased student participation in CHS courses by paying the course fee for underrepresented and low-income students.

Despite extensive recruitment and outreach, there have been two significant challenges to expending all funds allocated for the AAIP. Feedback from applicants who started but did not complete an application is that the academic acceleration school board policy as described in RCW 28A.320.195, which is a requirement to apply for the competitive grant, is a substantial barrier. Another challenge with administering this grant is the fact that it is a one-time only grant and that funds must be spent by June 30th of the calendar year in which the grant money is received. This is problematic for schools who want to use the funds for professional development training since many training opportunities take place in the summer, after the grant money is supposed to have been spent.

Conclusion and Next Steps

While overall dual credit completion rates continue to progress, there is still much room for improvement in increasing the total number of students successfully completing a dual credit course, and in reducing disproportionality among diverse populations. Ensuring student readiness and interest in engaging in the dual credit system begins with more exposure to career and college readiness lessons and guidance. The passage of HB 2224 in 2017, which included additional components for a more robust High School and Beyond Plan that begins in middle school, was a step in the right direction. Additional middle school counselors and increased training for school staff providing career and college readiness programming are now needed to implement these new requirements and continue improving student understanding of their post-secondary options. More work also needs to be done to build a cohesive dual credit policy and funding options that support all students' access to dual credit options.

Reducing Disproportionality

With regards to addressing disproportionality, OSPI is committed to providing districts with relevant data and a “system improvement guide” that will help staff improve outcomes for students. Using the guide, districts will analyze their own data, complete a self-evaluation of their current dual credit programming, and engage in an action planning process to increase student engagement and completion while reducing systemic and individual barriers to dual credit access.

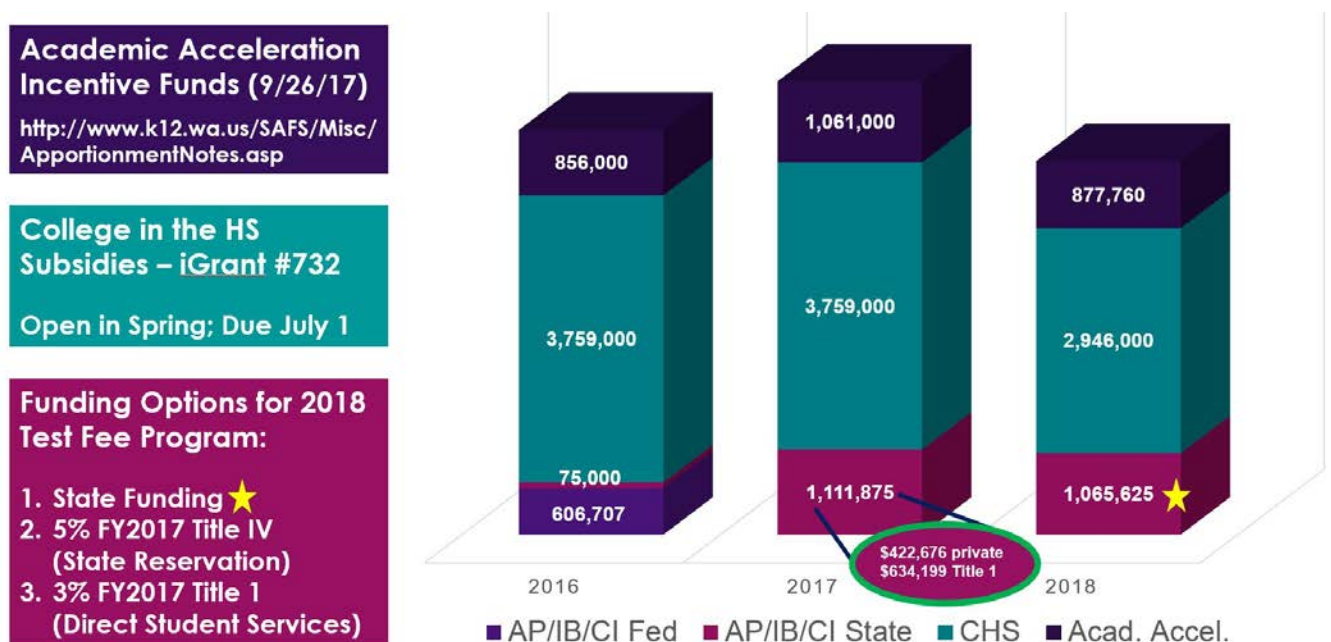
Dual credit enrollment is also an indicator of School Quality and Student Success (SQSS) in Washington's ESSA plan, which OSPI staff expect to begin implementing in spring 2018. As part of Washington's ESSA Accountability Measures, the dual credit system will become one of several indicators used to track the closing of opportunity gaps for marginalized student populations. OSPI staff will continue to annually release dual credit data, focused on disaggregated completion rates for each dual credit program. The intent of including the Dual Credit SQSS indicator in Washington's ESSA plan is to increase statewide awareness of systemic issues affecting student access. OSPI staff, in collaboration with higher education and other K-12 partners, will help reduce barriers by promoting the best practices gleaned from schools experiencing the most success in student achievement across all subgroups.

Historic barriers to equitable dual credit enrollment continue to impact student subpopulations, including: inequitable costs to students depending upon the program; the challenges of bringing a variety of dual credit offerings to rural and isolated school districts; a lack of career and college guidance and resources, and limited staffing capacity. OSPI staff are ready to provide the resources and support needed to help schools change this narrative and improve outcomes for all students.

Removing Historic Barriers: Costs Borne by Students

For the 2017–18 omnibus appropriation, “dual credit” funding was pooled into one lump sum allocated to help cover costs associated with all dual credit programs. With the loss of federal funds dedicated specifically to the Test Fee Program, and a specific request from the legislature for a separate report detailing how many low-income students take the exams needed to earn dual credit, OSPI staff made adjustments to the funding totals for each program in order to increase state funding for the AP/IB/CI test fees. Funding for the Academic Acceleration Incentive Program and College in the High School subsidies were reduced in an effort to shift funds to cover the anticipated Test Fee Program costs.

Figure 1: Funding Implications, Current Resources (2016–17)



Data Source: OSPI fiscal staff, Nov. 2017

While the recent increases in state funding for K–12 education will make a significant positive impact on the system as a whole, there are still considerable inequities in the specific funding provided for the different dual credit programs. A more equitable funding system is needed to ensure a broader representation of marginalized student groups and maximize our low-income students’ ability to engage in a variety of dual credit opportunities.

Removing Historic Barriers: Small and Rural Schools

In 2015, with the passage of HB 1546, additional state funding was provided to districts for CHS subsidies, and also included additional flexibility in Running Start allocations to cover transportation, books and other fees. The CHS funding attempted to address barriers often hindering dual credit program development in more isolated school districts by providing tuition assistance for rural and small schools (up to 10 credits per student), and buildings that had 50 percent or higher free and reduced lunch populations (up to five credits per student). This was a positive step toward providing more equitable access to dual credit, but due to the limitations of the existing allocation, OSPI was unable to allocate funds to all the schools requesting assistance for low-income students. As OSPI's staff work to systemically support schools in increasing access to dual credit opportunities, additional funding will be needed to ensure that all low-income students can access CHS opportunities.

Removing Historic Barriers: Career and College Readiness Guidance

With the recent addition of a more robust set of requirements for the High School and Beyond Plan (HSBP), which is a graduation requirement, the legislature wisely included a provision that requires the HSBP to begin in middle school. This requirement will ensure students are exploring the relationship between the courses they take and their post-secondary options before high school. OSPI staff anticipate this process will result in an improved middle to high school transition and an increase in academic success for freshman. With "9th Graders on Track" as another School Quality and Student Success indicator in Washington's ESSA plan, OSPI will also provide data analytics to schools that examine freshman failures over time. OSPI's Office of System and School Improvement staff will provide support to ensure schools are utilizing evidence based practices to maximize student achievement and ensure all students are graduating career and college ready.

OSPI is offering a new competitive grant that will provide over 160 middle and high school counselors with the funds to participate in the current best practices career and college readiness training. OSPI staff have worked with the Washington College Access Network (WCAN), College Success Foundation (CSF) and Washington Student Achievement Council (WSAC) staff to adapt a nationally recognized curriculum to include Washington's own unique tools and resources. By providing school counselors with the most current training, OSPI will ensure students receive the comprehensive career and college readiness and dual credit guidance needed to make informed decisions about which option is the best fit.

Removing Historic Barriers: Limited Staffing Capacity

With regards to limited staffing capacity, a recent collaborative effort between staff from the OSPI, WSAC, SBCTC, Council of Presidents (COP) and Association of Washington School Principals (AWSP) updated the rules for the co-delivery of College in the High School courses. This co-delivery model, while not considered a best practice for instruction, does address the limited staffing capacity challenge facing our smaller schools by providing

flexibility in the delivery of CHS courses with other dual credit courses. [Bulletin 17-097](#), effective November 6, 2017, provides additional information.

Increasing Statewide Focus on Dual Credit

Finally, OSPI staff have increased system wide focus on academic acceleration and dual credit. From October 2016 to October 2017, OSPI staff facilitated a voluntary Washington Dual Credit Workgroup for the purpose of collaboratively addressing the equity of access to our state's dual credit system. Our focus areas included increasing equitable access, ensuring quality programs, improving guidance and communication and analyzing outcomes. Collaborative achievements include: a WAC update for CHS rules, peer review of CHS programs for participating colleges, an update of the Running Start FAQs, a statewide convening of K-12 and higher education leaders to increase understanding of how to improve the system for both sectors, multiple webinars and in-person trainings related to dual credit system improvements, and providing increased communication and technical support to school and district staff.

Acknowledgements

| Agency | Name | Position | Email / Phone |
|--------|-----------------------|---|--|
| WSAC | Stephanie Gardner | Associate Director, Academic Affairs & Policy | stephanieg@wsac.wa.gov 360-753-7625 |
| COP | Julie Garver | Director, Policy & Academic Affairs | jgarver@cop.wsu.edu 360-292-4102 |
| OSPI | Dixie Grunenfelder | Director, Secondary Education & K–12 Student | dixie.grunenfelder@k12.wa.us 360-725-0415 |
| OSPI | Barbara Dittrich | Supervisor, Dual Credit (AP/IB/CI/TP) | barbara.dittrich@k12.wa.us 360-725-6097 |
| SBCTC | Ruben Flores | Policy Associate, Student Services | rflores@sbctc.edu 360-704-3929 |
| SBCTC | Joyce Hammer | Director, Transfer Education | jhammer@sbctc.edu 360-704-4338 |
| OSPI | Danise Ackelson | Program Supervisor, Career & College Readiness | danise.ackelson@k12.wa.us 360-725-4967 |
| OSPI | Becky McLean | Supervisor, Enrollment | becky.mclean@k12.wa.us 360-725-6306 |
| OSPI | Justin Ward | Data Analyst | justin.ward@k12.wa.us 360-725-6317 |
| OSPI | Bonnie Zimmerman | Administrative Assistant | bonnie.zimmerman@k12.wa.us 360-725-6108 |

Appendices

Appendix A: Legislation

RCW 28A.600.280 - Dual credit programs—Annual report

RCW 28A.320.195 - Academic acceleration for high school students — Adoption of policy

RCW 28A.320.196 - Academic acceleration incentive program—Dual credit courses—Allocation of funds—Reports

Appendix B: Dual Credit Programs: OSPI Program Briefs

Advanced Placement (AP)—The AP program allows 9–12 grade students to take rigorous, college preparatory high school courses. With 37 courses in a variety of subject areas, AP provides interested and academically-prepared high school students with the opportunity to advance their studies. Students potentially earn college credit or advanced placement into upper-level college courses by earning a score of 3 or higher (out of 5) on AP exams. Most colleges recognize the rigor of AP courses when making admissions decisions.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/StandardizedExams.aspx> (Program Brief)

Cambridge International (CI)—The Cambridge Program offers an international, pre-college curriculum and examination system, emphasizing the value of a broad and balanced education for academically prepared students. Students meet international standards in this rigorous course of study. Students may enroll in up to 17 college preparatory high school courses within the program’s three curriculum groups: 1) mathematics and science, 2) world languages, and 3) arts and humanities. Students may earn college credit based on exam scores.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/StandardizedExams.aspx> (Program Brief)

College in the High School (CHS)—A program in which a high school and a college enter into a contract to have a college course taught in the high school by a college-approved high school teacher. The agreement between the school and college is aligned with thirteen of the seventeen National Association for Concurrent Enrollment Programs (NACEP) standards. High school students seeking to earn college credit through their CHS course must officially enroll in the college and pay, or have paid, the associated course fee. Students must be in 10–12 grade and meet all eligibility requirements for entrance into the college course they wish to take. Student outcomes in CHS courses are assessed by the same standards used for

the course offered at the college. Students earn college credit upon completion of the course that is transcribed on their college transcript. The credit earned may also be transferrable to other institutions of higher education in- and out-of-state.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx> (Program Brief)

CTE Dual Credit (formerly Tech Prep)–CTE Dual Credit serves students in Grades 9–12. All CTE Dual Credit classes are taken on the high school campus and are identified as Career and Technical Education (CTE) classes. There must be a current articulation agreement between the college and the school district in place for students to have the potential for earning dual credit. CTE classes, whether CTE Dual Credit or not, integrate academics with technical skills, employability skills and leadership development to help prepare students for advanced education and careers related to “professional-technical” occupations.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspxm> (Program Brief)

International Baccalaureate (IB)–The IB program is designed as an academically challenging and balanced program of rigorous high school classes with standardized final examinations. The high school program is normally taught over the junior and senior years, and is recognized and respected by the world's leading universities. Students may take individual IB courses or may complete three core elements and six subject courses that combine standard and higher level exams to earn an IB diploma.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/StandardizedExams.aspx> (Program Brief)

Running Start–Running Start is a program that allows 11th and 12th grade students to take college courses at Washington’s 34 community and technical colleges, Central Washington University, Eastern Washington University, Washington State University, the Northwest Indian College, and the Spokane Tribal College. Running Start students and their families do not pay college tuition; however, students do pay for other college fees, books, and transportation. The participating colleges are reimbursed by the K–12 districts based on the number of FTE for students participating in this program. Students receive both high school and college credit for these classes. Earned college credit upon completion of the course is transcribed on a student’s college transcript and the credit earned may be transferrable to other institutions of higher education in- and out-of-state.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx> (Program Brief)

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.

Download this material in PDF at <http://k12.wa.us/LeqisGov/Reports.aspx>. This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631. Please refer to this document number for quicker service: 18-0003.



Chris Reykdal • State Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building • P.O. Box 47200
Olympia, WA 98504-7200