The State of Dual Credit in Washington
Introductions

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Overview

● Defining Dual Credit
● Why Dual Credit?
● Recent Legislation / System Updates
● Data Analytics
● Hot Topics / Considerations
● What’s Next…
Defining Dual Credit
## Overview - What is Dual Credit?

<table>
<thead>
<tr>
<th>Dual Credit Courses</th>
<th>2-for-1 Courses</th>
<th>CTE Equivalency Courses</th>
<th>“Cross-Credited” Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courses that provided students the potential to earn college and high school credit at the same time.</td>
<td>High school courses than can be counted as TWO high school graduation requirements even though only ONE credit is earned.</td>
<td>A CTE course that meets academic course requirements, including state and district graduation requirements.</td>
<td>An older, loosely used term for courses that can be “cross-credited” to meet different graduation requirements.</td>
</tr>
<tr>
<td>Dual credit classes are either taught in a high school setting or taken at a 2- or 4-year college.</td>
<td>Almost all 2-for-1 courses are • taught by a CTE certified teacher • meet both a CTE and another type of credit required for graduation</td>
<td>Students taking a CTE Equivalency Course will see • an equivalent “academic” course on their transcript • earn the equivalent credit for that graduation requirement (Full or partial academic credit is earned for a CTE equivalency course.)</td>
<td>Cross-crediting decisions are made at the local/district level. CTE courses are often one of the credit options.</td>
</tr>
<tr>
<td>College credits are earned by passing a college course or passing an assessment.</td>
<td><strong>EX</strong>: Ceramics (1.0 credit) Counts as both a CTE and a Fine Art high school graduation requirement; student must choose which credit (CTE or Fine Art) s/he wants the count as</td>
<td><strong>EX</strong>: Bio through Horticulture Student will earn a Biology credit and have “Biology” show on their transcript</td>
<td><strong>EXAMPLES</strong>: At a Skill Center, DigiPen counts as 1.0 Math, 1.0 Fine Art and 1.0 Occ. Ed./CTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Accounting and Financial Literacy or Personal Finance can count as a CTE or a 3rd year Math</td>
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</tbody>
</table>
## Dual Credit Options in Washington

<table>
<thead>
<tr>
<th>Passing a College Course</th>
<th>Standardized Exam</th>
<th>Articulation Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>College in the High School (112 schools)</td>
<td>Advanced Placement (302)</td>
<td>Tech Prep (373)</td>
</tr>
<tr>
<td>Running Start (440)</td>
<td>International Baccalaureate (19)</td>
<td>(high school class that <em>still</em> has a current “articulation agreement” with a college course; college credit conferred once student enrolls in college program)</td>
</tr>
</tbody>
</table>

*Can include on-line courses*
2014-15

All Dual Credit Course Enrollment in WA: 672,572 total enrollments

Running Start
• 158,534 course enrollments
• 16,371 FTES / 23,363 Headcount

Advanced Placement (AP)
• 196,249 enrollments

International Baccalaureate (IB)
• 47,521 enrollments

College in the High School
• 46,981 enrollments

Cambridge
• 722 enrollments

Tech Prep
• 219,500 enrollments

2015-16

Number of Students Completing one: 186,802 students (56.7% of 329,382 in 9th-12th)

Running Start
• 23,304 (7.1%)

Advanced Placement (AP)
• 62,627 (19%)

International Baccalaureate (IB)
• 8,223 (2.5%)

College in the High School
• 22,534 (6.8%)

Cambridge
• 1,070 (0.3%)

Tech Prep
• 114,842 (34.9%)
Data Snapshot: 2014-15 Participation

Students
In 9-12 grade enrolled in dual credit (of 404,277 total students)
- Any Dual Credit: 190,306
- Tech Prep: 119,766
- Running Start: 23,363
- College in the H.S.: 19,104
- International Bacc.: 8,799
- Cambridge Int'l: 722

Districts
enrolling students in dual credit (of 251 eligible)
- Any Dual Credit: 242
- Tech Prep: 179
- Adv. Placement: 180
- Running Start: 229
- College in the H.S.: 119
- International Bacc.: 15
- Cambridge Int'l: 2

Avg Courses
taken by dual credit participants
- Any Dual Credit: 3.5
- Tech Prep: 1.8
- Adv. Placement: 3.1
- Running Start: 6.8
- College in the H.S.: 2.5
- International Bacc.: 5.4
- Cambridge Int'l: 5.2
Why Dual Credit?
By 2018, $2/3$ of all jobs will require at least some post-high school education or training. (Georgetown University Center on Education and the Workforce: see Resources slides)

Increasing access to dual credit for ALL students is an economic and moral imperative for the future of Washington State’s economy.
OSPIs Mission/Vision

Measures of Success

- Increase four- and five-year high school graduation rates
- Increase enrollment and completion rates and decrease remediation rates in post-secondary training and education

Every student

READY

college, career, life.
Dual Credit Survey ? sent out this week

Rank order the following priority reasons for dual credit:

A. Experience the academic **rigor**/challenge of a college course

B. Build the **skills** (academic and social/emotional) needed to succeed in college

C. Meet students’ unique **learning** needs and/or interests

D. Earn college **credit** to **reduce cost/time** to degree/certificate completion

E. Depends upon the student’s post-high school **plan/readiness**
A Moment to Reflect....

How might these different beliefs about the purpose for dual credit inform your school’s/district’s decision making about dual credit?
Recent Legislation/ System Updates
Background/Legislation

1990
• Running Start Program Rules RCW 28A.600.390

2009
• Dual-Credit Programs Annual Report RCW 28A.600.280

2011
• Launch Year RCW 28A.600.280

2012
• Master List of Courses - WA 45 RCW 28A.10.053

2013
• Academic Acceleration RCW 28A.320.195
• AP Computer Science Education RCW 28A.230.097
• The Ten-year Roadmap

2015
• Dual-Credit Opportunities
• ESHB 1546
✓ Establishes intent to increase opportunities and reduce disparities in dual credit enrollment.

✓ Expands eligibility to 10th grade students and provides some new funding for College in the High School program tuition.

✓ Expands existing grant to assist Running Start students with transportation books.

✓ Establishes a distinction between College in the High School and Running Start.

Requires

➢ Development of CHS quality and eligibility standards and associated WAC.

➢ Requires a report to the legislature with recommendations for further improvement.
Recent Legislation: CHS Program Review

All Washington CHS programs will be reviewed for alignment with national standards

● July 1st-evaluation process begins
● August 15th-districts receive notification of meeting standard

● IMPORTANT NOTE: This is a new practice for almost everyone and is meant to be a learning process that will ensure program quality

For more information about the standards colleges will need to provide evidence of meeting each year, go to http://nacep.org/docs/standards/NACEP-Standards-2011-and-Required-Evidence.pdf
## System Updates: CHS funding changes

<table>
<thead>
<tr>
<th>2015-16</th>
<th>2016-17</th>
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</thead>
<tbody>
<tr>
<td>Transition year priorities.</td>
<td></td>
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<tr>
<td>65% of applications in highest priority level were approved for funding.</td>
<td></td>
</tr>
<tr>
<td>District overestimation of enrollments left 47% of 2015-16 allocation unused.</td>
<td></td>
</tr>
<tr>
<td>Priority levels and percent approved for funding:</td>
<td></td>
</tr>
<tr>
<td>1. Rural schools: 100% of applications.</td>
<td></td>
</tr>
<tr>
<td>2. Small schools: 100% of applications.</td>
<td></td>
</tr>
<tr>
<td>3. Low-income: All applications for schools with 50% or higher low-income students</td>
<td></td>
</tr>
<tr>
<td>Actual enrollments will be submitted for subsidies by July 2017.</td>
<td></td>
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</tbody>
</table>
WSAC’s 2016 Report to the Legislature

• 2015-16
  • 97% of HS districts offer dual credit
  • 57% of HS students completed at least one dual-credit course

• Change over time
  • From 2010 to 2015
  • 7% increase
  • Improvements and persisting disparities

• Recommendation
  • Fully fund dual credit to make choosing an appropriate course for a student a cost-neutral decision.
Increase equitable access to dual-credit programs

Funding

Credits

Communication

Outcome Data
Recommended actions (examples)

**State**
- Increase counselor staffing
- Remove 1.2 FTE cap on Running Start
- Track progress and identify effective practices

**System**
- Analyze outcomes of articulation vs. direct transcription
- Use existing exams to identify potential dual credit students
- Increase high school-college collaboration and communication

**School**
- Reach out to underrepresented students
- Support professional development
- Leverage technology and open resources
HOT Topics/Considerations
For College in the High School and AP courses (Current OSPI Guidelines)

- A student must choose to enroll in only ONE dual credit course even if more than one option is offered (AP exams can be taken if in CHS course)

- Per E2SHB 1546 and WAC 392-725, CHS courses, as listed on students’ schedules, must utilize the exact same course name as is used at the sponsoring college (ie. “Calculus” = MAT151 Calculus).
  - There can be no AP or IB in the course title for co-delivered classes.

- The “C” designator for a CHS course is only to be used on the transcript for students who actually enroll in and pay for (or have paid) the tuition fee for the college course.
  - For co-delivered classes, there can be no “A” (AP) or “I” (IB) designation included with a “C” designator on high school transcripts.

- High school is responsible to confirm College in the High School course enrollments with the higher education institution
Our data is only as good as your data!
Dual Credit in Transfer

Each college/university has different policies!

**Most RS & CHS college courses** are accepted at public 2 & 4-year colleges and (most) private 4-year colleges in WA.

- **Use the Washington 45 to maximize credit transfer.**

**Exam scores** (AP/IB/CI) are accepted at 2 & 4-year colleges. Amount of credit (vs. “advanced placement”) varies.

- **Use the Dual Credit Search Tool to estimate credits earned.**

**Tech Prep** credits are granted once student enrolls at CC where articulation agreement (or related program) exists

- **College credit is not placed on High School transcript.**
Data Analytics
Dual Credit data snapshots: Race and ethnicity

Students of color in any dual credit are in similar proportion to overall 9-12 grade population, but varies by program

<table>
<thead>
<tr>
<th>Program</th>
<th>Hispanic</th>
<th>Asian</th>
<th>2+ Races</th>
<th>Black</th>
<th>American Indian</th>
<th>Pacific Islander</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 9-12 (2015)</td>
<td>19%</td>
<td>7%</td>
<td>6%</td>
<td>5%</td>
<td>60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Any DC (n=190298)</td>
<td>17%</td>
<td>9%</td>
<td>6%</td>
<td>5%</td>
<td>61%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TP (n=119766)</td>
<td>19%</td>
<td>8%</td>
<td>6%</td>
<td>6%</td>
<td>59%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AP (n=62936)</td>
<td>12%</td>
<td>13%</td>
<td>7%</td>
<td>4%</td>
<td>62%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RS (n=23361)</td>
<td>12%</td>
<td>9%</td>
<td>5%</td>
<td>3%</td>
<td>69%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIHS (n=19098)</td>
<td>13%</td>
<td>12%</td>
<td>6%</td>
<td>3%</td>
<td>65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IB (n=8799)</td>
<td>17%</td>
<td>22%</td>
<td>7%</td>
<td>8%</td>
<td>44%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CI (n=722)</td>
<td>20%</td>
<td>16%</td>
<td>8%</td>
<td>14%</td>
<td>5%</td>
<td>36%</td>
<td></td>
</tr>
</tbody>
</table>
Dual Credit data snapshots: Low-income

Free or Reduced Price Lunch Eligible Student Participation in Dual Credit 2014-15

- Cambridge International: 49%
- Tech Prep: 45%
- Any Dual Credit: 39%
- All Students: 37%
- International Baccalaureate: 36%
- Running Start: 31%
- Advanced Placement: 28%
- College in High School: 25%
1st District data release for Dual Credit!
(Ask your administrators if they’ve look at the district data yet! Then offer to collaborate and help analyze your own school’s data!)

Related data analytics on Postsecondary Enrollment & Remediation and Graduation Rates are posted and available for viewing - check it out!
It’s all about the Data!

State/District-level Dual Credit Data

State/District-level Dual Credit Data

Analytic Tool
Data can make a difference!

Look at your data by state, ESD Region, School District

• Identify data for disproportionality
• Identify data trends
• Identify patterns of student groups

Look at your data using the “Companion Tool”

• Guided questions for data analysis
• Self-assessment of your system
• Action planning for system improvement

http://www.k12.wa.us/secondaryEducation/careercollegereadiness/dualcredit/pubdocs/OSPI_DCDDataAnalyticCompanionTool.pdf
OSPIs Increased Focus on Dual Credit

Next Steps for Washington’s Dual Credit System...

Increase Equity
Ensure Quality
Improve Guidance
Analyze Outcomes

*In alignment with state & federal accountability*
### Dual Credit Workgroup Revived!

#### Steering Committee
- OSPI, WSAC, SBCTC, COP, AWSP, ICW, AG

#### System Support
- Meeting monthly
- 1-2 mtgs. annually with larger advisory group
- Communication, technical support, policy rec’s, WAC changes, etc.

#### Strategic Plan
- 1, 3 & 5-year goals
- Will use data metrics to improve delivery and equity throughout system
The Personalized PLAN is not a list of courses, like the 16 career clusters or a “career pathway”.

It’s a direct reflection of a student’s High School & Beyond Plan, especially his/her plan for after high school.

Dual Credit and the 24-credit Diploma
Best Practice PPR Components

Personalized Pathway Requirement based on these elements
• Identify post-high school education/training goals
• Identify career interest(s) with a career interest assessment/inventory
• Four-year course plan aligns with student’s career and educational goals
• Identify assessments needed for HS and post-secondary

Each student’s plan
• Starts by 8th grade (best practice is earlier!)
• Uses career interest inventory
• Updated annually
• Review student progress/transcript
• Involves parents
Food for thought…?

Dual Credit Expansion…. 

- Which program/option would you be most likely to add/increase in your school/district? Why that one?
- What barriers would need to be overcome to expand dual credit in your school/district?
- What resources and/or changes are most needed in your school/district to maximize dual credit access?
- What new strategies can you try in your school/district to increase access and equity?
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