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- 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?



Dual Credit Courses	2-for-1 Courses	CTE Equivalency Courses	“Cross-Credited” Courses
<p>Courses that provided students the potential to earn college and high school credit at the same time.</p> <p>Dual credit classes are either taught in a high school setting or taken at a 2- or 4-year college.</p> <p>College credits are earned by passing a college course or passing an assessment.</p>	<p>High school courses than can be counted as TWO high school <i>graduation requirements</i> even though only ONE credit is earned.</p> <p>Almost all 2-for-1 courses are</p> <ul style="list-style-type: none"> • taught by a CTE certified teacher • meet both a CTE and another type of credit required for graduation <p>EX: <i>Ceramics</i> (1.0 credit) Counts as both a CTE <u>and</u> a Fine Art high school <u>graduation requirement</u>; student must choose which <u>credit</u> (CTE <u>or</u> Fine Art) s/he wants the count as</p>	<p>A CTE course that meets academic course requirements, including <u>state</u> and district graduation requirements.</p> <p>Students taking a CTE Equivalency Course will see</p> <ul style="list-style-type: none"> • an equivalent “academic” course on their transcript • earn the equivalent credit for that graduation requirement (Full or partial <u>academic credit</u> is earned for a CTE equivalency course.) <p>EX: <i>Bio through Horticulture</i> Student will earn a Biology credit and have “Biology” show on their transcript</p>	<p>An older, loosely used term for courses that can be “cross-credited” to meet different graduation requirements.</p> <p>Cross-crediting decisions are made at the <i>local/district</i> level. CTE courses are often one of the credit options.</p> <p>EXAMPLES: At a Skill Center, DigiPen counts as 1.0 Math, 1.0 Fine Art and 1.0 Occ. Ed./CTE</p> <p>Accounting and Financial Literacy or Personal Finance can count as a CTE <u>or</u> a 3rd year Math</p>

Passing a College Course

College in the High School (**112 schools**)

Running Start (**440**)

Can include on-line courses

Standardized Exam

Advanced Placement (**302**)

International Baccalaureate (**19**)

Cambridge International (**4**)

Articulation Agreement

Tech Prep (**373**)

(high school class that *still* has a current “articulation agreement” with a college course; college credit conferred once student enrolls in college program)

Dual Credit by the Numbers



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

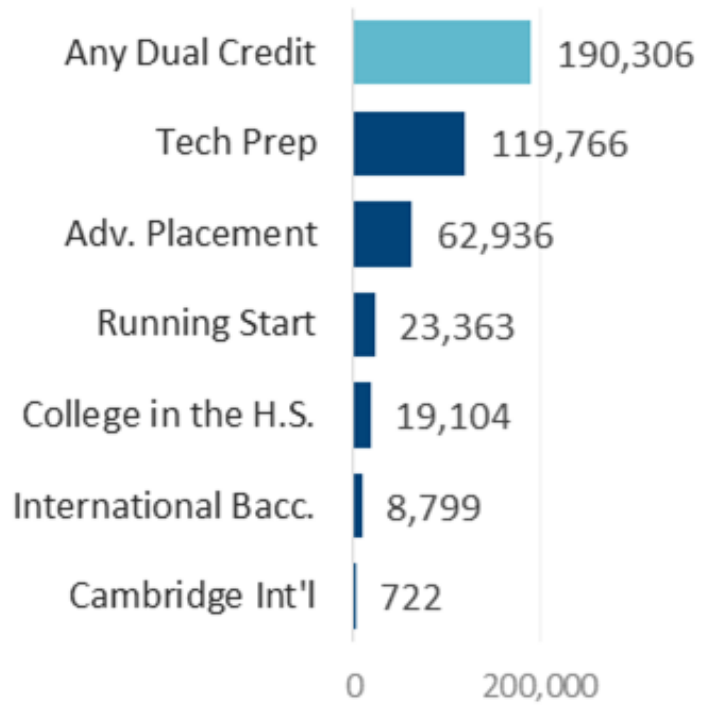
- 114,842 (34.9%)

Data Snapshot: 2014-15 Participation



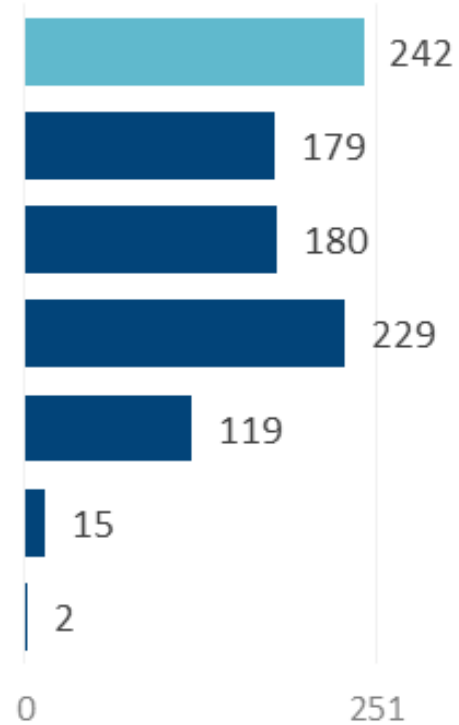
Students

in 9-12 grade enrolled in dual credit
(of 404,277 total students)



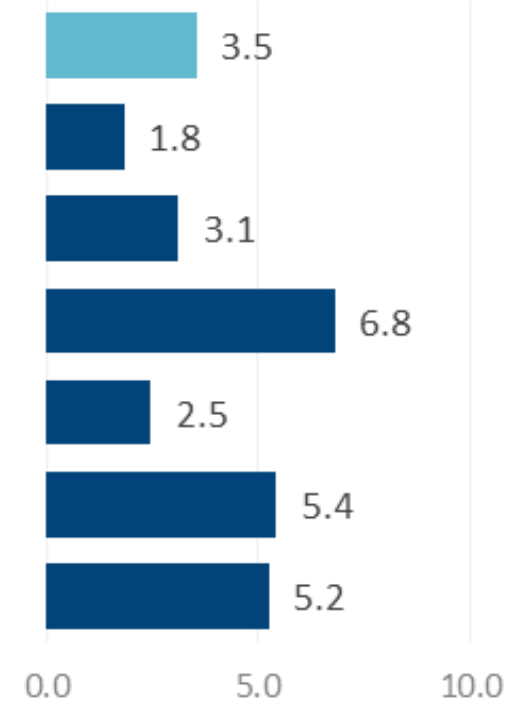
Districts

enrolling students in dual credit
(of 251 eligible)



Avg Courses

taken by dual credit
participants





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.



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.



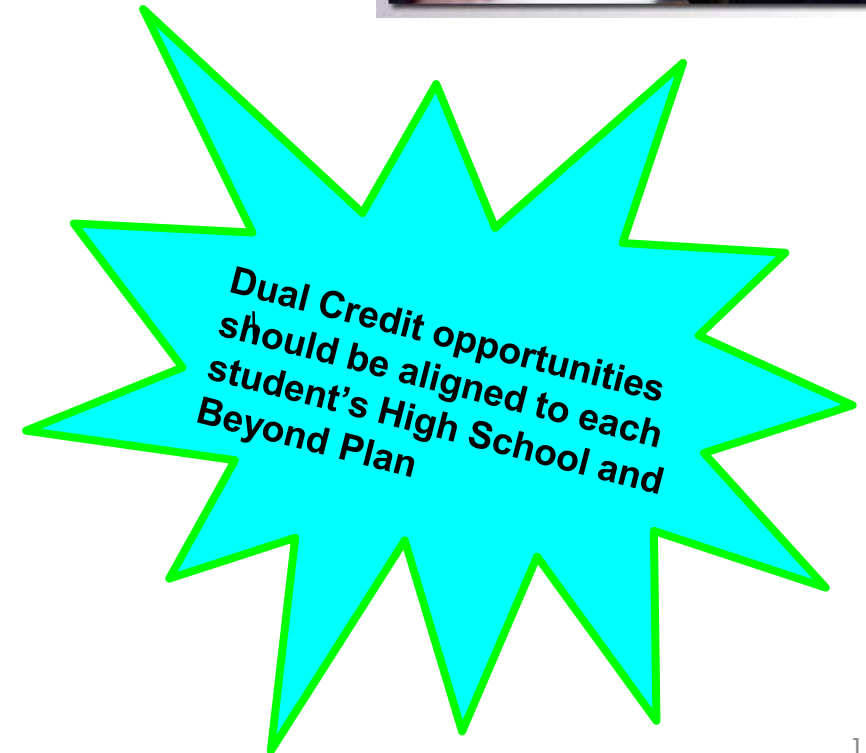
Dual Credit: What is the primary purpose?



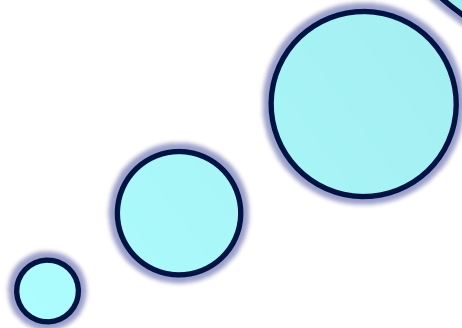
Dual Credit Survey ? sent out this week

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**



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



Recent Legislation: 2015 ESSHB 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>



2015-16

Transition year priorities.

65% of applications in highest priority level were approved for funding.

District overestimation of enrollments left 47% of 2015-16 allocation unused.

2016-17

Priority levels and percent approved for funding:

1. Rural schools: 100% of applications.
2. Small schools: 100% of applications.
3. Low-income: All applications for schools with 50% or higher low-income students

Actual enrollments will be submitted for subsidies by July 2017.



WSAC's 2016 Report to the Legislature

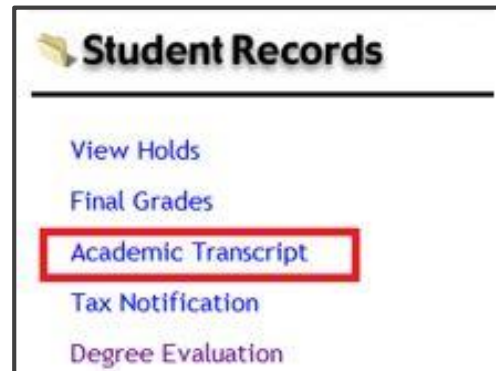
- 2015-16
 - **97%** of HS districts offer dual credit
 - **57%** of HS students completed at least one dual-credit course
- Change over time
 - From **2010 to 2015**
 - 7% increase
 - Improvements and persisting disparities
- Recommendation
 - **Fully fund dual credit** to make choosing an appropriate 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

Hot Topics/Considerations: HS Transcript



<http://www.k12.wa.us/transcripts/>

***** COURSE DESIGNATION KEY *****

- | | | | |
|------------------------|------------------------|-------------------|---------------------|
| A = Advanced Placement | I = Intl Baccalaureate | Q = Quantitative | Z Non-Instructional |
| B = CADR | K = Cambridge Program | R = Running Start | |
| C = College in the HS | L = Local Comp Test | S = Science Lab | |
| H = Honors Option | N = National Comp Test | T = Tech Prep | |

Our data is only as good as your data!



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.**



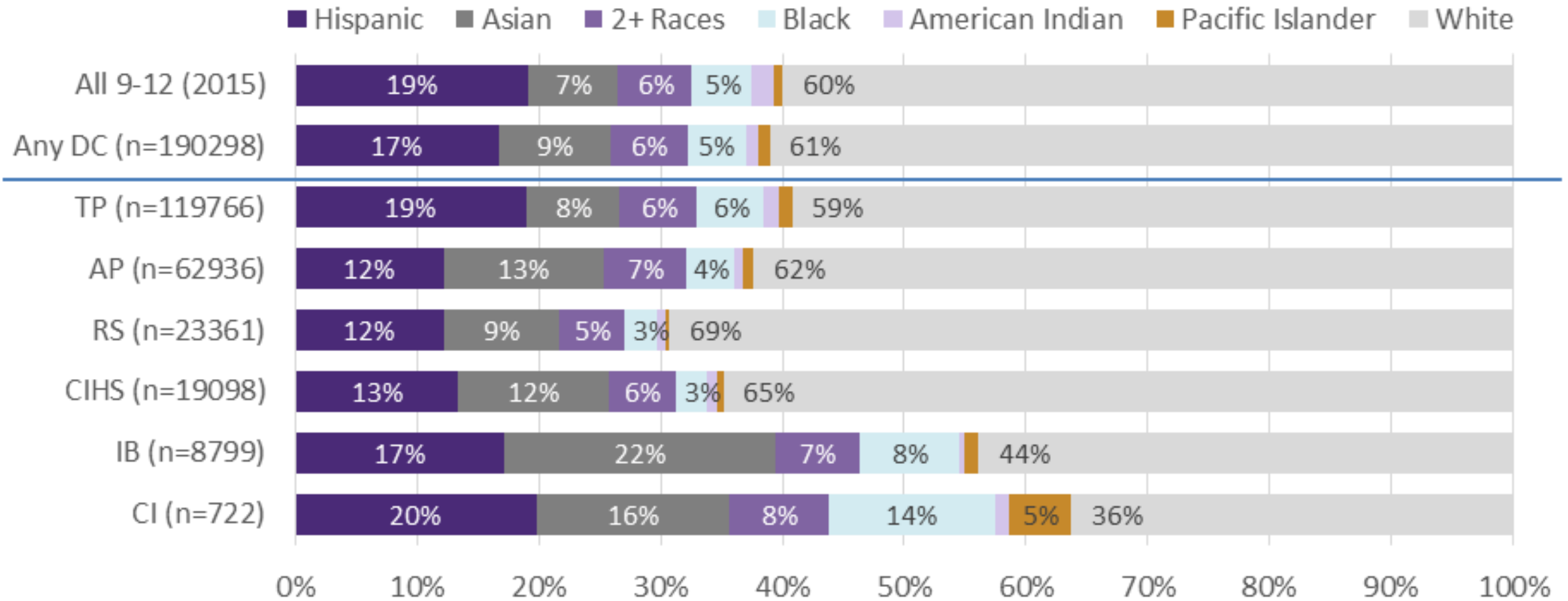
Data Analytics



Dual Credit data snapshots: Race and ethnicity

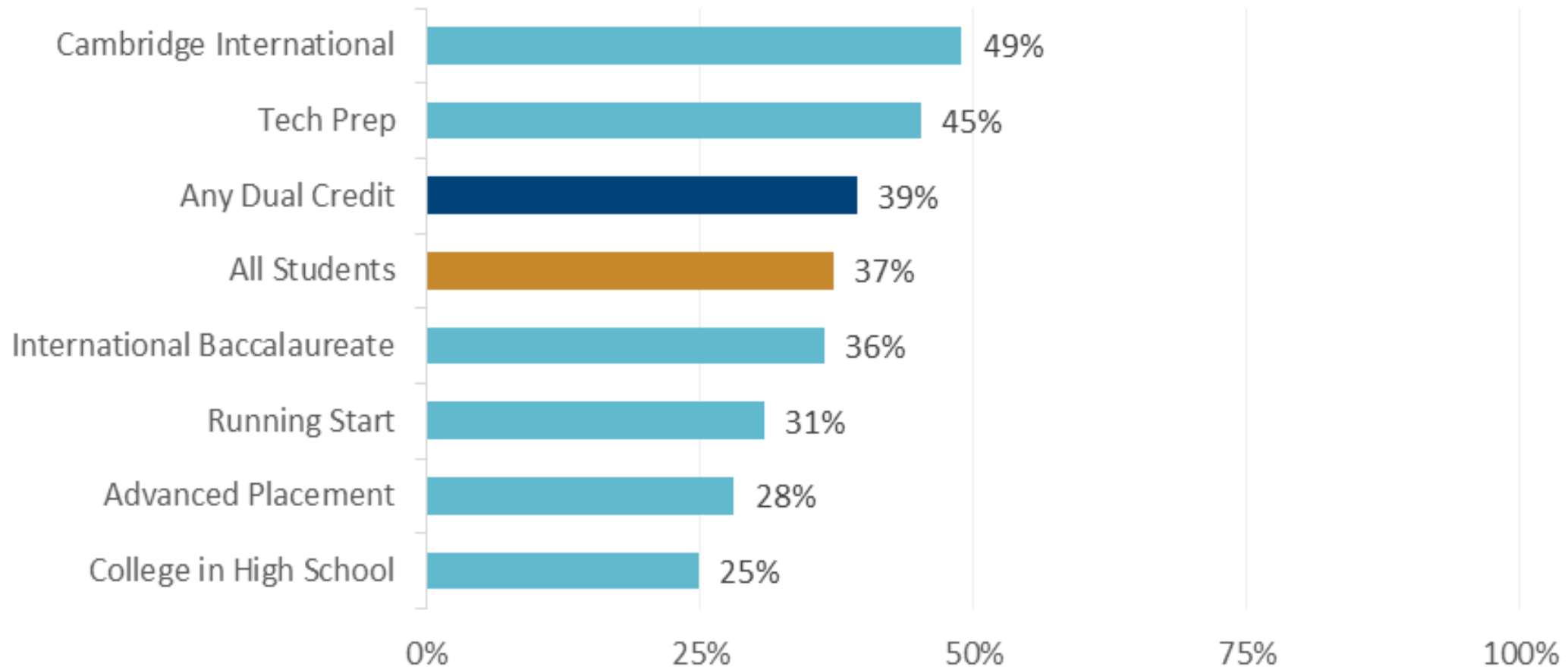


Students of color in any dual credit are in similar proportion to overall 9-12 grade population, but varies by program



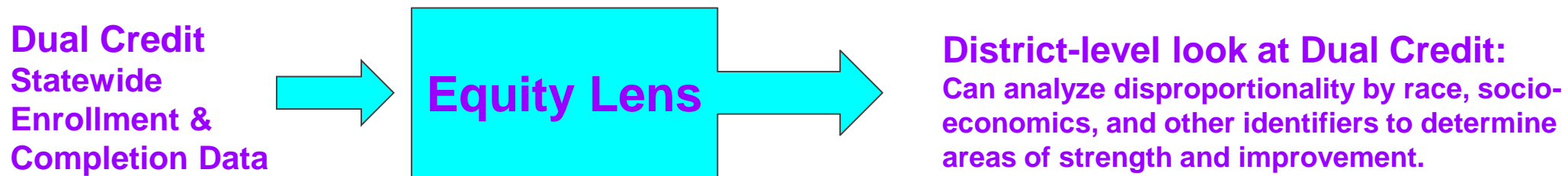


Free or Reduced Price Lunch Eligible Student Participation in Dual Credit 2014-15



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!)



This data is meant to help!
Our data is only as good as YOUR 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 of Washington
OSPI
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9th Grade Success

Why is it so important . . .

What's New

Report: Washington Doesn't Prioritize Education Spending

Reykdal: Senate Plan Shows Comprehensive Thinking on Education Funding

Number of Homeless Students Climbs

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State Superintendent Chris Reykdal

Helpful Links

- | | | |
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| <ul style="list-style-type: none">Maps of Districts and SchoolsTeacher Certification and RenewalLearning StandardsApportionment and Financial ServicesState TestingEducation Directory | <ul style="list-style-type: none">Special EducationGraduation RequirementsStudent TransportationMedia & CommunicationsSchool BreaksCommon Core Standards | <ul style="list-style-type: none">School District RevenuesElementary and Secondary Education Act (ESEA)Every Student Succeeds Act (ESSA)Federal ProgramsLearning Assistance Program (LAP) |
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State/District-level Dual Credit Data

State/District-level Dual Credit Data Analytic Tool



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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_DCDataAnalyticCompanionTool.pdf

WHAT'S NEXT



OSPIs Increased Focus on Dual Credit



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

In alignment with state & federal accountability



Dual Credit Workgroup Revived!

Steering Committee

OSPI, WSAC,
SBCTC, COP,
AWSP, ICW,
AG

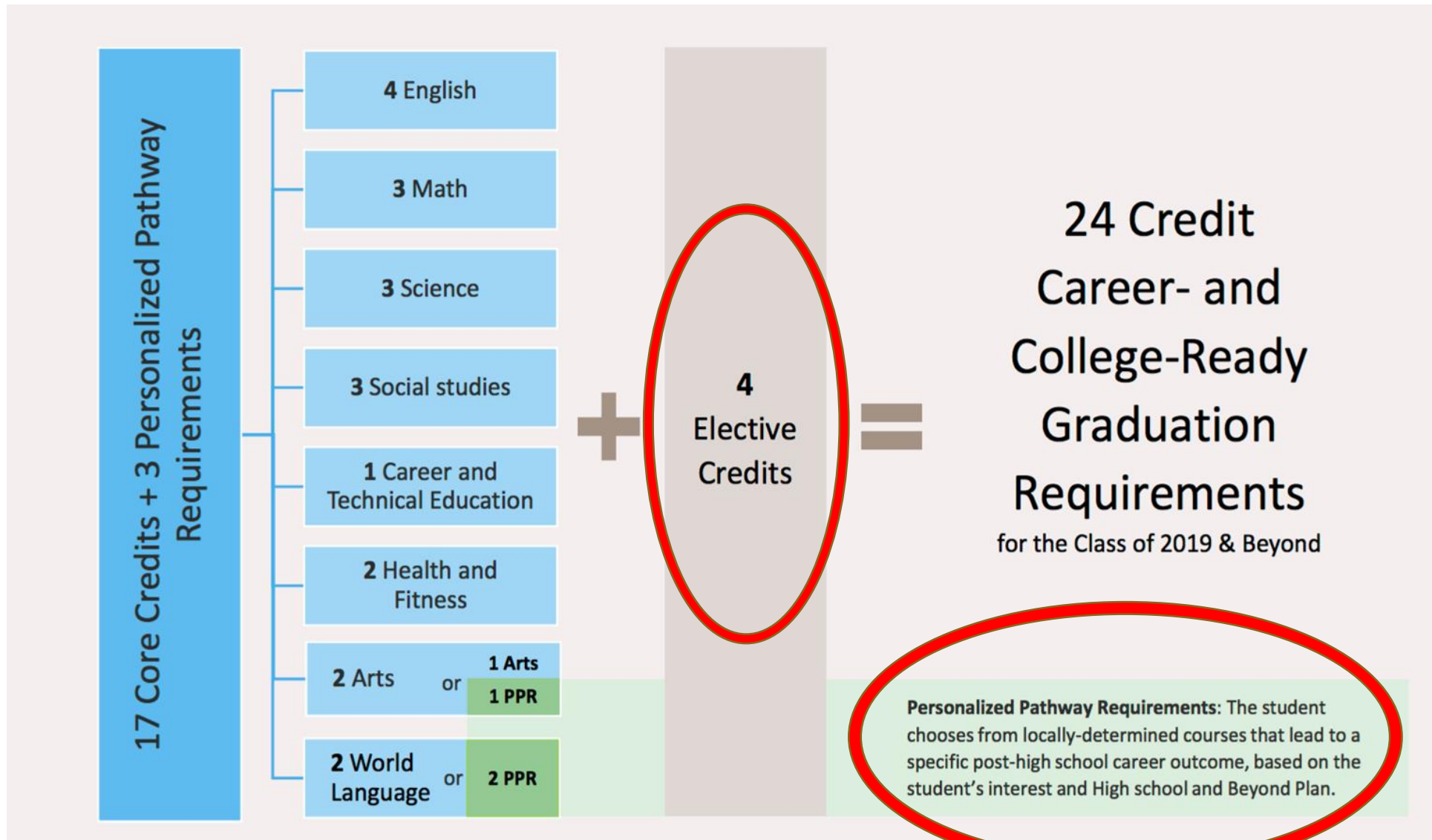
System Support

- 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

Dual Credit and the 24-credit Diploma



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.

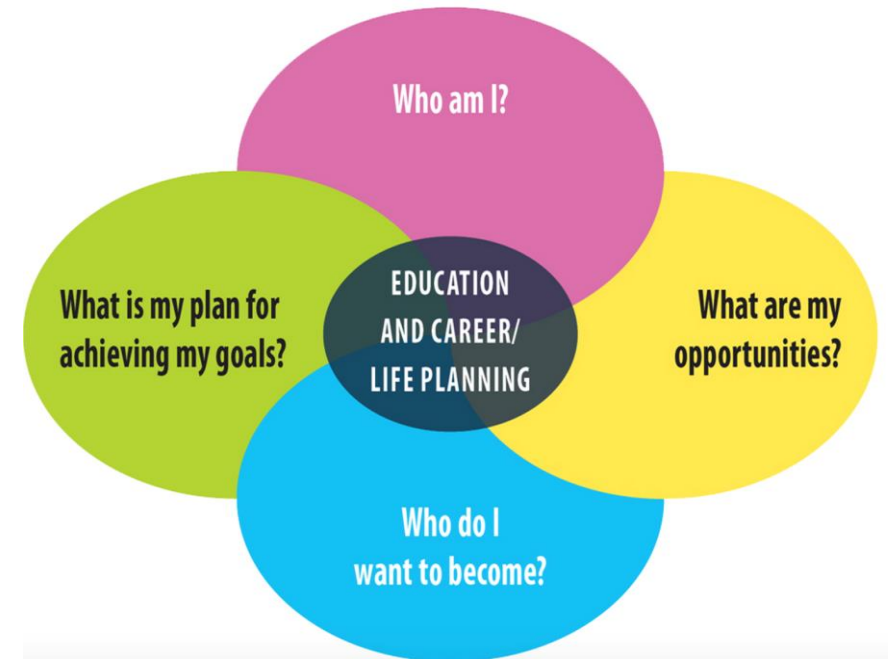
Best Practice PPR Components

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



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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