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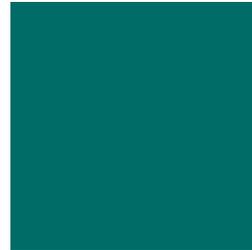


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# Washington Public Baccalaureate DUAL CREDIT SUMMARY



WASHINGTON STATE  
*Council of*  
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The Council of Presidents (COP) is an association of Washington’s six public baccalaureate degree granting college and universities. Located in Olympia, Washington, COP strives to be a common voice for the public baccalaureate sector and the most respected and trusted resource for decision makers on issues affecting public higher education. COP serves as the coordinating role for a number of initiatives and activities common to the public baccalaureate institutions, fostering coordination and collaboration among the public baccalaureates as well as with other educational partners, both in Washington and nationally.

This report is also available online at [councilofpresidents.org](https://councilofpresidents.org).

## Introduction

As our nation continues to experience radically shifting demographics and changes and adaptations resulting from the COVID-19 pandemic and economic disruptions, students from all backgrounds aspire to obtain a college degree. According to a recent survey, 96 percent of high school students in the South King County region want to go to college to pursue a fulfilling career; 72 percent of students specifically hope to obtain a four-year degree.<sup>1</sup> To meet this goal, more and more high school students are beginning their postsecondary credential attainment prior to enrolling in a college or university through dual credit programs.

Dual credit programs offer high school students the opportunity for exposure, experience, and exploration for college level work. One form of advanced high school coursework, dual credit, offers a bridge between K-12 and higher education by easing the transition between K-12 and high school; increasing direct enrollment, persistence, completion and equity in postsecondary education; and offering the potential to earn transcribed college credit while in high school.

Washington offers a range of dual credit opportunities. According to the most recent data, 86 percent of the Washington Class of 2017 cohort participated in a dual credit course.<sup>2</sup> Nationally, Washington is a recognized leader in dual credit for its intentional development and implementation of policies to support dual credit focused on equity and quality.<sup>3</sup>

Washington's success is grounded in decades of engagement with dual credit at the postsecondary institutional level. Since the 1960s, Washington's public baccalaureate institutions have awarded college credit for eligible courses offered in Washington high schools. This important work provides integrated dual credit options for students across the state. Washington's public four-year college and universities continue to work with families and education partners to develop consistent, clear and student-centered dual credit policies and processes. The culmination of this multi-decade work is the strong recognition that Washingtonians participating in elementary, middle and secondary education are building an education foundation to support college and career goals after high school. Each year Washington's public baccalaureate institutions award thousands of credits to Washington high school students, providing another opportunity for baccalaureate degree completion in Washington.

Building on leadership at the institutional level, from the advent of the first Advanced Placement (AP) course offerings in the 1950s to the passage of legislation in 2020 to expand College in the High School (CiHS) eligibility, dual credit has been supported through local collaboration among colleges and universities in partnership with K-12 districts and enhanced over the last five years at the state level. The overall goal of this work has been and remains to increase dialogue, improve communication, and develop and implement policies, processes, and practices to increase access to and success of students in dual credit courses across the state.

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1 Community Center for Education Results, [Let Us Succeed: Student College & Career Aspirations](#), 2019.

2 Council of Presidents, [Dual Credit Analysis](#), 2021.

3 The College in High School Alliance, [Profiles in Progress: Washington](#), 2020.

## Dual Credit in Washington

The State of Washington uses the umbrella term “dual credit” in state and institutional policy, practices, and processes to describe programs that allow high school students to earn college credit while still in high school. Dual credit, in Washington, describes three types of programs: college preparatory programs with exams, concurrent enrollment programs and articulated credit programs.

College preparatory programs with exams provide an opportunity for students to enroll in high school courses for which a student may earn college credit dependent on the exam score earned through recognized standardized examinations. In Washington, the college preparatory programs with exams are AP, Cambridge International (CI) and International Baccalaureate (IB).<sup>4</sup>

Concurrent enrollment programs provide an opportunity for students to enroll in a college course for both high school and college. Credit is earned at the same time for the college course from a college or university. The credit is recorded on a student’s high school transcript as high school credit and on the college transcript as college credit. A concurrent enrollment course may be either academic or professional technical. In Washington, the concurrent enrollment programs are Running Start (RS)<sup>5</sup> and College in the High School.<sup>6</sup>

Articulated credit programs provide an opportunity for students to earn college credit for high school coursework in a technical field articulated with a college course. Courses are established through an articulation agreement between a high school and community or technical college when a high school class aligns with the learning objectives and competencies of a college level course(s). Students may earn college credit while at their high school or skill center by meeting course competencies and/or minimum grade requirements. Washington has one articulated credit program, Career Technical Education (CTE) Dual Credit.

Credit earned through dual credit in Washington is defined as transfer credit because it may be earned from an entity or institution outside the university or college a student may attend. While dual credit is considered transfer credit for all higher education institutions, dual credit students enrolling at a public four-year university are not considered transfer students. Dual credit students are considered first-time, first-year students for admissions purposes if they have:

- ◆ Earned a high school diploma or equivalent
- ◆ Enrolled in college with fewer than 40 quarter/26 semester credits of college-level coursework
- ◆ Enrolled in college with 40 or more quarter/26 or more semester hours of college-level credit or an Associates’ degree and enter a public baccalaureate institution directly from high school<sup>7</sup>

There are many benefits of considering dual credit high school students as first-time, first-year students for admissions purposes that support successful retention and completion. Benefits include on-campus housing opportunities, scholarships, and other orientation and support programs and services designed to assist students with the transition to university.

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4 Council of Presidents, [College Preparatory Programs with Exams FAQ](#), August 2021.

5 Council of Presidents, [Running Start FAQ](#), August 2021.

6 Council of Presidents, [College in the High School FAQ](#), August 2021.

7 Washington Student Achievement Council, [Admissions Standards Policy](#), August 2021.

## Dual Credit History in Washington

Washington's public colleges and universities have recognized dual credit programs for over 70 years. In the 1950s, the first AP course was offered in Washington. This was followed nearly 30 years later with the first exam offered for IB in 1982. Also in the early 1980s, colleges and universities established partnerships between academic departments and high schools to provide CiHS courses. In 1990, Washington established the Running Start program to provide additional program opportunities for high school students.<sup>8</sup> Finally, in 2009, Washington offered the first Cambridge International exam.

Over the last decade, the Washington Legislature has passed a series of bills to increase access to dual credit programs for Washington high school students. With the passage of House Bill 1808 in 2011, the Launch Year Program was implemented with the goal of providing students the opportunity to earn the equivalent of one year's worth of postsecondary credit toward a postsecondary credential.<sup>9</sup> In 2015, House Bill 1546 defined CiHS in statute and differentiated the program from Running Start. State policymakers focused on college credit for college preparatory programs with exams in the 2017,<sup>10</sup> 2018<sup>11</sup> and 2019<sup>12</sup> legislative sessions. Finally, between 2019 and 2021 the Legislature required in statute that all CiHS programs offered by any higher education institution in Washington be nationally accredited by 2027-28,<sup>13</sup> established a Dual Enrollment Scholarship Pilot Program,<sup>14</sup> established a Running Start Summer School Pilot Program<sup>15</sup> and expanded student eligibility for CiHS.<sup>16</sup>

## Washington's Dual Credit Programs and the State's Public Baccalaureate Institutions

In Washington, dual credit opportunities are accessed through college courses, standardized exams and articulation agreements between high schools and higher education institutions. There are six dual credit programs in Washington: (1) College in the High School, (2) Running Start, (3) Advanced Placement, (4) International Baccalaureate, (5) Cambridge International and (6) Career and Technical Education Dual Credit.

### College in the High School

College in the High School is a concurrent enrollment program offered by Washington four-year colleges and universities and community and technical colleges. Students in the 9<sup>th</sup>-12<sup>th</sup> grades are eligible to enroll in college courses at their high school. The course is taught by a high school instructor who meets the requirements for instructors teaching the course on campus and is approved by the appropriate university and college academic leadership. Students earn college and high school credit when they complete the course. The credit and grades students earn are transcribed on their permanent college transcript.

Higher education institutions are the providers of College in the High School. Three public four-year universities offer CiHS programs: Central Washington University, Eastern Washington University, and University of Washington Seattle. Together these institutions provide CiHS courses in over 220 public and private high schools and many school districts across the state. Universities and colleges offer a range of courses from math,

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8 [House Bill 2359](#). 1990.

9 [House Bill 1808](#). 2011.

10 [Senate Bill 5234](#). 2017.

11 [Senate Bill 5917](#). 2018.

12 [Senate Bill 5410](#). 2019.

13 [House Bill 1734](#). 2019.

14 [House Bill 1973](#). 2019.

15 [House Bill 2864](#). 2020.

16 [House Bill 1302](#). 2021.

English and world languages to science and the humanities. CiHS courses offered at the school or district level are determined by the school or district taking into consideration what works best for their students and curriculum. Each year over 12,600 students earn college credit through one of the three Washington public universities offering CiHS courses. In 2020, 14.3 percent of Washington high school students completed a CiHS course.<sup>17</sup>

CiHS is associated with higher levels of direct postsecondary enrollment after high school graduation across all student demographics. Of the high school graduates in the 2017 Cohort<sup>18</sup> who participated in CiHS, 52 percent enrolled directly in postsecondary education after graduating from high school compared to 40 percent of those who did not participate in CiHS.<sup>19</sup>

Students that complete CiHS courses may choose to earn college credit from the higher education institution offering the course. In Washington, any student who enrolls in a CiHS course, even if they do not register with the university or college to earn college credit, shall have the university or college course title and “C” course designator on their high school transcript.<sup>20</sup> The “C” designator indicates the student enrolled in a CiHS course. Washington public baccalaureate institutions have access to the completed college course work on the high school transcript with the course designator for consideration in the holistic admissions review process regardless of if the student earned college credit.

CiHS courses transfer the same as college courses transfer from one higher education institution to another. CiHS course credit may transfer in-state and out of state. All of Washington’s public baccalaureate institutions accept CiHS course credit. It is important to note that a higher education cannot review and award credit for a CiHS course unless the credit is transcribed by the university or college offering the CiHS course.

Students can identify how a CiHS course will transfer to a specific higher education institution through course equivalency guides established by each college or university for the transfer of college credit from another institution. In 2011, as directed in House Bill 1795, Washington’s public baccalaureates and community and technical colleges developed the “Washington 45”.<sup>21</sup> The “Washington 45” is a list of commonly transferrable college courses to guide students’ dual credit course-taking decisions in high school.

That the CiHS course and the college campus course are the same is important for students to maximize transferability and preparation for the next sequence in their coursework. Colleges and universities accept CiHS courses in transfer because they are considered the same as a college course on a campus. This is possible because the CiHS course is structured and designed to be the same as the course taught on a university or college campus. In this context “same” means:

- ◆ College courses offered in the high school are of the same quality and rigor as the courses offered on-campus at the sponsoring university or college.
- ◆ Students enrolled in concurrent enrollment courses are held to the same standards of achievement as students in on-campus courses.

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17 Completed is defined as credits attempted > 0 and letter grade not equal to a “W” (withdraw). The definition of completion does not consider credits or grades earned. <https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>

18 The 2017 Cohort are students who progressed through high school as a group--the class of 2017, defined as-- all students with a Graduation Requirement Year of 2017. The 2017 Cohort includes all students with a graduation requirement year of 2017 who began four-years after a student entered 9<sup>th</sup> grade (fall 2013).

19 Council of Presidents, [Dual Credit Data Analysis](#), 2021.

20 OSPI, [Washington State Standardized High School Transcript Frequently Asked Questions](#). January 2019.

21 Washington State Board for Community and Technical Colleges, [Washington 45](#).

- ◆ Instructors teaching college courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring university or college and are trained in course delivery and provided ongoing discipline-specific professional development.
- ◆ Students enrolled in university- or college-provided faculty model courses are advised, enrolled, and supported as consistently as matriculated college students.<sup>22</sup>

The role of faculty in determining CiHS instructor requirements ensures the course is a college course and is the same as the course taught on the university or college campus. In Washington, institutions of higher education set requirements to teach college courses through the faculty within each department. The control of the curriculum is a vital principle of shared governance and a core part of [National Alliance of Concurrent Enrollment Partnerships](#) (NACEP) accreditation and specialized accreditation at the program level. Washington colleges and universities, including community and technical colleges and public and independent baccalaureate institutions, that offer CiHS programs develop teacher requirements for each college course they offer, and continue to monitor and update those requirements as needed.

Washington statute requires all higher education institutions that offer CiHS courses in the state to be nationally accredited by the 2027-28 academic year.<sup>23</sup> The University of Washington Seattle and Eastern Washington University are nationally accredited by NACEP, and Central Washington University is presently in the process of seeking national accreditation.

All institutions offering a CiHS course in Washington must be reviewed by the CiHS Standards Report Review Committee established in Washington Administrative Code.<sup>24</sup> The Committee includes representatives from the Council of Presidents (COP), State Board for Community and Technical Colleges (SBCTC), Independent Colleges of Washington (ICW) and Washington Student Achievement Council (WSAC). This includes colleges and universities that are nationally accredited, in the process of gaining national accreditation, or offered one or more CiHS course in the prior academic year but are not nationally accredited.

Colleges and Universities must submit a report to the Committee by July 1. The CiHS State Review is based on the Standards and Updated Required Evidence for Accreditation.<sup>25</sup> This includes six standards relating to student experience, quality of the curriculum, faculty requirements, partnerships and the continuing assessment and evaluation of programs. All college and university programs are required to provide evidence that each standard is met. If approved by the committee, the college or university must submit a report every other year. A list of eligible colleges and universities to offer CiHS is shared with school districts each fall and posted on state agency and organization websites.<sup>26</sup>

Washington statute, RCW 28A.600.287,<sup>27</sup> sets a maximum cost per credit that may be charged to students who complete a CiHS course and choose to earn college credit for the course. The maximum tuition fee for a CiHS course in 2021-22 is \$66.30 per college credit. Institutions of higher education may charge other fees required

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22 National Alliance of Concurrent Enrollment Partnerships, [NACEP Standards](#).

23 All higher education institutions include in-state and out-of-state public and private baccalaureate institutions, community and technical colleges, and any other institutions of higher education in-state or out-of-state.

24 [WAC 392-725](#), College in the High School Rules.

25 National Alliance of Concurrent Enrollment Partnerships, [Standards and Updated Required Evidence for Accreditation](#).

26 Council of Presidents, Washington State Board for Community and Technical Colleges, and Washington Student Achievement Council, [Washington Reviewed College in the High School Programs, 2021-22 School Year](#).

27 [RCW 28A.600.287](#), College in the High School Program.

to fully participate in the CiHS course, including registration fees and fees for consumables. College credits received through CiHS program cost students less than credits received on college campuses.

Direct and indirect expenses are paid through the fees charged to students for CiHS courses. Universities and colleges pay for a wide range of supporting activities to administer CiHS. These activities include teacher trainings on campus, faculty visiting classrooms across the state, student registration and support, annual local agreements with high schools and program administration. General expenses to offer CiHS courses include overhead program costs, program management and infrastructure, pay for teachers and faculty, student financial aid, travel and contractual services.

Universities and colleges offering CiHS courses do not receive state funding to support these programs. Washington's public four-year baccalaureate institutions offer statewide CiHS programs as a service based on the benefits of dual credit to meet student demand, economic credential needs and the state's degree attainment goals. CiHS programs break even or may experience a small loss due to indirect costs that are not met through the maximum per college credit tuition fee, which has changed little. Over the last decade, the maximum per-credit CiHS fee has increased by \$5.30 – from \$61.00 per credit to \$66.30 between 2011-12 to 2021-22. Costs to higher education do not differ based on the number of CiHS courses offered. Whether a university or college offers one CiHS course or multiple, the minimum core costs of the program are significant to meet all quality standards required by the state of Washington.

For K-12 schools and districts, the Office of Superintendent of Public Instruction (OSPI) distributes available state funding through a competitive grant program, the Consolidated Equity and Sustainability (CES) Dual Credit grant.<sup>28</sup> The grant is available to local education agencies, including districts and their schools, charter schools and tribal compact schools which are investing in activities that will eliminate equity gaps in dual credit access and completion. Priority is given to local education agencies which can identify and commit to providing opportunities to improve their dual credit School Quality and Student Support (SQSS) measure among underrepresented student populations. This grant program is part of OSPI's strategic goals,<sup>29</sup> leveraging local expertise and providing training to deepen anti-racist practices in school systems across the state. College in the High School is one eligible dual credit program that can be expanded or supported through this grant. In addition, districts have access to Federal Title IV funds which may be used to assist districts and students with the costs of CiHS courses.

### Running Start

Running Start is a concurrent enrollment program. Students in the 11<sup>th</sup> and 12<sup>th</sup> grades are eligible to enroll in college courses on a community or technical college or public four-year college or university campus. The course is taught by college and university faculty. Students earn college and high school credit when they complete the course. The credit and grades students earn are transcribed on a student's permanent college transcript.

Washington public four-year universities and all 34 community and technical colleges are the providers of Running Start. Three public four-year universities offer Running Start, in accordance with RCW 28A.600.300<sup>30</sup>: Central Washington University, Eastern Washington University and Washington State University Tri-Cities. The Evergreen State College is authorized to offer Running Start but does not at this time.

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28 OSPI, [Consolidated Equity and Sustainability \(CES\) Dual Credit Grant Form Package 154](#).

29 OSPI, [Superintendent's Vision & Priorities](#).

30 [RCW 28A.600.300](#), Running start program—Definition.

Running Start is associated with higher levels of direct postsecondary enrollment after high school graduation across all student demographics. Of the high school graduates in the 2017 cohort who participated in Running Start, 56 percent enrolled directly in postsecondary education after graduating from high school compared to 39 percent of those who did not participate in Running Start.<sup>31</sup> In 2020, 9 percent of Washington high school students completed<sup>32</sup> a college course through Running Start.

A Running Start course may be any college course, 100 level and above, offered by a college or university in the academic catalog if the student meets the prerequisite requirements for the course. The course cannot be restricted to only high school students; it must be open to all matriculated college students. Students participating in Running Start can enroll in up to 15 college credits, provided students satisfy the courses' prerequisite requirements and do not surpass the combined 1.20 Full Time-Equivalent (FTE) and Average Annual Full-Time Enrollment (AAFTE) maximums between the high school and college or university.<sup>33</sup>

A student who chooses to take a Running Start course will have the course transcribed as the college course both on the high school transcript and the college transcript. An institution of higher education cannot review and award credit for a Running Start course unless the credit is transcribed by the university or college offering the Running Start course.

Washington's public baccalaureate institutions accept Running Start course credit. Running Start courses transfer from one higher education institution to another. Running start courses may transfer both in-state and out of state. Students can identify how a Running Start course will transfer to a specific institution through course equivalency guides established by each college or university for the transfer of college credit from another institution.

Students enrolled in Running Start courses do not pay tuition, but may be required to pay other campus fees, at a rate of up to 10 percent of tuition and fees. Students are required to pay for course materials, including textbooks, and transportation. High schools retain 7 percent of the FTE from the state's basic education funding<sup>34</sup> for a full-time student; universities and colleges receive the remaining 93 percent of the FTE. A student may enroll in up to 1.2 FTE of coursework funded through the school district. Students are responsible for tuition and other fees if combined high school and college enrollment exceeds 1.2 FTE.<sup>35</sup> Students who qualify for free and reduced-price lunch may receive tuition and fee waivers from the college or university.

Washington's public four-year baccalaureate institutions offer statewide Running Start programs developed as a service to Washingtonians and the state based on the benefits of dual credit to meet student demand, economic credential needs and the state's degree attainment goals. Overall, high school students pay less than matriculated students.

Direct and indirect expenses are paid through the fee structure established in statute for Running Start courses. To offer a Running Start course, colleges and universities must pay for a wide range of supporting activities to administer Running Start. These activities include, but are not limited to, advising, student support services, academic learning services and other student programs and services available to matriculated students.

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31 Council of Presidents, [Dual Credit Data Analysis](#), 2021.

32 Completed is defined as credits attempted > 0 and letter grade not equal to a "W" (withdraw). The definition of completion does not consider credits or grades earned. <https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>

33 Council of Presidents, [Running Start FAQ](#), August 2021.

34 OSPI, [Organization and Financing of Washington's Public Schools](#), Page 75, 2020.

35 Council of Presidents, [Running Start FAQ](#), August 2021.

For K-12 schools and districts, OSPI distributes available state funding through a competitive grant program, the Consolidated Equity and Sustainability (CES) Dual Credit grant.<sup>36</sup> The grant is available to local education agencies, including districts and their schools, charter schools and tribal compact schools which are investing in activities that will eliminate equity gaps in dual credit access and completion. Priority is given to local education agencies which can identify and commit to providing opportunities to improve their dual credit School Quality and Student Support (SQSS)<sup>37</sup> measure among underrepresented student populations. This grant program is part of OSPI's strategic goals,<sup>38</sup> leveraging local expertise and providing training to deepen anti-racist practices in school systems across the state. Running Start is one eligible dual credit program that can be expanded or supported through this grant. In addition, districts have access to Federal Title IV funds which may be used to assist districts and students with the costs of Running Start courses.

### Advanced Placement

Advanced Placement is a college preparatory program with exam. Students may enroll in an AP course in grades 9-12. The course is taught by a high school teacher. The most recent data shows that 191 school districts in Washington reported at least one student who took an AP exam.<sup>39</sup> In 2020, 19.9 percent of Washington high school students completed<sup>40</sup> an AP course. AP is associated with higher-level course taking in college, an increase in the likeliness to earn a double-major, and higher likeliness to earn their degrees in a shorter length of time.<sup>41</sup>

AP courses are high school courses offered at a high school. The College Board is the provider of AP courses and exams. Advanced Placement is open to any high school. To offer AP courses, high schools or districts must register with The College Board. To teach an AP course in Washington, The College Board requires the high school teacher to meet the requirements of the local authority.<sup>42</sup> High school teachers that meet this requirement must submit a syllabus to The College Board for approval to teach the course. No training is required but professional development focused on AP is highly encouraged by The College Board.

Students earn high school credit when they complete the high school AP course. Upon completion of the high school course, students may take the AP standardized exam. When a student completes an AP exam, The College Board creates an official transcript. The transcript is an official copy of the student's assessment results. The student then requests The College Board to send the transcript directly to an institution of higher education. For AP, the official transcript is referred to as the AP Score Report and is issued by The College Board. An institution of higher education cannot review and award credit for an AP course unless the credit is transcribed by The College Board.

The type of credit (e.g., general education, elective, or major related credit) and the amount of credit (e.g., three credits, four credits) awarded for AP exam scores differs by institutions of higher education. The type and amount of credit awarded is based on the learning outcomes of the course and a student's exam score. The type and amount of credit are determined by university or college faculty in the relevant discipline.

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36 OSPI, [Consolidated Equity and Sustainability \(CES\) Dual Credit Grant Form Package 154](#).

37 OSPI, [System and School Improvement](#).

38 OSPI, [Superintendent's Vision & Priorities](#).

39 OSPI, [AP Trend Data for Washington. Summary by District](#).

40 Completed is defined as credits attempted > 0 and letter grade not equal to a 'W' (withdraw). The definition of completion does not consider credits or grades earned. <https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>

41 Washington Student Achievement Council, [Dual Credit and Educational Attainment](#).

42 The local authority in Washington is the state.

In Washington, RCW 28B.10.054<sup>43</sup> requires all public higher education institutions to establish a coordinated, evidence-based policy for granting as many undergraduate college credits, as possible and appropriate, to students who have earned college credit through college preparatory programs with exams. Statute requires institutions to award college credit for a score of 3 or higher on all AP exams. Washington statute also requires all public Washington higher education institutions to post exam credit policies and college credit equivalencies on institutional websites. If an institution of higher education is unable to award a general education course equivalency, the student may request in writing an evidence-based reason as to why general education course equivalency cannot be granted.

The College Board does not charge students costs associated with enrolling and completing an AP course. If a student chooses to take an AP exam, the cost per exam is \$95. The College Board may charge a student a fee to obtain a transcript of the exam score to receive college credit. Additional charges may be required for specific AP exams and late orders.<sup>44</sup> In addition to potential costs for students, high schools and districts may be required to pay for teacher training to offer Advanced Placement courses and exams.

For K-12 schools and districts, OSPI distributes available state funding through a competitive grant program, the Consolidated Equity and Sustainability (CES) Dual Credit grant.<sup>45</sup> The grant is available to local education agencies, including districts and their schools, charter schools and tribal compact schools which are investing in activities that will eliminate equity gaps in dual credit access and completion. Priority is given to local education agencies which can identify and commit to providing opportunities to improve their dual credit School Quality and Student Support (SQSS)<sup>46</sup> measure among underrepresented student populations. This grant program is part of OSPI's strategic goals,<sup>47</sup> leveraging local expertise and providing training to deepen anti-racist practices in school systems across the state. Advanced Placement is one eligible dual credit program that can be expanded or supported through this grant. Washington also has a test fee program which provides funding each year to reduce the cost of AP exams for qualifying low-income students.<sup>48</sup> Finally, districts have access to Federal Title IV funds which may be used to assist districts and students with the costs of AP exams.

### Cambridge International

Cambridge International is a college preparatory program with exam. Students may enroll in Cambridge International courses in grades 9-12. CI courses may be either Advanced Subsidiary (AS) Level courses -generally a one-year course- or Advanced (A) Level courses – generally a two-year course. The course is taught by a high school teacher.

Four high schools offer CI courses in Washington. These include schools in the Bethel, Federal Way, Morton and Lake Washington school districts.<sup>49</sup> In 2020, one percent of Washington high school students completed<sup>50</sup> a CI course. Cambridge International, like other dual credit programs, provides high schools the opportunity to build college-going cultures while helping students see a pathway to career and college readiness, thus boosting postsecondary enrollment and completion.<sup>51</sup>

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43 [RCW 28B.10.054](#), Credit Policies for AP, International Baccalaureate, and Cambridge International Exams.

44 The College Board, [AP Exam Fees](#).

45 OSPI, [Consolidated Equity and Sustainability \(CES\) Dual Credit Grant Form Package 154](#).

46 OSPI, [System and School Improvement](#).

47 OSPI, [Superintendent's Vision & Priorities](#).

48 OSPI, [Dual Credit FAQ](#).

49 Cambridge International, [Find a Cambridge School](#).

50 Completed is defined as credits attempted > 0 and letter grade not equal to a 'W' (withdraw). The definition of completion does not consider credits or grades earned. <https://washingtonstaterreportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>

51 Washington Student Achievement Council, [Dual Credit and Educational Attainment](#).

Cambridge International courses are high school courses offered at a high school. Cambridge International is the provider of CI courses and exams. To offer CI courses, a high school must complete a registration process with Cambridge Assessment International Education.<sup>52</sup> To teach a CI course in Washington, Cambridge International requires the high school teacher to meet the requirements of the local authority.<sup>53</sup> No training is required, but professional development focused on CI is highly encouraged by Cambridge International.<sup>54</sup>

Students earn high school credit when they complete the high school CI course. Upon completion of the high school course, students may take the CI standardized exam. When a student completes a CI exam, Cambridge International creates an official transcript — referred to as the Results Sheet — which is an official copy of the student’s assessment results. Students must request that Cambridge International send the transcript directly to a university or college identified by the student. An institution of higher education cannot review and award credit for a CI course unless the credit is transcribed by Cambridge International.

The type of credit (e.g., general education, elective or major related credit) and the amount of credit (e.g., three credits, four credits) awarded for CI exam scores differs by institution of higher education. The type and amount of credit awarded is based on the learning outcomes of the course and a student’s exam score. The type and amount of credit is determined by faculty in the relevant discipline.

In Washington, RCW 28B.10.054<sup>55</sup> requires all public higher education institutions to establish a coordinated, evidence-based policy for granting as many undergraduate college credits, as possible and appropriate, to students who have earned college credit through college preparatory programs with exams. Statute requires institutions to award college credit for a grade of “e” for Cambridge International AS-Level exams and “E” for A-Level exams or higher. Washington statute also requires all public Washington higher education institutions to post exam credit policies and college credit equivalencies on institutional websites. If an institution of higher education is unable to award a general education course equivalency, the student may request in writing an evidence-based reason as to why general education course equivalency cannot be granted.

Cambridge International does not directly charge students any costs associated with CI exams. Cambridge International sets fees that are charged to schools for exams. Schools or districts may charge students for the administrative costs they incur in addition to fees charged to the school or district.<sup>56</sup> In addition to potential costs for students, high schools and districts are required to pay an annual fee to Cambridge International.<sup>57</sup>

For K-12 schools and districts, OSPI distributes available state funding through a competitive grant program, the Consolidated Equity and Sustainability (CES) Dual Credit grant.<sup>58</sup> The grant is available to local education agencies, including districts and their schools, charter schools and tribal compact schools which are investing in activities that will eliminate equity gaps in dual credit access and completion. Priority is given to local education agencies which can identify and commit to providing opportunities to improve their dual credit School Quality and Student Support (SQSS)<sup>59</sup> measure among underrepresented student populations. This grant program is part

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52 Cambridge International, [Join Cambridge](#).

53 The local authority in Washington is the state.

54 Cambridge International, [Teaching Cambridge at Your School](#).

55 [RCW 28B.10.054](#), Credit Policies for AP, International Baccalaureate, and Cambridge International Exams.

56 OSPI, [Dual Credit FAQ](#).

57 OSPI, [Dual Credit FAQ](#).

58 OSPI, [Consolidated Equity and Sustainability \(CES\) Dual Credit Grant Form Package 154](#).

59 OSPI, [System and School Improvement](#).

of OSPI’s strategic goals,<sup>60</sup> leveraging local expertise and providing training to deepen anti-racist practices in school systems across the state. Cambridge International is one eligible dual credit program that can be expanded or supported through this grant. Washington also has a test fee program which provides funding each year to reduce the cost of CI exams for qualifying low-income students.<sup>61</sup> Finally, districts have access to Federal Title IV funds which may be used to assist districts and students with the costs of Cambridge International exams.

### International Baccalaureate

International Baccalaureate is a college preparatory program with an exam. Students may enroll in IB courses in grades 9-12. IB courses may be either standard-level or higher-level courses. Standard-level courses require 150 hours of instruction time and higher-level courses require 240 hours of instruction. In addition, higher-level courses generally include a range of additional elements not covered in standard-level courses.<sup>62</sup> IB courses are taught by a high school teacher.

International Baccalaureate courses are offered in 36 Washington schools.<sup>63</sup> In 2020, 2.7 percent of Washington high school students completed<sup>64</sup> an IB course. A 2015 study by SRI International concluded that “low-income students who participate in IB coursework, or who complete the IB Diploma Programme (DP), persist and graduate from college at a higher rate than low-income students who do not.”<sup>65</sup> The data showed positive persistence indicators as well, with an 87 percent one-year retention rate for low-income diploma candidates at colleges and universities.<sup>66</sup>

International Baccalaureate courses are high school courses offered at a high school. The International Baccalaureate Organization is the provider of IB courses and exams. To offer IB courses a high school must complete an authorization process with the International Baccalaureate Organization.<sup>67</sup> To teach an IB course in Washington, the International Baccalaureate Organization requires the high school teacher to meet the requirements of the local authority.<sup>68</sup> In addition, teachers must take a minimum of Category 1 training in the subject they will teach, or their position as offered by the International Baccalaureate Organization professional development program.<sup>69</sup>

Students earn high school credit when they complete the high school IB course. Upon completion of the high school course, students may take the IB standardized exam. When a student completes an IB exam the International Baccalaureate Organization creates an official transcript — referred to as an Official Transcript of Grades — which is an official copy of the student’s assessment results. The student then requests the organization to send the transcript directly to an institution of higher education. The transcript is directly sent to universities or colleges as identified by the student to the International Baccalaureate Organization. An institution of higher education cannot review and award credit for an IB course unless the credit is transcribed by International Baccalaureate.

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60 OSPI, [Superintendent’s Vision & Priorities](#).

61 OSPI, [Dual Credit FAQ](#).

62 International Baccalaureate, [Standard Level and Higher-Level Courses](#).

63 OSPI, [Washington State International Baccalaureate Programme](#), 2019.

64 Completed is defined as credits attempted > 0 and letter grade not equal to a ‘W’ (withdraw). The definition of completion does not consider credits or grades earned. <https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>

65 Washington Student Achievement Council, [Dual Credit and Educational Attainment](#).

66 Washington Student Achievement Council, [Dual Credit and Educational Attainment](#).

67 International Baccalaureate, [Become an IB World School](#).

68 The local authority in Washington is the state.

69 International Baccalaureate, [Workshop Categories](#).

The type of credit (e.g., general education, elective or major related credit) and the amount of credit (e.g., three credits, four credits) awarded for IB exam scores differs by institution of higher education. The type and amount of credit awarded is based on the learning outcomes of the course and a student's exam score. The type and amount of credit is determined by faculty in the relevant discipline.

In Washington, RCW 28B.10.054<sup>70</sup> requires all public higher education institutions to establish a coordinated, evidence-based policy for granting as many undergraduate college credits, as possible and appropriate, to students who have earned college credit through college preparatory programs with exams. Statute requires institutions to award college credit for an exam score of 4 or higher on a standard- or higher-level IB exam. Washington statute also requires all public Washington higher education institutions to post exam credit policies and college credit equivalencies on institutional websites. If an institution of higher education is unable to award a general education course equivalency, the student may request in writing an evidence-based reason as to why general education course equivalency cannot be granted.

The International Baccalaureate organization charges students a fee of \$119 per exam.<sup>71</sup> In addition to potential costs for students, high schools and districts must pay an annual fee to the International Baccalaureate Organization and may be required to pay for teacher training.<sup>72</sup>

For K-12 schools and districts, OSPI distributes available state funding through a competitive grant program, the Consolidated Equity and Sustainability (CES) Dual Credit grant.<sup>73</sup> The grant is available to local education agencies, including districts and their schools, charter schools and tribal compact schools which are investing in activities that will eliminate equity gaps in dual credit access and completion. Priority is given to local education agencies which can identify and commit to providing opportunities to improve their dual credit School Quality and Student Support (SQSS)<sup>74</sup> measure among underrepresented student populations. This grant program is part of OSPI's strategic goals,<sup>75</sup> leveraging local expertise and providing training to deepen anti-racist practices in school systems across the state. International Baccalaureate is one eligible dual credit program that can be expanded or supported through this grant. Washington also has a test fee program which provides funding each year to reduce the cost of IB exams for qualifying low-income students.<sup>76</sup> Finally, districts have access to Federal Title IV funds which may be used to assist districts and students with the costs of International Baccalaureate exams.

### Career and Technical Education (CTE) Dual Credit

CTE Dual Credit is an articulated credit program. All high school students are required to complete one credit of high school CTE to graduate.<sup>77</sup> In Washington, not all career and technical education classes are CTE Dual Credit courses. Students may choose to enroll in CTE classes<sup>78</sup> to meet the state's high school graduation requirement or may enroll in a class that is also eligible for CTE Dual Credit. The following information refers to CTE Dual Credit courses.

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70 [RCW 28B.10.054](#), Credit Policies for AP, International Baccalaureate, and Cambridge International Exams.

71 International Baccalaureate, [Assessment Fees and Services](#).

72 Council of Presidents, [College Preparatory Programs with Exams FAQ](#), August 2021.

73 OSPI, [Consolidated Equity and Sustainability \(CES\) Dual Credit Grant Form Package 154](#).

74 OSPI, [System and School Improvement](#).

75 OSPI, [Superintendent's Vision & Priorities](#).

76 OSPI, [Dual Credit FAQ](#).

77 OSPI, [Credit Requirements](#).

78 State Board of Education, [Career and Technical Education FAQ](#). Note: A non-CTE course, taught by a non-CTE certified teacher can meet the occupational education graduation requirement if it delivers the four outcomes of an exploratory CTE course.

Students in grades 9-12 may enroll in CTE Dual Credit courses where available. Washington community and technical colleges articulate college credit for CTE Dual Credit.<sup>79</sup> A CTE Dual Credit course is established through an articulation agreement between a high school and community or technical college when a high school class aligns with the learning objectives and competencies of a college level course(s) as established in statute.<sup>80</sup> Together the community and technical colleges articulate with high schools and skills centers to offer a comprehensive range of courses in fields and programs such as welding, agriculture, IT, accounting and nursing.

Students may earn college credit while at their high school or skill center by meeting course competencies and/or minimum grade requirements. The course is taught by a high school or skill center teacher who is certified to teach CTE classes through the Office of the Superintendent of Public Instruction.<sup>81</sup> Students' application of college credit earned may vary depending upon the degree pathway pursued. In 2020, 37 percent of Washington high school students completed<sup>82</sup> a CTE Dual Credit course. A 2013 study points to research that indicates CTE dual credit program participation encourages postsecondary enrollment and leads to more industry-endorsed postsecondary certificates.<sup>83</sup>

A student who takes a CTE Dual Credit course will have the course transcribed on the high school transcript to reflect the corresponding college credit earned. To earn college credit from a community or technical college the following criteria must be met: (1) the student is enrolled in the appropriate college registration process, (2) the student attains the minimum grade defined in the articulation agreement between the high school or skills center and the college, and (3) fulfillment of college-defined transcription processes are met, including any applicable fees.<sup>84</sup>

CTE Dual Credit courses are funded at the local level. Funding may include costs to districts and sometimes fees to students. The costs for both students and districts may vary by college and articulation agreement.<sup>85</sup> Generally, there are two types of program fees: (a) a district or participation fee assessed by a college or consortium for a district's participation in a dual credit articulation agreement or a consortium and/or (b) a transcription fee that covers the college's costs for entering college credits earned at the high school or skill center onto a college transcript. Depending on the program, the latter fee might be paid by the student, high school, or district, or waived by the high school, district, college, or consortium due to student financial need. Fees charged by a college to a district may cover a range of costs associated with CTE Dual Credit courses including, but not limited to, development and maintenance of articulation agreements and coordination and communication with key stakeholders.

For K-12 schools and districts, OSPI distributes available state funding through a competitive grant program, the Consolidated Equity and Sustainability (CES) Dual Credit grant.<sup>86</sup> The grant is available to local education agencies, including districts and their schools, charter schools and tribal compact schools which are investing in activities that will eliminate equity gaps in dual credit access and completion. Priority is given to local education agencies which can identify and commit to providing opportunities to improve their dual credit School Quality

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79 Washington State Board for Community and Technical Colleges, [Career and Technical Education Dual Credit Consortia Contact Information](#).  
80 [RCW 28B.50.531](#), Dual High School and College Credit for Secondary Career and Technical Courses.

81 OSPI, [Career and Technical Education Applicants](#).

82 Completed is defined as credits attempted > 0 and letter grade not equal to a 'W' (withdraw). The definition of completion does not consider credits or grades earned. OSPI. <https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/103300>

83 Washington Student Achievement Council, [Dual Credit and Educational Attainment](#).

84 RTI International, [CTE Dual Credit Research Report](#), June 2021.

85 RTI International, [CTE Dual Credit Research Report](#), June 2021.

86 OSPI, [Consolidated Equity and Sustainability \(CES\) Dual Credit Grant Form Package 154](#).

and Student Support (SQSS)<sup>87</sup> measure among underrepresented student populations. This grant program is part of OSPI's strategic goals,<sup>88</sup> leveraging local expertise and providing training to deepen anti-racist practices in school systems across the state. CTE Dual Credit is one eligible dual credit program that can be expanded or supported through this grant.

In addition, districts have access to federal Title IV and Perkins funds which may be used to assist districts and students with the costs associated with offering CTE Dual Credit.<sup>89</sup> The expansion of CTE Dual Credit is included as one of five Perkins Leadership priorities in the Perkins V State Plan. It is highlighted in the Plan's "Mission/Vision/Values" and directly tied to OSPI's Program Quality Indicator.<sup>90</sup> Accordingly, all institutions receiving Perkins funding are required to feature Programs of Study, which often feature CTE Dual Credit as one entry point leading to "the attainment of a recognized postsecondary credential."<sup>91</sup>

Students may transfer CTE dual credit to a Washington public baccalaureate institution for CTE courses taken through a Washington community or technical college in three different ways. First, at the institutional level a university may establish an articulation agreement with a Washington community or technical college to award credit for a particular course or set of courses. Second, students may earn high school CTE dual credit that is transferred to a Washington community college. The credit may then be applied towards completion of a Washington Direct Transfer Agreement (DTA) Associate degree or DTA Major Related Program (MRP). A student then may transfer the DTA or MRP to a baccalaureate institution. A maximum of 15 professional and technical credits is transferrable through the DTA or MRP. Finally, at the institutional level, a university may establish an articulation agreement with a Washington community or technical college to accept for college credit a non-statewide transfer associate degree.

## Dual Credit Outreach Engagement: Washington's Public Baccalaureate Institutions and The Sector

Since the 1960s, Washington's public baccalaureate institutions have awarded college credit for dual credit earned in high school. For the first several decades, this work was driven by institutions with the goal of providing students with the opportunity for advanced coursework in high school, the experience to explore and become familiar with college and the option to earn college credit.

While Washington public four-year institutions have a long history with dual credit, interest at the state level has dramatically increased over the last decade. This has led to increased collaboration and coordination across the public baccalaureate sector and with other education sectors through COP.

In collaboration with institutional leaders, COP has led strategic development of institution-led sector dual credit practices and policies. In partnership with institutions, COP communicates and partners with other higher education and education stakeholders to communicate and present sector dual credit policies, practices and processes and facilitate conversations, communication and policy across the public baccalaureate sector.

In 2011, through COP, the sector collaborated with Washington's community and technical colleges to develop a list of college courses that meet lower-division general education requirements that may be met through dual credit courses. In 2015, under the leadership of COP, the sector developed and implemented a single minimum

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87 OSPI, [System and School Improvement](#).

88 OSPI, [Superintendent's Vision & Priorities](#).

89 OSPI, [Dual Credit FAQ](#).

90 Washington Workforce Training & Education Coordinating Board, [Washington's Perkins V Plan](#), March 2020.

91 Perkins Collaborative Resource Network, [Perkins V](#).

credit awarding policy for AP, IB and CI for all six public baccalaureate institutions, with the goal of increasing awareness and easing dual credit navigation for students and families. In 2019, the sector participated with dual credit stakeholders to establish the Dual Enrollment Scholarship Pilot Program.<sup>92</sup>

Building on this work, in recent years the sector has further engaged in an intentional process of collaboration and outreach to provide information to students, families, counselors, principals, superintendents and other education stakeholders with a focus on prioritizing navigational support and advising to ensure student success in dual credit programs. This includes a range of regular communications and collaborations at the sector level with education partners, business and community-based organizations.

### **Communications**

- ◆ Provided equivalencies for AP, IB and CI exams through the WSAC Dual Credit Look-Up Tool.
- ◆ Develop, publish and annually update joint Frequently Asked Questions for CiHS, Running Start, AP, CI and IB with OSPI, SBCTC, WSAC and the State Board of Education (SBE).
- ◆ Organized a virtual Dual Credit Summit and meetings in collaboration with K-12 and higher education organizations and agencies.
- ◆ Developed and published a sector-specific online dual credit resource.

### **Presentations**

- ◆ The Washington Council for High School-College Relations (WCHSCR) Dual Credit Commission convening.
- ◆ WCHSCR fall counselor workshops. Reaching nearly 1,000 high school counselors from across the state.
- ◆ Presented with OSPI and SBCTC at the following conferences. Washington School Counselor Association (WSCA), Gear UP conference, Association of Washington Principals (AWSP) conference and WSAC Pathways Conference.
- ◆ Presented to the Joint Legislative Audit and Review Committee.

### **Policy**

- ◆ Partnered with the OSPI, SBCTC, WSAC and the AWSP to develop CiHS Washington Administrative Code (WAC) language.
- ◆ Coordinated intensive institutional review of AP, IB and CI exam credit equivalencies.
- ◆ Conducted annual review of Washington CiHS programs required in WAC with SBCTC, ICW and WSAC.
- ◆ In partnership with the SBCTC and ICW, developed comprehensive dual credit legislation to update credit awarding policies, data collection, and collaboration.
- ◆ Participated in the WSAC Dual Credit Work Group to Implement House Bill 1973 – Dual Enrollment Scholarship Pilot.
- ◆ Participated in the WSAC-created Dual Credit Task Force.
- ◆ Participated in an Education Research and Data Center (ERDC) led Dual Credit Data Work Group with SBCTC, WSAC, and OSPI.

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92 Washington Student Achievement Council, [Dual Enrollment Scholarship Pilot Program](#).

Washington's public baccalaureates furthered this work at the regional and local levels. Each year universities offer and provide dozens of outreach efforts and resources to increase awareness of dual credit opportunities with the goal to strengthen navigational supports and advising. Washington's public colleges and universities provide dedicated dual credit webpages with information tailored for students, families, counselors, districts, and schools. The information provided focuses on processes, practices and policies including dual credit program options, credit transfer, and costs. For example:

- ◆ University dual credit offices visit local districts and schools to present on dual credit opportunities multiple times throughout the school year.
- ◆ Institutions provide student and family handbooks to answer a range of questions including eligibility, placement testing, costs, registration processes and advising.
- ◆ Universities engage with high school counselors year-round to provide information and maintain communication.

The culmination of this work is the strong recognition that Washington students participating in elementary, middle, and secondary education are building an education foundation to support a college and career goals after high school. In addition, dual credit is an opportunity for a high school student to prepare for and gain experience for college while in high school.

## Dual Credit: Benefits, Challenges and Recommendations

Research repeatedly shows the strong association between dual credit course participation and postsecondary credential attainment. Dual credit is an opportunity for growth and exploration. Dual credit programs provide students with an introduction to college including coursework, study habits, college culture, course content and expectations.

College requires preparation, commitment, and organization. For some students this is a different experience compared to prior educational experiences. Dual credit programs offer a bridge between K-12 and higher education that gives students a strong start in their first year of college.

Perhaps most important in this context is the confidence dual credit instills in high school students that college is an option. This is critically important for students who may not have considered the possibility of college prior to engaging in advanced-level course work through dual credit participation.<sup>93</sup>

At the school and district level, dual credit provides an opportunity to build a college-going culture while helping students see a pathway to career and college readiness. For universities, dual credit is associated with increased direct college enrollment after high school along with increased retention, persistence and degree completion.<sup>94</sup>

There are also challenges with dual credit. Participation in dual credit in Washington varies across student demographics. Underrepresented student populations generally participate at a lower rate in dual credit.<sup>95</sup> Access to information about the different dual credit programs for students and families and resources to advise and support students at the district and school levels challenge the state's ability to close the dual credit equity gap. Fiscal barriers further impact access to dual credit for low- and middle-income families. Finally, dual credit data

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93 Washington Student Achievement Council, [Dual Credit and Educational Attainment](#).

94 The College in High School Alliance, [College in the High School Programs: What the Research Says](#).

95 Council of Presidents, [Dual Credit Analysis](#), 2021.

collection, analysis and publication is decentralized and inconsistent, leading to a complex web of evidence-based, data driven information to inform dual credit policy, practices and processes.

Through all these benefits and challenges runs the simple truth that dual credit and the opportunities it provides are unavailable to all students. Built-in systematic and structural biases, rather than academic abilities, often determine which students participate in dual credit. These biases may include how a student looks, how a student identifies, a student's family income, where a student lives, and a student's family and community support structures.

The data in Washington shows:

- ◆ Gaps in dual credit participation exist across student demographics and school characteristics. A recent analysis by WSAC<sup>96</sup> suggested that these gaps may extend beyond short-term participation in dual credit to long-term postsecondary credential attainment across student demographics and school characteristics, impacting students for throughout their lifetime.
- ◆ Analysis by dual credit program shows greater disparity by student demographic sub-group compared to dual credit overall.
- ◆ Participation in dual credit varies across student demographics. Underrepresented student populations generally participate at a lower rate in dual credit.
- ◆ Participation by students in dual credit varies across school characteristics by dual credit program. In general, students attending schools with lower percentages of students eligible for free or reduced-price meals, larger schools and urban schools experience higher rates of participation in dual credit programs.<sup>97</sup>

Washington's public four-year college and universities believe many of the identified challenges may be addressed through the investment of additional state resources in dual credit programs. To meet these challenges and maximize the benefit of dual credit, Washington's public baccalaureate institutions support the development of a student-centered and intentionally designed dual credit state-level framework. Any dual credit state-level framework should address students currently disproportionately impacted by inequities in dual credit with the goal of increasing postsecondary credential attainment in Washington led by universities, colleges and school districts.

A dual credit state-level framework should address the following goals:

### **State Funding Investment in a Dual Credit Framework**

Dual credit programs are beneficial to the state, business and industry, local communities and Washingtonians. Dual credit is directly associated with postsecondary credential attainment, which in turn is associated with economic, social and civil benefits for Washington. Over the last seven decades, Washington's public colleges and universities and school districts have implemented a patchwork of local, state, institutional and federal funds to support dual credit programs and minimize the costs to students and families. This has resulted in uneven distribution of resources across the state, unproductive preferences and competition among dual credit programs and fiscal impacts to students and families.

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96 Washington Student Achievement Council, [Leveraging Dual Credit to Meet Attainment Goals: Framing Questions for Council Meeting](#), January 29, 2020

97 Council of Presidents, [Dual Credit Analysis](#), 2021.

A dual credit state-level framework should support elimination of cost barriers for all students and families who access, complete and earn college credit through dual credit. Specifically, the framework should:

- ◆ Remove dual credit costs, at a minimum, for low- and middle-income students and families for all dual credit programs offered by school districts and public and private colleges and universities. Support, through new state funding, an end to the current patchwork of fiscal winners and losers in dual credit.
- ◆ Structure the dual credit fund to strengthen student agency, emphasize choice and create a cost-neutral menu of dual credit options available to students and families through local school districts in multiple languages. The dedicated fund should be structured to allow for automatic sign-up for any student participating in a dual credit program.
- ◆ The dual credit fund should be created and structured so as not to impact students' ability to access future federal and state financial aid.
- ◆ Fund should increase total state funding dedicated to dual credit in Washington by replacing dual credit expenses subsidized by students and families with state funds.
- ◆ Strengthen the value and leadership role of colleges and universities and school districts as the primary providers of dual credit for each respective dual credit program. College in the High School and Running Start are college programs and offered by institutions of higher education; Advanced Placement, International Baccalaureate and Cambridge International are high school programs and offered by school districts or high schools. This provider information should be reflected both in any funding mechanism and state statute.
- ◆ Establish the fund in a state agency that is neither solely focused on higher education or K-12. The establishment of the fund outside of an education entity will allow for a neutral engagement in the disbursement and development of this fund. This may include the Office of Financial Management, the Office of the Treasurer or the WSAC.

### **Strengthen Navigational Supports for Students and Families**

The benefits of dual credit are only realized if students and families are informed and able to successfully access these opportunities. Dual credit programs in Washington have been siloed for decades. In the last ten years, cross-sector engagement between higher education and school districts has slowly begun to erode these silos allowing for collaboration and joint communication for students and families. Despite this work, misperceptions continue to create barriers for dual credit attainment among students, families, counselors, principals, teachers, faculty and higher education staff. This has impeded the state's ability to address the dual credit equity gap, increase student access and success in dual credit and move towards achievement of greater postsecondary credential attainment in Washington.

A dual credit state-level framework should support a culture of belief in every student's postsecondary potential reflected in all students receiving equitable advising on dual credit courses that support their postsecondary goals with an emphasis on learning and fit and in alignment with their High School and Beyond Plan. Specifically, the framework should:

- ◆ Invest state funds to expand embedded navigators at each institution of higher education. Advising and navigation, both at the K-12 and higher education levels for all sectors, is critical for success. Dual credits students are working to utilize dual credit to meet high school graduation requirements and inform

decisions about college fields of study and pathways. The state should fund an embedded navigator at each institution of higher education.

- ◆ Expand counselor professional development to include dual credit emphasis. With the passage of Senate Bill 5030 in 2021, Washington recognized the critical role high school counselors play in the success of Washington students. This is critically important for dual credit. School counselors are the primary agents for holistic dual credit advising for high school students. School counselors are in the unique position to see the students' entire journey to high school graduation. It is important that high school counselors are formally supported with time, resources, and professional development to be successful in the role as primary holistic dual credit advisors. The state should partner with districts to incorporate training and professional development for all dual credit programs in existing local and state required professional development for counselors.

### **Expand the College in the High School Teacher Pipeline**

The benefits of dual credit are only realized if students and families have access to dual credit programs at the local level. To expand Washington dual credit programs statewide, an intentional investment to expand the CiHS teacher pipeline should:

- ◆ Establish a scholarship to strengthen the College in the High School teacher pipeline. Create a dual credit teacher scholarship to assist teachers with meeting the requirement to be eligible to teach College in the High School courses. Applicants must hold a current Washington teacher certificate, pursue a graduate or professional degree in a discipline that would meet requirements to teach College in the High School at a least one Washington institution of higher education offering College in the High School, file the current FAFSA or WAFSA financial aid application and enroll in an eligible Washington college or university. The scholarship should be designed as a grant rather than a loan to reduce out-of-pocket expenses for teachers, expand the CiHS instructor pipeline and increase teacher diversity.

### **Establish a State Level, Cross Sector Dual Credit Dashboard**

Dual credit data in Washington is at the same time abundant and scarce. Data is decentralized within different education sectors and lacks uniformity and consistency in definitions and timeframes. Efforts, led by the ERDC, are underway to address the dual credit data gaps across the state. Good dual credit data is the foundation to understand the return on investment for students and the state, inform policy decisions and close the dual credit equity gap.

A dual credit state-level framework should support free access to readily available dual credit data, allowing for both real-time and longitudinal analysis of student outcomes in high school and postsecondary, including analyzing the efficacy of dual credit programs in advancing degree attainment. To meet this intention, the dashboard should:

- ◆ Be established in the Washington Education Research and Data Center.
- ◆ Expand a state level existing dashboard to include dual credit data or, if no appropriate dashboard exists, then develop a centralized, state-level dual credit dashboard.
- ◆ Data should be disaggregated by key student demographics.
- ◆ Metrics should include high school outcome and dual credit participation metrics.

- ◆ Allow for regional analysis based on school district, high school, college and university.
- ◆ Meet the needs of various audiences, including but not limited to, students, families, researchers, policymakers and the public, and support organizations like education nonprofits, collective impact organizations, and funders.
- ◆ Be updated annually.

## Conclusion

Over the last seven decades Washington's public baccalaureate institutions have and continue to be a source of continuity for dual credit. Throughout this time, institutions have led with a student-centered focus to align dual credit opportunities with student's career and college paths. Through the coordinated work of the Council of Presidents, the sector has continued to collaborate around processes and practices to create increased transparency and reduce barriers for students participating in dual credit.

Overall, our institutions are committed to meeting the college and career goals of Washington's high school students. We know that many Washington students want to further their education after high school and attend one of Washington's public four-year college or universities and we want Washington students. We believe that college is for everyone that wants to attend, and we are here to help students achieve their goals.

Washingtonians participating in elementary, middle and secondary education are building an education foundation to support a student's college and career goals after high school. Students are the builders of this foundation, a foundation which should value and reflect a diverse coursework and the whole student including hobbies, clubs, sport, and community services.

Dual credit is one of many opportunities for growth and exploration in high school. These programs provide students with an introduction to college including coursework, study habits, college culture, course content and expectations, providing exposure, experience and preparation for college.

The benefits of dual credit are critical to increase the degree completion rates in Washington and the number of workers with the necessary postsecondary credentials to fill career job openings now and in the future. The opportunity to continue this work in partnership with policymakers, industry, education and higher education partners is a continual focus for the Council of Presidents along with our member institutions. We believe continued collaboration and partnership across colleges and universities and sectors will allow Washington to address current challenges and increase awareness, access and success of dual credit statewide.

## Appendix A: Washington Terminology

### College Preparatory Programs with Exams

- ◆ High school courses for which students may earn college credit through recognized standardized exams, such as Advanced Placement, International Baccalaureate Higher and Standard Levels, and Cambridge International A- and AS -Levels.

### Concurrent Enrollment

- ◆ A partnership between K-12 schools and postsecondary education institutions through which credit-bearing college courses offered by a public or private institution of higher education and taught by higher education faculty or appropriately qualified high school teachers, are taken by high school students who have not yet received the credits required for the award of a high school diploma. Courses may be offered either in high school or at a public or private institution of higher education, and earned credits are recorded on a college or university transcript. Concurrent enrollment dual credit programs offered in Washington are Running Start, College in the High School and Career and Technical Education Dual Credit.

### Dual Credit

- ◆ Credit awarded through one of the six dual credit programs in Washington. These include Advanced Placement, Cambridge International, College in the High School, Career and Technical Education Dual Credit, International Baccalaureate, and Running Start.

### Dual Enrollment

- ◆ A student concurrently enrolled in two different colleges or universities.

### First-Year Student

- ◆ A student who enters an institution of higher education with no college coursework completed after leaving high school. Note, a student that completes courses during the summer term immediately following high school graduation is still considered a first-year student.

### Transfer Credit

- ◆ Credit granted by a college or university for courses or other academic work completed at another institution.

### Transfer Student

- ◆ A student seeking their first bachelor's degree who enters a college or university with college level coursework completed at another college or university after leaving high school.<sup>98</sup>

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98 The Intercollege Relations Committee, [The ICRC Handbook](#), Revised December 2020.

## Appendix B: State of Washington Dual Credit-Related Legislation 2011-2021

### 2011

- ◆ [House Bill 1808](#) - Launch Year Act
- ◆ [House Bill 1795](#) - Running Start Fees
- ◆ [House Bill 1795](#) - Washington 45

### 2013

- ◆ [House Bill 1642](#) - Academic Acceleration for High School

### 2015

- ◆ [House Bill 1546](#) - Dual Credit Opportunities by Washington Higher Education

### 2017

- ◆ [Senate Bill 5234](#) - Systemwide Credit Policy re: AP

### 2018

- ◆ [Senate Bill 5917](#) - Systemwide Credit Policy Regarding IB and Cambridge Legislation

### 2019

- ◆ [Senate Bill 5410](#) - Higher Education Credit AP/IB/Cambridge Exams
- ◆ [House Bill 1734](#) - CiHS National Accreditation
- ◆ [House Bill 1973](#) - Dual Enrollment Scholarship Pilot Program

### 2020

- ◆ [House Bill 2864](#) - Running Start Summer School Pilot Program

### 2021

- ◆ [House Bill 1302](#) - Expands Eligibility for CiHS

## Appendix C: Dual Credit Resources

### Washington Public Baccalaureate Sector Dual Credit Resources

- ◆ [Council of Presidents Dual Credit General Information](#)
- ◆ [Council of Presidents Dual Credit Tool](#)
- ◆ [Council of Presidents Dual Credit Data Analysis](#)

### Joint Education Dual Credit Resources

- ◆ [College in the High School FAQ](#)
- ◆ [Running Start FAQ](#)
- ◆ [College Preparatory Programs with Exams FAQ – AP/IB/Cambridge](#)

## Appendix D: Washington Public Baccalaureate Institutional Dual Credit Resources

### College in the High School

- ◆ [Central Washington University College in the High School](#)
- ◆ [EWU in the High School](#)
- ◆ [University of Washington Seattle College in the High School](#)

### Running Start

- ◆ [CWU Running Start](#)
- ◆ [EWU Running Start](#)
- ◆ [WSU Tri-Cities Running Start Program](#)

### AP/IB/Cambridge

- ◆ **Central Washington University**  
AP: [https://catalog.acalog.cwu.edu/preview\\_program.php?catoid=70&poid=15728](https://catalog.acalog.cwu.edu/preview_program.php?catoid=70&poid=15728)  
IB: [https://catalog.acalog.cwu.edu/preview\\_program.php?catoid=70&poid=15727](https://catalog.acalog.cwu.edu/preview_program.php?catoid=70&poid=15727)  
Cambridge: [https://catalog.acalog.cwu.edu/preview\\_program.php?catoid=70&poid=15730](https://catalog.acalog.cwu.edu/preview_program.php?catoid=70&poid=15730)
- ◆ **Eastern Washington University**  
AP, IB and Cambridge: <https://catalog.ewu.edu/prior-learning/>
- ◆ **The Evergreen State College**  
AP, IB and Cambridge: <https://www.evergreen.edu/admissions/prior-learning-assessment-credit-exam>
- ◆ **University of Washington**  
AP: <https://admit.washington.edu/apply/transfer/exams-for-credit/ap/>  
IB: <https://admit.washington.edu/apply/transfer/exams-for-credit/ib/>  
Cambridge: <https://admit.washington.edu/apply/transfer/exams-for-credit/a-as-level/>
- ◆ **Washington State University**  
AP, IB and Cambridge: <https://admission.wsu.edu/apply/ap-ib-and-running-start>
- ◆ **Western Washington University**  
AP: <https://admissions.wvu.edu/apply/ap-ib-cic#AP>  
IB: <https://admissions.wvu.edu/apply/ap-ib-cic#IB>  
Cambridge: <https://admissions.wvu.edu/apply/ap-ib-cic#Cambridge>