



Kickstarting College and Career Readiness by Eliminating Financial Barriers to Dual Credit

2023–25 Biennial Operating Budget Decision Package

Recommendation Summary

Out-of-pocket costs for students associated with achievement of college credit via dual credit programs and with credential attainment have been a barrier to access and participation for many years. This request reflects the Office of Superintendent of Public Instruction’s (OSPI) commitment to offering rigorous learner-centered options in every community by ensuring that all of Washington’s students have access to learning opportunities that kickstart their post-high school college and career path. OSPI requests \$99 million in the 2023–25 biennium to support a comprehensive approach to ensuring equitable access to dual credit and making credential attainment more affordable for high school students and their families.

Fiscal Details (Funding, FTEs, Revenue, Objects)

Operating Expenditures	FY 2024	FY 2025	FY 2026	FY 2027
Fund 001-1	\$47,927,000	\$50,829,000	\$54,361,000	\$58,107,000
Total Expenditures	\$47,927,000	\$50,829,000	\$54,361,000	\$58,107,000
Biennial Totals	\$98,756,000		\$112,468,000	
Staffing	FY 2024	FY 2025	FY 2026	FY 2027
FTEs	0.0	0.0	0.0	0.0
Average Annual	0.0		0.0	
Revenue	FY 2024	FY 2025	FY 2026	FY 2027
Fund	\$0	\$0	\$0	\$0
Total Revenue	\$0	\$0	\$0	\$0
Biennial Totals	\$0		\$0	
Object of Expenditure	FY 2024	FY 2025	FY 2026	FY 2027
Obj. N	\$47,927,000	\$50,829,000	\$54,361,000	\$58,107,000

Package Description

What is the problem, opportunity, or priority you are addressing with the request?

Out-of-pocket costs for students associated with achievement of college credit via dual credit programs and with credential attainment have been a barrier to access and participation for many years. As demonstrated in the charts below, in 2020–21, there was a 14.5% gap in dual credit participation between students from low-income families and their peers from middle- to higher-income families, which becomes an even greater disparity when Career and Technical Education is excluded from consideration. Multiple student groups are underrepresented in dual credit, as represented in Figures 1–3.

Figure 1: Dual Credit Participation by Income Status, 2020–21 School Year

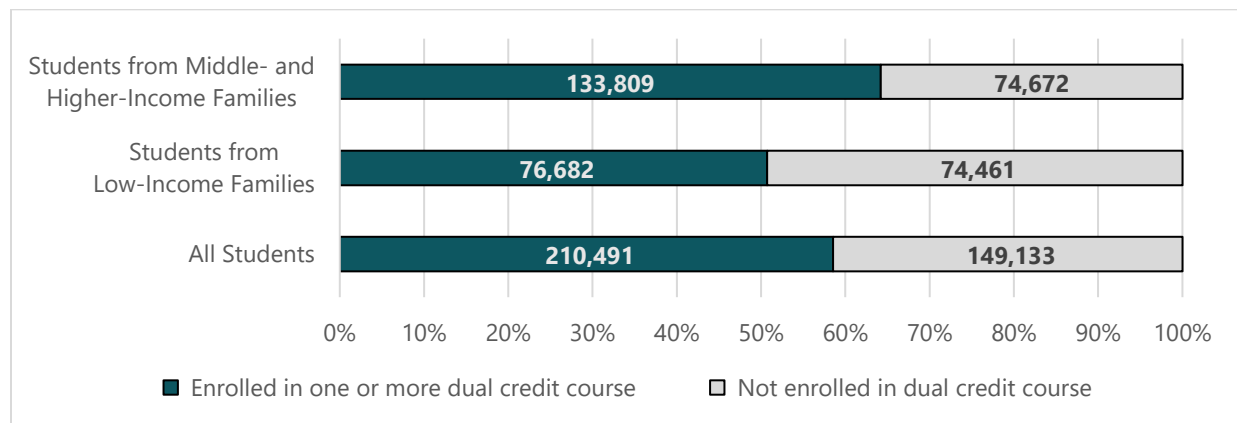


Figure 2: Dual Credit Participation by Race/Ethnicity, 2020–21 School Year

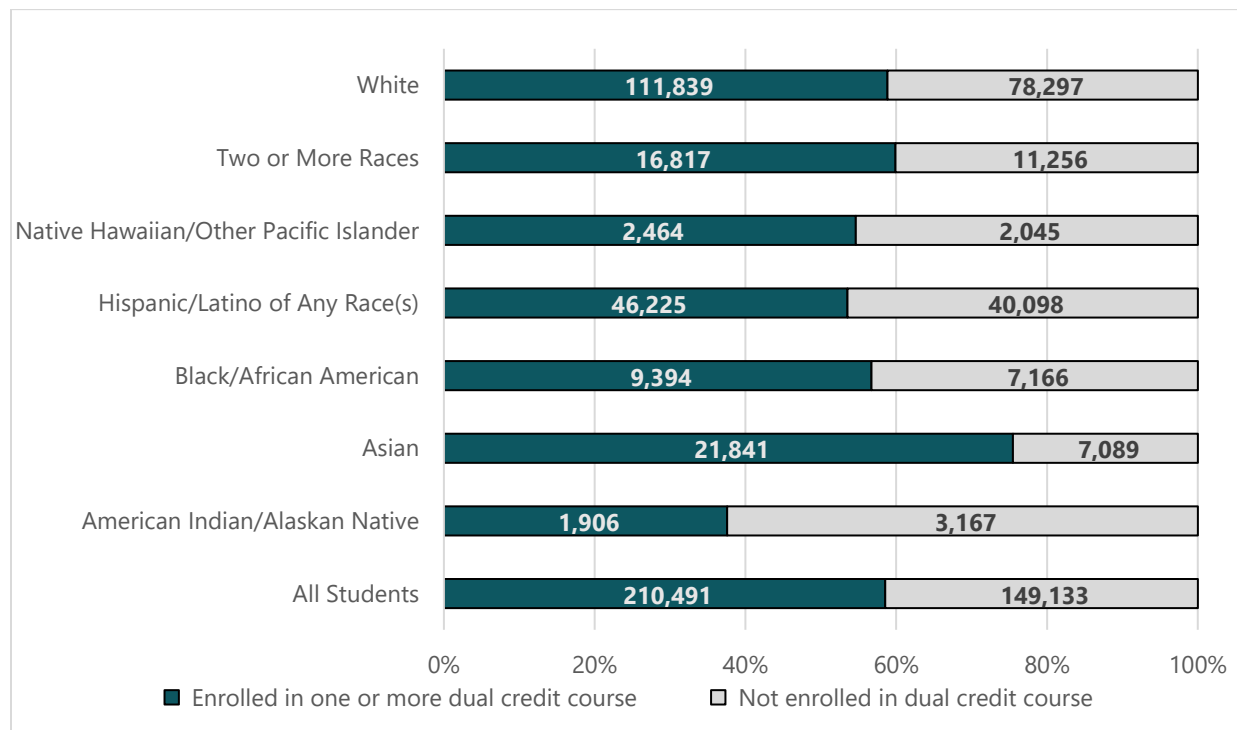
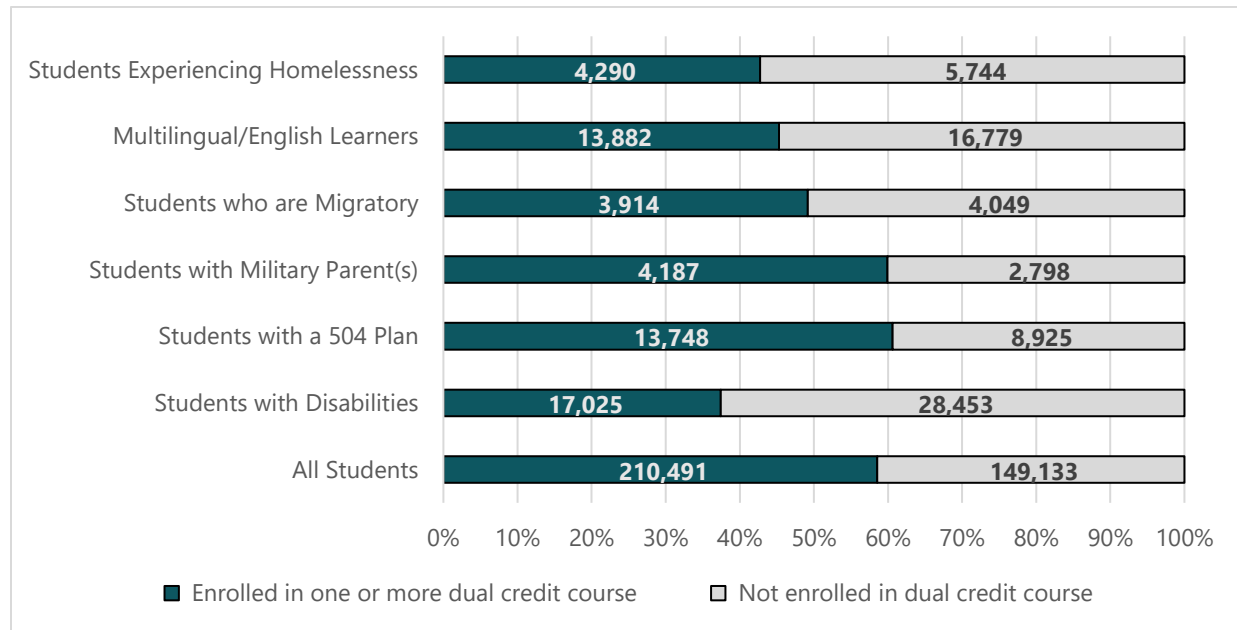


Figure 3: Dual Credit Participation by Other Student Program or Characteristic, 2020–21 School Year



To address these gaps in access, the costs associated with achievement of college credit via dual credit programs and industry recognized credentials must be eliminated, and there must be adequate support for the administration and expansion of these programs. College in the High School, Career and Technical Education (CTE) Dual Credit, Running Start, and exam-based dual credit programs (Advanced Placement, Cambridge International, and International Baccalaureate) all present barriers to access that preclude them from serving as fundamental and freely available components of a student’s basic education.

College in the High School (CHS)

At up to \$69.95 in out-of-pocket costs per credit, CHS can cost students and their families almost \$350 per course. Capable students without the means to pay the fee for the college credit sit in the same classes alongside peers who can afford to pay for the CHS course, exacerbating inequities in college credit completion and postsecondary opportunity.

Workforce Development Investment

Developing a skilled and experienced workforce is critical to support local, regional, and statewide economic growth and vitality. Career and technical education (CTE) programs prepare students for high skill, high wage employment and advanced and continuing education in high demand sectors in our state. These programs provide embedded opportunities to CTE Dual Credit and Industry Recognized Credentials; both of which support credential obtainment and gainful employment.

CTE Dual Credit – the most affordable and socio-economically diverse dual credit program – has been underfunded since Tech Prep was eliminated in federal legislation (Perkins IV). Because there is little guidance or dedicated funding in statute, it is inconsistently administered and has a

high degree of local variability in staffing, grading, transcription, articulation, and data. CTE Dual Credit is administratively burdensome; however, few school districts and institutions of higher education (IHEs) have staff members committed to it.

Industry recognized credentials (IRCs) are employer-valued, transferable credentials that give students enhanced preparation and a hiring advantage when entering the workforce, but they currently come at a cost to students in most school districts. Ranging from \$10 for a Food Handlers Permit to \$450 for a Certified Dental Assisting credential, the costs associated with IRCs are a barrier for many students who are otherwise capable of attaining them. While the per-credential cost can vary, during the 2021–22 school year, 27,202 students earned 36,222 industry certifications through their CTE courses; of which 19,843 of those certifications were the state approved, industry-vetted list. That represents significant growth over the 2020–21 school year where 21,942 students earned 29,577 industry certifications; 18,147 of which were on the state approved list.

Running Start

Running Start is advertised as a tuition-free option for earning college credits, but colleges may charge fees up to 10% of tuition costs. Students are also often responsible for covering the costs of books, transportation, meals, and other fees leveraged by IHEs. Based on 2022–23 Running Start rates, a full-time Running Start student could pay as much as \$868 (non-vocational) or \$956 (vocational) in annual fees alone.

Exam-Based Dual Credit

Available state support for test fees related to Advanced Placement (AP), Cambridge International (CI), and International Baccalaureate (IB) dual credit programs has historically been available for students experiencing poverty who meet the federal eligibility requirements for free or reduced-price meals. While test fee reduction and subsidization are important strategies, they cover only a miniscule fraction of the total cost of exam fees paid by students and their families in Washington.

In 2022, for instance, the College Board invoiced OSPI \$572,694 for 10,542 discounted examinations taken by students eligible for free or reduced-price meals. However, the total amount collected for AP examinations was \$6,827,265. In other words, subsidized exam costs were just **8.3%** of the total amount charged to students in 2022. This is significant not only for fiscal reasons, but as another demonstration of how seldomly students from low-income families are accessing dual credit opportunities relative to their middle- and higher-income peers, even when subsidized.

What is your proposed solution?

Eliminating dual credit and IRC fees underscores OSPI's and the state's commitment to equitable access. Making postsecondary credit attainment more affordable and accessible allows more students to earn college credits in high school, increasing students' confidence in their ability to succeed in postsecondary education, improving transfers to postsecondary institutions, and shortening the time to credential or degree attainment. It aligns with the state's academic

acceleration policy and meets the objectives outlined in Superintendent Reykdal's 2019 report to the Legislature, [Covering the Costs of Dual Credit for Students and Families](#).

Practically, the funding would shift the burden of paying for the administration and operations of College in the High School and Running Start from students to school districts and institutions of higher education. For these programs and for CTE Dual Credit (which, since the elimination of Tech Prep, has not been funded to support operations at the college level), the increased funding would provide a reliable revenue stream to account for personnel, professional development, materials, technology and equipment, curriculum development, student services, and other costs to support student success.

With respect to industry recognized credentials and dual credit exam fees, funding would reduce or eliminate costs to students and transfer them directly to OSPI. Partial funding, on the other hand, would require a formulaic or grant-based plan to subsidize student costs. In either case, support for exam and credential fees would realize OSPI's and the state's commitment to equity by increasing student access, participation, and credit or credential attainment – particularly for students experiencing poverty. Securing funding to support IRC attainment advances our commitment to preparing a diverse, inclusive, and highly skilled workforce by reducing barriers for capable students to obtain valuable, in-demand industry-recognized credentials. The funds will go directly to covering the cost of student certification costs for credentials restricted to the state approved list.

OSPI's proposed solutions to increase access to these important programs, realizing the state's commitment to equity, are described below.

College in the High School

Eliminate all student fees by investing \$15.75 million per year to fully administer the program.

Workforce Development Investment

Elevate and formalize CTE Dual Credit by investing \$4 million per year in dedicated funding for CTE Dual Credit administration and implementation required to create and manage local and statewide articulation agreements, ensure curricular and program alignment, transcription fees, instructor certification, and other administrative requirements. In addition, this request would fund the cost of industry recognized credentials that are on OSPI's approved IRC list by investing \$8.96 million toward the cost of these certifications.

Running Start

Eliminate all Running Start fees by investing \$18.48 million per year to subsidize college costs (building, operating, services, and activities) associated with the program.

Exam-Based Dual Credit

Cover the cost of test fees through an investment of \$8.24 million per year.

What are you purchasing and how does it solve the problem?

Fund College in the High School

This proposal aims to eliminate all student fees for College in the High School. First, OSPI proposes lowering the maximum \$69.95 per-credit cost to a maximum of \$35 per credit. Removing barriers to students and families in accessing courses will increase student participation, creating economies of scale and driving the price point down. Second, this proposal would eliminate all student fees by investing \$15.75 million per year to fully administer the program at a \$35 per-credit rate.

This proposal uses a projection driven by full-time equivalent (FTE) student enrollment, as opposed to headcount enrollment. A student taking nine courses is considered “full-time.” In the 2021–22 school year, CHS enrollment was 47,569 (headcount).

Based on historical data, an average of:

- 71.4% of all CHS students take 1–2 courses
- 22.3% of all CHS students take 3–5 courses
- 6.3% of all CHS students take 6–12 courses

Costs in this proposal reflect a projected 10,000 CHS FTE (9 courses/45 credits) at \$35 per credit x 45 credits. The proposal factors in a 5% annual increase in FTE. Figure 4 shows estimated enrollment and total costs per year through the 2025–26 school year.

Figure 4: Estimated College in the High School Enrollment and Costs, by School Year

School Year	Student FTE Enrollment	Total Cost to the State
2022–23	10,000 FTE	\$15,750,000
2023–24	10,500 FTE	\$16,537,500
2024–25	11,025 FTE	\$17,364,375
2025–26	11,576 FTE	\$18,232,200

Invest in Workforce Development

This proposal would elevate and formalize CTE Dual Credit by investing \$4 million per year in dedicated funding for CTE Dual Credit administration and implementation required to create and manage local and statewide articulation agreements, ensure curricular and program alignment, transcription fees, instructor certification, and other administrative requirements of the program for both the college and district for courses required for professional technical degrees and certificates.

In addition, this proposal would fund the cost of industry recognized credentials that are on OSPI’s approved IRC list by investing \$8.96 million toward the cost of these certifications. The OSPI approved IRC list is reflective of credentials as prioritized and vetted by employers in our state and reflects only certifications that are used for priority interview and hiring or are required as a condition of employment or advancement.

Considering the growth of students earning IRCs from 2021 to 2022, this proposal applies a 25% growth factor over the next four years to show a steady increase of earned certifications. With variable certification costs, OSPI identified a flat rate of \$200 per certification investment. This proposal would only fund student certifications that are on the state list, which will support program improvement toward students accessing in-demand, employer valued credentials. The total annual investment for workforce development is \$8,960,800.

Figure 5: Estimated Industry Recognized Credential Attainment and Costs, by School Year

School Year	Number of State-Funded Certifications	State Investment
2023–24	24,804	\$4,960,800
2024–25	31,005	\$6,201,000
2025–26	38,756	\$7,751,200
2026–27	48,445	\$9,689,000

Figure 6: Proposed Workforce Development Investments, by School Year

School Year	Industry Recognized Credentials	CTE Dual Credit	Total State Investment
2023–24	\$4,960,800	\$4,000,000	\$8,960,800
2024–25	\$6,201,000	\$4,000,000	\$10,201,000
2025–26	\$7,751,200	\$4,250,000	\$12,001,200
2026–27	\$9,689,000	\$4,250,000	\$13,939,000

Fund the Cost of Running Start Fees

Eliminate all Running Start fees by investing \$18.48 million per year to subsidize college costs (building, operating, services, and activities) associated with the program. Costs reflect a projection of 28,795 students enrolled in Running Start – broken down by 1.0 FTE, 0.67 FTE, and 0.33 FTE – paying fees assessed at the maximum 10% of tuition costs. Anticipating program growth as the state emerges from the pandemic and online Running Start course offerings increase, there is an applied 2.5% growth rate in future years.

Figure 7: Proposed State Investment and Estimated Student Enrollment in Running Start

Running Start FTE Enrollment	Proportion of Running Start FTE Rate	Maximum Fees (10% of Tuition)	Projected Number of Students Enrolled	Total Cost
1.0 (full-time)	\$9,341.94	\$934.19	9,099	\$8,500,195
0.66 (2/3)	\$6,165.68	\$616.57	12,670	\$7,811,942
0.33 (1/3)	\$3,082.84	\$308.28	7,026	\$2,165,975
Total	--	--	--	\$18,478,112

Fund the Cost of Test Fees

Cambridge (CI), Advanced Placement (AP), and International Baccalaureate (IB) are all well-established programs for high school students to gain college credit through taking high school classes and passing exams. This proposal aims to cover the full cost of AP, IB, and Cambridge exam fees for all students who take them.

Students who enroll in these dual credit courses do not always take the corresponding exams, often due to the costs. Covering the full cost of exam fees for all students requires accurate test completion data from each sponsoring organization through data sharing agreements managed by OSPI. Figure 8 below demonstrates only how many exams were taken and at what cost over the last three school years but does not account for how many students were enrolled in corresponding courses and might have taken the exams if not for the financial barrier.

To estimate cost for eliminating all student exam fees, this proposal uses the respective exams' high-water marks, requiring an investment of \$8.237 million per year. Considering that there are more students eligible to take the exams than demonstrated below, the state could anticipate an increase in participation as costs are reduced or eliminated. Consequently, OSPI has applied an inflation factor to account for annual increases in test-taking as the exams become more affordable and accessible to students.

Figure 8: Exams Taken and Fees Collected by Dual Credit Type, Past Three School Years

Exam/Course Type	2019–20 School Year		2020–21 School Year		2021–22 School Year	
	Exam Fees	Exams	Exam Fees	Exams	Exam Fees	Exams
Advanced Placement	\$7,056,903	74,463	\$6,039,905	63,877	\$6,827,265	71,037
Cambridge International	\$174,626	1,478	\$149,989	1,248	\$169,435	1,355
International Baccalaureate	\$983,178	8,262	\$856,086	7,194	\$848,470	7,130
Total	\$8,214,707	84,203	\$7,045,980	72,319	\$7,845,170	79,522

What alternatives did you explore and why was this option chosen?

Alternatives to eliminating fees include reducing or subsidizing them for students experiencing poverty. While this would help to minimize the gap in access, for many students and families, any fee is too high – so even reducing the fee will not encourage equitable participation. In addition, covering costs for some students may have downstream impacts for others if there is no incentive to lower them for all or if an increase in waivers requires institutions of higher education to raise costs elsewhere. Finally, the current practice of subsidizing CHS and exam fees is already administratively burdensome and relies heavily on grant administration and school district participation to trickle down to students. Typically administered through grants, subsidies must be marketed to districts, applied for, managed at the state level, and reported on annually. Grant applications rely on estimates from districts, contributing to inaccurate and inefficient methods of grant management and allocation. Furthermore, even when subsidized and billed directly to the College Board, AP exam-taking by students from low-income families is

just 8.3%, suggesting that subsidization alone does not go far enough to eliminate the gaps in access that persist in dual credit programs.

OSPI is open to alternative funding methodologies for programs like College in the High School, such as a per-course funding model; however, the priority is that fees would not fall back to students and families and all students who wanted to participate would have access.

Finally, while a commitment to increasing support for CTE Dual Credit is long overdue, personnel is not the only need. School districts and colleges are in dire need of dedicated staffing, but other investments aimed at addressing the most administratively burdensome aspects of the program through rulemaking or contract work could be more cost effective. These could include codifying transcription, grading, and articulation practices; standardizing articulation agreements; establishing a new enrollment and transcription platform; and grant funding to support curriculum development and collaboration on programs of study.

Especially under current economic conditions, the continued funding disparities would widen existing equity gaps and potentially drive down IRC attainment and dual credit participation overall.

Performance Measures

Performance outcomes:

By eliminating or reducing dual credit and IRC costs to students, OSPI anticipates an increase in participation and, assuming institutions of higher education are required to maintain a consistent credit/course requirement for degree and credential attainment, a greater number of students earning credentials, college credit, and even associate degrees while still in high school. Naturally, this would better prepare students for high-wage, high-demand careers and shorten the time to degree attainment for those who go on to further postsecondary education, especially as the number of credits required to earn degrees continues to climb. Eliminating financial barriers to participation would also narrow equity gaps by providing all students with opportunities to accelerate their learning and preparedness, not just those who can afford to do so.

An investment in CTE Dual Credit has the potential to make the program more desirable and effective, which would increase both IRC attainment and the amount of postsecondary credit earned and transcribed. Although OSPI does not have data on credit transcription; anecdotally, educators continue to report that too few students are utilizing credits earned through CTE Dual Credit because they are either unaware of how to request them or how they can be applied. If a greater number of students were able to make use of credits earned through the program with additional staffing and promotion, it stands to reason that there will be a greater demand for CTE Dual Credit and therefore a more deliberate effort to increase articulations across the state. To facilitate this, however, there needs to be an investment in streamlining the process, codifying expectations and practices, and providing professional development to implement necessary changes.

Assumptions and Calculations

Expansion or alteration of a current program or service:

OSPI receives \$4.89 million from the state each year to “administer programs and grants which increase equitable access to dual credit programs, including subsidizing or eliminating student costs for dual credit courses or exams.” Historically, the majority of that funding has been earmarked for one-time costs that support students’ immediate access to a dual credit program. The development and maintenance of the grant programs associated with these cost-reduction efforts requires additional funding to flow to the OSPI staff responsible for them. This process of subsidizing student costs is inefficient and administratively burdensome at both the state and school district levels. The means of distributing these funds also relies on school/district capacity for grant writing and reporting, and the students at schools without it do not benefit from the programs.

By funding this proposal, student and family costs will be reduced in a more equitable manner and state and district-level staff will have greater capacity to provide direct support to dual credit programs, practitioners, students, and families. OSPI has incorporated the existing \$3.5 million currently utilized for grant programs in this request. However, if retained, existing proviso funding could be freed up to facilitate much needed professional development; promote program expansion and improvement; implement CTE Dual Credit recommendations in alignment with recent research by the State Board for Community and Technical Colleges; develop statewide templates, tools, resources, and platforms; adopt innovative practices and models; engage in enhanced data analysis; improve cross-sector partnerships and collaboration; and more.

Detailed assumptions and calculations:

- This request assumes OSPI maintains the existing dual credit proviso (\$4.894 million) which is used to support implementation of grants and contracts to expand access to course and exam-based dual credit. Of the \$4.894 million, \$3.5 million is used in grants and contracts related to College in the High School. The remaining \$1.4 million is used to support implementation of contracts, purchased services, and administration costs associated with all dual credit programs.
- College in the High School fees are assumed to be \$35 per credit, with a 45-credit course load. The initial student count is 10,000, requesting an additional \$12.25 million on top of the already existing \$3.5 million in fiscal year (FY) 2024 with a projected student count increase year-over-year, through FY 2027.
- The proposed workforce development investment is a two-part implementation. Part I is to elevate CTE Dual Credit administration and implementation. \$4 million is anticipated in FY 2024–25, increasing to \$4.25 million in FY 2026–27. Part II is funding industry recognized credential attainment. OSPI has identified a flat rate of \$200 per certification, assuming 24,804 certifications in FY 2024 for a total of \$4.961 million with a 25% growth rate through FY 2027.
- For Running Start, \$18.479 million in FY 2024 will subsidize college costs for Running Start students, assuming students pay 10% of the tuition rate. OSPI has projected 28,795

students at various FTEs in FY 2024. The agency applied a 2.5% growth rate year-over-year through FY 2027.

- To cover the cost of course exams, OSPI is requesting \$8.237 million in FY 2024, with an anticipated 5% growth rate year-over-year through FY 2027.

Figure 9: Total Proposed State Investment by Fiscal Year

Investment	FY 2024	FY 2025	FY 2026	FY 2027
College in the High School	\$12.25M	\$13.038M	\$13.864M	\$14.732M
Industry Recognized Credentials	\$4.961M	\$6.201M	\$7.751M	\$9.686M
CTE Dual Credit	\$4M	\$4M	\$4.25M	\$4.25M
Running Start	\$18.479M	\$18.941M	\$19.414M	\$19.9M
Test Fees	\$8.237M	\$8.649M	\$9.082M	\$9.536M

Workforce assumptions:

There is no additional staffing included in this request. Fully funding this proposal would provide substantial relief at the local and agency levels. A systematic approach to eliminating out-of-pocket student costs using the state’s school apportionment system would significantly reduce the workload associated with grant application and reporting at the school district level and grant development, administration, and technical assistance at the state level. With less emphasis on subsidization and initiatives aimed at addressing financial barriers to access, school administrators, staff at OSPI and at institutions of higher education could concentrate on data-informed program improvement and expansion, professional development and teacher training, secondary/postsecondary partnerships, program evaluation, and the identification and remediation of non-financial barriers to ensure equity in dual credit and credential attainment.

How is your proposal impacting equity in the state?

Multiple reports and publications have demonstrated that there are overwhelmingly positive correlations between participation in dual credit and transfers to postsecondary institutions and attainment of postsecondary credentials. The Bill and Melinda Gates Foundation’s [Early College High School Initiative](#) found:

- 90% of early college students receive a high school diploma compared to 78% of students nationally.
- 30% of early college students earn an associate degree or certificate with their high school diploma compared to very few nationally.
- 94% of early college students earn transferable college credits in high school, compared to 10% of students nationally.
- 86% of early college graduates who enroll in college after high school graduation persist to their second year, compared to 72% of college students nationally.
- One year past high school, 21% of early college students had earned a college degree, compared to 1% of comparison students. Two years past high school, 25% of early college students had earned a degree, compared to 5% of comparison students.

Students of color, those from low-income families, and those from other barriered populations are underrepresented in dual credit programs. The 2022 report from Education Research and

Data Center, [Update on Dual Credit Programs: Enrollment and Credit Attainment](#), indicates that students from low-income families, in particular, participate in dual credit at far lower rates than their peers (-11% in Running Start; -10% in College in the High School; and -24% in Advanced Placement, International Baccalaureate, and Cambridge International). Similar or more pronounced disparities are evident by race, as well as for students receiving special education services, and students who are migratory, are multilingual/English learners, or are experiencing homelessness. While there are many factors that influence a student's ability to access or participate in dual credit, an intersectional analysis of race and income makes the barrier of cost more evident.

Accordingly, this proposal is intended to address the most evident and significant barrier to dual credit participation and credential attainment: cost. It is a first step of many to reducing the equity gaps among low-income and students of color clearly demonstrated throughout state and national reports. Additionally, eliminating costs of dual credit and the attainment of industry-recognized credentials will benefit all students and the communities and industries in which they live and work.

Strategic and Performance Outcomes

Strategic framework:

This proposal supports OSPI's Strategic Goal #2: Rigorous, Learner-Centered Options in Every Community.

In addition, eliminating financial barriers to dual credit and the attainment of industry-recognized credentials is directly tied to the Results Washington priorities of providing world-class education and ensuring a prosperous economy driven by the college- and career-ready students we produce. Studies repeatedly demonstrate that students participating in dual credit are more likely to matriculate to and succeed in postsecondary education, thereby furthering the Results Washington statewide goal of reaching 70% credential attainment among adults aged 25–44 in Washington.

Other Collateral Connections

Intergovernmental:

There is minimal downside to covering student costs, and OSPI anticipates widespread support from the K–12 education system and partners.

Stakeholder response:

Stakeholders include students and families, institutions of higher education (State Board for Community and Technical Colleges, Council of Presidents, Independent Colleges of Washington, Washington Student Achievement Council, and others), school districts, high schools, and employers (Workforce Training and Education Coordinating Board).

While there may be questions of implementation or downstream impacts to the institutions of higher education, the funding levels and methods of allocation to colleges can likely resolve

them. There is collective, system-level agreement that reducing student costs to ensure equitable access to dual credit and credential attainment is ultimately in the best interest of Washington's students and families, educational institutions, local communities, and state.

Legal or administrative mandates:

Dual credit costs have been addressed as a barrier to access in numerous legislatively directed reports in recent years as noted at the end of this request.

Changes from current law:

This proposal will result in changes to the following state statutes and corresponding agency rules:

- College in the High School:
 - [RCW 28A.600.287](#) – CHS Fees
 - [RCW 28A.600.290](#) – CHS Subsidies
- Running Start:
 - [RCW 28A.600.310](#) – Running Start Fees/Waivers
 - [WAC 392-169-025](#) – FTE RS Enrollment
 - [WAC 392-169-055](#) – Extent and Duration of RS Enrollment
 - [WAC 392-169-115](#) – Limitations on Enrollment Counts
 - [WAC 392-121-119](#) – Definition – Enrollment Count Dates
 - [WAC 392-121-133](#) – Definition – Annual Average Full-Time Equivalent Students
 - [WAC 392-121-123](#) – Nonstandard School Year Programs
 - [WAC 392-169-030](#) – Annual Average Full-Time Equivalent (AAFTE) Running Start Enrollment – Definition
 - [WAC 392-169-100](#) – Running Start Enrollment Count Dates
- CTE Dual Credit:
 - [RCW 28B.50.531](#) – CTE Dual Credit
 - [WAC 131-16-095](#) – Defining Reciprocity (Instructor Certification)

State workforce impacts:

This proposal assumes no increase in staffing.

State facilities impacts:

Although impact to state facilities will likely be modest, decreasing costs will result in an increase in enrollment, which could impact facilities down the road.

Puget Sound recovery:

N/A

Other Documents

Reference documents:

- ["Covering the Costs of Dual Credit for Students and Families"](#) (Superintendent Chris Reykdal, 2019)
- ["Increasing Equitable Access, Participation, and Success for Students in Dual Credit"](#) (WSAC Dual Credit Task Force, 2021)
- ["Dual Credit Summary"](#) (Council of Presidents, 2021)
- ["The State of CTE: Early Postsecondary Opportunities"](#) (Advance CTE and College in the High School Alliance, 2022)
- ["CTE Dual Credit Research Report"](#) (RTI International, 2021)
- ["Update on Dual Credit Programs: Enrollment and Credit Attainment"](#) (ERDC, 2022)
- ["Evidence of Success"](#) (College in the High School Alliance)