



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Reopening Washington Schools 2020: Dual Credit and Postsecondary Planning

DUAL CREDIT AND POSTSECONDARY PLANNING FOR THE 2020–21 SCHOOL YEAR

2020

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Superintendent of Public Instruction

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Council of Presidents	University of Washington
Eastern Washington University	Walla Walla University
Education Reform Now	Washington Education Association
Equal Opportunity Schools	Washington Federation of Independent Schools
FuturesNW	Washington MESA
Gonzaga University	Washington State School Directors' Association
Independent Colleges of Washington	Washington State University
Office of the Governor	Washington STEM
Partnership for Learning	Western Washington University
Professional Educator Standards Board	

OSPI VISION, MISSION, VALUES, AND EQUITY

Vision

All students prepared for postsecondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Equity Statement

Each student, family, and community possess strengths and cultural knowledge that benefits their peers, educators, and schools. Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

ABOUT THIS RESOURCE

This guidance focuses on how school districts can plan and respond to the challenges of the 2020–21 school year, specific to closing equity gaps in dual credit access and success and postsecondary transitions.

The COVID-19 pandemic has highlighted the significant inequities inside of education systems that districts across the state have been fighting to close for years. In Washington, our students of color, students from low-income backgrounds, students with disabilities, and students who are English learners are more likely to be left out when it comes to dual credit and postsecondary enrollment (see OSPI’s 2019 report, [Covering the Costs of Dual Credit for Students and their Families](#), and the [High School Graduate Outcomes dashboard](#)).

As school resumes for the 2020–21 school year, we risk these gaps growing if we do not have a specific focus on undoing existing practices that drive these inequities, and design against the impacts of disrupted instructional delivery on our most vulnerable students.

If districts take one step, it should be this: use disaggregated data to identify students furthest from educational justice and deploy tiered supports to increase dual credit access/success and postsecondary planning.

Districts should use asset-focused universal screeners, High School and Beyond Plan data, local data on grades and course-taking, and longitudinal data to implement tiered supports for students specifically related to increasing dual credit access and postsecondary awareness and planning. Districts should focus in on students who are traditionally underserved in their district and prioritize the most intensive efforts and supports on them.

Districts are not alone in this work. This guidance was developed collaboratively with community-based organizations across Washington that are focused on these topics (particularly among our most underserved students), as well as public and private postsecondary institutions. These organizations share your commitment to ensure each student can thrive through high school and beyond.

In the context of dual credit and preparing for postsecondary enrollment, K–12 and postsecondary institutions have a shared responsibility to students. It will require collaboration at local, regional, and state levels to ensure students are aware of their options and supported in their decisions. While building student supports, rely on these partners to help lighten the load on building awareness, readiness, and support for students in dual credit and postsecondary planning.

This guidance includes a [high-level summary of the recommendations](#), a [deeper dive into each of the recommendations paired with resources for K–12 educators](#), and [appendices](#) with additional contacts and tools.

LETTER FROM PROVOSTS AND COLLEGES



A Message from Washington's Colleges and Universities to Washington's Students

August 6, 2020

Washington is full of outstanding postsecondary opportunities beyond high school. Students may choose among internationally and nationally recognized, accessible and high-quality community, technical and four-year colleges and universities.

We know that many Washington students want to further their education after high school or transfer to a four-year college or university. Together Washington's public and private not-for-profit four-year colleges and universities and community and technical colleges are committed to meeting the college and career goals of Washington's students.

We are excited to welcome Washington students who have chosen a college or university in their home state. We also want students who have yet to decide where they will enroll—or are re-thinking or just now making their college plans—to consider the terrific options available in their own backyard.

Everyone—students, families, communities, and institutions—is experiencing the extraordinary circumstances around the COVID-19 pandemic together. We recognize the hard work of making college a reality; we mourn with you what has been missed and may be missed—ceremonies, recognitions, research, study abroad—and we understand the uncertainty that still lies ahead.

We also strongly believe weathering this crisis and moving forward with their educations will strengthen the resiliency of Washington students for years to come.

We are here collectively, and as individual colleges and universities, to help current and future students achieve their goals, navigate this crisis, and plan for their futures. You are not alone. We are in this with you and for you.

Handwritten signature of Michelle DenBeste.

Michelle DenBeste, Ph.D.
Provost and Vice President of Academic and Student Life
Central Washington University

Handwritten signature of David May.

David May, Ph.D.
Provost and Vice President for Academic Affairs
Eastern Washington University

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Gregor Thuswaldner, Ph.D, MHEA Provost and
Executive Vice President Whitworth University

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Deputy Executive Director of Education
Washington State Board for Community and
Technical Colleges

SUMMARY OF RECOMMENDATIONS

Use this high-level summary of recommendations as an at-a-glance guide to decisions districts can start making now. More detail for each recommendation is provided in the [A Deeper Dive](#) section later in the document. Some of these recommendations are very specific to the 2020–21 school year, while others are steps districts were already taking prior to the pandemic but are even more important now.

If districts take one step, it should be this: use disaggregated data to identify students furthest from educational justice and deploy tiered supports to increase dual credit access/success and postsecondary planning.

Dual Credit Awareness, Access, Advising, and Supports

- Review local policies and practices around dual credit access. Use disaggregated student data to identify students and student groups historically or systematically excluded from dual credit opportunities and remove policies and practices that act as barriers for students.
- Support students in updating their High School and Beyond Plan as a tool to help build awareness for dual credit opportunities.
- Leverage the statutory requirements to inform students about dual credit opportunities to meaningfully engage students and families around your district’s dual credit programming, using disaggregated student data to identify students most in need of the information and doing it more than once a year.
- Expedite student transcript information for aspiring Running Start students in lieu of placement tests or Smarter Balanced Assessment scores.
- Ensure school counselors and other educators are connected to the Office of Superintendent of Public Instruction’s (OSPI’s) dual credit supports as well as the dual credit contacts at postsecondary institutions ([see Appendix A](#)).
- Develop an expedited process to communicate grades/transcripts to Running Start postsecondary institutions in lieu of disrupted placement testing.
- Adopt a plan with colleges serving your Running Start students to monitor student progress and address barriers to success, including students in regular check-ins at critical points in the college quarter.

Grading and Transcripts

- Adopt standards-based grading practices while narrowing and deepening standards across content areas to increase the meaningfulness of student grades.
- Schedule time with postsecondary institutions with whom your district has strong feeder patterns. Build a shared understanding of your district's grading and transcribing practices to assist admissions and placement professionals fairly evaluate your students.
- Continue to align transcripts with the requirements of the standardized high school transcript so that students are not unintentionally disadvantaged during the college admissions or placement process.
- Provide information to all high school seniors and their families about the process for obtaining official high school transcripts. Explore ways to provide official transcripts electronically.
- Eliminate equity gaps by accepting online payments and/or waiving the fee for transcripts.

Postsecondary Planning

- Use disaggregated student data to identify students most in need of a nudge or extra support to engage in postsecondary planning and implement a tiered support model to prioritize resources for those students.
- Support school counselors in scheduling virtual advising appointments with students (individuals and groups), using the High School and Beyond Plan as a guide and prioritizing students needing the most support.
- Adopt a high-quality electronic High School and Beyond Plan to increase student access and engage families in their student's plan, especially during remote and/or hybrid learning.
- Identify and invest in community-based organizations that can directly support individual students in planning for postsecondary activities.
- Provide FAFSA and WASFA completion supports and awareness, relying on resources from community-based organizations and postsecondary partners to share the load.
- Adopt plans with local colleges and universities to continue college fairs and admissions visits, including virtual opportunities and campus tours during social distancing requirements.
- Update understanding of college admissions and enrollment practices.

A DEEPER DIVE

This section expands on each set of recommendations in order to provide for each topic:

- A brief background and identification of existing equity gaps,
- Relevant statutory or administrative rule requirements,
- A description of the impacts of the pandemic,
- Additional information on each recommendation, and
- A summary of available resources for school districts (see [Appendix D](#)).

Dual Credit Awareness, Access, Advising, and Supports

Washington state data shows persistent gaps in dual credit course-taking between student groups. Students of color, students who are low-income, students with disabilities, and students who are English language learners all participate in dual credit course work at lower rates than their peers (See the [Washington State Report Card](#) for data on equity gaps in dual credit). Our education systems have the opportunity to make significant gains in closing these gaps, even in the context of a disrupted 2021 school year.

Lack of awareness among students and parents, gatekeeping practices at local levels, grading practices, and assumptions about “who is ready” for dual credit courses all contribute to this troubling equity gap.

Additionally, districts can feel pressure to minimize Running Start enrollments among their students in order to protect against significant funding loss. (Students who are enrolled full time in Running Start have 93 percent of the funding set aside for them sent to the college or university.) This can lead to disproportionate access to dual credit opportunities when there are no other dual credit courses offered.

Students enrolled in concurrent enrollment courses (Running Start, College in the High School, and CTE Dual Credit) are both K–12 and higher education students. There is a shared responsibility between sectors to ensure the student has complete information regarding impacts to graduation requirements, future financial aid awards, scheduling, transportation, books and supplies costs, and more.

Students enrolled in exam-based dual credit courses (Advanced Placement, International Baccalaureate, Cambridge International) also need accurate advising and supports to understand how their course-taking and results of their exam support graduation requirements, as well as how their exams may translate into college credit.

Once students are enrolled in dual credit courses, ensuring they have the supports and guidance needed to persist and successfully complete those courses is critical. Running Start students can fall through gaps in communication and collaboration between their high school campus supports (school counselors) and their college campus supports (faculty, advisors). Because Running Start

students are just like any other student on a college campus, it can take additional steps to make sure information about the student's performance can get to family and high school-based supports.

Statutory or Administrative Rule Requirements

- [RCW 28A.230.090 \(1\)\(c\)\(v\)\(C\)](#) requires a student's High School and Beyond Plan to identify "dual credit programs and the opportunities they create for students, including eligibility for automatic enrollment in advanced classes under [the academic acceleration policy]."
- [RCW 28A.320.195](#) requires districts to adopt an academic acceleration policy by the beginning of the 2021–22 school year, which includes, after successful complete of certain courses, automatic enrollment in the next most rigorous course. The purpose of this policy is to equitably increase student enrollment in dual credit options.
- [RCW 28A.600.320](#) requires districts to provide general information about Running Start as an opportunity for all students in grades 10–12 to the students and their families.
- [WAC 392-169-045](#) states that districts are not allowed to implement practices or policies which prevent eligible students from enrolling in Running Start. It is the purview of the postsecondary institution to determine if a student is eligible for enrollment in college-level courses through the Running Start program. Students do not need to be released from attendance from their high school in order to enroll in Running Start.

Challenges for the 2020–21 School Year

- Dual credit students are a shared responsibility for districts and postsecondary institutions, requiring collaboration and communication between institutions and with students and their families to close gaps in awareness, access, advising, and supports. This is challenging in "normal" times and is made worse in the context of remote or hybrid learning.
- With the unusual end to the 2019–20 school year, many students missed opportunities to learn about dual credit options or become registered in them, widening the gap around awareness.
- K–12 schedules remain in flux as districts work to address the health constraints of returning to school in the fall. This leaves many students unsure if the dual credit course they were planning to take is available.
- Students interested in Running Start must navigate two different systems (the high school and the college/university) to determine their eligibility, a potential schedule accommodating both high school courses and college/university courses (if part-time Running Start), and registration. Facilities closures at both K–12 and colleges/universities have created additional complexity to this task.

- Interest in Running Start may be expanding as students compare the reduced social cost of Running Start enrollment during all-online high school instruction. If they can't be at school with their peers anyway, why not spend the time learning online also earning college credit? The risk of students enrolling in Running Start with little to no advising is even higher in this situation.
- With many districts planning on full-time remote continuous learning for at least part of the school year, providing student advising and supports will be challenging. School counselors and other educators won't be able to pull a student out of a classroom for advising, and students won't be able to drop in on the career and college center during scheduled breaks.
- High School and Beyond Plan development and the required update (end of 10th grade year) were disrupted by facilities closures, leaving many students without the opportunity to see how dual credit courses could fit into their plan.

Recommendations

Review local policies and practices around dual credit access. Use disaggregated student data to identify students and student groups historically or systematically excluded from dual credit opportunities and remove policies and practices that act as barriers for students.

Districts should then review and revise the processes students need to navigate to successfully enroll. Look for prerequisites, teacher recommendation requirements, notifications of dual credit options, identification of students prepared for dual credit, and class or section capacity. Review the soon-to-be mandatory academic acceleration policy ([RCW 28A.320.195](#)) and evaluate readiness to implement that policy.

Support students in updating their High School and Beyond Plan as a tool to help build awareness of dual credit opportunities. Meet statutory requirements and support students in developing their own agency in planning their high school career by ensuring each student's High School and Beyond Plan includes an exploration in dual credit opportunities that complement their post-high school plans.

Leverage the statutory requirements to inform students about dual credit opportunities to meaningfully engage students and families around your district's dual credit programming, using disaggregated student data to identify students most in need of the information and doing it more than once a year. Consider ways to elevate student and family voice in advertising the value of dual credit options. Focus in on students who have the least amount of access and engage their families regularly about how to accelerate their students' readiness for dual credit.

Expediate student transcript information for aspiring Running Start students in lieu of placement tests or Smarter Balanced Assessment scores. Without statewide 10th grade assessment results and with most college campus testing centers closed, postsecondary institutions will be relying more on grades and transcripts to determine a student's readiness for college-level work. Coordinate with your local postsecondary institution's dual credit or advising teams to make this process as smooth as possible for your students.

Ensure school counselors and other educators are connected to the Office of Superintendent of Public Instruction’s (OSPI’s) dual credit supports, as well as the dual credit contacts at postsecondary institutions (see [Appendix A](#)). Leverage postsecondary staff to extend school counselor’s reach by regular communication and collaboration.

Develop an expediated process to communicate grades/transcripts to Running Start postsecondary institutions in lieu of disrupted placement testing.

Adopt a plan with colleges serving your Running Start students to monitor student progress and address barriers to success, including students in regular check-ins at critical points in the college quarter.

Grading and Transcripts

The purpose of grades is to communicate to students, families, and educators a student’s progress relative to the standards they are being taught. Grading practices have long-term consequences for students, and intentional exploration of grading practices throughout K–12 is essential. For high school students, grades take on an additional utility when they become a part of a permanent high school transcript. Students use their high school transcripts for higher education admissions and placement purposes, scholarship applications, job applications, and other postsecondary activities.

Grading that assesses elements other than a student’s progress against standards, such as attendance, participation, behavior, and compliance tasks can lead to disproportionate impacts on grades for some student groups. This can, in turn, impact a student’s options for after high school.

Statutory or Administrative Rule Requirements

- [RCW 28A.230.125](#) requires OSPI, in conjunction with postsecondary partners, to develop a standardized high school transcript for use by all public school districts.
- [392-415 WAC](#) describes the required elements of the standardized high school transcript and requires districts to use it.
- [WAC 392-415-050](#) outlines the grading system required for use on the standardized high school transcript. Allowable grades include numerical (4.0–0.0), letter (A–E/F), and nonnumerical (pass/no pass; credit/no credit; pass/fail; satisfactory/unsatisfactory). An allowable grade must be assigned to each course a student enrolls in. Withdrawal, noted by a “W” on the transcript, is also permitted.

Note: During the school facilities closures in the spring of 2020, OSPI adopted an emergency (and temporary) rule regarding grading. This rule created a new type of grade, an “Incomplete.” It also disallowed districts from assigning failing grades to students. Instead, if a student was not able to earn a passing grade in courses enrolled in during the spring term, they could be assigned an “Incomplete.” The purpose of this rule was to protect high school students who were unable to access instruction during the school facilities closures from being penalized. This rule expired at the

end of the 2019–20 school year. During the 2020–21 school year, districts will return to the grading practices allowed under [WAC 392-415-050](#) and described in their local policies.

Challenges for the 2020–21 School Year

- Many districts will be engaged in fully remote or hybrid learning for part or all of the school year, meaning that disparities in access to technology or readiness for learning in remote settings can still unfairly and disproportionately impact students.
- Differences in grading practices during remote or hybrid learning among individual educators inside content area and grade bands could exacerbate inequities in grading.
- Students, families, and K–12 educators may be uncertain how grades and transcripts during the pandemic will impact a student’s options for postsecondary enrollment.
- Differences across districts in grading and transcribing practices may impact postsecondary institutions’ ability to accurately assess a student’s readiness for college-level coursework.
- Students may experience barriers in accessing official transcripts. School facilities closures led to some confusion and delays for students in obtaining official transcripts.

Recommendations

Adopt standards-based grading practices while narrowing and deepening standards across content areas to increase the meaningfulness of student grades.

Schedule time with postsecondary institutions with whom your district has strong feeder patterns. Build a shared understanding of your district’s grading and transcribing practices to assist admissions and placement professionals fairly evaluate your students. Districts should build a shared understanding of the districts’ grading and transcribing practices and update K–12 educators’ understanding of current practices in admissions and placement. These relationships and information will increase student and family confidence in postsecondary options and decrease concerns about how the pandemic will impact admissions and placement decisions.

Continue to align transcripts with the requirements of the standardized high school transcript so students are not unintentionally disadvantaged during the college admissions or placement process. The purpose of the standardized transcript is to provide postsecondary institutions with a fair and equitable record of a student’s high school achievements. When districts do not adhere to the common transcript requirements, it can impact admissions or placement decisions.

Provide information to all high school seniors and their families about the process for obtaining official high school transcripts. Explore ways to provide official transcripts electronically. Districts should work to provide early and clear information to all high school seniors and their families about the process for obtaining official transcripts, especially in a remote learning environment. Ensure official transcripts can be requested online.

Eliminate equity gaps by accepting online payments and/or waiving the fee for transcripts.

Postsecondary Planning

High school educators are a key support for building student’s confidence, interest, and ultimate decision to pursue postsecondary education and training. For example, a local survey in the Puget Sound region revealed that first generation students of color rely primarily on school staff to navigate postsecondary transitions (see The Roadmap Project’s 2019 report, [Let Us Succeed: Student College and Career Aspiration](#)). Often, school counselors and other staff lead conversations with students about their plans. In turn, students often seek out these educators to answer questions about college applications and admissions.

Forty percent of Washington’s high school graduates do not enroll in postsecondary education or training the first year after high school (see the [High School Graduate Outcomes dashboard](#)). The equity gaps among student groups in postsecondary enrollment mirror those in dual credit enrollment: students of color, students who are low-income, and students with disabilities are less likely (sometimes significantly less likely) than their peers to enroll in a postsecondary program within the first year after graduation.

Statutory or Administrative Rule Requirements

- [RCW 28A.230.090](#) outlines the required components of the High School and Beyond Plan. The purpose of the High School and Beyond Plan is to create—and regularly update—a map for individual students to develop goals for after high school (including career and postsecondary education/training goals) and to navigate high school courses to best prepare for those goals. In addition, schools are required to provide information about the College Bound Scholarship and evidence that the student received information about federal and state financial aid programs.
- [RCW 28A.230.215](#) requires districts to make an electronic version of the High School and Beyond Plan available to students by the beginning of the 2020–21 school year.
- [RCW 28A.655.250](#) outlines the different graduation pathways available to students. Beginning with the Class of 2020, each student must complete at least one pathway that connects to their post-high school goal in their High School and Beyond Plan. Students should be aware of the pathway(s) they can complete and how those pathways correspond to enrollment in postsecondary education/training, career, or military options the first year after graduation.
- [Senate Bill 6141 \(2020\)](#) requires school districts to provide notification about available financial aid opportunities to families with students entering the 12th grade at the beginning of each school year. In addition, it requires districts with high schools to provide a financial aid advising day between September 1 and December 1 of each school year, specifically for students in the 12th grade.

Challenges for the 2020–21 School Year

- School facilities closures in the spring of 2020 and continuous remote learning or hybrid instructional models during the 2020–21 school year are causing students and families to wonder about college admissions decisions. How will colleges and universities interpret changes in grading and notations on transcripts for courses completed during the spring of 2020 or remote learning in the 2020–21 school year? For students who already may have felt postsecondary education/training wasn't for them, this confusion or uncertainty threatens to widen the gap.
- High school students lost opportunities to take college entrance exams in the spring of 2020, and there may be additional disruption to in-person proctored tests through the 2020–21 school year.
- Students and families are also wondering about the learning loss from school facilities closures and how that impacts student readiness for postsecondary enrollment.
- The impacts of the pandemic may lead to widening gaps for students already underserved in postsecondary enrollment.

Recommendations

Use disaggregated student data to identify students most in need of a nudge or extra support to engage in postsecondary planning and implement a tiered support model to prioritize resources for those students. Districts can use local data such as High School and Beyond Plans, student surveys, teacher referral, parent/teacher information nights or conferences, and longitudinal data about specific student groups to identify which students might need extra support in postsecondary planning. This information can be used to design tiered supports, with the most intensive and hands-on resources being provided to students with the biggest gaps in awareness and planning.

Support school counselors in scheduling virtual advising appointments with students (individuals and groups), using the High School and Beyond Plan as a guide and prioritizing students needing the most support. Remote and/or hybrid learning will require school counselors and other educators to find ways to meet students (virtually) where they are. Consider providing opportunities to update High School and Beyond Plans as one way to engage students in postsecondary planning and determine which students might need additional supports.

Adopt a high-quality electronic High School and Beyond Plan to increase student access and engage families in their student's plan, especially during remote and/or hybrid learning.

Identify and invest in community-based organizations that can directly support individual students in planning for postsecondary activities. Both local and statewide organizations can provide supports to students through one-on-one mentoring, online resources, "nudge"

campaigns, and student and family friendly communications. See [Appendix C](#) for a list to get started.

Provide FAFSA and WASFA completion supports and awareness, relying on resources from community-based organizations and postsecondary partners to share the load. Washington state expanded its commitment to postsecondary education and training through creating the [Washington College Grant](#). More students than ever before will be eligible for financial support and more programs and types of credentials, including apprenticeships, are covered. In order to access the Washington College Grant, students must first complete either the FAFSA or WASFA. Be aware of new “Financial Aid Advising Day” requirements from [Senate Bill 6141 \(2020\)](#) and tap into postsecondary staff for help.

Adopt plans with local colleges and universities to continue college fairs and admissions visits, including virtual opportunities and campus tours during social distancing requirements. Districts should communicate with postsecondary institutions regarding expectations and requirements for visits during the 2020–21 school year. Working with postsecondary staff, consider creative and flexible opportunities for remote engagement, identifying ways to inform students and families of these opportunities and any waiver/consent policies for students to participate through remote technologies. Many of these admissions engagements are underway already.

Update understanding of college admissions and enrollment practices. Things have changed a lot, even over the past few years. Postsecondary institutions have been innovating to replace old practices that drove inequitable access with new ones that focus on holistic reviews of students’ experiences. Rely on postsecondary staff to help build awareness among educators and students on how postsecondary admissions will work for students whose high school course work has been impacted by school facilities closures and remote/hybrid instruction. Build awareness of Washington’s postsecondary institutions’ commitments to our graduating seniors (see [Appendix D](#) for more).

APPENDIX A – WASHINGTON COLLEGE AND UNIVERSITY CONTACTS BY TOPIC AREA

Institutions	Admissions	Financial Aid	Dual Credit
Washington Community and Technical Colleges	Find admissions contacts at a CTC near you. Jamie Traugott, Policy Associate 360-704-3929 jtraugott@sbctc.edu	Find financial aid contacts at a CTC near you. Ha Nguyen, Policy Associate 360-704-4319 hnguyen@sbctc.edu	Find Running Start Coordinators at a CTC near you. Jamie Traugott, Policy Associate 360-704-3929 jtraugott@sbctc.edu
Central Washington University	Josh Hibbard, VP Enrollment Management 509-963-3087 josh.hibbard@cwu.edu	Adrian Naranjo, Dir. Student Financial Services 509-963-2091 adrian.naranjo@cwu.edu	Kyle Carrigan (RS, CHS), Director of Concurrent Enrollment 509-963-1796 kyle.carrigan@cwu.edu Arturo Torres (AP/IB/CI), Registrar 509-963-3001 reg@cwu.edu
Eastern Washington University	Jana Jaraysi, Director-Recruitment 509-359-2450 jjaraysi@ewu.edu	Kandi Teeters, Director Financial Aid/Scholarships 509-359-2314 kteeters@ewu.edu	Jennifer Nunez (RS/CHS), Operations Manager 509-359-2033 jnunez@ewu.edu Mark Baldwin (AP/IB/CI), Assoc. Vice President for UG Policy/ Planning 509-359-2449 mbaldwin@ewu.edu

Institutions	Admissions	Financial Aid	Dual Credit
The Evergreen State College	Wade Arave Director of Admissions 360-867-6176 aravew@evergreen.edu	Colby Morelli Interim Dir. Financial Aid 360-867-6206 morellic@evergreen.edu	Karen Gaul Academic Dean 360-867-6810 gaulk@evergreen.edu
Gonzaga University	Erin Hays, Dir. UG Admission 509-313-6507 hays@gonzaga.edu Julie McCulloh, Assoc. Provost Enrollment Mgmt. 509-313-6591 mccullohj@gonzaga.edu	Jime White, Dean of Student Financial Services 509-313-6568 whitej@gonzaga.edu	Jolanta Weber, Vice Provost Academic Affairs Admin & University Registrar 800-986-9585 x6595 weberj@gonzaga.edu
Heritage University	Gabriel Pinon, Director of Admissions 509-865-0420 Pinon_G@heritage.edu	Ilda Meza, Director of Financial Aid 509-865-0710 X2050 meza_i@heritage.edu	Luis Gutierrez, Registrar 509-865-8505 Gutierrez_luis@heritage.edu
Pacific Lutheran University	Michael Frechette, Dean of Enrollment Management and Student Financial Services 253-535-7164 frechemt@plu.edu	Ron Noborikawa, Senior Associate Director of Student Financial Services 253-535-8491 noborirm@plu.edu	Kelly Poth, Registrar 253-535-7139 gasparka@plu.edu
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Institutions	Admissions	Financial Aid	Dual Credit
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University of Washington in Seattle	Paul Seegert, Director of Admissions 206-616-3865 pseegert@uw.edu	Kay Lewis Asst. Vice Provost Enrollment 206-543-6107 sklewis@uw.edu	Tim Stetter (CHS), Dir. UW in the HS 206-221-6223 stetter@uw.edu David Sundine (AP/IB/CI), Assoc. Director of Admissions 206-221-2315 dsundine@uw.edu
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Institutions	Admissions	Financial Aid	Dual Credit
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APPENDIX B – DUAL CREDIT OVERVIEW

EARN COLLEGE CREDIT IN HIGH SCHOOL

Dual-credit programs allow students to earn high school and college credit simultaneously. Students can earn dual credit by completing college courses or by completing standardized exams.

The [Launch Year Act](#) of 2011 requires all public high schools in Washington to work toward increasing the number of dual-credit courses offered to high school students. Although there are a variety of dual-credit programs offered in Washington, not all programs are available at all high schools.

Students who earn college credit in high school are more likely to graduate, enroll in college, and complete college degrees.

Advanced Placement, International Baccalaureate, and Cambridge International

These programs allow students to take college-level courses, taught by high school teachers, at the high school. Courses are offered in 9th–12th grades, and offerings vary by school.

Upon completion of the course, students take a standardized exam. Scores from the exams are considered by colleges, and varying levels of credit are awarded. Students do not pay tuition, but do pay fees for the final standardized exams. Fee waivers are available for lower-income students.

Use the online [Dual Credit Look-Up Tool](#) to determine which colleges grant credit for which exams and scores.

College in the High School

College in the High School programs offer college-level academic courses to 10th, 11th, and 12th grade students. Courses are taught at the high school, by high school teachers with approval to teach the course for college credit, with college curriculum, college textbooks, and oversight by college faculty and staff. Students pay tuition. Some state subsidies are available for rural and small schools and for low-income students.

CTE Dual Credit

The CTE Dual Credit (formerly known as Tech Prep) program helps students transition from high school to postsecondary professional and technical programs. Tech Prep is

a cooperative effort between K-12 schools, community and technical colleges, and the business community to develop applied, integrated academic and technical programs. Courses are taught by high school teachers, at the high school. Students do not pay tuition.

Running Start

Washington's Running Start program gives 11th and 12th grade students the opportunity to take college courses at Washington's community and technical colleges and at Central Washington University, Eastern Washington University, Washington State University, and Northwest Indian College. Running Start courses are regular college courses offered on the college campus. Students pay no tuition; however, they do pay for textbooks, fees, and transportation.

More Dual-Credit Programs

Visit [ReadySetGrad.org](#) to find out more about the following programs: Bright Future Program, Career Link, Early College, Gateways for Incarcerated Youth, Gateway to College, and the Technical College Direct Funded Enrollment Program.

APPENDIX C – COMMUNITY-BASED ORGANIZATIONS

Below is partial list of statewide and regional community-based organizations focused on ensuring students have access to dual credit and postsecondary education/training.

Big Brothers Big Sisters of Southwest Washington serves students in Thurston, Mason, Pacific, Lewis, and Grays Harbor counties. They have one-on-one mentoring programs targeted toward military connected students and high school students looking to develop academic and career skills. [Learn more on their website.](#)

College Success Foundation provides a unique integrated system of supports and scholarships to inspire underserved, low-income students to finish high school, graduate from college, and succeed in life. [Find a list of their offered supports and scholarships on their website.](#)

Equal Opportunity Schools [provides tools and training](#) to help districts ensure students, and particularly students of color and low-income students, have access to and success in dual credit.

FuturesNW serves students in Whatcom and Skagit Counties, connecting them to postsecondary options including and beyond college enrollment. [Learn more on their website.](#)

Northwest Education Access supports students in King and Pierce counties. Education Advocates work with individual students to create a career and academic achievement plan tailored to the student's gifts and goals. [Learn more on their website.](#)

Puget Sound College and Career Network (PSCCN) is a K–20 partnership working to increase equitable postsecondary readiness and completion strategies, programming, and student support across King and Pierce Counties by working with students, educators, community organizations, schools, districts, colleges, and state-level organizations. [Find regional tools \(South King and Pierce counties\) and resources](#) that are relevant to students and families and are easy to utilize in schools.

Washington College Access Network (WCAN) works to increase postsecondary enrollment for all Washington State students particularly among students experiencing poverty, first-generation college-going students, and students of color. [Find materials to support your students on their website.](#)

Washington MESA empowers underrepresented students by providing them a community that supports their pathways to successful STEM careers. Resources include career and college exploration, scholarships, individual academic plans, and college admissions test prep. [Learn more on their website.](#)

Washington STEM and STEM networks across the state bring educators, business leaders, STEM professionals, and community leaders together to build student success and connect them with STEM career opportunities in their communities. [Find a list of their networks, including one near you, on their website.](#)

APPENDIX D – COMPILED RESOURCES

Dual Credit Awareness, Access, Advising, and Supports

- Learn more about concurrent enrollment and exam-based dual credit through OSPI's collection of FAQs:
 - [General dual credit information](#)
 - [College in the High School FAQ](#)
 - [Exam-based Dual Credit \(AP/IB/Cambridge\) FAQ](#)
 - [Running Start FAQ](#)
- Check out [Washington's Dual Credit Search Tool](#) to help students understand what college credit they could earn through exam-based dual credit.
- Washington's community and technical colleges have a [resource page for dual credit](#).
- Read Washington's [public four-year institutions' commitment to dual credit](#).

Grading and Transcripts

- For more information on equity and grading, see the bibliography (page 14) of OSPI's [Student Learning and Grading Guidance \(2020\)](#).
- Learn about the [standardized high school transcript](#), including templates, on OSPI's website.
- Learn how the postsecondary sector is responding to the pandemic, including admissions practices:
 - [Washington's Public Four-Year College and Universities COVID-19 Information](#)
 - [Washington's Private Not-for-Profit Colleges and Universities COVID-19 Information](#)
 - [Washington's Community and Technical Colleges COVID-19 Information](#)
- Connect district staff with key staff at postsecondary institutions. See [Appendix A](#) for a list of contacts.
- The [Puget Sound College and Career Network developed recommendations](#) that were compiled by a coalition of organizations in the Road Map region, with the intent to give guidance to local community and technical colleges in creating placement policies which can help mitigate the impacts felt by students in our region as a result of the COVID-19 pandemic and the resulting school closures.

Postsecondary Planning

- The [12th Year Campaign](#) is the statewide initiative supporting the Financial Aid Advising Day implementation and boosts college and financial aid application rates in Washington by helping those working with high school seniors and their families complete applications for college admissions and financial aid. 12th Year Campaign sites receive free training, printed materials, and other resources to support their students. The 12th Year Campaign will be hosting multiple virtual statewide financial aid completion events in the fall.
- The Washington Student Achievement Council has provided a single [website with links to critical information](#) from what is happening with admissions tests to financial aid updates to mental health supports.
- Find the complete [Financial Aid toolkit](#), including resources for “nudge campaigns.”
- ReadySetGrad has [resources for educators, students, and families](#) to help plan for postsecondary education or training.
- See [Appendix A](#) for a list of contacts at postsecondary institutions to aid in planning for the 2020–21 school year.
- Find [messages from Washington’s independent colleges and universities](#), specifically for school counselors and high school students.
- The Puget Sound College and Career Network has a wide variety of materials to support students and families:
 - [PSCCN Financial Aid Toolkit](#)
 - [College Knowledge materials](#)
 - [PSCCN Emergent Resources & Recommendations](#): Detailed strategies to support postsecondary transition, developed in the context of COVID-19.
- [Help students find programs that interest them](#) at Washington’s community and technical colleges.
- Find a [list of electronic High School and Beyond Plan platforms](#) that meet all statutory requirements.
- Find [general information and guides for High School and Beyond Plans](#).
- The College Success Foundation provides a unique integrated system of supports and scholarships to inspire underserved, low-income students to finish high school, graduate from college, and succeed in life. See their [list of available supports and scholarships for middle and high school students](#).
- [FuturesNW serves students in Whatcom and Skagit Counties](#), connecting them to postsecondary options including and beyond college enrollment.

- For postsecondary resources for non-resident students, check out [Immigrants Rising](#). There, you can find a [list of scholarships for immigrant students](#).
- Students not eligible to complete the FAFSA due to immigration status may still qualify for some state financial aid and scholarships using the [WASFA](#).
- MALDEF (Mexican American Legal Defense and Educational Fund) has another [extensive scholarship resource guide](#), including many that do not inquire about immigration status.

Additional Financial Aid Completion Resources

- The [WSAC Portal](#) provides educators with student-level completion data for increased outreach and engagement, with a new, in-depth [FAFSA Completion Dashboard](#).

Additional Postsecondary Planning Resources

- Help students prepare for their postsecondary journey with the [College and Career Compass](#) where they can explore nearly 4,000 educational pathways offered by colleges in Washington and find campuses that offer educational or job training programs that match their goals and interests.
- The [Plan Your Future Action Plan](#) webpage serves as a one-stop-shop for all things related to COVID-19 and the postsecondary transition, consolidating and offering context to current information for educators, students and families. The page will be updating continuously as new information becomes available.
- The 12th Year Campaign offers additional printed 12th Year resources for students that can be accessed without technology, including the [College Knowledge workbook](#), specific resources for [foster youth](#), and junior and senior [student workbooks](#).
- [OtterBot](#) is a free texting service designed to help Washington high school seniors navigate financial aid for college and career education. Students can access Otterbot via text message 24 hours a day, 7 days a week by texting "Hi Otter" to 360-928-7281. Otter sends periodic messages with financial aid information, resources, and deadlines. Students can text Otter with questions about financial aid, college planning, and more.

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Download this material in PDF at [on OSPI's COVID-19 resource page](#). (<http://www.k12.wa.us/>). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631. Please refer to this document number for quicker service: 20-0024.



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