



REPORT TO THE LEGISLATURE

UPDATE: Dual Credit Programs Enrollment: Statewide and Among Academic Acceleration Grantees

December 2015

Authorizing legislation:

RCW 28A.600.280

(<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.600.280>)

RCW 28A.320.196

(<http://app.leg.wa.gov/rcw/default.aspx?cite=28A.320.196>)

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Executive Summary

The purpose of this report is to examine the enrollment patterns of students in dual credit programs that are partially funded to expand dual credit programming among diverse student communities. This report also examines participation levels by gender, ethnicity, special program participation, and Free and Reduced-Price Lunch eligibility.

The data source for much of the report is the Office of Superintendent of Public Instruction's (OSPI's) Comprehensive Education and Data Research System (CEDARS). For programs not reported to CEDARS, data are collected from either the local dual credit programs or from sponsoring corporate or agency officials. To ensure the Legislature has the most current and accurate data related to dual credit participation, information in this report is based on the 2013–2014 school year.

The report also highlights the efforts of several high schools that had received competitive grants in 2014–2015 under provisions of RCW 28A.320.196 to expand dual credit programming. The findings among many of the schools support investment in academic acceleration policies, teacher training, as well as key supports for students who have traditionally been underrepresented in dual credit programs.

Background

The Washington State Legislature continues to support an increase in the number of students who begin earning college credits or career and technical certificates while still in high school.

RCW 28A.230.130 requires high schools, within existing resources, to work towards the goal of offering a sufficient number of “dual credit” high school courses. Such courses will let students earn a year’s worth of postsecondary credit toward a certificate, apprenticeship program, technical degree, or an associate or baccalaureate degree.

RCW 28B.10.053 requires colleges and universities to develop master lists of courses that can be fulfilled by taking and meeting competency levels in dual credit opportunities. These lists are posted to the Washington Student Achievement Council (www.wsac.wa.gov), with a link from the OSPI Dual Credit Programs website.

(www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit). These sites provide an important guidance resource for school districts, high schools, students, and their families.

RCW 28A.320.195 and RCW 28A.320.196 reinforce the importance of dual credit programs, including the elimination of barriers. These laws encourage school district board of directors to adopt an academic acceleration policy. Such policy should encourage high school students to advance to the most rigorous levels of courses, including dual credit options, after meeting or exceeding state assessment standards.

Opportunities for dual credit coursework in Washington include, but are not limited to: Advanced Placement (AP), College in the High School (CHS), International Baccalaureate (IB), Running Start (RS), Running Start for the Trades, Tech Prep (TP), Cambridge Program (C), Gateway to College, and Technical College Direct-Funded Enrollment programs.

Dual credit opportunities in Washington are diverse in structure. For example, some programs serve students in their high schools. Others are designed to be offered in college settings. Student participation costs range from near \$0 to \$320 per five-credit course. Some opportunities are restricted to juniors and seniors by statute, while others are open to all high school students. Specific information and findings on each of the programs can be obtained by linking to the Fact Sheets identified in Appendix B.

Update Status

The number of students participating in dual credit offerings continues to grow. The total number of student enrollments in dual credit courses taken has increased from 439,818 (2010-11) to 590,784 (2013-14). The number of students (unduplicated) taking dual credit courses has increased from 177,804 to 185,653 over the same four-year period.

The rate of growth is dramatic in Advanced Placement, College in the High School and Running Start. In contrast, Tech Prep and Early College for Native American Youth have seen some drop in enrollment or, in the case of Early College, closure.

Duplicated student enrollment in dual credit offerings has increased since 2010–11, with 185,653 students enrolled in dual credit class in the 2013–14 school year, a 4.4 percent increase since 2011.

Dual credit programs exclusively offered at the high schools, such as AP, IB, and Cambridge, continue to grow. Student costs for these programs tend to be low or non-existent. College in the High School and Running Start are growing. However, barriers such as college/university fees and transportation can adversely impact underrepresented student populations' participation. In response, schools began offering running start on high school campuses. This practice was prohibited beginning in 2015 with the passage of House Bill 1546.

Competitive Grants

OSPI administers a competitive grant program to award funds for high schools to expand the availability of dual credit courses. There were 13 high schools participating in the grant program in 2014-15. Due the receipt of these grants, schools increased offering of AP from 37 courses to 1,055 courses. Grantee outcomes include:

- The creation of a taskforce to review and explore new dual credit options
- Student/parent education materials on dual credit (i.e., creation of an AP brochure)
- AP teacher training; and, funding dual credit options for students.

Appropriation Incentive Awards

OSPI also administers an appropriation incentive award to go to high schools for each student meeting dual credit award standards outlined in the statutes and based on the previous school year. These funds are intended to support teacher training, curriculum, technology, examination fees, and other costs associated with offering dual credit courses to high school students. The initial incentive allocations were distributed to 265 high schools as part of the June 2014 apportionment allocation. Each eligible students generated \$9.92 to be reinvested in ongoing dual credit program development at the high school generating the incentive funding.

Underrepresented Groups

The data reveal some groups are underrepresented:

- Participation rates have dropped for American Indian/Alaska Natives, Black/African American, Special Education, and Bilingual students.
- All other ethnic and other demographic groups have seen slow to moderate growth in dual credit enrollment.
- Students served by Special Education or Bilingual programs have also seen decreased enrollment in dual credit offerings over the past four years.

In contrast, data show significant increases in participation rates:

- Free and Reduced-Price Lunch students between 2011 and 2014 have seen a 16.5 percent increase.
- Students served by gifted programs have seen strong growth in participation over the past four years (2,787 in 2011 versus 3,646 in 2014).

Tech Prep

Tech Prep lost all federal funds, which were critical to the development and maintenance of agreements between colleges and school districts. This program is an essential piece of the dual credit system in Washington. It is designed to provide dual credit opportunities in technical fields of study, critical to meeting Washington’s workforce needs.

Academic Acceleration Grantee Cohort

Within the 2014–15 Academic Acceleration grantee cohort of 13 high schools, and each saw growth in enrollment within one or more dual credit options. Eleven schools reported growth in Advanced Placement enrollments. Ten high schools reported growth in Tech Prep, demonstrating that even without federal support for this programming, high schools, colleges, and students continue to see the critical role that career and technical education plays in student postsecondary readiness. Among these grantees, there were also some significant gains in dual credit enrollments by students of historically underrepresented ethnic communities.

Conclusion and Next Steps

Since 2011, dual credit courses taken have increased by 25.6 percent, but more work needs to be done to build a cohesive dual credit policy that supports all students accessing a variety of dual credit options. Current data reveal that barriers remain to dual credit enrollment, including: costs to the students; the challenges of bringing offerings to rural and isolated school districts; and, limited staffing capacity.

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References

“AP Program Participation and Performance Data 2014: Washington State.” The College Board <http://research.collegeboard.org/programs/ap/data/participation/ap-2014>

“Update: Dual Credit Programs: Report to the Legislature, 2013.” OSPI <http://www.k12.wa.us/LegisGov/2013documents/DualCreditProgramsDec2013.pdf>

“International Baccalaureate Washington State IB Schools.” International Baccalaureate Organization http://www.ibo.org/school/search/index.cfm?programmes=DIPLOMA&country=US®ion=WA&find_schools=Find

“Tech Prep: Increasing Credit Options and Technical Skills.” OSPI <http://www.k12.wa.us/careertech/TechPrep.aspx>

Appendices

Appendix A: Legislation

RCW 28A.600.280 - Dual credit programs—Annual report

RCW 28A.320.195 - Academic acceleration for high school students — Adoption of policy

RCW 28A.320.196 - Academic acceleration incentive program—Dual credit courses—Allocation of funds—Reports

Appendix B: Dual Credit Programs: OSPI Program Briefs

Advanced Placement (AP)—The AP program allows students to take rigorous, college-level courses while still in high school. With 37 courses in a variety of subject areas, AP provides willing and academically- prepared high school students with the opportunity to study and learn at the college level. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams.

Many colleges and universities recognize AP courses when making admissions decisions.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/StandardizedExams.aspx> (Fact Sheet)

Cambridge International Exams—The Cambridge Program offers an international, pre-university curriculum and examination system, emphasizing the value of a broad and balanced education for academically able students. Students meet international standards in this academically rigorous course of study. Students may enroll in up to 17 college-level courses within the program’s three curriculum groups: 1) mathematics and science, 2) languages, and 3) arts and humanities. Just as with IB and AP, colleges and universities have recognition policies for the awarding of credit based on exam scores.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/StandardizedExams.aspx> (Fact Sheet)

College in the High School (CHS)—A program in which a high school and a college or university enter a contract to have a college course taught in the high school by a college/university-approved high school teacher. The agreement between the school and college/university is governed by a local contract. High school students enrolled in CHS are officially enrolled in the college or university. The students must meet college/university-course requirements and pre-requisites. Student outcomes in CHS courses are assessed by the same standards used for the course when offered the college/university with the opportunity to earn full college credit.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx> (Fact Sheet)

Gateway to College–The Gateway to College program is a national dropout recovery and scholarship program, allowing students between the ages of 16 and 20. These students may not have been successful in high school. This program gives them an opportunity to get back on track and earn a high school diploma. Students complete their high school diploma requirements at community or technical colleges while earning college credits toward an associate degree, transfer credits, or a certificate.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx> (Fact Sheet)

International Baccalaureate (IB)–The IB program is designed as an academically challenged and balanced program of education with final examinations. The high school program is normally taught over two years and has gained recognition and respect from the world's leading universities. Students may take individual IB courses or may study up to six courses at standard or higher level in an effort to earn an IB diploma.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/StandardizedExams.aspx>

Running Start–Running Start is a program that allows 11th and 12th grade students to take college courses at Washington's 34 community and technical colleges along with Central Washington University, Eastern Washington University, Washington State University, Northwest Indian College, and Spokane Tribal College. Running Start students and their families do not pay tuition. However students do pay college fees, buy their own books, and provide their own transportation. Students receive both high school and college credit for these classes. The colleges participating are reimbursed by the K–12 districts whose students participate in the program.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx> (Fact Sheet)

Running Start for the Trades–This program was initially established to provide graduating high school students with opportunities to enter registered apprenticeship programs. This program is not currently funded by the state. However, some activity continues between OSPI, the Department of Labor and Industries, and a few local school districts.

Technical College Direct-Funded Enrollment Programs–Students from various school districts attend high school and college courses on a technical college campus. Enrollment in a technical college by high school students is linked to an interlocal agreement with a school district. State basic education apportionment dollars are paid directly to the technical college.

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx> (Fact Sheet)

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx> | wtech.edu/enrollment/high_school_programs/lake_washington_technical_acad

[emy.html](#)

<http://www.bates.ctc.edu/highschool>

<http://www.cptc.edu/nwcths>

Tech Prep–Tech Prep serves students in Grades 9–12. All Tech Prep dual credit classes are taken on the high school campus and are identified as Career and Technical Education (CTE) classes. CTE classes integrate academics with technical skills development to help prepare students for advanced education and careers related to “professional-technical” occupations. <http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/DualCredit/CollegeEnrollment.aspx>

List of Tables

Table 1: Overall State Student Enrollment (2011–14)

October Enrollment	Grades 9–12	Grades 11–12
2010-11	380,270	167,846
2011-12	377,344	177,410
2012-13	395,258	202,963
2013-14	400,295	207,224

Data Source: Comprehensive Education and Data Research System (CEDARS). OSPI Student Information Office, Nov. 2015

Table 2: Number of Students Enrolled in Dual Credit Eligible Courses (2011–14)

October Enrollment	# of eligible Students	% of eligible students
2010-11	177,804	44.9
2011-12	177,410	47.0
2012-13	180,936	45.7
2013-14	185,653	46.4

Data Source: Comprehensive Education and Data Research System (CEDARS). OSPI Student Information Office, Nov. 2015

Table 3: Dual Credit Enrollment Programs Data Summary (2013–14)

Program	# of schools	2013–14 Enrollment	% of Eligible Students	% Free/Reduced Lunch Eligible	% Male	% Female	% Special Ed	% Bilingual Program	% Gifted Program
Advanced Placement ¹	302	58,842	14.7	27.8	45.6	54.4	1.5	1.1	8.7
College in the High School ¹	166	17,273	8.3	26.2	48.0	52.0	2.7	1.2	11.5
International Baccalaureate ¹	19	7,760	3.7	32.5	47.7	52.3	2.3	2.2	10.8
Running Start ¹	458	20,292	9.8	30.6	40.0	60.0	1.0	.4	3.9
Running Start for the Trades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Tech Prep Eligible ¹	364	120,848	30.2	45.4	53.9	46.1	10.5	3.8	3.0
Tech College Direct Funded Enrollment Programs	3	626	.2	0	63.6	36.4	0	0	0
Cambridge International Exams ¹	3	1089	.7	49.6	46.8	53.2	2.0	2.5	1.1
Gateway to College ²	3	579	N/A	N/A	64.2	35.8	N/A	N/A	N/A

Data Sources:

Comprehensive Education and Data Research System (CEDARS). OSPI Student Information Office, Nov. 20, 2015

Lake Washington Technical Academy and Highline Community College; Spokane Falls Community College, Nov. 20, 2015

Table 4: Dual Credit Program Enrollment by Ethnicity (2013–14)

Program	% American Indian / Alaskan Native	% Asian	% Black/ African American	% Hispanic/ Latino	% White	% Native Hawaiian/ Pacific Islander	% Two or More Races	% Ethnicity Not Provided
Advanced Placement ¹	.7	13.4	3.8	11.5	63.5	.7	6.3	0
College in the High School ¹	.7	12.0	2.6	12.1	67.2	.4	5.1	0
International Baccalaureate ¹	.4	23.3	5.9	16.0	47.1	.9	6.2	0
Running Start ¹	.7	8.4	2.6	10.4	72.2	.3	5.4	0
Running Start for the Trades	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Tech Prep Eligible ¹	1.3	7.6	5.6	18.4	60.0	1.1	6.1	0
Technical College Direct Funded Enrollment Programs	1.1	3.7	6.5	15.0	68.4	1.3	4.0	0
Cambridge Program ¹	.9	14.0	13.6	19.3	37.6	6.0	8.6	0
Gateway to College ²	2.7	7.5	10.3	18.4	59.7	See Asian	3.5	0

Data Sources:

Comprehensive Education and Data Research System (CEDARS). OSPI Student Information Office, Nov. 20, 2015

Lake Washington Technical Academy and Highline Community College; Spokane Falls Community College, Nov. 20, 2015

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