

Title	Dual Credit Legislative Report
Staff lead:	Noreen Light
Position	Associate Director of Academic Affairs and Policy
Email:	noreenl@wsac.wa.gov
Phone:	360.753.7811
Synopsis:	2015 legislation charged the Washington Student Achievement Council with providing recommendations to improve and streamline dual-credit programs, in collaboration with the Office of Superintendent of Public Instruction, the State Board for Community and Technical Colleges, and public baccalaureate institutions. Staff will present highlights of the 2016 legislative report.
Guiding questions:	How do the dual-credit recommendations relate to the key challenge areas of addressing the opportunity gap and improving affordability highlighted in the 2017-19 Strategic Action Plan?
Possible council action:	<input checked="" type="checkbox"/> Information Only <input type="checkbox"/> Approve/Adopt <input type="checkbox"/> Other: _____
Documents and attachments:	<input checked="" type="checkbox"/> Brief/Report <input checked="" type="checkbox"/> PowerPoint <input type="checkbox"/> Third-party materials <input type="checkbox"/> Other

Dual Credit Report

October 2016

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EXECUTIVE SUMMARY

In 2015, legislation to improve access to dual-credit programs and to reduce disparities in access and completion—particularly for low income and underrepresented students—was enacted. The new law focused on expanding access to College in the High School but acknowledged issues in other dual-credit programs and reinforced the notion that cost should not present a barrier in selecting the most appropriate dual-credit option for the individual student. The legislation also requires the Council to report on dual-credit programs and recommend additional improvements to improve access and completion.

To improve access and quality, education sector partners have collaborated to:

- Create and adopt rules to ensure quality standards are rigorous and consistently applied in College in the High School.
- Develop and implement policies to increase consistency in acceptance of Advanced Placement (AP) and International Baccalaureate (IB) scores.
- Improve communication tools to support students considering dual-credit options.

Though there has been some progress in increasing access to dual credit, differences in participation and completion by race, ethnicity, and income continue to persist. The report provides recommendations for further action to address these disparities. Some of these actions would require state-level consideration and possibly legislative action. For example, funding student fees for Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International (CI) programs; supporting book and transportation expenses for Running Start (RS) students, and expanding access to College in the High School (CHS) opportunities regardless of grade level or region of residence.

Examples of actions that schools, higher education institutions, or agencies can individually implement as part of the ongoing collaborative work to enhance dual credit opportunities include:

- Continue to improve consistency in acceptance of dual credit.
- Continue to improve communication about dual-credit opportunities.
- Support opportunities for professional learning.
- Identify and leverage existing resources (e.g. free or low-cost textbooks¹) to reduce costs.
- Use data to improve policies and improve equity in dual credit opportunities.

RECOMMENDATIONS

The Council recommends the following actions to improve access and completion:

- Fiscal: Expand funding to support students in all districts; subsidize fees and indirect costs of participation in dual credit programs; remove certain caps and grade requirements to expand eligibility; increase counselor to student ratios.

¹ Open Education Resources are digital, free, and openly-licensed to allow use by anyone. See www.openwa.org for further details.

- Policy: Track progress on metrics developed to assess equity, identify and share best practices; incorporate dual credit metrics into OSPI High School Feedback Report and measures of the state’s education attainment in the Roadmap; expand data collection efforts to better assess outcomes; standardize contracting between educational partners; develop learning communities to facilitate collaboration among practitioners; engage students to build strategies for increasing participation of underrepresented students; leverage technology to lower costs; identify and promote career and technical preparation courses; expand High School and Beyond planning and the SBCTC Guided Pathways project to improve degree and certificate completion.

To address short-term needs, the Washington Student Achievement Council has prioritized the recommended actions and included the following in the Strategic Action Plan:

- Fully fund the current College in the High School policy; and,
- Provide new funding in the 2017-19 biennium, for students eligible for free or reduced price lunch, to support:
 - Exam fees for Advanced Placement, International Baccalaureate, and Cambridge International programs.
 - Books and transportation for Running Start programs.

Together, these recommendations have potential to increase equity in access to dual-credit programs. They address persistent opportunity gaps and would encourage more students to complete high school and move on to postsecondary education.

INTRODUCTION

In 2015 the Washington State Legislature passed ESSHB 1546² with the stated purpose of increasing “opportunities for academically prepared high school students to earn up to two years of college credit through dual credit programs, and to reduce disparities in access to, and completion of, these programs.” Among other actions to improve access and equity in dual credit programs, the legislation provided clear delineation between Running Start and College in the High School, and established a model and priorities for funding College in the High School students in rural and small schools and College in the High School students who are low-income.

Because a large part of the 2015 work specifically addressed College in the High School issues, the legislation stated that the Legislature seeks additional recommendations to:

- Mitigate financial and other barriers for students enrolled in the Running Start program, and dual credit programs based on standardized exams.
- Streamline and improve dual credit programs in Washington with particular attention to increasing participation of students who are low-income or currently underrepresented in the Running Start, AP, International Baccalaureate, and Cambridge International programs.

The recommendations outlined in this report are based on input solicited from the State Board for Community and Technical Colleges, the Office of the Superintendent of Public Instruction, the public baccalaureate institutions, the Joint Transfer Council (JTC), dual credit session attendees at the Association of Washington School Principals/Washington Association of School Administrators conference, and dual credit practitioners and administrators. A survey was distributed through the Washington Student Achievement Council (WSAC) dual credit listserv (450+ members) and forwarded to other groups including the JTC and the community and technical college Instruction Commission. Input from the WSAC Dual Credit Work Group gathered in 2015 also informed this work.³

Why Dual Credit?

A recent national study of 420,439 students found that dual credit decreases time to completion of both associate’s and bachelor’s degrees. Students who participated in dual credit programs, on average, enrolled for 3 years versus 3.5 years for students without dual credit, while earning an associate’s degree; and enrolled for 4.2 years versus 6.0 years, while earning a bachelor’s degree.⁴

Additionally, dual-credit participation increases:

- High school graduation.
- College enrollment.
- College persistence.⁵

² ESSHB 1546: <http://apps.leg.wa.gov/billinfo/summary.aspx?bill=1546>

³ WSAC Dual Credit Workgroup meeting notes and resources can be found at: <https://wa-dualcredit.wikispaces.com>

⁴ Shapiro, D., Dundar, A., Wakhungu, P.K., Yuan, X., Nathan, A., & Hwang, Y. (2016, September). *Time to Degree: A National View of the Time Enrolled and Elapsed for Associate and Bachelor’s Degree Earners* (Signature Report No. 11). Herndon, VA: National Student Clearinghouse Research Center.

⁵ Hughes, K., Rodriguez, O., Edwards, L., and Belfield, C. (2012). *Broadening the Benefits of Dual Enrollment: Reading Underachieving and Underrepresented Students with Career-Focused Programs*. New York: Community

Opportunities for high school students to earn college credit are on the rise. Nationally, four out of five high schools offer at least one dual credit opportunity for students, and 10 percent of all U.S. students enroll in at least one dual credit program.⁶

Dual credit is identified as a key strategy in the Washington Student Achievement Council Roadmap and Strategic Action Plans to reach the state education attainment goals:

- All adults in Washington, ages 25–44, will have a high school diploma or equivalent.
- At least 70 percent of Washington adults, ages 25–44, will have a postsecondary credential.⁷

In addition, the Educational Opportunity Gap and Oversight and Accountability Committee (EOGOAC), which states that “closing the opportunity gap for our African American, Asian, Latino, Native American, and Pacific Islander students is a moral imperative and a civil rights obligation”, encourages opportunities for dual credit to reduce barriers and help students complete credits while in high school.⁸

In Washington, 97 percent of districts which enroll high school students offer dual credit⁹, and 47 percent of all public high school students (grades 9 – 12) enroll in at least one dual credit program¹⁰. Data in this report represent students enrolled in public high schools and dual credit courses offered by public institutions of higher education.

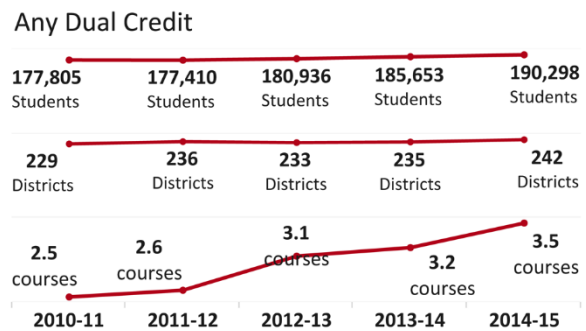


Figure 1 Source: OSPI Report Card

College Research Center, Teachers College, Columbia University; Mechur Karp, M., Calcagno, J., Hughes, K., Wook Jeong, D. and Bailey, T. (2007) The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States. New York: Community College Research Center, Teachers College, Columbia University; (2013). National Student Clearinghouse Research Center. Completing College: A National View of Student Attainment Rates – Fall 2007 Cohort.

⁶ Personal communication. (February 16, 2016.) Adam Lowe, Executive Director, National Alliance of Concurrent Enrollment Partnerships.

⁷ Washington Student Achievement Council. (2015). 2015 Roadmap Report: Measuring Our Progress.

⁸ Education Opportunity Gap Oversight and Accountability Committee. (2015). Closing the Opportunity Gap.

⁹ Personal communication. (August 9, 2016.) Becky McLean, Supervisor, Enrollment Reporting, OSPI. Total of 295 school districts in WA; 251 districts enroll high school students; 244 districts offer dual credit programs.

¹⁰ OSPI Washington State Report Card data files. Retrieved on August 9, 2016 from <http://reportcard.ospi.k12.wa.us/summary.aspx?groupLevel=District&schoolId=1&reportLevel=State&yrs=2014-15&year=2014-15>.

WASHINGTON DUAL-CREDIT PROGRAM DESCRIPTIONS

In Washington State, the term dual credit is commonly used to refer to opportunities that allow students to earn both high school and college credit. These opportunities are accessed through college courses, standardized exams and articulation agreements between high schools and colleges.

College in the High School

Students in grades 10, 11, and 12 who are academically prepared for college-level work may enroll in college courses taught at a high school, by high school teachers who are qualified to teach the specific college course, using college curriculum, college textbooks, and with oversight by college faculty and staff. College in the High School programs

must meet quality standards set forth in rules.¹¹ High schools retain the full 1.0 of the state basic education funding for a full-time student. Students pay fees, unless district subsidies or state subsidies¹² are applied. Cost of course materials, including textbooks is negotiated in contract between the school district and the institution of higher education. Once a student has enrolled, the course is listed on both the high school and college transcripts.

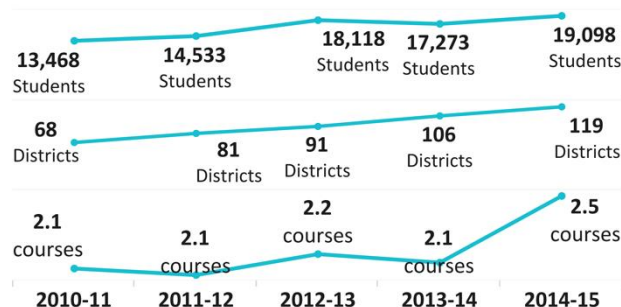


Figure 2 Source: OSPI Report Card

Running Start

Students who are eligible to be in grades 11 or 12 and who have not yet received the credits required for the award of a high school diploma are eligible to enroll in a Running Start program. Running Start students attend regular college courses taught at a college, by college faculty. The course cannot be restricted to solely high school students. Students do not pay tuition, but can be required to pay other campus fees, at a rate of up to 10 percent of tuition and fees. Fee waivers must be available for low-income students. Schools retain 7 percent of the state basic education funding for a full-time student; colleges receive 93 percent of the FTE, for the portion of the day the student is in college courses. A student may enroll in up to 1.2 FTE¹³ of coursework funded through the school district. Students pay for course materials, including textbooks, and transportation. In addition, students are responsible for tuition and other fees if combined high school and college enrollment exceeds 1.2 FTE. Once a student has enrolled, the course is listed on both the high school and college transcripts. In 2015, nearly all school districts had some students who participated in Running Start.

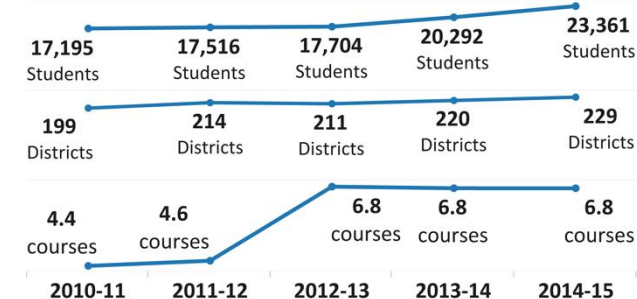


Figure 3 Source: OSPI Report Card

¹¹ WAC 392.725.120 – 392.725.325

¹² State subsidies are limited to students enrolled in grades 11 and 12.

¹³ The 1.2 FTE funding limit for RS students was added during a time of recession, but, according to OSPI, has not resulted in significant savings. Paperwork for high school counselors, associated with tracking enrollments, is a deterrent to enrollment.

Advanced Placement (AP)

Students in grades 9, 10, 11 or 12 may enroll in high school courses taught by high school teachers, using college-level curricula, which is approved by the College Board through a syllabi review process. Students pay a fee (\$91) to take an optional, final, standardized exam. The fee may be higher if the high school adds administrative costs to the fee. Some districts absorb the cost of the exam fee.

Fee waivers, subsidized through a combination of state and federal funds, have historically been available for low-income students (reduced rate is \$15); federal funds may no longer be available as a result of ESSA and restructuring of federal grants. Once a student is enrolled, the AP course is indicated on the high school transcript. It does not appear on the college transcript until and unless the college awards credit, based on the exam score. Generally, a score of 3 or higher will generate an award of college credit. In Washington, 346 schools in 186 districts are offering AP programs.¹⁴

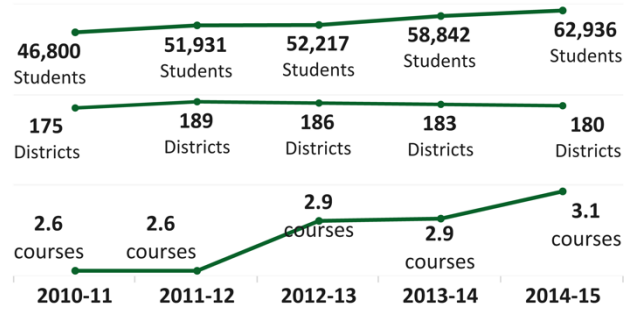


Figure 4 Source: OSPI Report Card

International Baccalaureate (IB)

Students in grades 9, 10, 11, or 12 may enroll in IB Standard Level and Higher Level courses taught at the high school, by high school teachers. Course syllabi are established via international collaboration. High schools pay a fee to participate as an authorized school (\$11,370 for 2017), and there may be a cost for teacher preparation. Students pay a registration fee (\$168 for 2017), and a fee (\$116) to take each course exam.

Fee waivers, subsidized through a combination of state and federal funds, have historically been available for low-income students (reduced rate is \$15 for registration and \$15 for exams); federal funds may no longer be available as a result of ESSA and restructuring of federal grants. Students may take a single course, or multiple courses to earn an IB diploma. A student completing the IB Diploma program is considered to have met the requirements for HS graduation. Once a student is enrolled, the IB course is shown on the high school transcript. It does not appear on the college transcript until and unless the college awards credit, based on the exam score. Colleges in Washington State generally award college credit for Higher Level exams, but not Standard Level exams. In Washington, 19 schools are currently offering IB programs.¹⁵

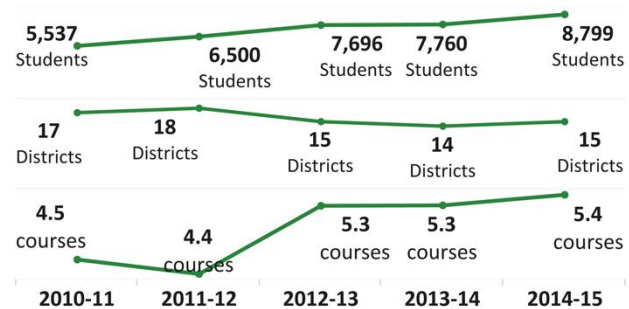


Figure 5 Source: OSPI Report Card

¹⁴ Personal communication. (August 9, 2016.) Barbara Dittrich, OSPI.

¹⁵ High schools offering IB: A.C. Davis, Capital, Chief Sealth, Columbia River, Edmonds-Woodway, Henry Foss, Inglemoor, Ingraham, Interlake, Kennewick, Kent-Meridian, Harrison, Mt. Rainier, Rainier Beach, Renton, Skyline, South Kitsap, Sumner, and Thomas Jefferson.

Cambridge International (CI)

Students in 9th, 10th, 11th, and 12th grade may enroll in AS (typically 1 year) and A level (typically 2 year) high school courses, taught at the high school, by high school teachers. Schools can choose from 55 subjects to offer in any combination. Schools pay an application fee (\$2,660 for 2017) and an annual program fee (\$8,862 for 2017). Students pay a fee for each final subject exam. Fee waivers, subsidized through a

combination of state and federal funds, have historically been available for low-income students (\$15 for exams); federal funds will no longer be available as a result of ESSA and restructuring of federal grants. Also, subject exam fees may be included in the annual program fee, if the school has met or exceeded a fee threshold (this varies). Once a student is enrolled, the Cambridge course is listed on the high school transcript. It does not appear on the college transcript until and unless the college awards credit, based on the exam score. In Washington, 2 high schools offer CI programs¹⁶.

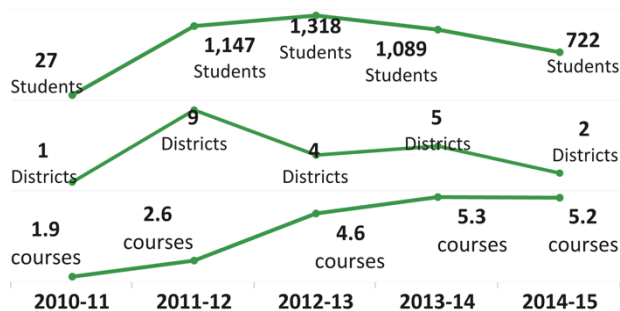


Figure 6 Source: OSPI Report Card

Tech Prep

Students in grades 9, 10, 11, or 12 may enroll in high school career and technical education courses which align with and meet a significant number of the learning outcomes for an associated college course or program. An articulation agreement is established between the high school and partner college(s). Tech Prep courses are taught by high school teachers, at the high school. High schools retain the full 1.0 of state basic funding for each full-time

student. Colleges do not receive funding. Students do not pay tuition. Federal Tech Prep funding was eliminated in 2011¹⁷. Once a student is enrolled, the Tech Prep course appears on the high school transcript. The Tech Prep course can be used to meet the career and technical education credit requirement for high school graduation. The course does not appear on a college transcript until the student submits evidence of course completion with a grade of “B” or better to the partner college, usually when enrolling in a related program at the partner college. In Washington, 387 schools in 175 districts¹⁸ offer Tech Prep courses.

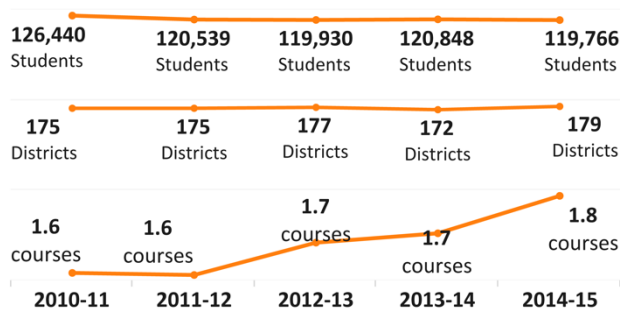


Figure 7 Source: OSPI Report Card

¹⁶ Federal Way High School (Federal Way Public Schools) and Juanita High School (Lake Washington School District).

¹⁷ SBCTC. Retrieved on September 2, 2016 from <http://www.sbctc.edu/colleges-staff/programs-services/tech-prep/>

¹⁸ CEDARS. Data pulled on July 26, 2016. Provided by Barb Dittrich, OSPI.

FOUNDATIONAL LEGISLATION

The Washington State Legislature has continued to support dual credit opportunities through legislation which requires quality standards, funding, and support for automatically enrolling students in the next rigorous course as they reach new levels of skill and knowledge. As a means of advancing exceptionally well-prepared students as well as an effective drop-out prevention tool, dual credit has an ever-increasing role in our state's ability to increase educational attainment among high school-age youth and young adults.¹⁹

During the past three decades, a number of policy changes and legislation have been enacted with the intent of increasing access and equity in rigorous coursework (including college courses) and increasing educational attainment for high school students in Washington, including:

- 2016 – College in the High School Program Rules WAC 392.725.120 – 392.725.325.
- 2015 – Dual-Credit Opportunities ESSHB 1546.
- 2014 – Adoption of the Washington State educational attainment goals and WSAC Ten-Year Roadmap.
- 2013 – Academic Acceleration RCW 28A.320.195.
- 2013 – AP Computer Science Education RCW 28A.230.097.
- 2012 – Master List of Courses RCW 28B.10.053.
- 2011 – Launch Year Act RCW 28A.600.280.
- 2009 – Dual-Credit Programs Annual Report (OSPI) RCW 28A.600.280.
- 1990 – Running Start Program RCW 28A.600.300-400.

At the national level, governmental and legislative interest in dual credit is steady and positive. The U.S. Department of Education continues to strongly encourage implementation of dual credit programs and recently selected experimental sites to allow the award of Pell grants to high school students enrolled in dual credit programs.²⁰ The Workforce Advance Act, introduced by U.S. Senators Michael Bennet (D-CO) and Orrin Hatch (R-UT) in 2016, would encourage expansion of career and technical education in dual credit programs, including funding to support teachers who need additional education to teach dual credit courses.²¹ Language encouraging dual credit participation can be found in the Every Student Succeeds Act.²²

Unfortunately, federal funds which supported Tech Prep were cut in 2011, resulting in a loss of more than \$2 million.²³ In addition, a section of the Every Student Succeeds Act (ESSA) moves funds that were previously allocated to subsidizing dual credit standardized exams, such as AP and IB, into a larger pool of funds that could allow use for other purposes. This will be a critical issue to watch as the state develops its consolidated plan for implementation of the ESSA.

¹⁹ Link to EOGOAC language regarding dual credit.

²⁰ DOE experimental sites: <https://experimentalsites.ed.gov/exp/index.html>

²¹ Congress.gov/bill

²² ESSA information: <http://www.ed.gov/essa?src=rn>

²³ OSPI. Tech Prep (TP) OSPI Program Brief. Retrieved from <http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/pubdocs/TechPrepOSPIProgramBrief.pdf>

DATA SNAPSHOTS

Currently, students in grades 9, 10, 11, and 12 are eligible to participate in one or more dual credit programs in Washington; 47 percent of these students participated in dual credit during the 2014-15 school year. One readily-available source of data about dual credit participation is provided by the Office of the Superintendent of Public Instruction staff and is available online as part of the Washington State Education Report Card, which includes disaggregated dual credit data from academic years 2010-11 through 2014-15, providing a snapshot of recent participation, as well as a look at changes in participation over time.²⁴

Recent participation in dual-credit programs (2014-15)

The chart below (Figure 8) depicts the number of students enrolled in each dual credit program in the 2014-15 academic school year, the number of districts offering each program, and the average number of courses a student would take in that program.

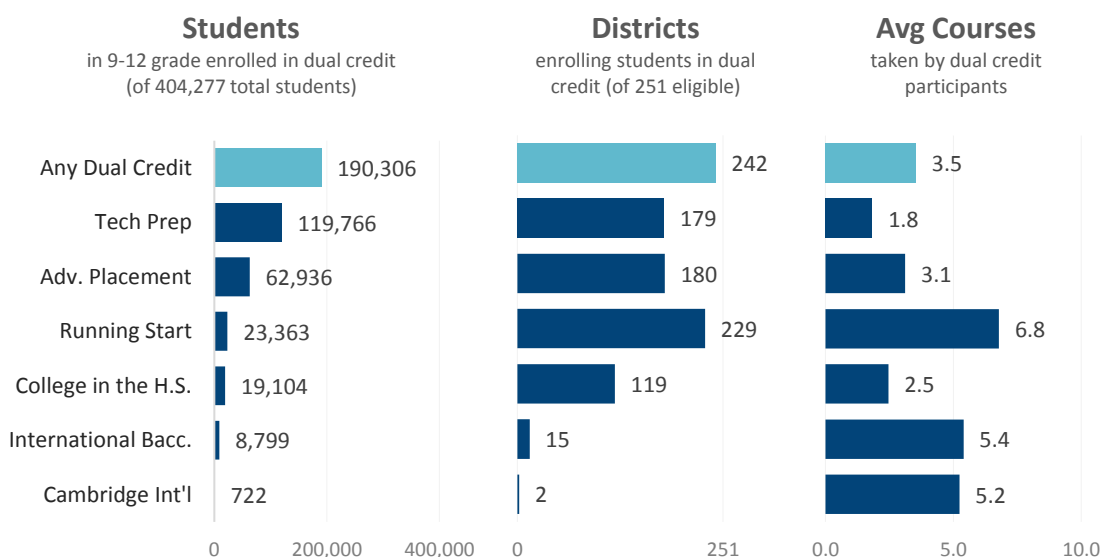


Figure 8 Source: OSPI. (2016). Washington Student Achievement Council staff analysis of OSPI Dual Credit Report Card data for academic year 2014-15.

While Tech Prep enrollment is highest amongst dual credit programs (nearly 120,000), most students use the course to meet high school requirements and do not seek college credit. Advanced Placement follows Tech Prep, enrolling nearly 63,000 students in 180 districts. In fact, 37.4 percent of Washington high school graduates in the class of 2015 took at least one AP exam. That number increased from 36.1 percent in 2014 and 19.7 percent in 2006. AP exam scores also rose; 22.6 percent of exam-takers scored a 3 or higher in 2015, up from 12.6 percent in 2005.²⁵

Other exam-based programs (IB and CI) are offered in fewer districts. Running Start is the most widely available program and allows students to complete the most college credits in

²⁴ OSPI Washington State Report Card:

<http://reportcard.ospi.k12.wa.us/DualCredit.aspx?domain=DualCredit&groupLevel=District&schoolId=1&reportLevel=State&yrs=2014-15&year=2014-15>

²⁵ College Board. (2016). AP Report to the Nation.

their high school years; more than 2000 Running Start students completed an associate degree while also completing their high school requirements in 2015.²⁶

Overall, enrollment is strong in dual credit programs. However, it is important to look closely at who is being served to ensure that students have equitable access to educational opportunities.

Student demographics

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

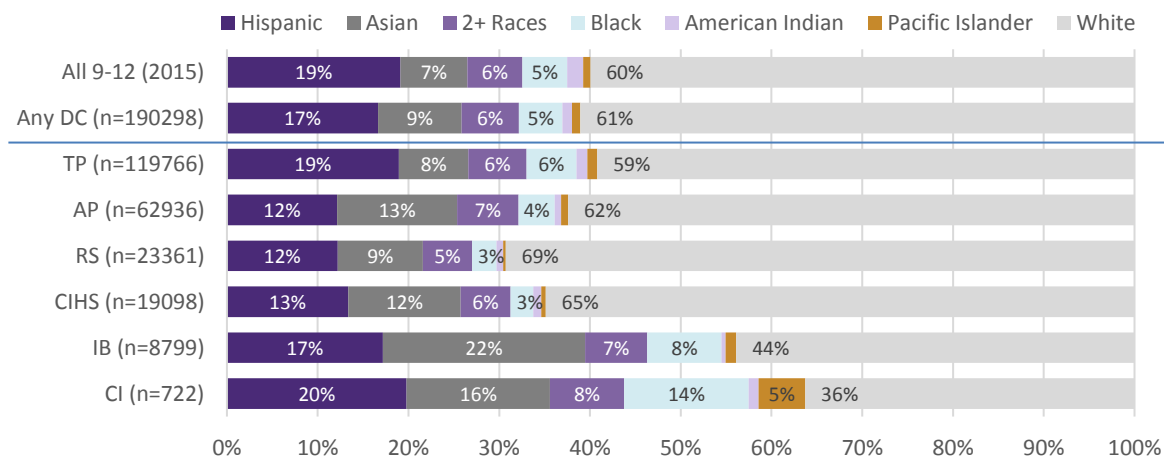


Figure 9 Source: OSPI. (2016). Washington Student Achievement Council staff analysis of OSPI Dual Credit Report Card and October 1 Enrollment of all students.

As shown in Figure 9, the exam-based programs offered in a limited number of schools (IB and CI), are serving the most diverse cohorts of students. Tech Prep serves a population that mirrors the overall high school population, however, as discussed above, many of those students are meeting only high school CTE requirements without intention of seeking college-level credit for their courses. The other dual credit programs which are offered to the majority of high school students (AP, College in the High School, and Running Start) all show gaps in participation equity. For example, Hispanic students make up 19 percent of the total population, yet are represented at rates of 12 percent in Advanced Placement and Running Start programs, and 13 percent in College in the High School programs. Black students make up 5 percent of the total population, yet represent 4 percent of Advanced Placement and 3 percent of Running Start and College in the High School enrollments.

Franklin Pierce and Othello have both prioritized efforts to increase awareness of the opportunities and benefits of dual credit among students and families through ongoing communication from teachers and counselors, and through various publications and school events. Both districts cite the creation of a college-going culture as vital to success in dual credit enrollments. These efforts have helped to address equity gaps and provide greater opportunity for all students.

²⁶ Personal communication with Joe Holliday (SBCTC), September 2016.

²⁷ "All Students" headcount of 404,277 and all Dual Credit subgroup figures are based on full year 2014-15 headcount of 9-12th grade students, while Race and Ethnicity of "All 9-12" come from OSPI Fall Enrollment of all 9-12th grade students (10/1/2014 and average of October 1, 2010-2014) which may vary from the full year headcount.

Franklin Pierce district has an exceptionally high participation rate overall, a trend that carries through all racial and ethnic sub-groups. As part of the Pierce County Careers Connection—a local consortium consisting of school districts, businesses, higher-education institutions, and community organizations—Franklin Pierce pools existing funds from the district’s career and technical education budget with funding from partner institutions to cover the costs of college credit for their Tech Prep students.

Othello School District has seen similar success in dual credit participation. Othello has taken advantage of grant funding to engage a large majority of their Hispanic student population in the College in the High school program, paying for up to 10 college credits per year.

Low-income students

Using eligibility for Free and Reduced Price Lunch (FRPL) as a proxy for income level²⁸, Figure 10 depicts the participation of low-income students in each dual credit program, compared to the percent of low-income students in high school²⁹, overall. Similar to the pattern that emerged in the previous chart, IB, CI and Tech Prep are at or above the state average in terms of enrolling low-income students. Running Start, Advance Placement, and College in the High program data show participation gaps.

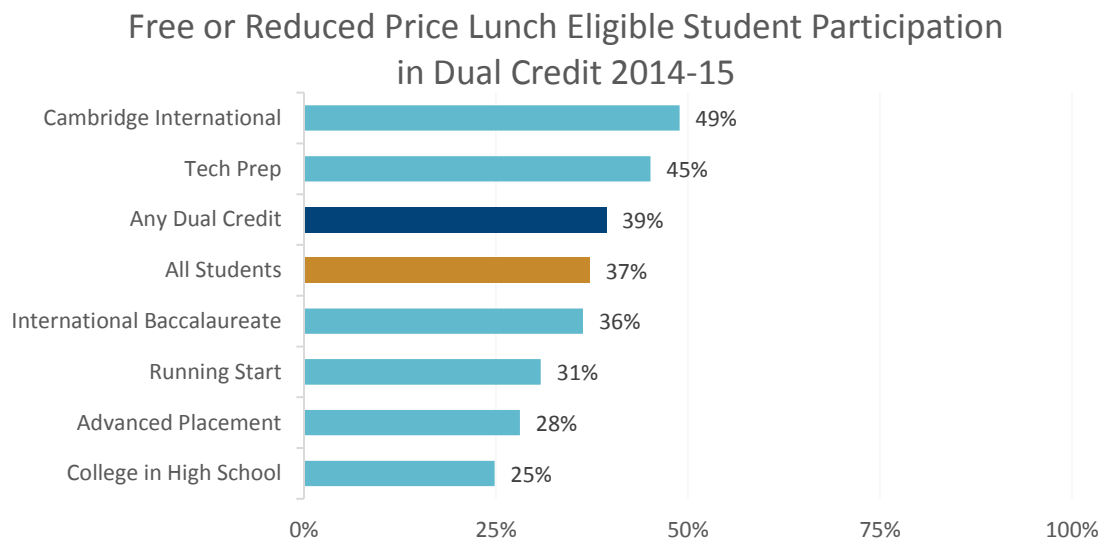


Figure 10 Source: OSPI. (2016). Washington Student Achievement Council staff analysis of OSPI Dual Credit Report Card data for academic year 2014-15.

While some resources are available to remove cost barriers for low-income students, evidence suggests additional funding is necessary to meet the needs of students. For example, Rainier Beach High School was able to secure additional private funding to cover the costs not covered by state and federal funds to offer the International Baccalaureate program. Participation in IB mirrors the overall FRPL population at 77 percent, and

²⁸ OSPI Report Card. FRPL percent has remained stable at 36% to 37% during the past 5 years.

²⁹ Source: OSPI Report Card. “All Students” indicator includes data reported at the school building level for students enrolled in all schools that include high school year grade 9-12. In some instances additional grades are also included in the counts.

graduation rates at Rainier Beach have improved by 25 points – to 79% - since implementation of the IB program in 2013.³⁰ The grant funding will expire after 2017.

In the coming year, changes in College in the High School state subsidies will prioritize funding for students attending rural and small schools, as well as for low-income students across the state. Increased participation in College in the High School programs is expected among these specific student populations.

Change over time

For the five year period from 2010-11 through 2014-15, student enrollments in all dual credit programs increased, with the exception of Tech Prep.³¹ As was mentioned earlier in this report, federal funding for Tech Prep has been eliminated and enrollments have declined. However, new opportunities to meet high school career and technical education requirements and earn college credit have also been developed. Career and technical education is now specifically included in the definition of College in the High School and OSPI has provided guidance on how some AP courses, such as AP Computer Science, can also meet the career and technical education requirements for high school graduation.

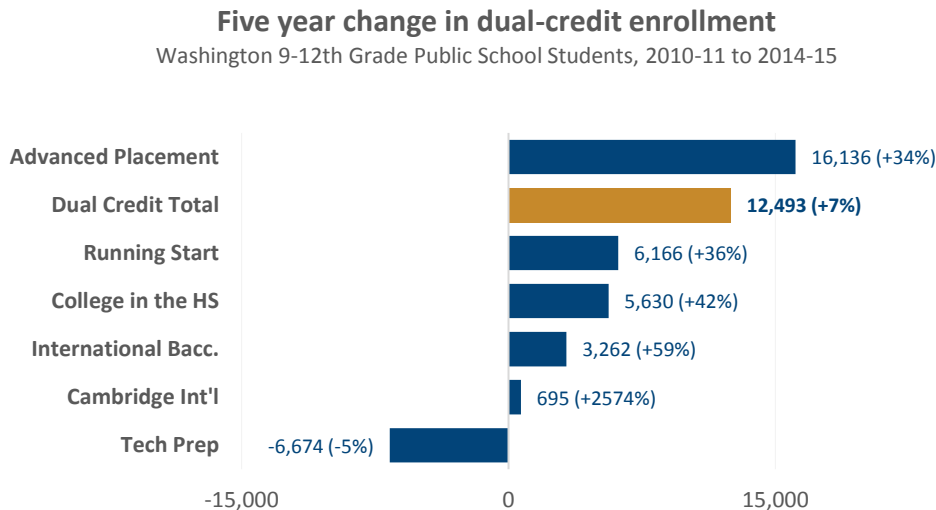


Figure 11 Source: OSPI. (2016). Dual Credit Report Card.

Overall enrollment in dual credit has increased by 7 percent (12,493 additional student enrollments), over a five year period, with the largest increase in participation in AP (16,136 additional student enrollments) which continues a steady rise in AP growth. College in the High School increased 42 percent (5,630 additional student enrollments). IB programs continue to show strong growth in enrollment. Cambridge is now offered in two districts. Costs to schools to implement IB and Cambridge programs may be a barrier to expansion.

Figure 12 Source: OSPI. (2016). Dual Credit Report Card.

³⁰ Rowe, C. (2015). Stunning surge in graduation rate as Rainier Beach gamble pays off. Seattle Times.

³¹ OPSI. Washington State Report Card. Retrieved on August 10, 2016 from <http://reportcard.ospi.k12.wa.us/>

Program	Total	White	Hispanic	Asian	2+ Races	Black	American Indian	Pacific Islander
Total 9-12 5-year Change	1.1%	-5.7%	19.9%	1.9%	37.4%	-3.1%	-15.5%	21.6%
Any DC 5-year Change	7.0%	0.8%	19.7%	14.5%	47.2%	1.9%	-12.0%	25.6%
TP 5-year Change	-5.3%	-10.3%	4.0%	1.6%	26.0%	-11.5%	-21.4%	8.5%
AP 5-year Change	34.5%	23.7%	68.8%	33.3%	99.6%	61.4%	15.0%	155.3%
RS 5-year Change	35.9%	22.2%	144.8%	44.6%	99.1%	44.1%	14.2%	54.5%
CIHS 5-year Change	41.8%	22.8%	117.1%	89.0%	89.7%	95.9%	45.7%	152.6%
IB 5-year Change	58.9%	27.8%	145.3%	51.7%	126.7%	162.0%	57.7%	151.2%
CI 5-year Change **	2574.1%	--	--	--	--	--	--	--

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Over the past five years, progress has been made toward closing equity gaps in almost all programs. This is evidenced by the comparison of growth in each demographic group's participation in dual credit programs, compared to the growth in the demographic group's enrollment in the high school, overall.

³² Total 9-12th Students represent the Fall Enrollment snapshot, while Dual Credit figures use the total full year headcount. Cambridge International enrollment grew from 27 to 722 students; race/ethnicity categories excluded due to small or nonexistent base.

FUNDING IMPACTS OF ESSHB 1546

In passing HB 1546, the Washington State Legislature provided additional funding support for Running Start programs by expanding the use of existing Academic Acceleration Incentive Program funds to include textbook fees and transportation for Running Start students, allowing use of Guaranteed Education Tuition units to pay tuition fees, and removing language excluding Running Start students from generating incentive award funding. Narratives related to Academic Acceleration grant applications indicate that schools are applying for funds for dual credit programs offered at high schools, but not for Running Start³³.

The Legislature supported College in the High School programs by appropriating \$6.62 million for CHS tuition fees, over the 2015-17 biennium. This amount supported 25,414 credits in 2015-16. District requests for subsidies to support 61,706 credits were approved for 2016-17.

The Legislature also provided structure and support for College in the High School programs by setting the maximum amount that a college or university may charge for College in the High School tuition fees at \$65 per quarter credit, and allowing the use of Guaranteed Education Tuition units to pay tuition fees. In light of the need to provide additional support to students in rural areas, small schools, and low-income families, the Legislature provided prioritized funding for these students in the subsidies available for College in the High School. Subsidies are limited to 10 credits for rural and small school students; subsidies are limited to 5 credits for low-income students not in rural or small schools. In addition, subsidies for College in the High School are limited to students in grades 11 and 12; students in grade 10 can participate, but the state will not subsidize them.

In order to make the transition to this new College in the High School funding prioritization, the legislature provided funding for a one-year period (2015-16) in which schools that had previously used Running Start funding to support College in the High School programs would have priority for CHS subsidies. Because these districts anticipated significant growth in participation under the new policy, the districts estimated and applied for subsidies for significantly larger numbers of students that they had enrolled in the past. In some cases, the enrollments were vastly overestimated, resulting in 53 percent of the funds allocated for 2015-16 being utilized for enrollment reimbursements for that year.

³³ Personal communication with OSPI staff, July 22, 2016.

Transition year (2015-16) funding priorities for College in the High School

2015-16 Funding priority tiers	Eligibility	Applications approved for funding, within existing state allocations.
Top priority – transition schools. <i>One year only, 2015-16.</i>	High schools which offered Running Start in the High School during 2014-15.	Sixty-five percent of the applications for funding in this tier were approved , for 2015-16. Applications were prioritized within this tier by districtwide percentage of students eligible for FRPL. Collectively, those districts which were approved for funding actually enrolled and applied for reimbursements for only 53 percent of their approved funding.
Tier one – Rural schools.	Students whose residence or the high school in which they are enrolled is located 20 direct driving miles or more from the nearest college or university offering a Running Start program.	No funds were available for this tier.
Tier two – Small schools.	High schools eligible for small schools funding enhancement.	No funds were available for this tier.
Tier three – Low-income students.	Students who are eligible for free or reduced price lunch.	No funds were available for this tier.

Figure 13

Transition year (2015-16) College in the High School funding

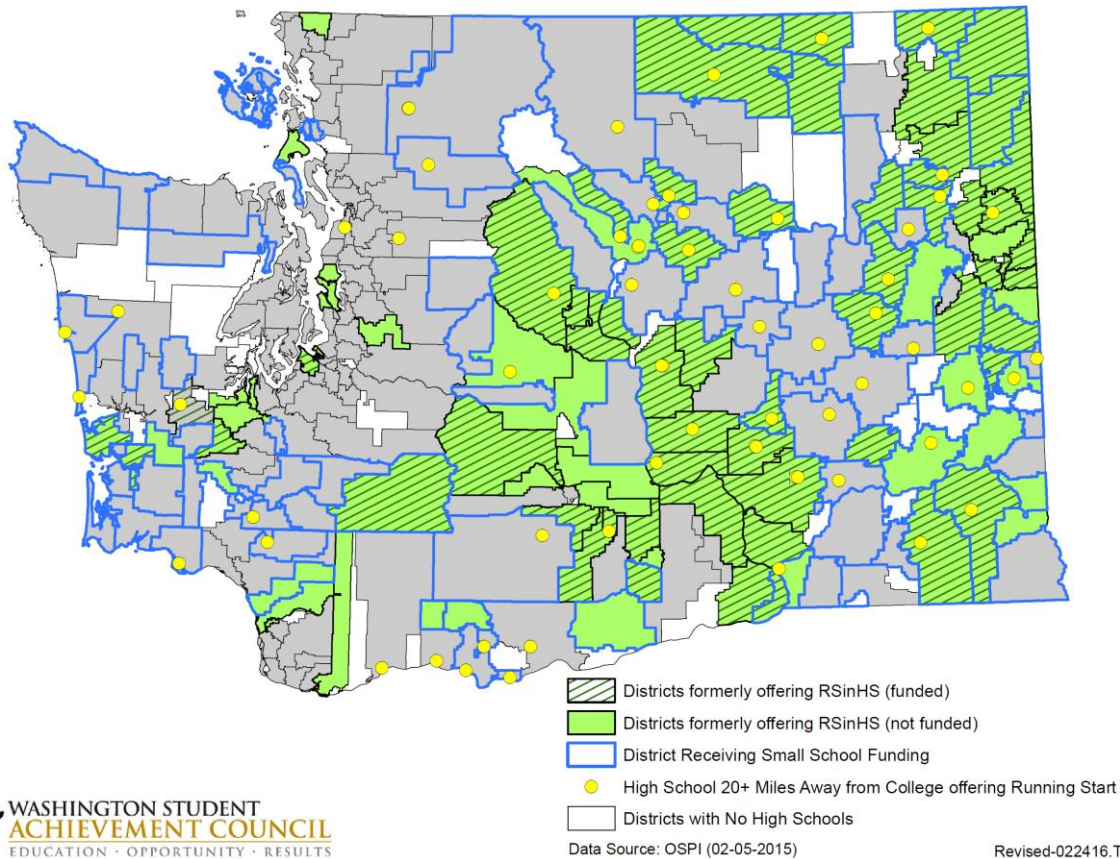


Figure 14

Ongoing funding priorities for College in the High School

The distribution of the state subsidies for College in the High School changed with the implementation of the ongoing priority tiers in 2016-17.

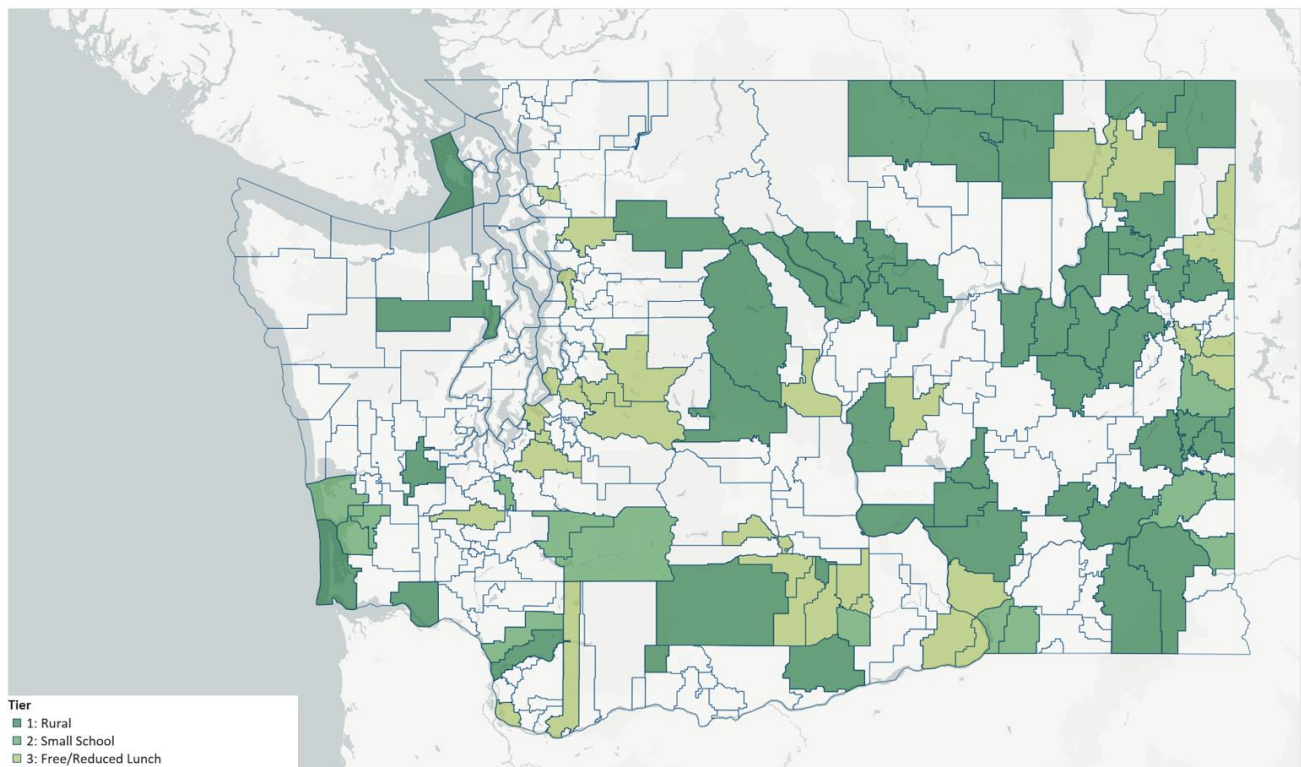
2016-17 Funding priority tiers	Eligibility	Applications approved for funding, within existing state allocations ³⁴ .
Tier one – Rural schools.	Students whose residence or the high school in which they are enrolled is located 20 direct driving miles or more from the nearest college or university offering a Running Start program.	100 percent of applications approved for funding.
Tier two – Small schools.	High schools eligible for small schools funding enhancement.	100 percent of applications approved for funding.
Tier three – Low-income students.	Students who are eligible for free or reduced price lunch.	All applications for schools with 50 percent or higher low-income students, as determined by eligibility for Free and Reduced Price Lunch (FRPL).

Figure 15

Districts approved for College in the High School subsidies (2016-17)

2016–17 College in the High School (CHS) Subsidies

For the 2016–17 school year, the annual allocation will fulfill the requested state funded College in the High School (CHS) subsidies for all Tier 1 and 2 schools, all Tier 1 students, and for Tier 3 schools with a 50% or more Free and Reduced Price Lunch (FRPL) percentage.



Source: College in the High School Subsidies List 2016-17, OSPI (July 1, 2016). Notes: Tier 1 are either 1) Schools that are 20 miles or more to the nearest Running Start (RS) college; or 2) Students who live 20 miles or more to the nearest RS college. Tier 2 are schools that receive Small High funding. Tier 3 are students that attend a school that is not Tier 1 or Tier 2 but are eligible for FRPL for the 2016–17 school year. More details at http://www.k12.wa.us/safs/INS/ENR/1617/CHS_Subsidies_Guidance_2016-17.pdf

Figure 16

³⁴ OSPI. (2016). Retrieved on August 25, 2016 from http://www.k12.wa.us/safs/INS/ENR/1617/CHS_Subsidies_List_2016-17.xlsx

OSPI shares that some school districts overestimated their enrollments for 2015-16, and then enrolled fewer students and requested fewer subsidy reimbursements at the end of the year. Other districts indicated that they did not apply for subsidies because they knew that, without being eligible for the top tiers of priority, there would not be funding available to meet their request.

Because of the changes in priority levels from 2015-16 to 2016-17, and the timing of the actual subsidy reimbursement for enrollments, the full impact of the prioritization of rural, small school and low-income students might not be clear until July of 2017, when the deadline for requests for reimbursements (subsidies) for all 2016-17 enrollments passes. What is clear - from the disaggregated data about students who are participating in dual credit programs - is that there is additional work necessary to address the opportunity gap for students who have been traditionally underserved.

College in the High School in rural schools

Across the nation, rural schools share common challenges in offering College in the High School, such as:

- Lack of qualified instructors: either high school teachers who have the qualifications to lead college-level courses or postsecondary instructors to teach in high schools.
- Insufficient funding: as many rural districts face declines in enrollment and the funding that follows students in many states.
- Complications of program logistics: including the challenges of offering a course to a small number of students and offering career/technical education coursework when high schools may not have the latest technical equipment but the nearest college offering dual credit courses is geographically distant.³⁵

In Washington State, the Rural Alliance for College Excellence³⁶ recently surveyed 79 town and rural districts in Eastern Washington. Of the districts that responded, 61 percent plan to expand their course offerings in the next year. English (roughly 90 percent of districts) and Math (roughly 60 percent of districts) were the most commonly offered courses. Most districts partnered with more than one college. Findings of the survey were compiled in a brief titled College in the High School Programs in Rural Districts³⁷.

³⁵Dounay Zinth, J. (2014). Dual enrollment: A strategy to improve college-going and college completion among rural students. Education Commission of the States.

³⁶ Rural Alliance member districts serve 35,000 rural students: 73% low-income; 9% American Indian; 46% Hispanic; 22% ESL; 12% migrant in Eastern Washington. Further information: <http://ruralalliancewashington.org/>

³⁷ Heyward, G., Calderone, S., Dyar, J. (2016). Rural Alliance Research Brief: College in the High School. Rural Alliance for College Success.

Highlights from the Rural Alliance Research Brief: College in the High School

Rural districts report that College in the High School (CHS) is a good fit. Districts report that the program encourages a college-going culture and provides students access to college credits.

- **Districts struggle with establishing the program.** They have difficulty finding and keeping teachers who meet program qualifications, offering classes due to low enrollment, and financing the program.
- **The district-college relationship is inconsistent across Eastern Washington.** Colleges differed in their expectations of teachers and in the stipends and level of support provided to district teachers.

Based upon the study findings, we offer the following recommendations:

- **Address teacher qualification requirements.** We recommend that the ESD or other organization facilitate the sharing of teacher resources among districts, which could include offering CHS courses partially online.
- **Re-assess the current funding structure.** Funding constraints puts the program at risk of not being sustainable. The program can also lead to inequity over time if certain students have greater access to the program than others. The state could consider funding CHS in a similar manner as Running Start.
- **Establish engagement requirements for post-secondary institutions:** College expectations and support should be consistent across Washington to ensure basic quality control. We recommend that all colleges be required to provide ongoing support and that they monitor CHS classes.

Each of the above sections of this report depicts challenges that continue to prevent full participation by all students who are ready for advanced coursework. To eliminate these opportunity gaps, further action in policy, practice and funding areas is necessary.

RECOMMENDED ACTIONS

The following recommended actions build upon the work of the WSAC-led dual credit workgroup (2014-15), with recent input from the Joint Transfer Council dual credit task force (2016), dual credit practitioners and policymakers (surveyed in 2016), and policy leaders from the State Board for Community and Technical Colleges, the Office of the Superintendent of Public Instruction, and the Council of Presidents.

Some of these actions are for state-level consideration; some are actions that schools, higher education institutions, or agencies can individually implement as part of the ongoing collaborative work to enhance dual credit opportunities. As a whole, these recommended actions have potential to increase equity in access to dual credit programs, and therefore address persistent opportunity gaps and encourage more students to complete high school and move on to postsecondary education.

Intended Outcomes

- Improve **communications and advising** by providing clear information about each dual credit option in ways that empower high school students to choose the option best suited to their academic and developmental needs, their goals, and their schedules, as outlined in the students' High School and Beyond Plans.
- Improve **availability and affordability** by increasing options and participation for a wider range of students; and, by decreasing cost to students and their families by providing state funds to subsidize tuition and exam fees, textbooks and transportation.
- Ensure **quality** through consistent standards and adequate funding for high schools and postsecondary institutions.
- Improve **processes** that lead to better alignment, applicability and transferability of dual credit by continuing work to increase consistency in acceptance of standardized exam scores and award of credit in general education; and, improving accuracy in coding to ensure accurate recognition of dual credit participation and completion.
- Effectively inform changes in policies and practices through robust **data** collection, analysis and **evaluation** to include identification of metrics for measuring success over time.

Recent Progress

Progress has been made in many of the broad categories described above. For example, the following actions have already been taken by the Washington State Legislature.

- Passed ESSHB 1546, increasing fiscal support, broadening eligibility for, and improving quality of dual credit programs.
- Maintained funding for Academic Acceleration grant and broadened eligibility to allow use of funds for RS books and transportation, and maintained commitment to current Running Start funding formula.
- Provided limited funding (\$6.6mil for 2015-17) for CHS – prioritizing subsidies for rural and small schools, and low-income students.
- Maintained investments to help defer the cost of exam-based dual credit programs.

Actions by agencies, institutions and cross-sector collaborations have resulted in further progress, as demonstrated by these examples.

- Improved access to information by updating and expanding online tools, developing one-pagers and infographics for parents and students, and detailed comparison charts for advisors.
- Disseminated information through listservs for high school counselors and dual credit practitioners, a webinar series for counselors, conference presentations for counselors, principals and school administrators, and dual credit practitioners' workshops.
- Clarified policies and providing update guidance on co-delivered courses³⁸ (e.g. AP and CHS in same classroom) and coding on high school transcripts³⁹.
- Developed state standards (and WAC) and a review process to ensure quality College in the High School programs.⁴⁰
- Developed policies to increase consistency amongst public baccalaureate institutions and community and technical colleges in acceptance of AP & IB exam scores for credit.⁴¹
- Improved inclusion of career and technical coursework in dual credit by developing AP/CTE chart showing which AP courses also meet HS CTE requirements⁴²; and, included AP Computer Science in the Governor's STEM Education Innovation Alliance.

Although collaborative efforts continue to strengthen the system of dual credit programs in Washington, there are further actions needed to eliminate opportunity gaps and expand dual credit options for more students.

STRATEGIC ACTION PLAN

To address short-term needs, the Washington Student Achievement Council has prioritized the recommended actions and included the following in the Strategic Action Plan:

- Fully fund the current College in the High School policy; and,
- Provide new funding in the 2017-19 biennium, for students eligible for free or reduced price lunch, to support:
 - Exam fees for Advanced Placement, International Baccalaureate, and Cambridge International programs.
 - Books and transportation for Running Start programs.

In addition to the priorities outlined above, further actions at the state and institutional level would facilitate progress in making dual credit options available to all Washington high school students.

³⁸ OSPI co-delivered guidance:

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/pubdocs/DualCreditGuidelines.pdf>

³⁹ OSPI HS transcript guide: <http://www.k12.wa.us/transcripts/pubdocs/TranscriptDevGuide.pdf> p.29-32

⁴⁰ WAC for dual credit rules: [WAC 392-725](#)

⁴¹ See Appendix for copies of policies for public BIs and CTCs.

⁴² OPSI. (2016). <http://www.k12.wa.us/careertech/Clusters/CourseEquivalencies/CTEStatewideCourseEquivalencies.pdf>

Increase equitable access to dual-credit programs

Increase access to dual-credit programs by funding student fees for Advanced Placement, International Baccalaureate, and Cambridge International programs; supporting book and transportation expenses for Running Start students, and expanding access to College in the High School opportunities regardless of grade level or region of residence.

To achieve these objectives the following actions should be taken:

- Subsidize fees for all students enrolled in AP, IB, and Cambridge, including maintaining or increasing dual credit exam subsidies for low-income students.
- Subsidize transportation and book costs for students in Running Start.
- Expand funding for College in the High School to:
 - Support students in all school districts.
 - Remove credit limits that allow students to enroll in only one or two courses per year with state funding.
 - Expand eligibility to all college-ready high school students in grades 9-12.

State-level

- Increase high school advising by increasing counselor to student ratios.
- Remove the 1.2 FTE cap on Running Start student enrollment.
- Incent high schools to increase offerings of dual credit STEM-related courses.
- Update dual credit report in 2 years (December, 2018), to track progress on increasing equity in access and completion, to identify high-performing schools/districts and effective practices, and the impact of current policies and funding on districts/schools and students not served, including urban and large schools.

Agency or system-level

- Analyze Tech Prep programs to understand implications of articulation versus direct transcription.
- Consider inclusion of dual credit metrics as a career and college readiness indicator in the OSPI High School Feedback Report and measures of the state's education attainment in the Roadmap.
- Collect PSAT scores and use in assessing participation among qualified students.
- Increase consistency and transparency in standardized formats for contracts and stipends agreed upon by high school-college partners.

Institution or school-level

Communicate

- Develop, present and distribute dual credit resources – online, printed, webinars and face-to-face presentations – to provide counselors, school administrators, policymakers and others clear information about dual credit programs and funding sources.
- Include dual credit information with Smarter Balanced scores provided to students and parents, and use both to inform development of High School and Beyond Plans, beginning in middle school.

Collaborate and learn

- Increase consistent, accurate, unbiased and aligned advising by providing opportunities for teachers, faculty, counselor and advisors to share effective practices and learn together.
- Identify and support professional learning opportunities to prepare HS teachers to teach college-level courses, including innovative programs like Technology Education and Literacy in Schools.
- Provide professional development to HS/college teams on the implementation of the new College in the High School quality standards.

Reach out to underrepresented students

- Conduct focus groups with students who do not enroll in dual credit to identify strategies to engage underrepresented students; and, recruit underrepresented students by engaging successful dual-enrolled students to provide awareness and peer leadership.

Use existing resources and technology

- Maximize use of existing fee waivers for low-income students (determined by eligibility for free and reduced price lunches) enrolled in AP, IB, and Cambridge.
- Identify and encourage use of Open Education Resources (OER), including low or no-cost textbooks.
- Identify strategies and increase sharing of qualified high school dual credit teachers across schools and districts, where possible, through use of existing technology and hybrid methodologies.

Increase career and college readiness

- Examine course content and promote expansion of course offerings in career and technical areas; and, simplify the process to transcript credits available to students through Tech Prep.
- Include dual credit opportunities in WACareerPath.com career pathways maps.
- Build upon SBCTC Guided Pathways project to guide HS students into meta-major pathways, and technical pathways that lead to industry-recognized certificates, applied degrees and apprenticeship programs; and, support inclusion of commonly numbered courses that readily transfer to public institutions (such as the Washington 45) in dual credit offerings.

Use data to improve effectiveness

- Periodically review acceptance and award of credit policies for exam-based programs (AP/IB/Cambridge).
- Use new data sets to inform future policies and practices in dual credit programs.

CONCLUSION

Ideally, all public school students would have access to, and support in, the programs and courses which best meet their needs. Enrollment choices would be based on the student's academic and developmental needs, and would be cost-neutral – a student would not miss out on opportunities because of their economic status.

Washington State Legislature, state education agencies, and community partners all recognize the benefits of dual credit academic opportunities for high school students and have been working to make dual credit an accessible option for more students. Increases in enrollment, particularly amongst students of color and low-income students provide evidence that changes in policy and funding are increasing equity in access.

To reach the ideal of access for all – and to contribute toward Washington State's educational attainment goals - there is work yet to be done. Some disproportionality in enrollment remains. Some programs require resources that students, families and schools do not have. Reaching the ideal requires continued investments of funding, collaborative work, and the use of data to improve policies and practices. Implementing the recommended actions described above will move us toward our statewide goals and reduce opportunity gaps for students who have historically been underserved.

ACKNOWLEDGEMENT OF CONTRIBUTORS

This report was created through the collaborative efforts and contributions of many, including policy leaders and staff, counselors, advisors, teachers, faculty, principals, superintendents, and more. Key groups providing input include the Washington Student Achievement Council, Council of Presidents, Office of the Superintendent of Public Instruction, the State Board for Community and Technical Colleges, WSAC dual credit workgroup, Joint Transfer Council dual credit task force, and the OSPI dual credit committee.

LEAD AUTHOR CONTACT INFORMATION

Noreen Light
Associate Director, Academic Affairs and Policy
Washington Student Achievement Council
360.753.7811
NoreenL@WSAC.wa.gov

APPENDIX A DUAL CREDIT COMPARISON CHART

<http://www.wsac.wa.gov/sites/default/files/2016.06.29.Dual.Credit.Comparison.Chart.pdf>

A side-by-side comparison of the six dual credit programs offered in Washington State high schools, including: enrollment, curriculum, eligibility, cost, key legislation, and barriers.



Comparison of Washington State Dual-Credit Programs

The Office of the Superintendent of Public Instruction provides [program briefs](#) for each dual-credit option, a [Report Card](#) with annual, disaggregated statistics for dual-credit enrollment and credits earned, and [guidance](#) for educators and counselors.

Credit by Standardized Exam (See [WSAC Dual Credit Search Tool](#) for credit award policies by institution)

Program—OSPI data	Students ¹ , Credits 2014-15	Site	Teacher	Curriculum	Evidence of Attainment	College Credit When awarded, how applied	Eligibility	Cost to Students Funding or waivers ²	Cost to HS/IHE Funding models	Key Issues, Relevant RCW/WAC
Advanced Placement (AP) 302 schools	62,936 students 196,249 credits	HS	HS	College-level curriculum approved by College Board/AP	Standardized Exam	Upon college evaluation of AP exam results. Amount of credit varies from institution to institution, AND whether credit applies as elective or to general education requirements.	Grades 9-12. Placement determined locally.	Exams \$91 FRPL: Waivers available, reduced fee of \$15	No cost to HS, beyond teacher training.	Inconsistent award of credits, both number and type.
International Baccalaureate (IB) 19 schools	8,799 students 47,521 credits	HS	HS	Standard Level and Higher Level courses; course syllabi are established via international collaboration.	Course completion, plus Standardized Exam	Upon college evaluation of IB exam results. Amount varies.	Grades 9-12. Placement determined locally.	Registration fee \$151, exam \$94 FRPL: Registration fee \$15, exam \$15	Annual school fee for diploma program. Initial training costs for teachers.	SL not accepted as college-level work.
Cambridge International (CI) 3 high schools	722 students 3,787 credits	HS	HS	Int'l curriculum aligned with Cambridge University in the UK.	Standardized Exam	Upon college evaluation of CI exam results. Amount varies.	Grades 9-12. Placement determined locally.	Exam fees vary by level FRPL reduced fee of \$15		Lack of awareness of CI, and lack of related policies at IHE.

Credit by Articulation

Program—OSPI data	Students ³ , Credits 2014-15	Site	Teacher	Curriculum	Evidence of Attainment	College Credit When awarded, how applied	Eligibility	Cost to Students; Funding or waivers ⁴	Cost to HS/IHE Funding models	Key Issues, Relevant RCW/WAC
Tech Prep (TP) 22 consortia 34 CTCs 373 high schools 13 skill centers	119,766 students 219,500 credits	HS	HS	HS, approved for articulation to IHE. Identified as CTE classes. Academics are integrated with technical skills.	Course completion.	Students must earn a "B" or better in course, register for TP credit in statewide enrollment and reporting system (SERS) and complete the local college administrative process. Award is based upon articulation agreements between each HS and IHE.	Grades 9-12. Placement determined locally.	No or minimal registration cost (depends on local consortium) No or minimal transcription cost to students (paid to IHE)	Fee to participate in consortium.	On July 1, 2011, the federal Carl D. Perkins Title II funds (Tech Prep) were eliminated. Washington State's portion of Tech Prep funding, \$2,036,850, was lost by this action. Many students enroll in Tech Prep to fulfill a HS CTE requirement, without intending to apply for college credit.

Credit by Course Completion

Program—OSPI data	Students ⁵ , Credits 2014-15	Site	Teacher	Curriculum	Evidence of Attainment	College Credit When awarded, how applied	Eligibility	Cost to Students; Funding or waivers ⁶	Cost to HS/IHE Funding models	Key Issues, Relevant RCW/WAC
Running Start (RS) 440 high schools All public high schools are eligible	23,363 students 158,534 credits	IHE	IHE faculty	IHE, regular course in catalog. Class usually includes non-RS, adult college students.	Course completion.	Upon completion of course. Same as other regular/non-RS students completing course. 1,900 students earned AA degrees	Grades 11-12. Some placement requirements as other college students.	Statute allows for charge of up to 10% of tuition, currently, no tuition if student does not exceed 1.2FTE. Student pays transport, books, fees. Districts may use grant funds to subsidize.	Based on BEA, 93% goes to IHE; 7% stays with district.	Student may not understand the implications of (potentially poor) grades on a college transcript. Students are more self-directed on campus. RCW 28A.600.300-400 WAC 392-169 Special Service Programs RS program
College in the HS (CHS) 112 high schools	19,104 students 46,981 credits	HS	HS ⁷	IHE, same as regular course in college catalog. Class includes high school students, only.	Course completion.	Upon successful completion of course. Same as other college students completing course on college campus. "... college credit shall be applied toward general education requirements or major requirements."	Grades 10-12. "...HS and IHE together shall define the criteria for student eligibility."	\$65 per credit. State subsidies for 11-12 grade; other priorities for funding. Some districts cover cost to students.	District retains full 1.0 FTE/BEA. Schools may have to purchase required books.	Student may not understand the implications of (potentially poor) grades on a college transcript. RCW 28A.600.290

Legend	Financial Aid Considerations
HS: High School IHE: Institute of Higher Education (college or university) HL: High Level (International Baccalaureate exams) SL: Standard Level (International Baccalaureate exams) CTC: Community and Technical College	Dual-credit students are generally not eligible for state or federal financial aid, while they are still in high school. Credits earned in dual-credit programs will be considered in the satisfactory academic progress evaluation for determining financial aid eligibility. <ul style="list-style-type: none"> Grades received in dual-credit courses are included in the GPA and credit completion standards as part of the evaluation. Dual-credit coursework, like any coursework regardless of the source of tuition payment, counts toward the maximum credit level permitted for financial aid eligibility. Students can acquire up to 125 percent or 150 percent of the total credits required for their degree or certificate program. Federal student loan programs permit higher awards for second and third-year students than for first-year students. Dual credit students may qualify for the higher loan amounts upon achieving second or third year status after graduating high school.

APPENDIX B PUBLIC BACCALAUREATE SECTOR RESOURCES

Source: Garver, Julie. Council of Presidents. April, 2016.

AP: Minimum Credit for Exams

The public baccalaureate sector will grant at a minimum elective credit for College Board advanced placement (AP) exams completed with a score of three (3) or higher. May be subject to maximum credit limits. Please contact the institution for further details.

IB Exam Minimum Credit

The public baccalaureate sector will grant at a minimum elective credit for International Baccalaureate (IB) higher level exams completed with a score of five (5) or higher. May be subject to maximum credit limits. Limited credit is granted by Central Washington University and Evergreen for some standard level exams. Please contact the institution for further details.

IB Exam Diploma and Credits Awarded

The public baccalaureate sector recognizes the International Baccalaureate Diploma and awards up to 45 quarter credits (30 semester credits). With the receipt of a Diploma credit will be awarded for 3 courses (15 quarter credits) and distributed evenly among the three general education areas (natural sciences, social sciences, arts and humanities). An additional 30 quarter credits (20 semester credits) can be awarded in the areas of the students' higher level subject exams with a score of 5 or better. Please contact the institution for additional details.

AP Test Score Equivalencies at Public Colleges and Universities

AP Test	Score	UW (qtr cr) ¹	WSU (sem cr)	WWU (qtr cr)	CWU (qtr cr)	EWU (qtr cr)	Evergreen (qtr cr)
Art: History of Art	3	General Elective	ARTS Fine Arts Elective (3)	ART Elective (4) HUM	Credit for Aesthetic Experience	General Elective (5)	BA (8)
	4	ART H 100 (5) VLPA	ARTS Fine Arts Elective (3)	ART Elective (4) HUM	Credit for Aesthetic Experience	ART 213 (5)	BA (8)
	5	ART H 100 (10) VLPA	ARTS Fine Arts Elective (6)	ART Elective (4) HUM	Credit for Aesthetic Experience	ART 213 (5)	BA (8)
Art: Studio Art	3	General Elective Placement	Fine Arts Elective (3)	ART Elective (4)	Department Elective	General Elective (5)	BA (8)
	4	General Elective Placement	Fine Arts Elective (3)	ART Elective (4)	Department Elective	ART 107 (5)	BA (8)
	5	General Elective Placement	Fine Arts Elective (3)	ART Elective (4)	Department Elective	ART 107 (5)	BA (8)
Art: 2D Design	3	General Elective	ARTS Fine Arts Elective (3)	ART Elective (4)	ART Elective (3-5)	General Elective (5) ²	BA (8)
	4	General Elective	ARTS Fine Arts Elective (3)	ART Elective (4)	ART Elective (3-5)	ART 107 (5)	BA (8)
	5	General Elective	ARTS Fine Arts Elective (3)	ART Elective (4)	ART Elective (3-5)	ART 107 (5)	BA (8)
Art: 3D Design	3	General Elective	ARTS Fine Arts Elective (3)	ART Elective (4)	ART Elective (3-5)	General Elective (5) ²	BA (8)
	4	General Elective	ARTS Fine Arts Elective (3)	ART Elective (4)	ART Elective (3-5)	General Elective (5) ²	BA (8)
	5	General Elective	ARTS Fine Arts Elective (3)	ART Elective (4)	ART Elective (3-5)	General Elective (5)	BA (8)
Biology	3	General Elective	BSCI Biology Elective (4)	BIOL 101, 102 (8) LSCI	BIOL 101 (5)	BIOL 100 (5)	BA/BS (8)
	4	BIOL 161, 162 (10) NatW	BSCI Biology 106, 107 (8). 2 Labs granted. Science and pre-prof majors	BIOL 101, 102 (8) LSCI	Credit for any two of BIOL 101, 181, 182, 183 (10)	BIOL 171, BIOL 172, BIOL 173 (15)	BA/BS (8)
	5	BIOL 161, 162 (10) NatW	BSCI Biology 106, 107 (8) 2 Labs granted. Science and pre-prof majors	BIOL 101, 102 (8) LSCI	Credit for any two of BIOL 101, 181, 182, 183 (10)	BIOL 171, BIOL 172, BIOL 173 (15)	BA/BS (8)
Calculus AB	2	Placement into MATH 124 (Calculus I)	Placement into Math 140 (Calc for Life Scientists) or Math 171 (Calculus 1 for Science/Engin. Majors)	N/A	-----	-----	-----
	3	MATH 124 (5) QSR, NatW	QUAN Mathematics 171 (4) for Science/Engin. Majors	MATH Elective (5) QSR ³	MATH 172 (5)	MATH 161 (Calculus I)	BA/BS (8)
	4	MATH 124 (5) QSR, NatW	QUAN Mathematics 171 (4) for Science/Engin. Majors	MATH Elective (5) QSR ⁴	MATH 172 (5)	MATH 161 (Calculus I)	BA/BS (8)
	5	MATH 124, 125 (10) QSR, NatW	QUAN Mathematics 171, 172 (8) for Science/Engin. Majors	MATH Elective (5) QSR ³	MATH 172 (5)	MATH 161 (Calculus I)	BA/BS (8)

¹ UW - General Elective credit is awarded upon request of the student.

² EWU- May revise

³ WWU - Students may receive credit for either AB or BC, but not both unless recommended by Mathematics Department after placement

⁴ WWU - Students may receive credit for either language or literature, but not both

AP Test	Score	UW (qtr cr) ¹	WSU (sem cr)	WWU (qtr cr)	CWU (qtr cr)	EWU (qtr cr)	Evergreen (qtr cr)
Calculus BC	2	With subgrade 3,4,5 – MATH 124 (5) QSR, NatW	With subgrades 3,4, 5 QUAN MATH 171 for Science/Engin Majors (4)	N/A	-----	-----	-----
	3	MATH 124 (5) QSR, NatW	QUAN Mathematics 171, 172 for Science/Engin Majors (8)	MATH Elective (5) QSR ²	MATH 172, 173 (10)	Math 161 and 162 (Calculus I and II)	BA/BS (8)
	4	MATH 124, 125 (10) QSR, NatW	QUAN Mathematics 171, 172 for Science/Engin Majors (8)	MATH Elective (5) QSR ²	MATH 172, 173 (10)	Math 161 and 162 (Calculus I and II)	BA/BS (8)
	5	MATH 124, 125 (10) QSR, NatW	QUAN Mathematics 171, 172 for Science/Engin Majors (8)	MATH Elective (5) QSR ²	MATH 172, 173 (10)	Math 161, 162 and 163 (Calculus I, II, and III)	BA/BS (8)
Chemistry	3	CHEM 142 (5) for Science/ Engin majors, NatW, QSR	PSCI CHEM 105 1 Lab granted. For Science/Engin Majors(4)	CHEM 121, 122 (10) LSCI	Exempt from 181 & LAB, credit after taking 182 at CWU	CHEM 151 (5)	BA/BS (8)
	4	CHEM 142, 152 (10) for Sci/Engin majors, NatW, QSR	PSCI CHEM 105 1 Lab granted. For Science/Engin Majors(4)	CHEM 121, 122 (10) LSCI	Exempt from 181, 182 & LABS, credit after taking 183 & Lab at CWU	CHEM 151, 152 (10)	BA/BS (8)
	5	CHEM 142, 152, 162 (15) for Sci/Engin majors, NatW, QSR	PSCI CHEM 105, 106 2 Labs granted. For Science/Engin Majors (8)	CHEM 121, 122 (10) LSCI	CHEM 181, 182, 183 & LABS (15)	CHEM 151, 152, 153 (15)	BA/BS (8)
Chinese Language & Culture	3	CHIN 133 (5), CAS For. Lang. Req.	Chinese 101 (4) CAS For. Lang. Req.	CHIN 101 (5)	CHIN 251 (5) (Max 15 cr. total between all languages)	CHIN 101	BA (8)
	4	CHIN 133, 231 (10) CAS For. Lang. Req.	Chinese 101 (4), Chinese Elective (1) CAS For. Lang. Req.	CHIN 101, 102 (10)	CHIN 251, 252 (10) (Max 15 cr. total between all languages)	CHIN 101, 102	BA (8)
	5	CHIN 133, 231, 232 (15) VLPA, CAS For. Lang. Req. (no credit for native speakers)	Chinese 101 (4), Chinese Elective (2) CAS For. Lang. Req.	CHIN 101, 102 (10)	CHIN 251, 252, 253 (15) (Max 15 cr. total between all languages)	CHIN 101, 102, 103	BA (8)
Computer Science A	3	General Elective	Comp Sci Elective (3)	CSCI 141 (4) QSR	CS 110 (4)	CSCD 210 (5)	BA/BS (8)
	4	CSE 142 (4) for Science/Engin majors, NatW, QSR	Comp Sci Elective (3)	CSCI 141 (4) QSR	CS 110 (4)	CSCD 210 (5)	BA/BS (8)
	5	CSE 142 (4) for Science/Engin majors, NatW, QSR	Comp Sci Elective (3)	CSCI 141 (4) QSR	CS 110, 111 (8)	CSCD 210 (5)	BA/BS (8)
Computer	3	CSE 142 (4) for	Exam no longer available. For subject	CSCI 141 (4) QSR	CS 110, 111 (8)	General Elective	BA/BS (8)

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AP Test	Score	UW (qtr cr) ¹	WSU (sem cr)	WWU (qtr cr)	CWU (qtr cr)	EWU (qtr cr)	Evergreen (qtr cr)
Science AB		Science/Engin majors, NatW, QSR	tests no longer offered, please contact admissions for current acceptance policy				
	4	CSE 142 (4) for Science/Engin majors, NatW, QSR	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	CSCI 141 (4) QSR	CS 110, 111 (8)	General Elective	BA/BS (8)
	5	CSE 142, 143 (9) for Science/ Engin majors, NatW, QSR	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	CSCI 141 (4) QSR	CS 110, 111, 301 (12)	General Elective	BA/BS (8)
Economics: Micro	3	General Elective	SSCI Economics 101 (3)	ECON 206 (4) SSC	ECON 201	General Elective	BA (8)
	4	ECON 200 (5) Ind. & Soc., QSR	SSCI Economics 101 (3)	ECON 206 (4) SSC	ECON 201	ECON 200	BA (8)
	5	ECON 200 (5) Ind. & Soc., QSR	SSCI Economics 101 (3)	ECON 206 (4) SSC	ECON 201	ECON 200	BA (8)
Economics: Macro	3	General Elective	SSCI Economics 102 (3)	ECON 207 (4) SSC	ECON 202 (5)	General Elective	BA (8)
	4	ECON 201 (5) Ind. & Soc., QSR	SSCI Economics 102 (3)	ECON 207 (4) SSC	ECON 202 (5)	ECON 201	BA (8)
	5	ECON 201 (5) Ind. & Soc., QSR	SSCI Economics 102 (3)	ECON 207 (4) SSC	ECON 202 (5)	ECON 201	BA (8)
English: Lang & Comp	3	General Elective	English Elective (3)	ENG Electives (4) HUM	ENG 101 (4)	ENGL 101	BA (8)
	4	ENGL 190 (5) VLPA	WRWG English 101 (3)	ENG Electives (4) HUM + waives ENG 101	ENG 101 (4)	ENGL 101	BA (8)
	5	ENGL 190 (5) VLPA	WRWG English 101 (3)	ENG Electives (4) HUM + waives ENG 101	ENG 101 (4)	ENGL 101	BA (8)
English: Lit & Comp	3	General Elective	English Elective (3)	ENG Electives (4) HUM	ENG 105 (5)	ENGL 170	BA (8)
	4	ENGL 191 (5) VLPA	HUM English 108 (3)	ENG Electives (4) HUM + waives ENG 101	ENG 105 (5)	ENGL 170	BA (8)
	5	ENGL 191 (5) VLPA	HUM, WRWG English 101, 108 (6)	ENG Electives (4) HUM + waives ENG 101	ENG 105 (5)	ENGL 170	BA (8)
Environmental Science	3	ESRM 100 (5) NatW	BSCI ES/RP 101 (4) 1 Lab granted	ESCI 101 (3) SCI	ENST 201 (5)	ENVS 100	BA/BS (8)
	4	ESRM 100 (5) NatW	BSCI ES/RP 101 (4) 1 Lab granted	ESCI 101 (3) SCI	ENST 201 (5)	ENVS 100	BA/BS (8)

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AP Test	Score	UW (qtr cr) ¹	WSU (sem cr)	WWU (qtr cr)	CWU (qtr cr)	EWU (qtr cr)	Evergreen (qtr cr)
	5	ESRM 100 (5) NatW	BSCI ES/RP 101 (4) 1 Lab granted	ESCI 101 (3) SCI	ENST 201, 202 (10)	ENVS 100	BA/BS (8)
European History	3	General Elective	HUM History Elective (3)	HIST 113 (5) HUM	Credit for Perspectives on World Cultures	HIST 106	BA (8)
	4	HIST 113 (5) Ind. & Soc.	HUM History 102 (3)	HIST 113 (5) HUM	Credit for Perspectives on World Cultures	HIST 106	BA (8)
	5	HIST 113 (5) Ind. & Soc.	HUM History 102 (3)	HIST 113 (5) HUM	Credit for Perspectives on World Cultures	HIST 106	BA (8)
French Language & Culture	3	FRENCH 201 (5) VLPA, CAS For. Lang. Req.	French 101 (4) CAS For. Lang. Req.	FREN 101 (5) ³	FR 251 (5) (Max 15 cr. total between all languages)	FREN 201	BA (8)
	4	FRENCH 201, 202 (10) VLPA, CAS For. Lang. Req.	French 101 (4), French Elective (1) CAS For. Lang. Req.	FREN 101, 102 (10) ³	FR 251, 252 (10) (Max 15 cr. total between all languages)	FREN 201, FREN 202	BA (8)
	5	FRENCH 201, 202, 203 (15) VLPA, CAS For. Lang. Req. (no credit for native speakers)	French 101 (4), French Elective (2) CAS For. Lang. Req.	FREN 101, 102 (10) ³	FR 251, 252, 253 (15) (Max 15 cr. total between all languages)	FREN 201, FREN 202, FREN 203	BA (8)
French Literature	3	FRENCH 298 (5) VLPA, CAS For. Lang. req.	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	FREN 101 (5) ³	Department Elective	FREN 299	BA (8)
	4	FRENCH 298 (10) VLPA, CAS For. Lang. req.	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	FREN 101, 102 (10) ³	Department Elective	FREN 299	BA (8)
	5	FRENCH 298 (15) VLPA, CAS for. lang. req. (no credit for native speakers)	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	FREN 101, 102 (10) ³	Department Elective	FREN 299	BA (8)
German Language & Culture	3	GERMAN 201 (5) VLPA, CAS For. Lang. Req.	German 101 (4) CAS For. Lang. Req.	GERM 101 (5)	GERM 251 (5) (Max 15 cr. total between all languages)	GERM 201	BA (8)
	4	GERMAN 201, 202 (10) VLPA, CAS For. Lang. Req.	German 101 (4), German Elective (1) CAS For. Lang. Req.	GERM 101, 102 (10)	GERM 251, 252 (10) (Max 15 cr. total between all languages)	GERM 201, GERM 202	BA (8)
	5	GERMAN 201, 202, 203 (15) VLPA, CAS For. Lang. Req. (no credit for native speakers)	German 101 (4), German Elective (2) CAS For. Lang. Req.	GERM 101, 102 (10)	GERM 251, 252, 253 (15) (Max 15 cr. total between all languages)	GERM 201, GERM 202, GERM 203	BA (8)

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AP Test	Score	UW (qtr cr) ¹	WSU (sem cr)	WWU (qtr cr)	CWU (qtr cr)	EWU (qtr cr)	Evergreen (qtr cr)
Government & Politics: American	3	General Elective	Political Science Elective (3)	PLSC 250 (5), SSC	POSC Elective (5)	GOVT 100	BA (8)
	4	POL S 202 (5) Ind. & Soc.	SSCI Political Science 101 (3)	PLSC 250 (5), SSC	POSC 101 (5)	GOVT 100	BA (8)
	5	POL S 202 (5) Ind. & Soc.	SSCI Political Science 101 (3)	PLSC 250 (5), SSC	POSC 210 (5)	GOVT 100	BA (8)
Government & Politics: Comparative	3	General Elective	Political Science Elective (3)	PLSC 291 (5), SSC	POSC Elective (5)	GOVT 203	BA (8)
	4	POL S 204 (5) Ind. & Soc.	SSCI Political Science 102 (3)	PLSC 291 (5), SSC	POSC 101 (5)	GOVT 203	BA (8)
	5	POL S 204 (5) Ind. & Soc.	SSCI Political Science 102 (3)	PLSC 291 (5), SSC	POSC 260 (5)	GOVT 203	BA (8)
Human Geography	3	GEOG 100 (5) Ind. & Soc.	SSCI Social Science Elective (3)	ENVS 204 (4), SSC	GEOG 108 (5)	GEOG 101	BA (8)
	4	GEOG 100 (5) Ind. & Soc.	SSCI Social Science Elective (3)	ENVS 204 (4), SSC	GEOG 108 (5)	GEOG 101	BA (8)
	5	GEOG 100 (5) Ind. & Soc.	SSCI Social Science Elective (3)	ENVS 204 (4), SSC	GEOG 108 (5)	GEOG 101	BA (8)
Italian Language & Culture	3	ITAL 201 (5) VLPA, CAS For. Lang. Req.	Italian 101 (4) CAS For. Lang. Req.	ITAL 101 (5)	Department Elective	GNML 298	BA (8)
	4	ITAL 201, 202 (10) VLPA, CAS For. Lang. Req.	Italian 101 (4), Italian Elective (1) CAS For. Lang. Req.	ITAL 101 (5) and ITAL Electives (5)	Department Elective	GNML 298	BA (8)
	5	ITAL 201, 202, 203 (15) VLPA, CAS For. Lang. Req. (no credit for native speakers)	Italian 101 (4), Italian Elective (2) CAS For. Lang. Req.	ITAL 101 (5) and ITAL Electives (5)	Department Elective	GNML 298	BA (8)
Japanese Language & Culture	3	JAPAN 133 (5) CAS For. Lang. Req.	Japanese 101 (4) CAS For. Lang. Req.	JAPN 101 (5)	JAPN 251 (5) (Max 15 cr. total between all languages)	JAPN 103	BA (8)
	4	JAPAN 133, 231 (10) CAS For. Lang. Req.	Japanese 101 (4), Japanese Elective (1) CAS For. Lang. Req.	JAPN 101, 102 (10)	JAPN 251, 252 (10) (Max 15 cr. total between all languages)	JAPN 201	BA (8)
	5	JAPAN 133, 231, 232 (15) VLPA, CAS For. Lang. Req. (no credit for native speakers)	Japanese 101 (4), Japanese Elective (2) CAS For. Lang. Req.	JAPN 101, 102 (10)	JAPN 251, 252, 253 (10) (Max 15 cr. total between all languages)	JAPN 202	BA (8)
Latin Literature	3	LATIN 103 (5) CAS For. Lang. Req.	Exam no longer available. For subject tests no longer offered,	LAT 101 (5) ³	Department Elective	GNML 299	BA (8)

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AP Test	Score	UW (qtr cr) ¹	WSU (sem cr)	WWU (qtr cr)	CWU (qtr cr)	EWU (qtr cr)	Evergreen (qtr cr)
			please contact admissions for current acceptance policy				
	4	LATIN 305 (5) VLPA, CAS For. Lang. Req.	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	LAT 101, 102 (10) ³	Department Elective	GNML 299	BA (8)
	5	LATIN 305, 306 (10) VLPA, CAS For. Lang. Req.	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	LAT 101, 102 (10) ³	Department Elective	GNML 299	BA (8)
Latin Virgil	3	LATIN 103 (5) CAS For. Lang. Req.	Latin 101 (4) CAS For. Lang. Req.	LAT 101 (5) ³	Department Elective	General Elective (5)	BA (8)
	4	LATIN 305 (5) VLPA, CAS For. Lang. Req.	Latin 101 (4), Latin Elective (1) CAS For. Lang. Req.	LAT 101, 102 (10) ³	Department Elective	General Elective (5)	BA (8)
	5	LATIN 305, 307 (10) VLPA CAS For. Lang. Req.	Latin 101 (5), Latin Elective (1) CAS For. Lang. Req.	LAT 101, 102 (10) ³	Department Elective	General Elective (5)	BA (8)
Latin Literature & Latin: Virgil	3	LATIN 103 (5) CAS For. Lang. Req.	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	LAT 101 (5) ³	Department Elective	GNML 299	BA (8)
	4	LATIN 305, 306, 307 (15) VLPA, CAS For. Lang. Req.	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	LAT 101, 102 (10) ³	Department Elective	GNML 299	BA (8)
	5	LATIN 305, 306, 307 (15) VLPA, CAS For. Lang. Req.	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	LAT 101, 102 (10) ³	Department Elective	GNML 299	BA (8)
Music Theory	3	General Elective	Music Elective (2)	MUS Electives (3)	MUS Electives	General Elective	BA (8)
	4	General Elective	Music Elective (2)	MUS Electives (3)	MUS Electives	MUSC 101, MUSC 104 (4)	BA (8)
	5	General Elective	Music Elective (2)	MUS Electives (3)	MUS Electives	MUSC 101, MUSC 102, MUSC 104 (7)	BA (8)
Music Listening/Literature	3	General Elective	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	MUS 104 (3) HUM	Department Elective	General Elective (5)	BA (8)
	4	General Elective	Exam no longer available. For subject tests no longer offered, please	MUS 104 (3) HUM	Department Elective	General Elective (5)	BA (8)

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AP Test	Score	UW (qtr cr) ¹	WSU (sem cr)	WWU (qtr cr)	CWU (qtr cr)	EWU (qtr cr)	Evergreen (qtr cr)
			contact admissions for current acceptance policy				
	5	General Elective	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	MUS 104 (3) HUM	Department Elective	General Elective (5)	BA (8)
Physics B	3	General Elective	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	PHYS 114 (5) SCI	Department Elective	Elective (5)	BA/BS (8)
	4	PHYS 114/117, 115/118, 116/119 (15) general physics sequence; QSR	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	PHYS 114 (5) SCI	Physics B.1: Exempt from PHYS 111 & LAB; Physics B.2: Exempt from PHYS 112, 113 & LABS	PHYS 131, 132, 133/labs (15)	BA/BS (8)
	5	PHYS 114/117, 115/118, 116/119 (15) general physics sequence; QSR	Exam no longer available. For subject tests no longer offered, please contact admissions for current acceptance policy	PHYS 114 (5) SCI	Physics B.1: Exempt from PHYS 111 & LAB; Physics B.2: Exempt from PHYS 112, 113 & LABS	PHYS 131, 132, 133/labs (15)	BA/BS (8)
Physics 1	3	General Elective	PSCI Physics Elective (3)	PHYS 114 (5) SCI	General Elective	General Elective	BA/BS (8)
	4	PHYS 114/117 (5) general physics sequence, QSR	PSCI Physics 101 w/lab (4)	PHYS 114 (5) SCI	General Elective	General Elective	BA/BS (8)
	5	PHYS 114/117 (5) general physics sequence, QSR	PSCI Physics 101 w/lab (4)	PHYS 114 (5) SCI	General Elective	General Elective	BA/BS (8)
Physics 2	3	General Elective	PSCI Physics Elective (3)	PHYS 115 (5) LSCI	General Elective	General Elective	BA/BS (8)
	4	PHYS 115/118 (5) general physics sequence, QSR	PSCI Physics 102 w/lab (4)	PHYS 115 (5) LSCI	General Elective	General Elective	BA/BS (8)
	5	PHYS 115/118 (5) general physics sequence, QSR	PSCI Physics 102 w/lab (4)	PHYS 115 (5) LSCI	General Elective	General Elective	BA/BS (8)
Physics 1 & 2	3	General Elective	General Elective	PHYS 114, 115, 116 (15) LSCI	General Elective	General Elective	BA/BS (8)
	4	PHYS 114/117, 115/118, 116/119 (5) general physics sequence, QSR	General Elective	PHYS 114, 115, 116 (15) LSCI	General Elective	General Elective	BA/BS (8)
		PHYS 114/117, 115/118,	General Elective	PHYS 114, 115, 116 (15)	General Elective	General Elective	BA/BS (8)

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AP Test	Score	UW (qtr cr) ¹	WSU (sem cr)	WWU (qtr cr)	CWU (qtr cr)	EWU (qtr cr)	Evergreen (qtr cr)
		116/119 (5) general physics sequence, QSR		LSCI			
Physics C (Mechanics)	3	General Elective	PSCI Physics Elective (3)	PHYS 161 (5) LSCI	Department Elective	Elective (5)	BA/BS (8)
	4	PHYS 121 (5) 1 st Engin. Physics; QSR	PSCI Physics Elective (3)	PHYS 161 (5) LSCI	Exempt from PHYS 181, 182 & LABS	PHYS 151/lab (5)	BA/BS (8)
	5	PHYS 121 (5) 1 st Engin. Physics; QSR	PSCI Physics Elective (3)	PHYS 161 (5) LSCI	Exempt from PHYS 181, 182 & LABS	PHYS 151/lab (5)	BA/BS (8)
Physics C (Elect. & Mag.)	3	General Elective	PSCI Physics Elective (3)	PHYS 162 (5) LSCI	Department Elective	Elective (5)	BA/BS (8)
	4	PHYS 122 (5) 2 nd Engin. Physics; QSR	PSCI Physics Elective (3)	PHYS 162 (5) LSCI	Exempt from PHYS 183 & LAB	PHYS 153/lab (5)	BA/BS (8)
	5	PHYS 122 (5) 2 nd Engin. Physics; QSR	PSCI Physics Elective (3)	PHYS 162 (5) LSCI	Exempt from PHYS 183 & LAB	PHYS 153/lab (5)	BA/BS (8)
Psychology	3	General Elective	SSCI Psychology 105 (3)	PSY 101 (5) SSC	Department Elective	PSYC 100	BA (8)
	4	PSYCH 101 (5) Ind. & Soc.	SSCI Psychology 105 (3)	PSY 101 (5) SSC	PSY 101 (5)	PSYC 100	BA (8)
	5	PSYCH 101 (5) Ind. & Soc.	SSCI Psychology 105 (3)	PSY 101 (5) SSC	PSY 101 (5)	PSYC 100	BA (8)
Spanish Language & Culture	3	SPAN 201 (5) VLPA; CAS For. Lang. Req.	SPAN 101 (4) CAS For. Lang. Req.	SPAN 101 (5) ⁴	SPAN 251 (5) (Max 15 cr. total between all languages)	SPAN 201 (5)	BA (8)
	4	SPAN 201, 202 (10) VLPA; CAS For. Lang. Req.	SPAN 101 (4), SPAN Elective (1) CAS For. Lang. Req.	SPAN 101, 102 (10) ⁴	SPAN 251, 252 (10) (Max 15 cr. total between all languages)	SPAN 201, 202 (10)	BA (8)
	5	SPAN 201, 202, 203 (15) VLPA; CAS For. Lang. Req. (no credit for native speakers)	SPAN 101 (4), SPAN Elective (2) CAS For. Lang. Req.	SPAN 101, 102 (10) ⁴	SPAN 251, 252, 253 (15) (Max 15 cr. total between all languages)	SPAN 201, 202, 203 (15)	BA (8)
Spanish Literature & Culture	3	SPAN 298 (5) VLPA, CAS For. Lang. Req.	Spanish 101 (4) CAS For. Lang. Req.	SPAN 101 (5) ⁴	Department Elective	SPAN 299	BA (8)
	4	SPAN 298 (10) VLPA, CAS For. Lang. Req.	Spanish 101,102 (8) CAS For. Lang. Req.	SPAN 101, 102 (10) ⁴	Department Elective	SPAN 299	BA (8)
	5	SPAN 298 (15) VLPA, CAS For. Lang. Req.	Spanish 101,102 (8) CAS For. Lang. Req.	SPAN 101, 102 (10) ⁴	Department Elective	SPAN 299	BA (8)

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AP Test	Score	UW (qtr cr) ¹	WSU (sem cr)	WWU (qtr cr)	CWU (qtr cr)	EWU (qtr cr)	Evergreen (qtr cr)
Statistics	3	STAT 311 (5) NatW; QSR	QUAN STAT/MATH 212 (4)	MATH 240 (4) QSR	MATH 311 (5)	Math Proficiency	BA/BS (8)
	4	STAT 311 (5) NatW; QSR	QUAN STAT/MATH 212 (4)	MATH 240 (4) QSR	MATH 311 (5)	Math Proficiency	BA/BS (8)
	5	STAT 311 (5) NatW; QSR	QUAN STAT/MATH 212 (4)	MATH 240 (4) QSR	MATH 311 (5)	Math Proficiency	BA/BS (8)
U.S. History	3	General Elective	HUM History 110 (3)	HIST 103, 104 (10) HUM	HIST 143 or 144 (5)	HIST 110	BA (8)
	4	HISTAA 101 (5) Ind. & Soc.	HUM History 110 (3)	HIST 103, 104 (10) HUM	HIST 143 or 144, w/ exemption for majors in the other (Majors will be required to take an additional 5 cr. in upper Div US History)	HIST 110	BA (8)
	5	HISTAA 101 (5) Ind. & Soc.	HUM History 110 (3)	HIST 103, 104 (10) HUM	HIST 143, 144 (10)	HIST 110	BA (8)
World History	3	General Elective	HUM History 121 (3)	HIST Electives (5) HUM	HIST 102 or 103 (5)	HIST 102 or HIST 103	BA (8)
	4	HIST 100 (5) Ind. & Soc.	HUM History 121 (3)	HIST Electives (5) HUM	HIST 102 or 103, w/ exemption for majors in the other (Majors will be required to take an additional 5 cr. in upper div non-Western History)	HIST 102 or HIST 103	BA (8)
	5	HIST 100 (5) Ind. & Soc.	HUM History 121 (3)	HIST Electives (5) HUM	HIST 102 or 103, w/ exemption for majors in the other (Majors will be required to take an additional 5 cr. in upper div non-Western History)	HIST 102 or HIST 103	BA (8)
AP Capstone: Seminar	3	-----	AP Seminar Elective (3)	-----	-----	-----	-----
	4	-----	AP Seminar Elective (3)	-----	-----	-----	-----
	5	-----	AP Seminar Elective (3)	-----	-----	-----	-----
AP Capstone: Research	3	-----	AP Research Elective (3)	-----	-----	-----	-----
	4	-----	AP Research Elective (3)	-----	-----	-----	-----
	5	-----	AP Research Elective (3)	-----	-----	-----	-----

APPENDIX C COMMUNITY AND TECHNICAL COLLEGE RESOURCES

AP Test Score Equivalencies at Washington SBCTCs

The chart included on this page represents the *minimum* credit/courses awarded for each Advanced Placement (AP) exam, recognized by all community and technical colleges in Washington. Please check with the institution you are attending for specifics about how credit is awarded. This page also includes the State/SBCTC policy (4.60.14) for awarding credit for AP scores.

4.60.14 Advanced Placement: Washington state community and technical colleges will award *unrestricted elective* credit for an Advanced Placement (AP) score of 3 or higher. Credit will be awarded on the basis of official AP results, not transcript notation. Credits granted for *general education or major requirements* will be specified by the *receiving institution's AP credit policies*; otherwise, elective credit will be granted.

Currently available?	AP Test	Score	Courses and Credits listed are the minimum awarded per score
y	Art: Art History	3	ART& 100 (5)
		4	ART& 100 (5)
		5	ART& 100 (5)
y	Art: Studio Art - Drawing	3	Elective (5)
		4	Humanities Distribution (5)
		5	Humanities Distribution (5)
y	Art: 2D Design	3	Elective (5)
		4	Humanities Distribution (5)
		5	Humanities Distribution (5)
y	Art: 3D Design	3	Elective (5)
		4	Humanities Distribution (5)
		5	Humanities Distribution (5)
y	Biology	3	BIOL& 100, BIOL& 160 (5)
		4	BIOL& 100, BIOL& 160 (5)
		5	BIOL& 100, BIOL& 160 (5)
y	Calculus AB	2	--
		3	MATH& 151 (5)
		4	MATH& 151 (5)
		5	MATH& 151 (5)
y	Calculus BC	2	--
		3	MATH& 151, MATH& 152 (5)
		4	MATH& 151, MATH& 152 (5)
		5	MATH& 151, MATH& 152 (5)
y	Chemistry	3	CHEM& 121, CHEM& 161 (5)
		4	CHEM& 121, CHEM& 161 (5)
		5	CHEM& 121, CHEM& 161 (5)
y	Chinese Language & Culture	3	CHIN& 121 (5)
		4	CHIN& 121 (5)
		5	CHIN& 121 (5)
y	Computer Science A	3	Elective (5)

APPENDIX D WASHINGTON 45 AND OPEN EDUCATION RESOURCES

The Washington 45 agreement spells out a list of courses offered by Washington state community and technical colleges that satisfy up to one year's worth (45 credits) of general education requirements at public four-year institutions. Open Education Resources (OER) are free, online textbooks and instructional materials which are openly licensed and available for use by all. Adoption of OER is one means of reducing cost for students.

WA 45: <http://www.sbctc.edu/colleges-staff/programs-services/transfer/washington-45.aspx>

OER: <http://www.openwa.org/>

Washington 45

Course ID	Title	OPEN Textbooks		Open Course Materials
		Download	Source	
ENGL 101 & ENGL 102	English Composition I & II	PDF	ENGL 101&102 book option 1	ENGL 101 material option 1
		PDF	ENGL 101&102 book option 2	ENGL 102 material option 1
		PDF	ENGL 101&102 book option 3	
MATH 107	Math in Society	PDF	MATH 107 book option 1	MATH 107 material option 1
MATH 148	Business Calculus	PDF	MATH 148 book option 1	MATH 148 material option 1
MATH 151	Calculus I	PDF	MATH 151 book option 1	Math 151 material option 1
		PDF	MATH 151 book option 2	Math 151 material option 2
		PDF	MATH 151 book option 3	Math 151 material option 3
PHIL 101	Intro to Philosophy	PDF	PHIL 101 book option 1	PHIL 101 material option 1
				PHIL 101 material option 2
MUSC 105	Music Appreciation	N/A	MUSC 105 book option 1 (\$3 to \$7)	MUSC 105 material option 1
DRMA 101	Intro to Theatre	PDF	DRMA 101 book option 1	DRMA 101 material option 1
				DRMA 101 material option 2
ENGL 111	Intro to Literature	PDF	ENGL 111 book option 1	ENGL 111 material option 1
				ENGL 111 material option 2
				ENGL 111 material option 3
HUM 101	Intro to Humanities	PDF	HUM 101 book option 1	HUM 101 material option 1
HIST 116	Western Civilization I			HIST 116,117,118 materials option 1
HIST 117	Western Civilization II			
HIST 118	Western Civilization III			
HIST 146,147,148	US History I,II,III	PDF	HIST 146, 147, 148 book option 1	HIST 146 material option 1
		PDF	HIST 146, 147, 148 book option 2	HIST 147 material option 1
		PDF	HIST 146, 147, 148 book option 3	HIST 146 material option 2
		N/A	HIST 146, 147, 148 book option 4	HIST 147 material option 2
PSYC 100	General Psychology	PDF	PSYC 100 book option 1	PSYC 100 material option 1
				PSYC 100 material option 2
				PSYC 100 material option 3
SOC 101	Intro to Sociology	PDF	SOC 101 book option 1	SOC 101 material option 1



Dual Credit

October 12, 2016
Randy Spaulding, Director, Academic Affairs and Policy
Noreen Light, Associate Director



WASHINGTON STUDENT
ACHIEVEMENT COUNCIL
EDUCATION · OPPORTUNITY · RESULTS



Background: 2015 ESSHB 1546



- ✓ Establishes intent to increase opportunities and reduce disparities in dual credit enrollment.
- ✓ Expands eligibility to 10th grade students and provides new funding for College in the High School program tuition.
- Expands existing grant to assist Running Start students with transportation books.
- ✓ Establishes a distinction between College in the High School and Running Start.

Requires

- Development of CHS quality and eligibility standards and associated WAC.
- Report to the legislature with recommendations for further improvement.



2015-16

- **97%** of HS districts offer dual credit
- **47%** of HS students enroll in at least one dual-credit course

Change over time

- From **2010 to 2015**
- 7% increase
- Improvements and persisting disparities

Recommended actions

- **Fully fund dual credit** to make choosing an appropriate course for a student a cost-neutral decision.



Dual credit a key strategy to increase attainment

By 2023

- All adults in Washington, ages 25–44, will have a high school diploma or equivalent.
- At least 70 percent of Washington adults, ages 25–44, will have a postsecondary credential.

National research finds that dual credit participation increases:

- HS graduation.
- College enrollment.
- College persistence.



Course completion

- College in the High School (CHS)
- Running Start (RS)

Standardized exam

- Advance Placement (AP)
- International Baccalaureate (IB)
- Cambridge International (CI)

Articulation agreement

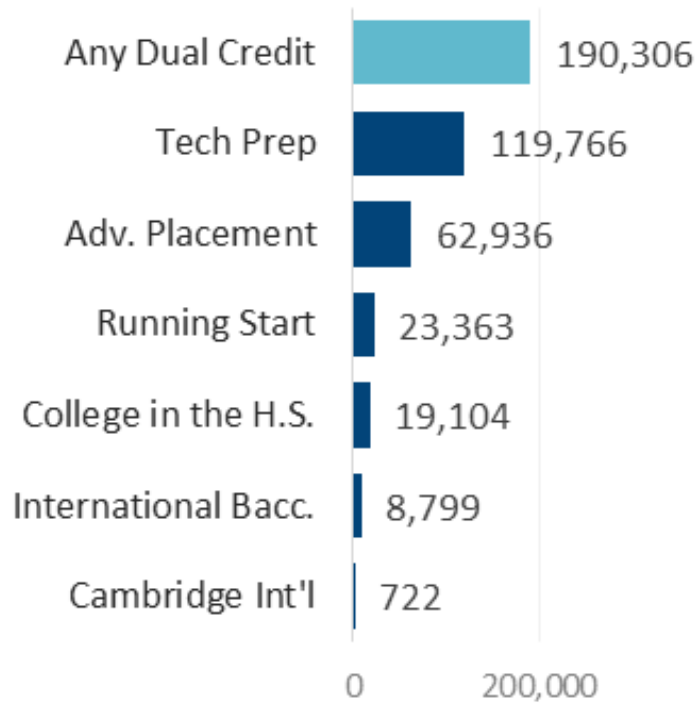
- Tech Prep (TP)



Data snapshots: Participation

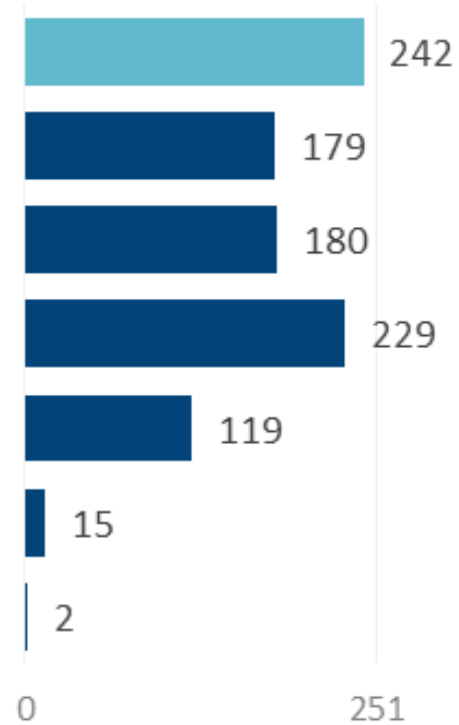
Students

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



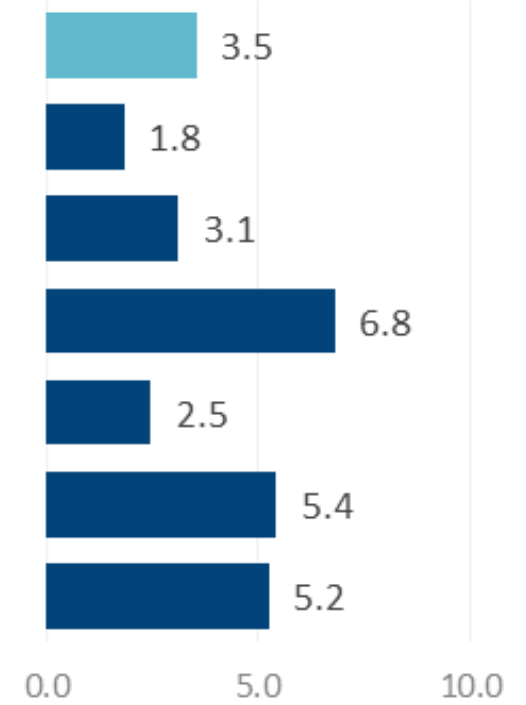
Districts

enrolling students in dual credit
(of 251 eligible)



Avg Courses

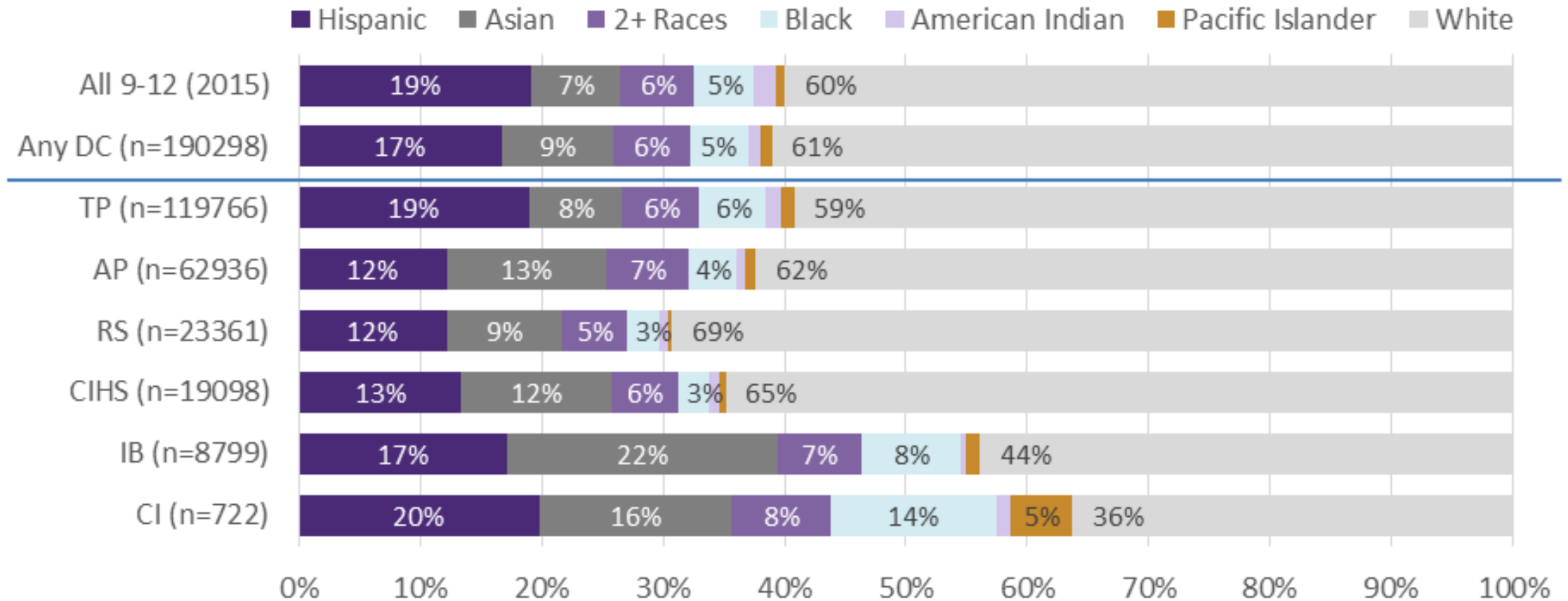
taken by dual credit
participants





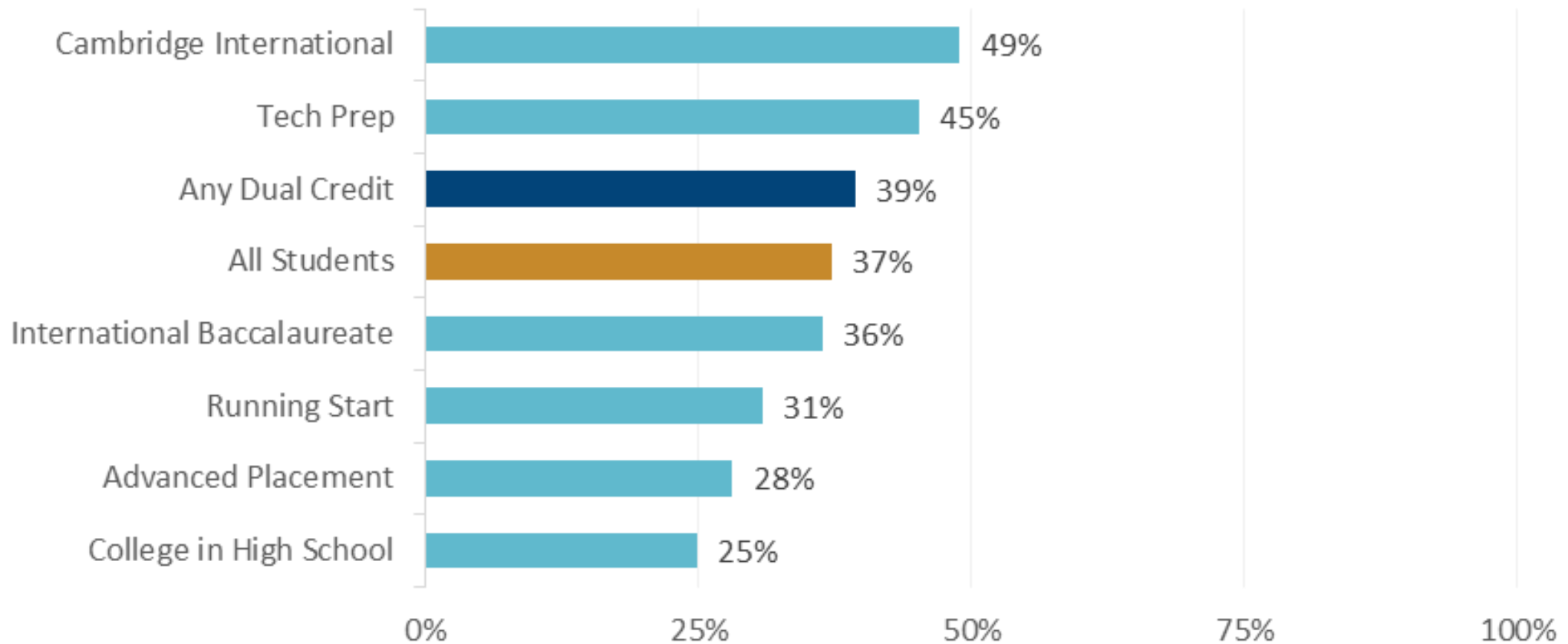
Data snapshots: Race and ethnicity

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





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

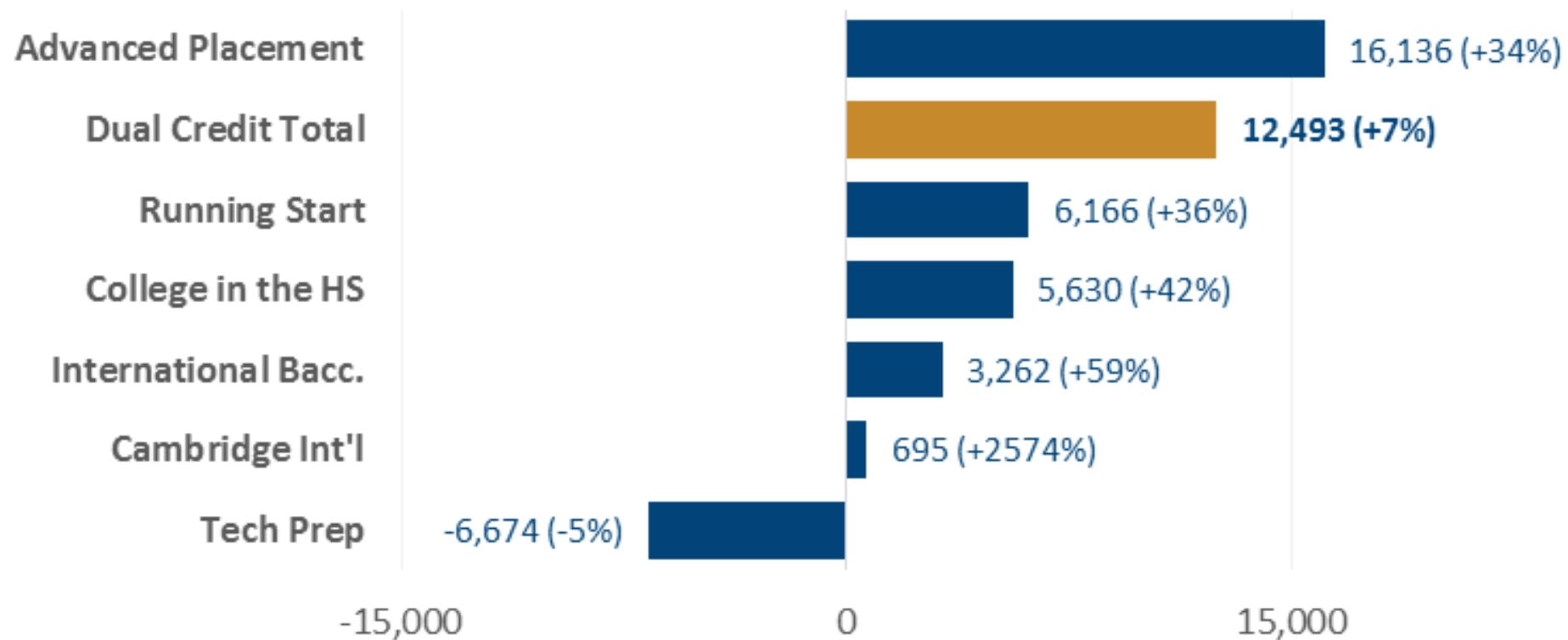


Change over time (2010–2015)



Five year change in dual-credit enrollment

Washington 9-12th Grade Public School Students, 2010-11 to 2014-15





2015-16

Transition year priorities.

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

District overestimation of enrollments left 47% of allocation unused.

2016-17

Priority levels and percent approved for funding:

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

Actual enrollments will be submitted for subsidies by July 2017.



CHS Standards

- Standards in place.
- WAC created.
- Review process in development.

AP/IB Acceptance

- CTCs and public BIs developed policies to increase consistency in award of credit.

Career and Tech

- Developed chart to show which AP courses meet HS CTE requirements.
- CTE included in CHS definition.



Increase equitable access to dual-credit programs

- Fund student fees for Advanced Placement, International Baccalaureate, and Cambridge International programs.
- Support book and transportation expenses for Running Start students.
- Expand access to College in the High School opportunities regardless of student grade level or region of residence.

Recommended actions (examples)



State

- Increase counselor staffing
- Remove 1.2 FTE cap on Running Start
- Track progress and identify effective practices

System

- Analyze outcomes of articulation vs. direct transcription
- Use existing exams to identify potential dual credit students
- Increase consistency in high school-college partnerships

School

- Reach out to underrepresented students
- Support professional development
- Leverage technology and open resources



Dual Credit in the Strategic Action Plan

1. Fully fund the current College in the High School policy.
2. Provide new funding for the 2017-19 biennium to support students eligible for free and reduced price lunch:
 - Exam fees (AP/IB/CI), and
 - Books and transportation (RS)





Randy Spaulding

randys@wsac.wa.gov

360-753-7823

Noreen Light

noreenl@wsac.wa.gov

360-753-7811