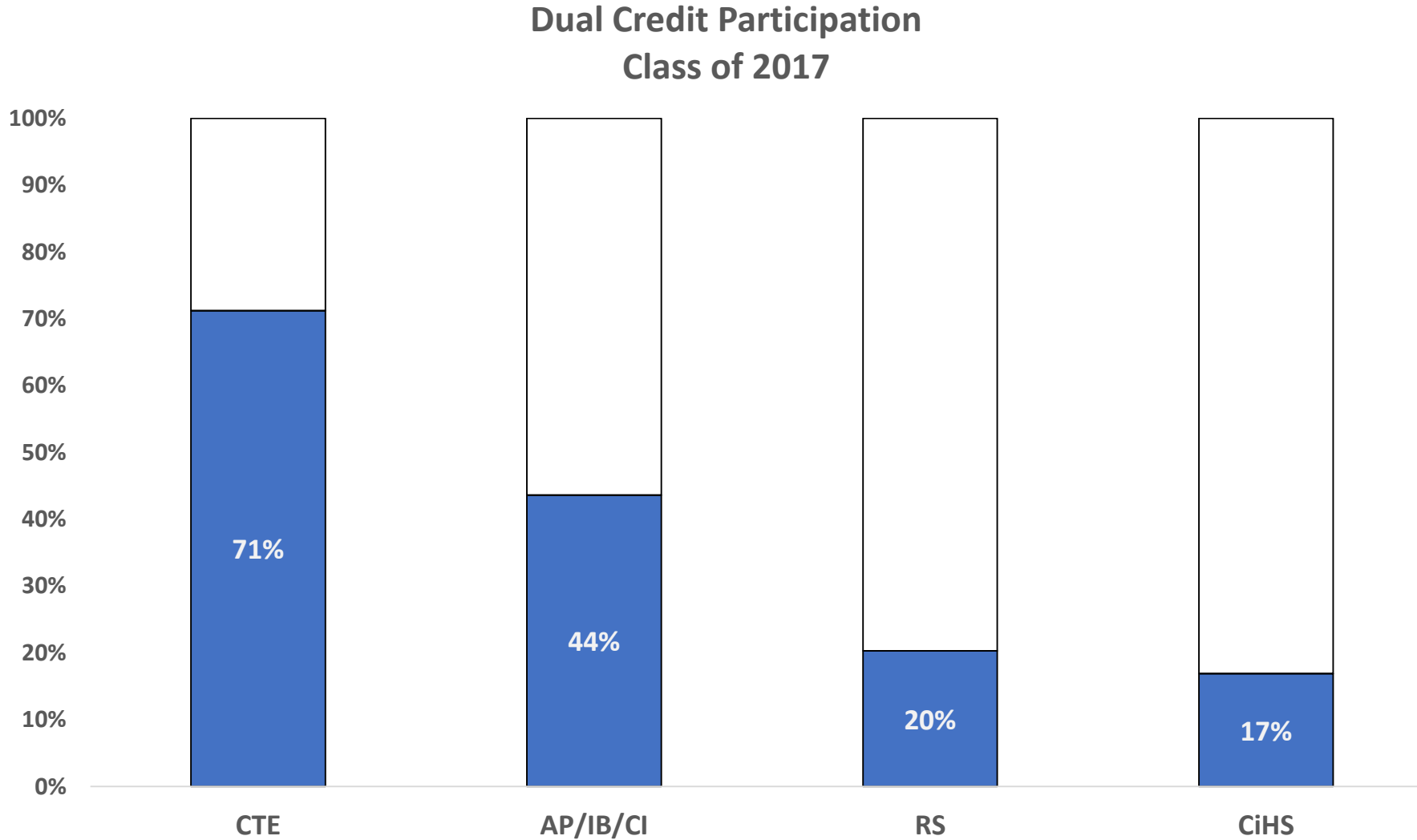




Class of 2017: Overall Dual Credit Participation by Program



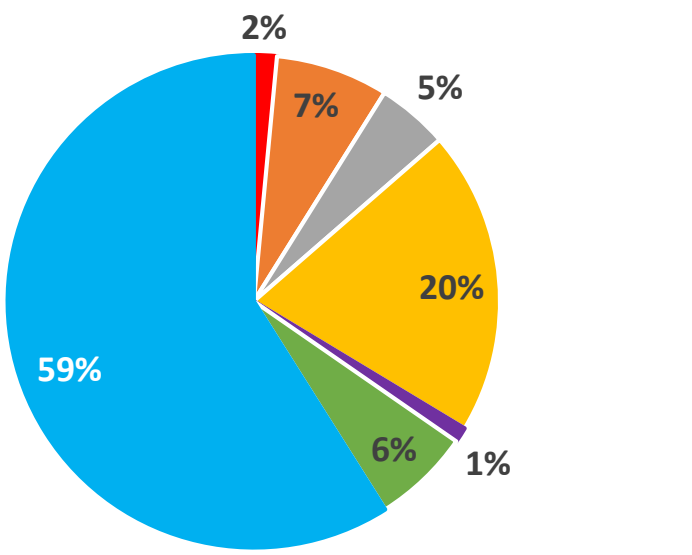
Source: ERDC Dual Credit Data



Are systemically underserved students of color participating in Running Start (RS) & College in the High School (CiHS) at proportional rates?

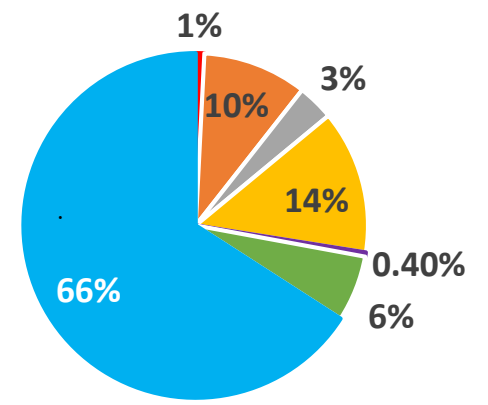
Except for Asian & Multiracial students, all students of color are participating in RS & CiHS at disproportionately low rates.

Overall racial demographics
Class of 2017

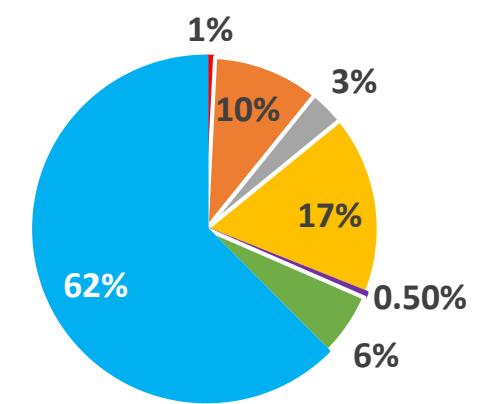


- American Indian/Alaska Native
- Asian
- Black/African American
- Hispanic/Latino
- Native Hawaiian/ Pacific Islander
- One or more race/Multiracial
- White

Racial demographics of RS Participants
Class of 2017



Racial demographics of CiHS Participants
Class of 2017



For example, Hispanic/Latino students made up 20% of the class of 2017, but only 14% of RS participants from the class of 2017

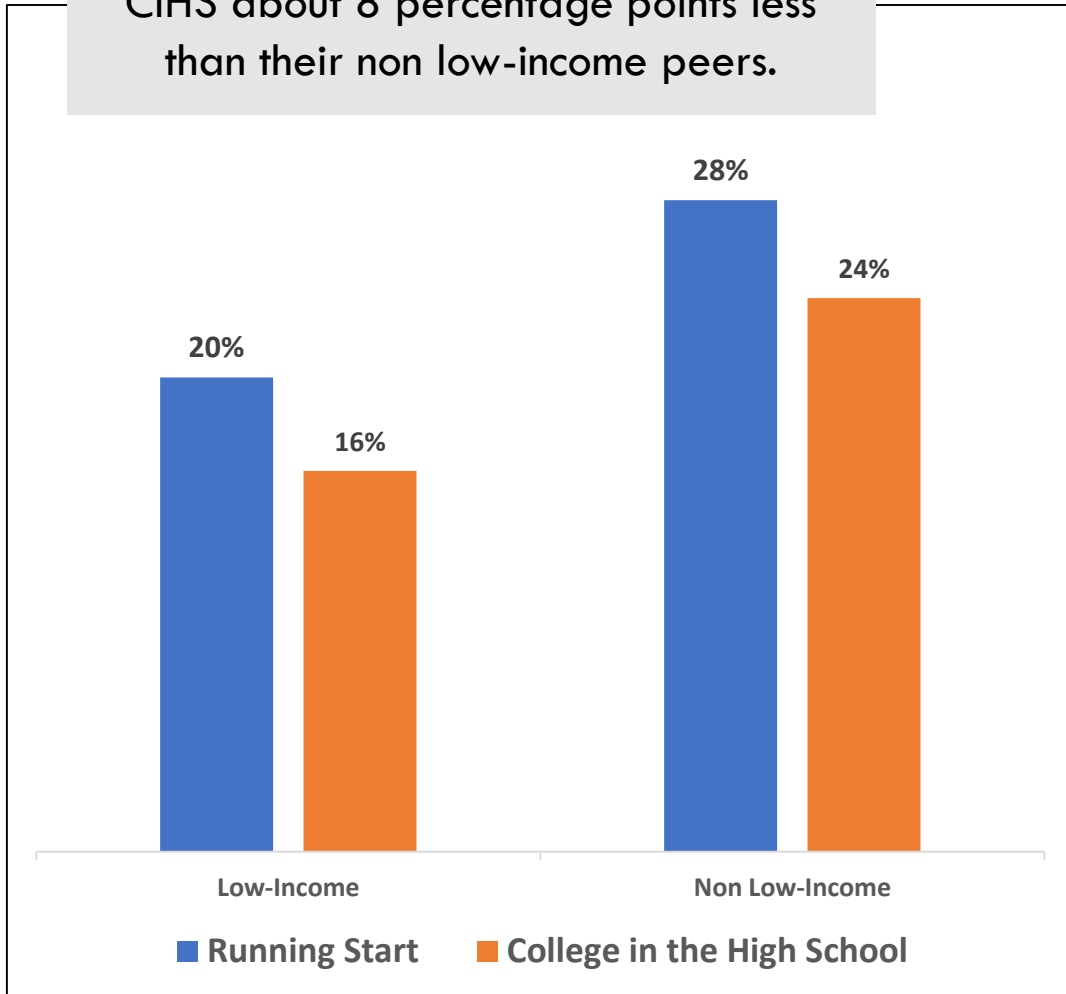
Again, Hispanic/Latino students made up 20% of the class of 2017, but only 17% of CiHS participants from the class of 2017

Source: WSAC staff analysis of ERDC dual credit data



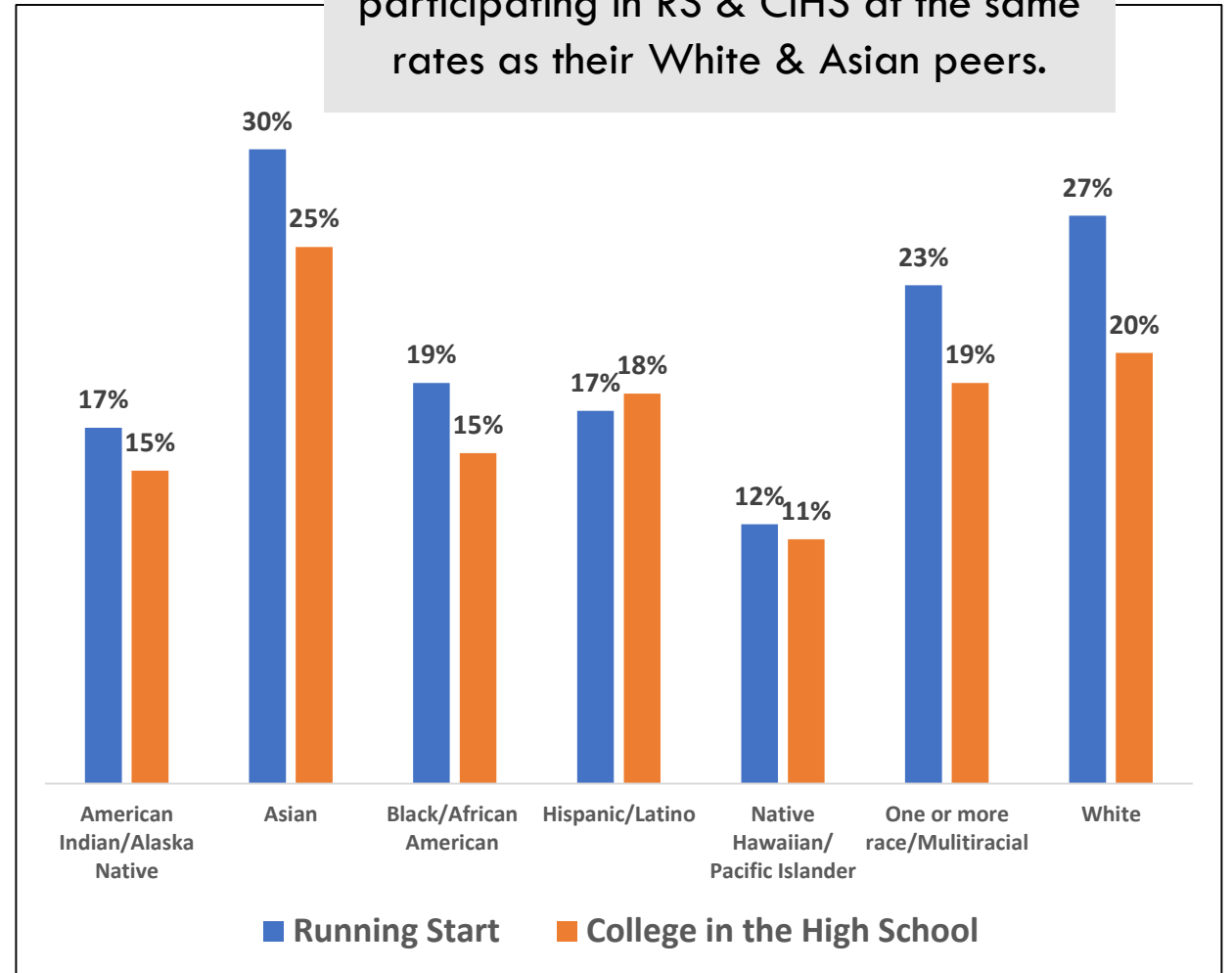
Are systemically underserved students of color & low-income students participating in RS & CiHS?

Low-income students participate in RS & CiHS about 8 percentage points less than their non low-income peers.



Class of 2017

Underserved students of color are not participating in RS & CiHS at the same rates as their White & Asian peers.



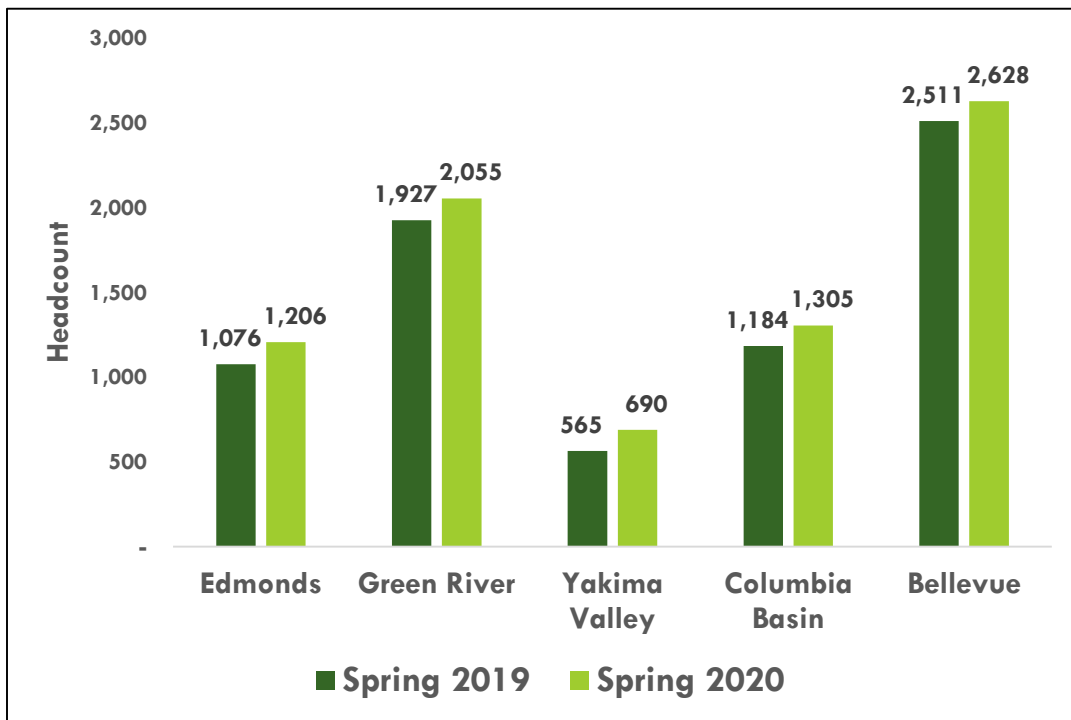
Source: WSAC staff analysis of ERDC dual credit data



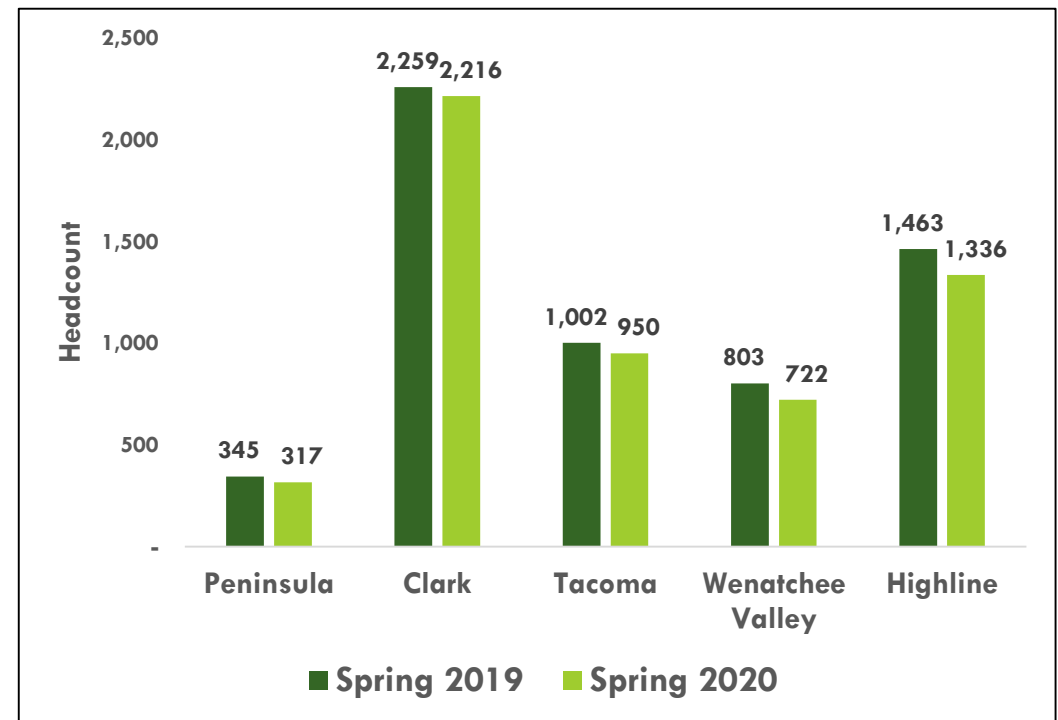
What impact has COVID-19 had on RS participation for the Spring 2020 quarter?

System-wide, Community & Technical Colleges saw an overall increase in Spring 2020 RS enrollment of 3%. However, some CTCs saw decreases in RS enrollment.

CTCs with the largest increase in RS enrollment from Spring 2019 compared to Spring 2020



CTCs with the largest decrease in RS enrollment from Spring 2019 compared to Spring 2020



Source: SBCTC Spring Enrollment Headcount Data. Note: Has not been disaggregated by race/ethnicity or income

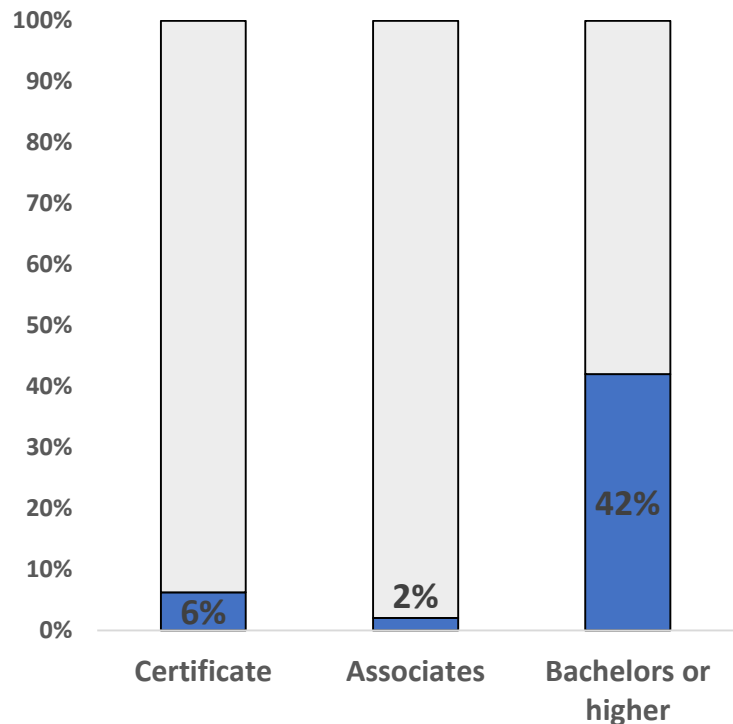


Do students who participate in RS take fewer years to complete a postsecondary degree?

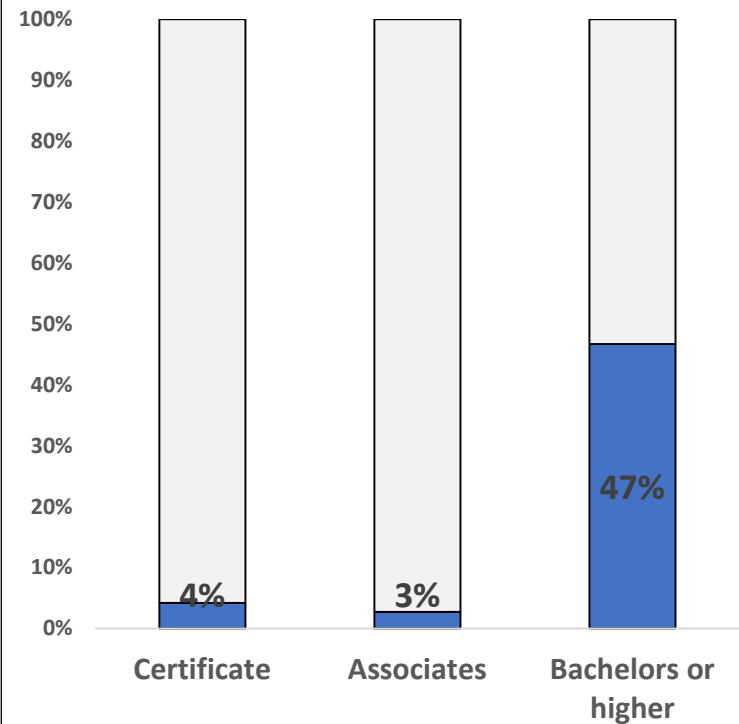
62% of students who participated in RS & earned over 45 credits completed BA degrees within 5 years. This is 15 percentage points higher than students who participated in RS & earned up to 44 credits, and 20 percentage points higher than students with no RS participation.

Class of 2012 Degree Completion by Spring 2017

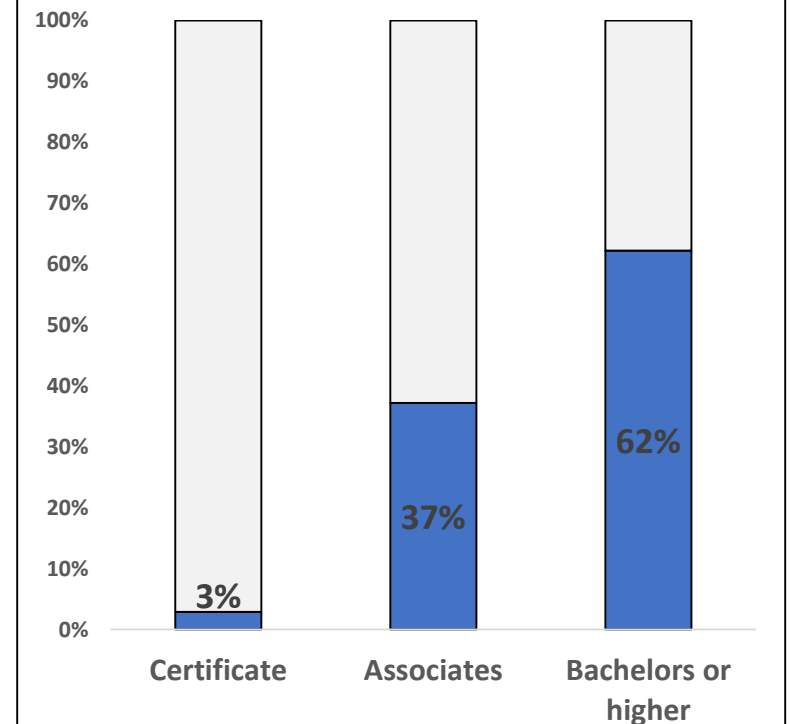
No Running Start



1-44 Running Start Credits



45+ Running Start Credits

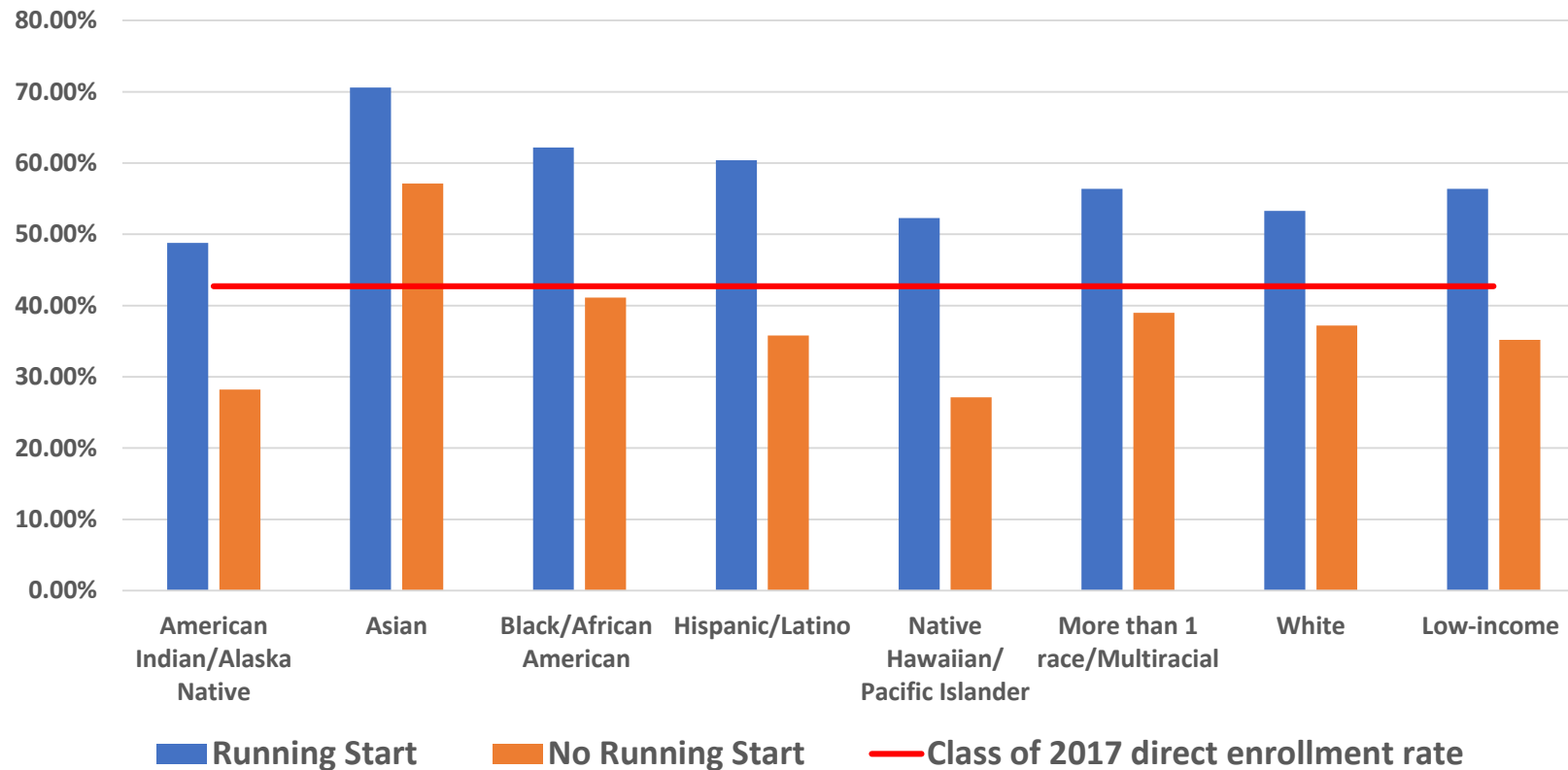


Source: ERDC data report for OSPI. Note: Has not been disaggregated by race/ethnicity or income



Is there a relationship between RS participation & an increase in postsecondary enrollment for students of color & low-income students?

Direct Postsecondary Enrollment
Class of 2017



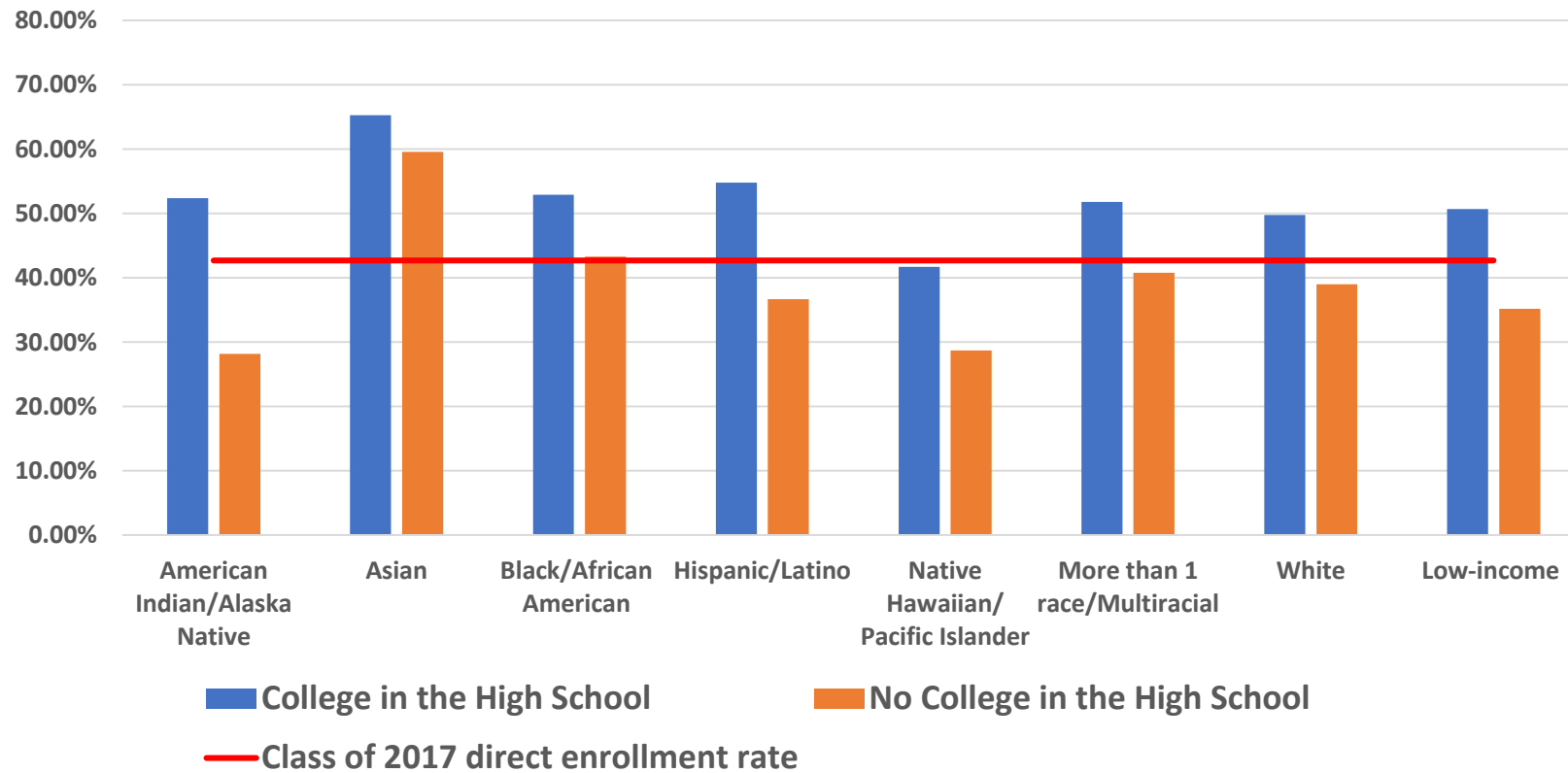
- RS participants directly enrolled in PS between **13 to 25 percentage points** higher across all racial groups
- All RS participants directly enrolled at a higher rate than the class of 2017 direct enrollment rate, while all non-Asian students who did not participate in RS directly enrolled at a lower rate than the class of 2017 direct enrollment rate
- Direct enrollment percentage point increase for low-income RS participants: **21%**

Source: WSAC staff analysis of ERDC dual credit data



Is there a relationship between CiHS participation & an increase in PS enrollment for students of color & low-income students?

Direct PS Enrollment
Class of 2017



- CiHS participants directly enrolled in PS between **6 to 24 percentage points** higher across all racial groups
- American Indian & Hispanic students who participated in CiHS had the largest percentage point increase in direct enrollment
- Direct enrollment percentage point increase for low-income CiHS participants: **15%**

Source: WSAC staff analysis of ERDC data



Can we further disaggregate the data by race/ethnicity to reflect the diversity of student groups and experiences, and capture more timely data to understand the impact of COVID-19 through a racial equity lens?

Is the incentive to PS enrollment the college credits earned, or the college-readiness embedded in rigorous course taking? Both?

Does student participation in RS and CiHS lead to more postsecondary persistence?

Is there a “credit threshold” that is predictive of increased enrollment?



Why are many students of color and low-income students not participating in RS & CiHS and what are the barriers that students face in accessing these programs?

How do students find out about the different dual credit opportunities available and how do they choose the dual credit program that is the best fit for them?

Are these programs being designed to meet the needs of all students?

What can the Council do to better understand and meet the challenges students face?