

# **Council Presentation: Dual Credit Policy Recommendations**

July 15<sup>th</sup>, 2021

Washington Student Achievement Council  
(WSAC)





# Eliminate Costs for Family and Students

## Funding

Establish a statewide dual credit fund that is simple and transparent to ensure all high school students can access a dual credit program, at no cost.

### **Key Principles**

- Start with increasing state investment in CiHS to expand access and increase equity for low-income students
- Funds would cover dual credit costs for all 11<sup>th</sup> and 12<sup>th</sup> grade students
- Funding would be centralized and streamlined to ensure that student participation does not hinge upon student and parent understanding of bureaucratic procedures, or strain already-overstretched district or school-level human resources.
- Would remove competitive funding model to encourage K12 & higher education as equal partners to be student-centered
- Funds could cover alternative types of dual credit programs, like P-TECH, that support career connected learning and lead towards a postsecondary credential.



# Increase Student Navigation and Cross-Sector Collaboration

## Navigational Supports

Pilot regional student data management systems that cross systems & sectors to respond to real-time student progress and equity measures to meet regional needs

### **Key Principles**

- High school personnel can track student progress in real-time for concurrent enrollment courses.
- Students can track their college credits earned & understand how they apply towards a degree and/or career.
- Create automatic, electronic sharing of student transcripts between K12 & higher education to ease burden of staff time.
- Integrate & improve the SERS database system for CCW and CTE Dual Credit.
- Embed equity measures to identify if racial or economic disparities exist and empower K12 and higher ed staff to respond to close disparities.



# Build Capacity for College in the High School

## Capacity Building

Strengthen the CiHS teacher pipeline so that all K12 schools that want to, have sufficient resources to provide a CiHS course

### **Key Principles**

- Establish a CiHS consortium to align and sync teacher qualifications for high school teachers in subject-matter standards, especially for more common CiHS courses like Math, English, and the Sciences.
- Consortium members would be eligible for financial incentives to launch pilots, in partnership with K12, that add incentives and funding for high school teachers to take graduate courses to reach subject-matter standard on an accelerated timeline.
- High school teachers could receive provisional approval to teach the CiHS course while taking additional graduate credits.



# Measure Impact of Dual Credit on Postsecondary Outcomes

## Data

Develop a statewide dual credit dashboard through ERDC enhance understanding of dual credit participation as a key strategy to increase equity in postsecondary attainment

### **Key Principles**

- Data should be disaggregated by race and ethnicity, income, gender, ELL status and ability (504 + IEP).
- Allows for regional analysis based on school district, high school, and college/university.
- Be inclusive of participation and postsecondary outcome metrics, including program enrollment, course completion, earning of transcribed college credit, postsecondary enrollment & persistence, and use of earned credit towards postsecondary degree.



# Key Questions

- What, if anything, is missing from these proposals?
- Should Washington establish an equity goal within dual credit?