

Title	Dual-Credit Recommendations
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Synopsis:	WSAC is required to provide recommendations to improve and streamline dual-credit programs, in collaboration with OSPI, SBCTC and public baccalaureate institutions. The legislative report will be submitted in October. Staff will summarize the recommendations and the Council will engage in discussion to evaluate the inclusion of recommendations in the 2017-19 Strategic Action Plan.
Guiding questions:	How do the dual-credit recommendations relate to the key challenge areas of addressing the opportunity gap and improving affordability? Are there recommendations that should be proposed for the 2017-19 Strategic Action Plan?
Possible council action:	<input type="checkbox"/> Information Only <input checked="" type="checkbox"/> Approve/Adopt <input type="checkbox"/> Other: _____
Documents and attachments:	<input type="checkbox"/> Brief/Report <input type="checkbox"/> PowerPoint <input type="checkbox"/> Third-party materials <input checked="" type="checkbox"/> Other (Executive Summary)

Dual-Credit Recommendations

Dual-Credit Report Executive Summary

The 2015 Washington State Legislature passed ESSHB 1546 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 also:

- Provided clear delineation between Running Start and College in the High School.
- 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.

The bill also asked the Council in collaboration with sector partners to:

“...make additional recommendations to mitigate financial and other barriers for students enrolled in the running start program, and dual credit programs based on standardized exams...with particular attention to increasing participation of students who are low-income and/or currently underrepresented in the running start, AP, international baccalaureate, and Cambridge international programs.”

Over the past several years Washington has made progress in terms of overall participation in dual-credit programs. However, disparities in opportunities for low-income students and students from underrepresented groups persist. For example, while low-income students represented 45 percent of our student population in 2014-15, they account for 31 percent, 28 percent, and 25 percent of students enrolled in Running Start, Advanced Placement, and College in the High School, respectively. Similar disparities are evident when looking at race/ethnicity.

The dual-credit report outlines key areas of progress and provides recommendations for further action. Some of these actions are recommendations to the Governor and the Legislature. Some are actions that schools, higher education institutions, or agencies can take as part of our ongoing collaborative work to enhance dual credit. Together, these recommendations have great potential to increase equity in access to dual-credit programs. They address persistent opportunity gaps and encourage more students to complete high school and move on to postsecondary education.

The following actions will expand dual-credit opportunities.

Fund student fees for exam-based programs.

Registration and test fees range from \$91 for Advanced Placement test fees to \$168 for registration and \$116 per test for International Baccalaureate. The total cost to cover these exam fees is estimated to be \$21M for the 2017-19 biennium, serving nearly 80,000 students by 2018-19.

Support expenses for Running Start students.

While students in running start receive a waiver for tuition, they still face other costs including books and transportation. In some cases colleges help mitigate the cost of books with use of open education resources and/or book loan options, but this does not meet all of the needs. The total cost estimated to cover non-tuition expenses is estimated to be \$86M (\$36M for books and \$50M for transportation) to cover the cost of for 30,000 students by 2018-19.

Fully fund the current College in the High School policy as outlined in HB 1546.

In 2015 the Legislature took an important first step to expand College in the High School by providing funding to school and students who have limited access to Running Start or are low-income. However, additional funding is needed to keep pace with growing demand at eligible districts wishing to participate in the program. Based on district requests for 2016-17, fully funding the current policy in 2017-19 biennium would require additional investment of \$4.2M.

Expand access to College in the High School opportunities.

To expand access, (a) ensure all high schools are eligible to receive state funding to cover the cost of College in the High School, (b) remove credit limits, and (c) provide opportunities to all college ready students regardless of high school grade level. The estimated biennial cost to expand to all high schools would be \$33M and would serve 25,000 students by 2018-19.

Strategy	Biennial cost estimate	Cost estimate for Free and Reduced Price Lunch or College Bound only
Exam Fees	\$21M	\$6.5M
Running Start:		
• Books	\$36M	\$11M
• Transportation	\$50M	\$15.5M
College in the High School		
• Current policy	\$4.2M	N/A
• Expansion	\$33M	
Note: All cost estimates are preliminary.		