

Agenda item	Dual Credit Task Force
Context	<ul style="list-style-type: none"> • Students, especially students of color, who participate in dual credit programs are more likely to enroll in postsecondary education. • Black, Indigenous, and other Students of Color participate in dual credit courses at disproportionately lower rates than White and Asian students, and rural students lack opportunities to participate. • The Council agreed in July 2020 to convene a Task Force as a key strategy to increase postsecondary enrollment for students of color and low-income students. <p>As outlined in the attached scope of work, the task force will:</p> <ul style="list-style-type: none"> • Reach consensus on the aspirational vision for dual credit in WA and identify barriers. • Issue recommendations to the Council on strategies and policy priorities. • Identify actions, steps, and additional resources needed for immediate state and regional implementation. • Offer guidance on implementing model local policies and practices that are scalable.
Guiding Questions	<ul style="list-style-type: none"> • Does the scope of work reflect the Council’s overall direction and expectations for the task force? • Should the task force address all dual credit programs (inclusive of AP/IB) or focus on concurrent enrollment (Running Start/CiHS/CTE)? • What is the most important dual credit issue this Task Force needs to resolve? <ul style="list-style-type: none"> ○ Eliminate cost for students/families; ○ Address financial incentives within K12 and higher education systems that impact student enrollment in CiHS and RS; ○ College credits earned through dual credit contribute towards degree completion; ○ Student supports to close equity gaps in dual credit access, participation and success; ○ Improving communication with students and families regarding awareness and access; ○ Improving data sharing between K12 and higher education; ○ Expanding access to dual credit opportunities for students in CTE. • What will the Council consider success to be at the end of the task force?
Process and Timing	<ul style="list-style-type: none"> • In consultation with higher education, business and K12 partners, 15 representatives have been selected to join the Task Force. Additional considerations for individuals included: <ul style="list-style-type: none"> ○ Knowledge of barriers to access for students, especially students of color ○ Value of dual credit as it relates to accessing postsecondary education ○ Deep understanding of the racial equity imperative and demonstrated leadership addressing racial equity within their own school, district, ESD, etc. ○ Diversity of perspectives throughout the various systems and geographically • Students were selected for the Task Force who represent the various sectors of education, as well as the diverse student population of WA: <ul style="list-style-type: none"> ○ Students are members of communities that WA is educationally indebted to ○ Students participated in a dual credit program in WA ○ Students’ advocacy/policy interests align with the charge of the Task Force • The Task Force will convene November 2020-December 2021
Possible Council Action	<ul style="list-style-type: none"> • Consensus on success metrics and priority issues for the Task Force • Approval of Dual Credit Task Force Scope of Work
Documents and Attachments	<ol style="list-style-type: none"> 1. Dual Credit Task Force Scope of Work (PDF) 2. Student application for participation (survey form)

Scope of Work for the Dual Credit Task Force

Why is the Council forming a Dual Credit Task Force?

Washington has proved itself a national leader in dual credit programing and years of hard work and collective commitment have built a strong foundation for creating more equitable postsecondary pathways for all students through dual credit participation.¹ And yet despite significant investment and work, Washington’s data shows persistent participation gaps in dual credit programs for students of color and low-income students.² Given the many positive benefits of dual credit, these gaps are a primary barrier in reaching the state’s educational attainment goals, and the Council has identified strengthening dual credit programs as a key strategy to increase postsecondary enrollment for students of color and low-income students in Washington.

Students, especially students of color, who participate in dual credit programs are more likely to graduate from high school and enroll in postsecondary education

- Due to systemic inequities, underserved students of color, students experiencing poverty, and students with disabilities all participate in dual credit courses at disproportionately low rates, and rural students do not have the same opportunities to participate in the full suite of dual credit programs as their urban/suburban counterparts.
- The increased educational attainment associated with dual credit coupled with this disparity in participation threatens to exacerbate the attainment gaps that already exist across income levels, geography, and race.

Recent Context

- There have been strides made in closing the participation gap due to the efforts and commitment of K12, higher education and the state legislature to expand access to dual credit.
- Significant financial investments in dual credit programs have been made through state, school district and college/university budgets. In the 2017-18 AY, through a dual credit proviso and Basic Education Funds, the state spent almost \$152 million on dual credit programs.
- Through work completed in 2020^{3,4}, Washington identified the primary dual credit issues facing the state. With a focus on systemic inequities and improving direct postsecondary enrollment rates in the state, the issues identified include:
 - Eliminate cost for students/families;
 - Address financial incentives within K12 and higher education systems that impact student enrollment in College in the High School (CiHS) and Running Start (RS);
 - College credits earned through dual credit contribute towards degree completion;
 - Student supports to close equity gaps in dual credit access, participation and success;
 - Improving and increasing communication with students and families regarding awareness, access and completion of dual credit;
 - Increasing access to K12 teacher credentialing to teach dual credit;

¹ For a preliminary list of existing investments, policies, programs see Appendices B.

² For WSAC staff analysis of ERDC Class of 2017 dual credit data, see Appendices C.

³ OSPI 2019 legislatively mandated report, [Covering the Costs of Dual Credit for Students and Families](#).

⁴ Legislatively passed [amendment](#) to the 2020 supplemental budget (SB 6168) addressing dual credit.

- Improving information and sharing of student data between K12 and higher education;
- Expanding access to dual credit opportunities for students in CTE Dual credit pathways.

Who will be a part of the Dual Credit Task Force?

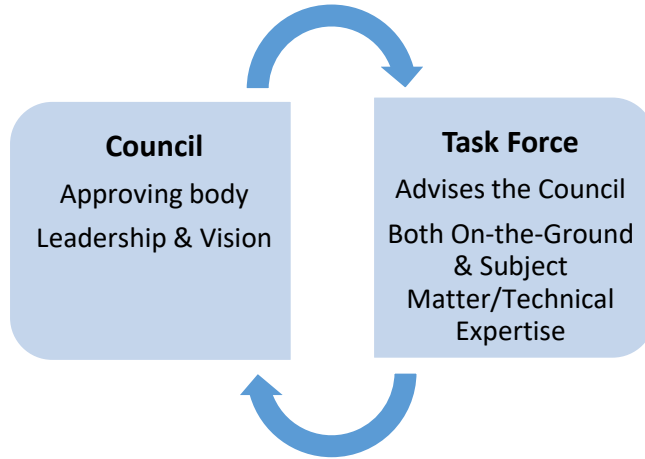
The Council has intentionally focused on racial equity as the priority work and centerpiece of the 2020-21 Strategic Action Plan and formed an Equity Workgroup to define equity and set anti-racist goals for the Council. This prioritization of racial equity is reflected in Task Force membership. Rural students, students with disabilities and low-income students all face barriers in accessing dual credit that must be addressed by the Task Force. While the Council acknowledges that there are other populations and identities that experience inequities, strategies supporting students of color will ultimately lead to direct improvements for other communities as well.

The Task Force seeks to amplify the voices of students and the practitioners and educators on-the-ground who have the greatest insight into the systemic barriers students of color face in accessing dual credit opportunities. The Task Force also focused on geographic diversity and selected representatives from across the state, consisting of these 15 total representatives:

1. (Student) **Stephanie Warner** – former RS student from Pierce College; current student at WSU Tri-Cities
2. (Student) **Perla Bolanos** – former CiHS student from Heritage University; current student at Heritage University
3. (CBO) **Angela Jones** – CEO, Washington STEM
4. (CBO – business/ workforce) **Brian Jeffries** – Policy Director, Partnership for Learning
5. (IHE Leadership – CTC) **Dr. Debra Casey** – Vice President of Student Affairs, Green River College
6. (IHE Leadership – PBI) **Ediz Kaykayoglu** – Interim Associate Provost, Extended Learning & Outreach, Central Washington University
7. (K12 Leadership) **Brent Osborn** – Principal, Lakeside High School
8. (IHE frontline staff – CTC) **Arantxa Gallegos** - Interim Assistant Director for Outreach & High School Programs Everett Community College
9. (IHE frontline staff – PBI) **Tim Stetter** – Director, UW in the High School, University of Washington
10. (IHE frontline staff – ICW) **Tyson Miller** – Professor of Chemistry, Heritage University
11. (K12 frontline staff – CTE) **Mark Wreath** - Director of CTE, Vancouver Public Schools
12. (K12 frontline staff) **Grant Storey** - Teaching Leader Cadre, UWHS Teacher, Cleveland High School
13. (Council of Presidents) **Julie Garver** – Director, Academic Affairs & Policy
14. (Office of Superintendent of Public Instruction) **Katherine Mahoney** – Assistant Director of Policy
15. (State Board of Community & Technical Colleges) **Carli Schiffner** – Deputy Executive Director of Education

Additional information with details about the Task Force charge and commitment are available in Appendices A.

Dual Credit Task Force Roles



The Council	Dual Credit Task Force
Provide vision & commitment from state-level leadership as approving body of Task Force work	Provide both community/ on-the-ground perspective and insights, and policy/ subject -matter expertise & technical assistance
Development of vision setting, high-level objectives & policy priorities	Development of recommendations, implementation plan, key inputs and strategies, & viable policy proposals
Moderate existing cross-sector tensions & provide state leadership buy-in	Identify & leverage existing regional resources to scale-up success stories & direct limited resources where they are most needed while noting existing systemic & structural barriers to achieving Task Force goals

What will the Dual Credit Task Force do?

Additional information on Task Force responsibilities available in Appendices below.

Form Consensus

- Building from the substantial existing efforts and momentum, the Dual Credit Task Force will bring consensus and drive actionable steps the state can take to collectively improve the student experience with dual credit.
- Focus on successful partnerships and collaboration between K12, higher education, community-based organizations and leadership, and students and families as vital to the success of building sustainable, student-centered dual credit programs in the state.

Drive an Aspirational Vision

- The Task Force will examine the set of topics outlined above, while also setting an aspirational vision of how the state can better serve and support systemically underserved students on their educational journey through the strengthening of dual credit programs.

Preliminary Questions

- **Vision:** Through an aspirational lens, what would a successful and comprehensive dual credit system look like for students that best supports their pursuit of a postsecondary education? What strengths already exist within the current system and where are the persistent gaps and barriers that the system needs to correct for? What should be the ultimate goal for dual credit/what are we trying to accomplish (vision statement)?
- **Innovation:** How can we reimagine the dual credit experience for students of color and low-income students? What bold actions can the state take?
- **Partnership:** How can dual credit be leveraged to help increase direct postsecondary enrollment, persistence, and completion, engage in meaningful career exploration and create more seamless pathways from K12 to postsecondary? What is needed from the state to ensure local community leaders and school districts are empowered to create regional success? What are the best practices in forging successful partnerships and what are the articulated roles and tasks of each partner within these best practices?
- **Bright Spots:** Where are the success stories about equity in dual credit in Washington? How can we highlight and build on these successes to scale best practices across the state?

For questions on the Dual Credit Task Force, contact:

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Appendices A: Dual Credit Task Force Responsibilities

Expectations: By end-of-year 2021, the Task Force is expected to:

- Complete initial assessment of existing dual credit assets and resources in WA.
- Form work plans within committees built around identified dual credit policy topics/areas with current consensus and momentum.
- Reach consensus on the aspirational vision for dual credit in WA and identify any notable barriers to achieving this vision.
- Offer guidance on implementing model local policies and practices that are scalable across the state.
- Based on areas of current consensus, identify actions, steps, and additional resources needed for immediate state and regional implementation.
- Issue recommendations to the Council on strategies to increase racial equity in dual credit participation and on collective policy priorities that support the aspirational vision.

Task Force Roles

Task Force member agreements specific to each of the Task Force roles include:

- **Students** must have first-hand knowledge of dual credit programs through direct participation. *Note: Additional outreach and research will be conducted to include perspectives of students and families who have not accessed dual credit programs.*
- **CBOs/ Business & Industry/ State Agencies** agree to commit to the work plan and recommendations the Task Force issues.
- **IHE & K12 Leadership/ Dual credit frontline staff** must be positioned in their community to accurately reflect and speak to the needs of their students and families.

Task Force Commitment

- The Task Force is a year-long commitment with representatives agreeing to complete the work to the best of their ability.
- For organizational or frontline representation, if there is staff turn-over or a need to switch representatives, this will be done in partnership with the Council and the Task Force.
- The year-long commitment may be especially difficult for students. The Council will work with students to ensure that barriers to participation are as reduced as possible and to compensate them for their time.

Members will be invited to the following meetings:

Note: Meetings will be virtual for the foreseeable future. Exact meeting dates will be set by the Task Force.

- Six 2-hour full Task Force meetings November 2020 – December 2021
- Monthly 1-1.5 hour Committee meetings January-December 2021
- Council meetings:
 - Quarterly Council meetings – 2021 dates TBD

Appendices B

Preliminary Asset-Mapping: Washington's Current Dual Credit Investments, Policies, Programs

Programs: Credit by course: Running Start (RS), College in the High School (CiHS), CTE Dual Credit; Credit by exam: Advanced Placement (AP), International Baccalaureate (IB), Cambridge International (CI)

Investment: State legislature, school district, and college/university budgets. In the 2017-18 AY, through a dual credit proviso and Basic Education Funds, the state spent almost \$152 million on dual credit programs. Many colleges/universities provide additional financial supports, including free or discounted bus passes, gas cards, and book loan programs.

Accountability: Tracking of K12 schools providing dual credit opportunities through the [School Improvement Framework](#). Publicly available reporting on participation in the state's dual credit program available on the [Washington State Report Card](#).

Credit transfer & usability: Strong [statewide transfer agreements](#) with 4-year institutions for college courses with Direct Transfer Agreement Associate Degree (DTA) or Associate of Science – Transfer Degree. Significant investments made to support CTC implementation of [Guided Pathways](#) at 2-year institutions for better pathway understanding & alignment.

Legislation: [HB 1546](#) (2015) explicitly connects breaking down barriers for participation in dual credit programs with achieving the state educational attainment goals. [HB 1599](#) (2019) requires schools to adopt Academic Acceleration policies and offers a dual credit graduation pathway to students. Guidelines for a [Dual Credit Task Force](#) were provided through the 2020 legislature, identifying the primary dual credit issues facing the state.

Existing infrastructure: The Council, K12-PS Transition Work Group, Executive Leadership Pathways meetings & DC Summit: Equity in Dual Credit Steering Committee

Appendices C: WSAC staff analysis of ERDC Dual Credit Data, class of 2017

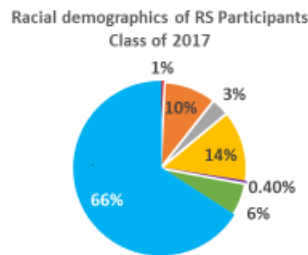
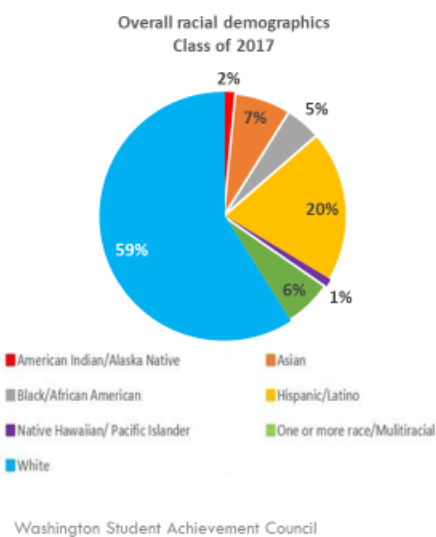
See [full slides](#) and [summary of data](#) for more information.

- **Hispanic/Latino students:**
 - Made up 20% of the class of 2017, making them the largest minority student group in the state.
 - However, Hispanic/Latino students made up only 14% of RS participants and 17% of CiHS participants from the from the class of 2017. This is the largest disparity in participation in RS & CiHS based on proportionality and the racial demographics of the state.
 - Hispanic/Latino students also saw the largest increase in direct postsecondary enrollment after participating in RS and CiHS. Only 36% of Hispanic/Latino students from the class of 2017 who did not participate in RS or CiHS went on to directly enroll in postsecondary education. That number rose to 60% for Hispanic/Latino students who participated in RS and 55% for those who participated in CiHS.

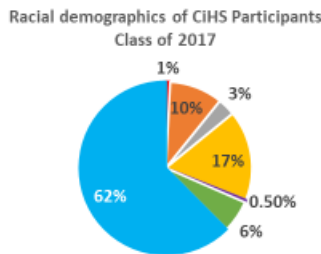
- **Native Hawaiian/ Pacific Islander students:**
 - Have the lowest RS and CiHS participation in the state, with only 12% of Native Hawaiian/ Pacific Islander students from the class of 2017 participating in RS and 11% in CiHS.
 - Also saw a large increase in direct postsecondary enrollment after participating in RS and CiHS. Only 28% of Native Hawaiian/ Pacific Islander students from the class of 2017 went on to directly enroll in postsecondary education.
 - That number rose to 52% for Native Hawaiian/ Pacific Islander students who participated in RS and 42% for those who participated in CiHS

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.



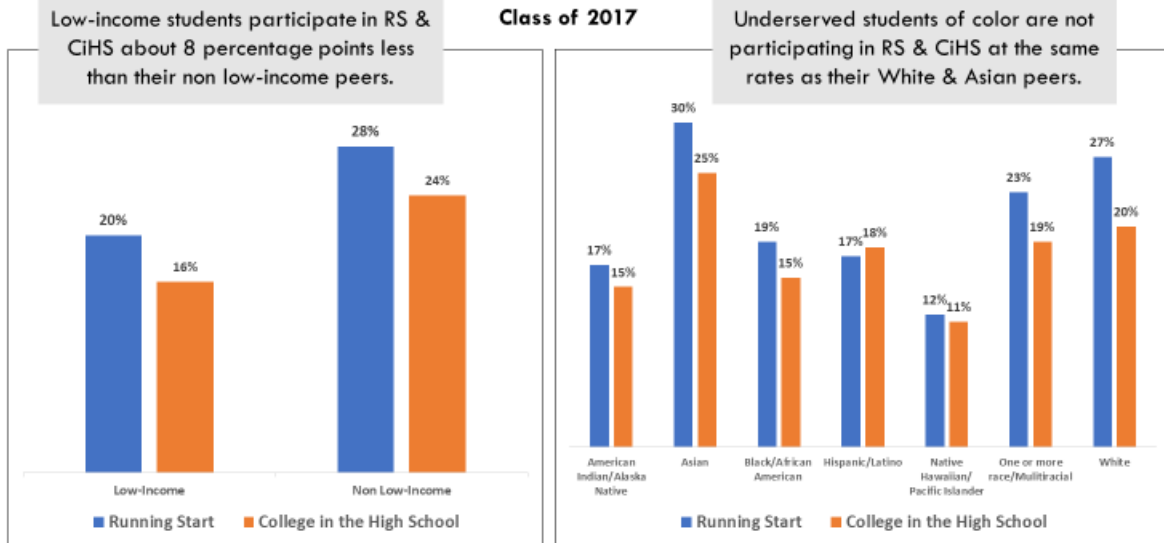
For example, Hispanic/Latino students made up 20% of the class of 2017, but only 14% of RS participants from the class of 2017



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?

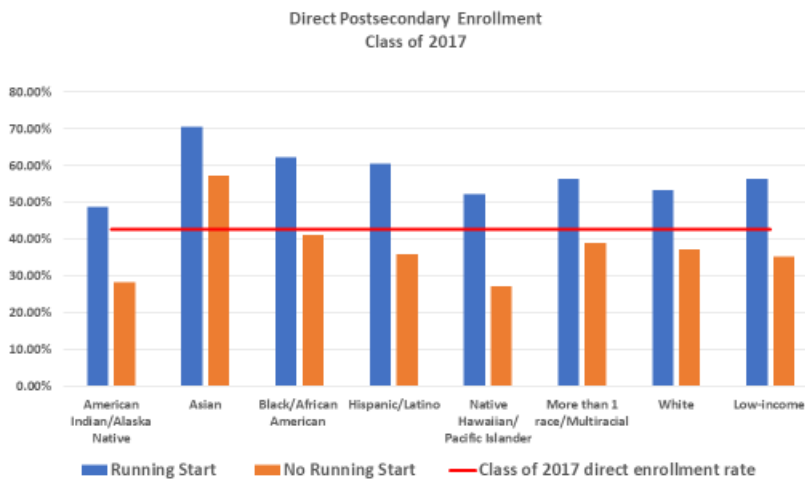


Washington Student Achievement Council

Source: WSAC staff analysis of ERDC dual credit data

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



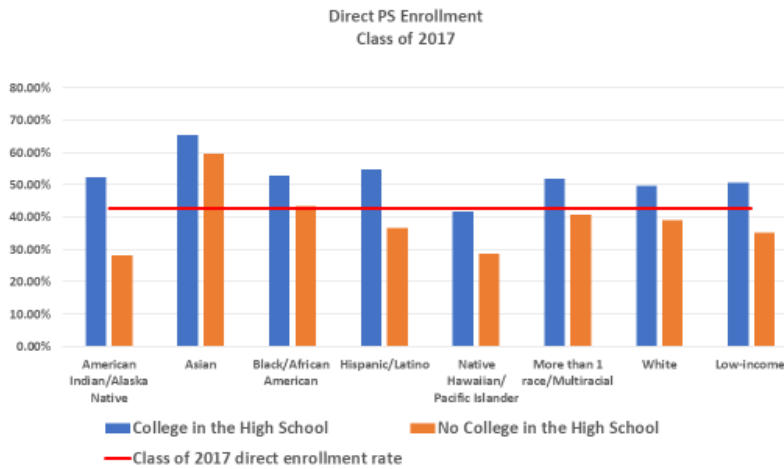
- RS participants directly enrolled in PS between **13 to 25 percentage points** higher across all racial groups
- All RS participants directly enrolled at a higher rate than the class of 2017 direct enrollment rate, while all non-Asian students who did not participate in RS directly enrolled at a lower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

Washington Student Achievement Council

Source: WSAC staff analysis of ERDC dual credit data

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



- 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%**