

**Increasing Equitable Access, Participation, and Success for Students in Dual Credit
Legislative Report from the Dual Credit Task Force**

December 17, 2021

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The State of Dual Credit in Washington

Participation in dual credit coursework is positively correlated with students' postsecondary success.¹ As such, dual credit has been identified as a leading strategy for reaching more equitable postsecondary outcomes across student demographic populations.

The vast majority - 88% of the over 80,000 students in the class of 2017 - took at least one dual credit course during their high school career. While the offering of at least one type of dual credit program is nearly ubiquitous across the state, there remain deep inequities of access to and participation in each type of dual credit. This means that courses on a student's schedule may not match their academic and career plans and interests, but instead are correlated with their income, race, or other demographics because of systemic barriers. Additionally, the earning of and use of credits from dual credit courses is inequitable by both student demographic and by dual credit program type. These inequities can be attributed, in large part, to four key barriers identified by the Task Force:

- Costs remain a burden for students, particularly low- and middle-income students, to participate in all dual credit programs as the funding is currently fragmented, not guaranteed, and inconsistent. While some students may have some costs covered, transportation and access to food remain barriers.
- Students and families do not have sufficient access to information, resources, and support to understand and pursue dual credit opportunities, and existing resources do not reflect the linguistic and cultural diversity of Washington's students and families.
- Districts lack sufficient capacity to provide equitable access to dual credit courses and to advise students and families about dual credit options - particularly among urban and rural schools and those serving high proportions of BIPOC and low- and middle-income students.
- Due to the state's data limitations, information about the impact of student coursework, the extent to which dual credit enables students and families to save money on their way to earn a degree, and the extent to which students earn and how to transfer credit from dual credit coursework towards a postsecondary degree are not well understood.

About This Report

This report is organized into two parts. *Part A* of this report aims to respond to the specific requests in the legislative proviso. Per [HB 1094/SB 5092](#), the legislature directed the Washington Student Achievement Council (WSAC) to establish the Dual Credit Task Force to propose strategies to address financial and non-financial barriers to students, including:

- Per credit tuition fees and any other fees charged for College in the High School (CiHS) and CTE Dual Credit courses;
- Books, fees, and any other direct costs charged to Running Start (RS) students when enrolling in college courses;
- Exam fees and other charges to students enrolling in Advanced Placement (AP), International Baccalaureate (IB), and Cambridge (CI);
- Recommendations on student supports to close equity gaps in dual credit access, participation, and success;

¹ For additional research on the benefits of dual credit, see [Appendix B](#).

- Recommendations to improve and increase communication with students and families regarding the awareness, access, and completion of dual credit; and
- Expanding access to dual credit opportunities for students in CTE pathways.

Part B of this report outlines the longer-term vision laid out for the state in regards to leveraging dual credit. The Task Force was established by the Washington Student Achievement Council in January 2021, four months before the proviso was passed. During this initial phase of work, the Task Force focused on engaging community stakeholders and building a student-centered vision for increasing equity for dual credit access, participation, and success. Additional context and data analyses are included as [appendices](#).

Part A: Response to Legislative Proviso

As it relates to funding, **the Task Force overwhelmingly supports that the state eliminates out-of-pocket costs for all students and families for dual credit programs, with a particular prioritization of low- and middle-income students.** The Task Force was unable to reach consensus on specific strategies for accomplishing this, however, in the six months it has convened since the proviso was passed in May 2021. These are complex issues that will likely require additional time and expertise to fully examine the best path forward. This report aims to provide insight into the current dual credit landscape in Washington and to offer direction to state leaders in addressing the most pressing challenges for students and families.

Addressing Financial Barriers

The Task Force recommends that the state eliminate *all* out-of-pocket costs - including tuition, fees, books, supplies, and other costs - for *all* students and families to participate in *all* dual credit programs. This will require increased and sustained investment from the state, positioning the state as a true equal funding partner to eliminate costs to students and families. Any new funding structures should keep K-12 schools and higher education institutions financially whole and eliminate competitive funding structures that discourage innovation.

Funding for dual credit is inequitable across programs and is insufficient to cover the full costs - including tuition, fees, books, supplies, and transportation - for students and families, and especially for families with lower incomes. Based on participation numbers from the 2019-20 school year, cost analysis prepared for the Task Force by the Education Strategy Group (ESG) estimates that public school students and families paid between \$39 and 50 million in out-of-pocket costs for dual credit courses, including course fees, transcription or registration fees, and exam fees.²

Per credit tuition fees and other fees charged for College in the High School and CTE Dual Credit courses

College in High School programs run by the state's colleges and universities largely are funded by fees charged to participating students and families, typically called course fees instead of tuition. The cost for registration and course fees for a five credit hour College in High School course can cost a family up to \$375, though the state's community colleges generally charge under \$225. College in the High School course fees are legislatively capped at \$66.30 per credit hour. Some universities additionally charge a

² For additional details, see [Appendix D](#). Does not include any estimates of the cost of student transportation to participate in Running Start.

per-semester registration fee, up to \$45. ESG estimates that students and families paid between \$6.9 to \$8.9 million in fees in the 2019-20 school year to register students for college credit for approximately 27,500 CIHS courses. Fewer than half of the students enrolled in CIHS courses in Washington registered for college credit in 2019-20, based on comparisons of OSPI course enrollment data with college and university registrations. Many students choose to take the course for only high school credit, which may be related to the cost of registering for college credit.

An additional \$2.1 million in funds from OSPI's College in the High School subsidy program covered fees for approximately 7,500 course fees for low-income students in [127 school districts](#). Demand for these funds by schools exceeds appropriations. WSAC received additional appropriations of \$1.6 million for the 2019-21 Fiscal Biennium (2020-21 and 2021-22 school years) for the Dual Enrollment Scholarship Pilot Program to further eliminate cost barriers for low-income students to participate in College in the High School and Running Start. Both of these funding mechanisms are limited and do not reach all schools or students, leaving fees a challenge for many low-income students.

While there is no direct funding mechanism for CTE Dual Credit courses, school districts and skills centers receive state appropriations for Career & Technical Education and federal Perkins Funds flow to both school districts and community and technical colleges. Additionally, some colleges charge fees to districts and students. The most common type of fee is a consortium fee charged by the college to district partners. A few programs feature a one-time or annual transcription or registration fee of up to \$50 paid by students who wish to utilize the credit. When this fee is charged students, funding is generally available to cover the fee for students from low-income families.³ ESG estimates that approximately 2,500 (2%) of the 125,000 students taking one of these courses in 2019-20 paid transcription fees.

Books, fees, and any other direct costs charged to Running Start students when enrolling in college courses

To provide Running Start courses tuition-free to students and families, 93% of the student's portion of basic education funding is allocated to the college or university to offset the tuition revenue the college would ordinarily receive for the student's enrollment. SBCTC colleges received \$188 million in Running Start apportionment funds in 2018-19, with participating 4-year universities receiving an estimated \$44 million. Additionally, the fees charged students are estimated at \$135-\$190 per course (\$50-80 in student and technology fees and \$85-110 in books). Legislatively, Running Start fees charged to students can run as high as 10 percent of tuition and thus can potentially run \$50-80 per course depending on the college or university. However, students from low-income families qualify for fee waivers that cover the full cost of such fees. In 2019-20, community and technical colleges provided waivers to 28% of students taking Running Start courses.

Exam fees and other charges to students enrolling in Advanced Placement, International Baccalaureate, and Cambridge

There is no cost for students to enroll in these courses while in high school; however, each testing organization has fees for taking exams necessary for students interested in earning college credit. Students who choose to take these exams pay \$96 per exam for Advanced Placement, \$119 per exam for International Baccalaureate, and \$99-220 per exam for Cambridge (varies by subject and level). These fees are paid directly by families to the College Board, International Baccalaureate Organization,

³ For additional details, see [Appendix D](#) and RTI International, [CTE Dual Credit Research Report](#) (June 2021)

and Cambridge International Examinations. Students from low-income families qualify for test fee waivers paid by OSPI using state appropriation. In 2019-20, OSPI funded [more than 14,000](#) exams for low-income students, with nearly 100,000 exams paid for by students and families.

Student Supports to Close Equity Gaps in Dual Credit Access, Participation, and Success

Inequitable participation in dual credit furthers gaps in college access and success for BIPOC and low-income students. Excluding CTE Dual Credit, 59% of the expected public high school graduating class of 2017 took at least one exam-based course, Running Start, or College in High School course during their high school career based on analysis performed by the Education Research and Data Center (ERDC).⁴ There is a 27 percentage point gap in participation between low-income students⁵ (46%) and their more affluent peers (73%) in these courses. While the participation gap between race and ethnic categories is lower, nonetheless Black, Latinx, Native American and Pacific Islander students consistently are enrolled in these advanced courses at lower rates than their White and Asian peers.⁶

To address these inequities, the Task Force calls for increasing and strengthening advising in K-12 and higher education as it relates to students' college and career pathways. All students and families should receive ongoing, high-quality guidance around preparing for and successfully transitioning to postsecondary, including the role dual credit can play in meeting their postsecondary goals. This will require investments for additional staff (e.g. embedded outreach navigators in schools and institutions), as well as bolstering the capacity of existing staff. Districts, schools, and institutions should partner together to ensure that all middle and high school staff and relevant higher education staff are knowledgeable about each dual credit option available and how to objectively and effectively provide guidance on each available program to inform decisions. To support teachers, counselors, and other staff who work with students and families more broadly around college and career readiness, districts should provide resources and training around how to integrate diversity, equity, and inclusion (DEI) principles throughout their work.

Improving and Increasing Communication with Students and Families Regarding the Awareness, Access, and Completion of Dual Credit

The Task Force calls for districts, schools, and institutions to consistently and proactively communicate with students and families around dual credit to support their postsecondary goals, starting in 8th grade. The materials, resources, and guidance should serve to make students and families aware of the dual credit opportunities in their district and to increase their understanding of the benefits and realities of each option. These outreach efforts should be delivered through multiple modalities and should be multilingual and culturally-relevant.

⁴ The research presented here uses confidential data from the Education Research and Data Center (ERDC) located within the Washington Office of Financial Management (OFM). ERDC's data system is a statewide longitudinal data system that includes de-identified data about people's preschool, educational, and workforce experiences. The views expressed here are those of the authors and do not necessarily represent those of OFM/ERDC or other data contributors. Any errors are attributable to the authors.

⁵ OSPI uses student eligibility for Free and Reduced Price Lunch as a proxy for income.

⁶ The Task Force acknowledges that the federal demographic categories used by OSPI often hide important distinctions between differing student identities and experiences. The Asian category, in particular, masks significant variations in vibrant cultures and communities in Washington state.

The Task Force also recommends developing technology platforms that share timely, student-level data between K-12 and higher education. These platforms would allow: (1) high school personnel to track student progress for concurrent enrollment courses to improve student guidance, (2) students to more easily track their college credits earned and learn how they apply towards a degree, and (3) automatic, electronic sharing of student transcripts between K-12 and higher education. As mentioned above, any outreach and support provided to students and families around the use of the platform should be multilingual and culturally-relevant.

Expanding Access to Dual Credit Opportunities for Students in CTE Pathways

Students pursuing postsecondary credentials and degrees in Career and Technical fields benefit from the early exposure to college-level learning that dual credit coursework provides, successfully launching them on pathways and reducing the duplication of learning. Washington's [Perkins V Plan](#) defines a CTE Pathway as two or more courses in a career cluster that leads to an industry-based or postsecondary credential. The Plan notes that most students pursuing CTE Pathways take CTE Dual Credit courses offered by high schools, though some take college courses in technical subjects through Running Start and College in the High School.

Washington's high school graduation requirement for every student to complete at least one CTE course provides career exposure for all students. As most high school CTE courses are listed on an articulation agreement with one or more of the community and technical colleges, most students in Washington graduate taking at least one course identified as a CTE Dual Credit course - many more than are pursuing CTE Pathways.

Among SBCTC colleges, only 17% of course enrollments in Running Start were in career and technical subjects in 2019-20. For comparison, nationwide, 30% of courses taken for dual enrollment (defined as Running Start and College in the High School) are in CTE subjects. Expanding enrollment in technical courses offered by Washington's colleges and universities through Running Start and College in the High School is an opportunity for significant additional growth for students pursuing CTE Pathways to postsecondary credentials.

The Task Force strongly supports the [recommendations](#) advanced as part of the Career and Technical Education (CTE) Dual Credit Research Project. From January to June 2021, SBCTC and Seattle Colleges led the CTE Dual Credit Research Project with an advisory committee inclusive of statewide stakeholders. The Project conducted an in-depth analysis and developed a set of recommendations to address the opportunities and challenges associated with CTE Dual Credit. While this work is still ongoing, these recommendations align with the dual credit recommendations advanced by the Task Force. Analysis of SBCTC student records by ERDC shows a declining number of students who have earned college credit via CTE Dual Credit in recent years, despite an increase in the number of high school students taking a class designated as CTE Dual Credit. The decline started after the elimination of federal funding of Tech Prep in 2011 and continues to the present. Recognizing that the system for students to earn and utilize college credit developed in the 1990s needs improvement, the CTE Dual Credit Research Project report identifies a number of ways to improve consistency in course delivery, clearer guidance on credit earning methods, and improved data systems.

Running Start Data for Fiscal Years 2019, 2020, and 2021

Section 605 of the Fiscal Year 2022 & 2023 operating budget passed by the legislature and signed by the Governor ([Chapter 334 of the Public Laws of 2021](#), effective May 18, 2021) requested that the State

Board for Community and Technical Colleges provide data on Running Start for fiscal years 2019, 2020, and 2021. [Appendix F](#) contains a statewide summary across all 34 community and technical colleges, with the campus-by-campus information provided in supplemental tables. A summary of the key data reported follows:

Total Running Start Students Served Across All 34 SBCTC Colleges

School Year	2018-19	2019-20	2020-21
Number of Students (Headcount)	30,008	30,940	31,732
Full-Time Equivalent	23,447	24,207	24,507

Under SBCTC guidelines, one Full-Time Equivalent Student (FTES) is the equivalent of one student enrolled for 15 community college credits per quarter - or 45 per year. For 2020-21, the average Full-Time Equivalent per each Running Start student was 0.77, or an average enrollment in 7.8 courses each year (full-time is considered nine five-credit hour courses).

**Total Running Start Revenue Received by SBCTC Colleges
Through Apportionment Through Local School Districts**

School Year	2018-19	2019-20	2020-21
Total Apportionment Revenue	\$173,583,900	\$187,981,902	\$193,673,475
Revenue Per Full-Time Equivalent	\$7,403	\$7,766	\$7,903

To provide Running Start courses tuition-free to students and families, the student's portion of basic education funding is allocated to the college or university to offset the tuition revenue the college would ordinarily receive for the student's enrollment. Districts retain up to 7% of the allocation for their costs (e.g. student advising, support services, extracurricular activities and sports, administration/transcripts, etc.). For 2021-22, the reimbursement rate is \$8,726 per full-time equivalency for "non-vocational" courses - the equivalent of \$970 per five credit-hour course. As the reimbursement rate is based on the amount of K-12 basic education funding, the rate per-course has risen by 33% over the past five years in line with the increases in the state's K-12 basic education funding. This formula approach to funding has been in place since Running Start was adopted in 1990, with a number of adjustments made over the years following concerns and previous studies - including a steady increase in the reimbursement rate.

SBCTC Running Start Students Receiving Fee Waivers

School Year	2018-19	2019-20	2020-21
Annual Fee Waiver Headcount	7,589	9,136	8,889
% of Total Headcount	25%	29%	28%

Qualified low-income students are exempt from paying mandatory student fees other Running Start students pay. All SBCTC colleges follow a common definition of acceptable documentation of family income to qualify for fee waivers based on low family income. Students can qualify through being eligible for free or reduced-price lunches in the last five years, receiving any state or federal income-based assistance funds, being foster youth, or other income documentation.

Course Completion Rates for SBCTC Running Start Students

2018-19	2019-20	2020-21
89%	90%	90%

High school principals and counselors shared concerns with the Task Force about students who fail Running Start courses that are needed for high school graduation. SBCTC data show that Running Start students pass college courses at consistently high rates, with 90% of them earning passing grades.⁷

SBCTC Running Start Course Enrollments, by Type of Course

School Year	2018-19	2019-20	2020-21
General Education Course Enrollment	195,622	202,092	205,455
CTE Course Enrollment	43,129	41,278	41,672
Total Course Enrollments	238,751	243,370	247,127
% in General Education Courses	82%	83%	83%

A significant majority - 83% - of SBCTC Running Start course enrollments were in General Education areas in 2019-20 and 2020-21, based on assignments of the two-digit [Classification of Instructional Program](#) codes. These courses align with the subject-area distribution requirements of Washington's [Direct Transfer Agreement Associate's degree](#): English, Mathematics, Social Sciences, Natural Sciences, and Humanities. The most commonly taken General Education courses by Running Start students include: English Composition I, English Composition II, American Government, General Psychology, Precalculus I, Introduction to Sociology, US History I, Introduction to Statistics, US History II, and Art Appreciation.

Only 17% of SBCTC Running Start course enrollments were in applied Career and Technical Education (CTE) subject areas 2019-20 and 2020-21. The most common subject areas for these courses were Kinesiology, Business & Marketing, Computer & Information Sciences, Family & Consumer Sciences, Health, Public Safety, Education, Health Professions, Engineering, and Mechanic & Repair Technologies. Fewer CTE courses have common course names across all college campuses, of those the most frequently enrolled courses were Nutrition, Introduction to Business, Introduction to Criminal Justice, Principles of Accounting I, and Business Law.

[Appendix F](#) includes enrollments further disaggregated by Classification of Instructional Program and common course names.

Conclusion

Dual credit has consistently been [shown](#) to have a multitude of benefits for students in preparing for and successfully transitioning to postsecondary education. This is particularly true for students who have been historically marginalized by systemic inequities in our state's education system, including BIPOC, low-income, and rural learners.

Over the past three decades, Washington has become a national leader in expanding access to dual credit, yet many students face persistent barriers to access. Students from low-income families are often deterred by the costs of participating, particularly for College in the High School, and are more likely to

⁷ Students who do not earn a passing grade include students who Fail the course, Withdraw for various reasons, or are Drop due to a medical, military, or family move. The legislature requested this in the aggregate; further analysis might look at disaggregated data by course subject area, race, ethnicity, and/or economic status.

enroll in courses that do not lead to attaining college credit. BIPOC students are not being adequately served by all programs, and rural students often struggle with fewer course offerings and transportation barriers. More broadly, many students continue to not be adequately informed and guided in the opportunity to participate in dual credit. The Task Force recognizes that these varied and complex issues - spanning multiple systems across K-12 and higher education - require further discussion on which specific strategies Washington should consider.

Over the past year, the Washington Dual Credit Task Force has collaborated on a student-centered vision for expanding equitable access, participation, and success for dual credit. While Task Force members were able to reach agreement about the broad direction the state should move towards - including eliminating all out-of-pocket costs for students and families - there remains a lack of consensus around specific strategies, as dual credit uniquely crosses both K-12 and higher education systems.

Acknowledgments

The Washington Student Achievement Council (WSAC) would like to extend their gratitude to the members of the Dual Credit Task Force for the hard work, dedication, and thought partnership they have contributed to this effort over the past year.

We also would like to thank the Washington State Education Research and Data Center (ERDC), who provided access to and analysis of access, participation, and outcomes data included in this report, as well as the State Board of Community and Technical Colleges (SBCTC), who provided the legislatively-requested data on Running Start.

With generous financial support from the Education Commission of the States (ECS), staff from Education Strategy Group (ESG) also offered technical assistance to the Task Force.

Part B: Summary of Additional Task Force Discussions

Insights from Focus Groups with Students, Families, and Practitioners

This spring, staff from Education Strategy Group (ESG) conducted interviews and focus groups on behalf of the Task Force with students, families, high school counselors, high school principals, and higher education staff to gain an understanding of their experiences with dual credit, which were shared in a [report](#) (see pp. 14-17) to the Task Force. The Task Force leveraged the insights from these engagements in developing their aspirational vision for increasing equity for dual credit.

Funding

While Washington has made investments in dual credit, students and families consistently named costs for tuition, fees, books and supplies, exams, and transportation as one of the most significant barriers to participation. Many students and families described being surprised by the additional out-of-pocket costs and called for increased transparency around fees, books, and supplies when enrolling in Running Start courses. Some students receive additional funding to cover costs from their school, district, or institution - or even from a charitable teacher or counselor - while others do not, creating inequities. Middle-income students and families, who are on the cusp of meeting eligibility requirements for state or institutional funding, in particular, described the struggle to meet the additional costs of participating.

Based on participation numbers from the 2019-20 school year, ESG estimated that public school students and families paid between \$39 and 50 million in out-of-pocket costs for dual credit courses, including course fees, transcription or registration fees, and exam fees.⁸ Additional details on the typical course and exam fees experienced by students and families for each dual credit program are included on pages 3-5 of this report.

Furthermore, the multiple funding models for Running Start and College in the High School can create differing incentives between the K-12 and higher education sectors to encourage or discourage participation. Many counselors and principals shared that their districts discourage schools from actively promoting Running Start due to concerns over losing state funding. This tension translated to students and parents, who expressed that their schools were not supportive of Running Start and that they had to be assertive in finding information and enrolling. In contrast, College in High School programs run by the state's colleges and universities are largely funded by fees charged to participating students and families. Appropriations in recent years to OSPI for the Consolidated Equity and Sustainability (CES) Dual Credit Grant Program and WSAC for the Dual Enrollment Scholarship Pilot Program have eliminated the cost barrier for many students from low-income families. Nonetheless, course fees continue to be a challenge for many low-income students and are a barrier to participation for students from middle-income families, who may choose to take the course for only high school credit due to the cost of registering for college credit.

Navigational Supports

Many students and families described a lack of sufficient access to information and support in navigating the process of enrolling in, paying for, and earning credit for dual credit courses. As a result, many counselors, students, and parents indicated that dual credit participation is largely limited to highly motivated and academically high-performing students. Some schools and districts have tried to

⁸ For additional details on the costs included in this estimate, see [Appendix D](#).

overcome these disparities through implementing academic acceleration policies, “dual credit for all” efforts, and college preparatory programs (e.g. AVID and Pre-AP courses). Others have leveraged data (such as the College Board’s AP Potential reports, which are based on students’ PSAT scores) to identify students who have the potential to be successful in dual credit coursework and target earlier advising and support. While variable, many principals and counselors also highlighted the High School and Beyond Plan and the new graduation pathways as valuable tools for advising students and families around dual credit. Given the need to better understand the impact of these interventions, the Task Force has identified additional research on this topic as a future body of work (see p. 15).

Capacity Building

Principals reported that one of the biggest barriers to providing equitable access to dual credit is instructor and counselor capacity, especially among small schools and districts. For College in the High School, many principals expressed challenges with teachers meeting credentialing standards set by higher education institutions. Many principals called for increased flexibility and consistency among institutions to consider alternative credentials, such as National Board certification or prior teaching experience for other advanced courses (e.g. AP, IB, and CI). Some higher education staff opposed any state-mandated credentialing standards for College in the High School instructors, citing concerns over institutional autonomy, risks to their accreditation status, as well as maintaining the integrity of College in the High School courses to be consistent with those taught on campus.

Many counselors also expressed a need for improved training on the various dual credit programs in Washington to better advise students, both in counseling education programs and for ongoing professional development. Additionally, both K-12 and higher education practitioners described challenges with sharing information across sectors, with several calling for improved data systems and electronic transcript sharing.

Data

Both policymakers and practitioners expressed a need for better access to data around dual credit. High school counselors and principals described challenges with not being able to track student progress in Running Start courses; principals reported that they see many students fail courses, but are not notified until it is too late to get the student back on track. Higher education staff called for an easier way for students to track their credits earned and supported helping students and families understand how they can apply towards a college degree. Both sectors expressed frustration with the state’s SERS data based for CTE Dual Credit registration, describing it as confusing and out-of-date for both teachers and students to use.

Additionally, while OSPI provides valuable data in its legislatively-mandated, annual dual credit report, stakeholders called for the ability to access longitudinal data, disaggregated by student demographics, to better examine trends in both high school and postsecondary outcomes over time. Two agencies have online public dashboards that report enrollment numbers in dual credit courses: OSPI’s [Washington State Report Card](#) and SBCTC’s [Enrollment Data Dashboard](#). The fragmentation of data collection about dual credit results in an undercount of Running Start participation numbers in high school reports, and the inclusion of the students taking courses designated as College in High School and CTE Dual Credit who never intend to pursue college credit. Inconsistent reporting methods between the public universities and SBCTC colleges affect both enrollment numbers, as well as the ability to determine which students’ college transcripts include credit earned through dual credit.

The Task Force's Vision for Increasing Equity for Dual Credit in Washington

Over the past year, the Task Force has developed an aspirational vision for expanding equitable access and success for dual credit, particularly for students and families who have been disproportionately impacted by the longstanding inequities within our state's education system. This student-centered vision is organized around four key pillars: (1) funding, (2) navigational supports, (3) capacity building, and (4) data.

Core Values

In developing this aspirational vision for dual credit, the Task Force was guided by the following core values.

- Prioritize removing barriers to dual credit for BIPOC students as the most critical need to address.
- Address the needs of other student groups most disproportionately impacted by inequities in dual credit, including students from low-income backgrounds and rural students.
- Include the earning of college credit as inherent to the dual credit system for each program (AP/IB/CI, CTE Dual Credit, College in the High School, Running Start).
- Use data evaluation to measure the efficacy of dual credit programs in advancing the state's goal of 70% postsecondary degree attainment within each racial and ethnic community and region.

Funding

Cost barriers to accessing, completing, and earning college credit in all dual credit programs do not exist for any student or family in Washington.

Washington's dual credit funding system:

1. Focuses on closing equity gaps by offering robust, embedded financial dual credit supports to families for all programs that take no additional effort or systemic knowledge for students to access.
2. Is sustainable, reliable, and consistent to minimize unfunded or unexpected costs for high schools and colleges/universities for all dual credit programs.
3. Positions the state as a true equal funding partner with K-12 and higher education dual credit providers, keeping schools providing instruction financially whole and eliminating competitive funding structures that discourage growth and innovation.
4. Promotes and rewards collaboration and partnership between K-12 and colleges/universities for all dual credit programs.

Task Force Recommendation:

Eliminate out-of-pocket costs for dual credit courses for all students and families by increasing state funding for dual credit.⁹

Navigational Supports

A culture of belief in every student's postsecondary potential is reflected in all students receiving equitable advising on dual credit courses that support their postsecondary goals with an emphasis on learning and fit and in alignment with their High School and Beyond Plan (HSBP).

Washington's dual credit navigational supports system:

1. Consistently and actively communicates with all students and families to make them aware of all dual credit opportunities in their district and school and increase understanding of the benefits and challenges of each dual credit option through multiple modalities and outreach efforts, starting in 8th grade.
2. Equips all students and families with the materials, resources, and guidance within regular school hours and curriculum to plan for, align, and continuously review the progress of their dual credit coursework, with an understanding of how their earned college credits contribute to meeting their postsecondary goals within the HSBP.
3. Builds strong cross-sector partnerships to ensure all middle and high school staff and relevant higher education staff are knowledgeable of each dual credit option available in their district and school and how to objectively and effectively provide guidance on each available program to inform student decisions.
4. Provides resources and training to support K-12 teachers, counselors, advisors, and other district staff who work with students and families regarding college and career readiness in understanding and implementing diversity, equity, and inclusion principles throughout college and career readiness work.
5. Incentivizes through accountability measures targeted, multi-lingual, culturally-relevant outreach is directed to BIPOC students and their families, including targeted advising and college navigational workshops that help shape student perceptions about themselves, dual credit, and a college-going mindset.

Task Force Recommendations:

Increase and strengthen advising in K-12 and higher education to ensure every student has access to ongoing, high-quality guidance in navigating dual credit, starting in middle school.

Develop technology platforms that share timely, student-level data between K-12 and higher education to enable improved guidance and credit recognition.

⁹ See the College in High School Alliance's [Funding for Equity](#) (2019) report for state funding models.

Capacity Building

All students have equitable access to a range of dual credit programs in their schools that best support their HSBP and are not limited to program choice based on gaps in program availability or financial circumstances.

Washington's dual credit system builds capacity by:

1. Targeting investments and resources to grow dual credit programs at high schools and districts with lack of equitable offerings.
2. Investing in the resources higher education dual credit providers need to expand program access to concurrent enrollment programs.
3. Incentivizing and rewarding innovative partnerships between K-12 and higher education that explore creative ways to expand program access.

Task Force Recommendation:

Invest in efforts to expand and diversify the dual credit teacher pipeline, particularly in communities that serve high numbers of BIPOC, low-income, or rural students.

Data

Dual credit providers and policymakers have free access to readily-available dual credit data, allowing for both real-time and longitudinal analysis of student outcomes in high school and postsecondary, including analyzing the efficacy of dual credit programs in advancing degree attainment.

Washington's dual credit data system:

1. Determines specific dual credit program offerings and availability regionally to inform understanding of equity of student access to all programs.
2. Is clear, consistent, and comprehensive, with one student identifier tracking enrollment, completion, and number of college credits earned through each dual credit program across systems, disaggregated by student demographics, most critically race/ethnicity.
3. Generates reports to track student mobility and outcomes across systems, both to bolster data literacy and student engagement within a school building and for a centralized statewide analysis, with the state providing the infrastructure to increase data literacy and better facilitate local data sharing agreements.
4. Analyzes each dual credit program to evaluate impact of program participation on student postsecondary outcomes, including postsecondary enrollment, persistence, completion, and use of college credits earned towards degree.
5. Embeds qualitative research and community outreach within analysis to highlight barriers and student experiences that data alone may not illuminate.

Task Force Recommendation:

Establish a state-level, cross-sector dual credit dashboard to allow policymakers and practitioners to analyze longitudinal trends in dual credit access, participation, and success.

Additional Research Questions to Explore

Throughout their discussions, the Task Force identified the following research questions for the state to explore in the future. The Task Force was unable to dive into these various issues, and the current data landscape was unable to provide relevant information on these issues within the given timeframe.

- Does participating in dual credit save students and families money towards their postsecondary degree?
- How does dual credit impact students' time-to-degree? Does that vary by program type?
- What is the impact of Academic Acceleration on dual credit participation, particularly for BIPOC and low-income students?
- What are the costs that students and families are incurring for dual credit? How does that vary by program type?
- What are the costs of delivering different dual credit models by school and higher education institution?
- How does course completion for Running Start compare with similar subjects in high school and College in the High School courses?
- Is there a difference in postsecondary outcomes between students who earn an associates degree at the end of their high school career and those who earn college credit for dual credit courses with no degree?
- What are the implications of dual credit on college admissions, enrollment, and financial aid?
- What can we learn from districts with high-quality implementation of High School and Beyond Plans? How can we leverage those learnings to identify opportunities to scale effective practices?
- What is the tipping point for credit accrual for dual credit to promote educational attainment?

Appendix A: About the Washington Dual Credit Task Force

The Washington Student Achievement Council (WSAC) established the Washington Dual Credit Task Force in January 2021 to set a student-centered vision for expanding equitable access, participation, and success in dual credit. In May 2021, the Legislature formally directed WSAC to convene and coordinate the Task Force and charged them with proposing strategies to eliminate financial and nonfinancial barriers to low-income students participating in Running Start (RS), College in the High School (CiHS), Advanced Placement (AP), International Baccalaureate (IB), Cambridge (CI), and Career and Technical Education Dual Credit (CTE Dual Credit) programs (per [HB 1094/SB 5092](#)). The work of the Task Force has built upon recent efforts by [WSAC](#), the [Office of Superintendent of Public Instruction](#) (OSPI), [the State Board of Technical and Community Colleges](#) (SBCTC), [the Council of Presidents](#) (COP), and others across the state to better understand and make recommendations for addressing inequities around dual credit.

Task Force Members

The Washington Dual Credit Task Force is composed of 16 leaders from schools, districts, higher education institutions, and community-based organizations across the state. These members were intentionally selected to amplify the voices of students and practitioners on-the-ground who have the greatest insight into the systemic barriers students face in accessing dual credit opportunities. The Task Force members were also selected to represent the geographic diversity of the state.

- **Perla Bolanos** (Student, Heritage University)
- **Debra Casey** (Vice President of Student Affairs, Green River College)
- **Arantxa Gallegos** (Director of Outreach and High School Programs, Everett Community College)
- **Julie Garver** (Senior Director of Policy and Academic Affairs, Council of Presidents)
- **Brian Jeffries** (Policy Director, Partnership for Learning)
- **Ediz Kaykayoglu** (Dean of Extended and Global Education, Central Washington University)
- **Katherine Mahoney** (Assistant Director of Policy, Office of the Superintendent of Public Instruction)
- **SaraBecca Martin** (Director of Accreditation and Quality Improvement, Heritage University)
- **Brent Osborn** (Principal, Lakeside High School)
- **Sarah Pasion** (Data Analyst, Washington Student Achievement Council)
- **Bish Paul** (Director of Policy, Washington STEM)
- **Carli Schiffner** (Deputy Executive Director of Education, State Board of Community and Technical Colleges)
- **Tim Stetter** (Director of UW in the High School, University of Washington)
- **Grant Storey** (CTE and Dual Credit Coordinator, Methow Valley School District)
- **Stephanie Warner** (Student, Washington State University Tri-Cities)
- **Mark Wreath** (Director of CTE and Career and College Readiness, Vancouver Public Schools)

Appendix B: The Benefits of Dual Credit

[National research](#) has consistently shown the benefits of dual credit to students' high school and postsecondary success, including:

- Increasing attainment of postsecondary credentials;
- Increasing college readiness rates (based on ACT, SAT, and other assessments);
- Increasing high school graduation rates;
- Increasing college enrollment;
- Increasing academic performance in college (based on GPA);
- Reducing the need for remedial coursework;
- Increasing college persistence;
- Decreasing time to completion of both associate's and bachelor's degrees; and
- Reducing tuition costs.

More generally, participation in dual credit prepares students in [navigating the transition from high school to postsecondary education](#) by:

- Experiencing the academic rigor of a college course;
- Having early exposure to higher education institutions;
- Building the academic and social-emotional skills needed to succeed in college; and
- Meeting their unique academic and career goals (as captured in their [High School and Beyond Plan](#)).

In Washington, past studies have shown that dual credit participation leads to increased postsecondary enrollment, persistence, and completion. For example, a 2016 report by the [Community Center for Education Results](#) (CCER) found that 62 percent of students who participated in Running Start in South Seattle and South King County completed a postsecondary credential or transferred to a four-year institution within three years, compared to 37 percent of their peers who did not participate.

A wide variety of students benefit from participation in dual credit programs, and a [growing body of research](#) has shown that students of color and low-income students see the biggest impact. In fact, [Kentucky](#) found that the effect of concurrent enrollment (primarily College in the High School) on college persistence to be twice as high for low-income students than their higher-income peers.

Several states have also demonstrated the long-term return on investment for dual credit programs, not only for the students who participate, but also for states that dedicate funding to expand access. Three recent studies that looked at the financial benefits of dual credit programs include:

- [Colorado](#) found that dual credit students had 10 percent higher workforce earnings after five years compared to students who did not participate.
- [New Mexico](#) concluded that every \$1 invested in dual credit resulted in an \$11 benefit for students and families in increased income and reduced student loan debt, and up to \$3 in benefits for higher education funding through the reduced need for remediation.
- [Indiana](#) found that dual credit saved students statewide over \$80 million per year and saved the state approximately \$78 million in appropriations.

Due to these benefits, dual credit has been identified as a key strategic priority by the [Washington Student Achievement Council](#) (WSAC), the [Washington State Board of Education](#) (SBE), the [Office of the Superintendent of Public Instruction](#) (OSPI), the [Council of Presidents](#) (COP), and the [State Board of Community and Technical Colleges](#) (SBCTC) in reaching Washington's [statewide educational attainment goal](#). Collectively, the state has recognized the economic and moral imperative of increasing access and success for dual credit for Washington's students, particularly for BIPOC, low-income, and rural students, who often face the most significant barriers to access.

Appendix C: Existing Dual Credit Assets in Washington

Washington has long been a national leader in promoting access and participation in dual credit. Over the past three decades, the state has enacted policies and dedicated significant funding to ensure program quality, increase program access and offerings, and minimize costs for students and families. Washington has also integrated dual credit into its statewide accountability system, the Washington School Improvement Framework, as well as into its high school graduation pathways.

Timeline of Dual Credit Policies in Washington

- 2021 - Expanded Eligibility for College in the High School HB 1302
- 2020 - Running Start Summer Pilot Program HB 2864
- 2019 - Higher Education Credit AP/IB/Cambridge Exams SB 5410
- 2019 - College in the High School National Accreditation HB 1734
- 2019 - Washington Dual Enrollment Scholarship Pilot (WSAC) HB 1973
- 2019 - Multiple Pathways to Graduation and Academic Acceleration HB 1599
- 2018 - IB and Cambridge Legislation SB 5917
- 2017 - Systemwide Credit Policy for AP SB 5234
- 2017 - Washington ESSA Plan approved with focus on dual credit
- 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 Goal
- 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
- 1981 – UW in the High School program launched

Running Start

Established in 1990, Running Start allows 11th and 12th grade students to take courses at Washington’s community and technical colleges, Central Washington University, Eastern Washington University, Washington State University, and Northwest Indian College. Running Start students and their families do not pay tuition, but they are responsible for fees, books, and transportation. In 2015, [76 percent](#) of Running Start students that graduated from high school in Washington enrolled directly in a two- or four-year college, compared to only 55 percent of those not enrolled.

Academic Acceleration Policy

With the passage of [HB 1599](#), Washington became the first state in the country to require schools to adopt Academic Acceleration policies, which require that students who meet benchmarks on state-level exams are automatically placed into the next most rigorous course in the corresponding content area, including dual credit courses. These policies have been successful in closing equity gaps in dual credit participation for historically underserved students in local school districts. [Tacoma Public Schools](#), for

example, doubled their enrollment in advanced courses for all students and tripled for students of color, from 19.5 percent to 60 percent. OSPI has invested in the capacity of districts to implement these policies through their Academic Acceleration Incentive Program.

WSAC Dual Enrollment Scholarship Pilot Program

In 2019, the passage of HB 1973 established the Dual Enrollment Scholarship Pilot Program, administered by the Washington Student Achievement Council. The pilot program provides grants to participating colleges and universities to cover course fees and to provide a textbook voucher for eligible students. Eligible students must qualify for free or reduced-price lunch (FRPL), be enrolled in College in the High School or Running Start courses at a pilot site location, and have a minimum GPA of 2.0. The pilot was expanded in 2020 through the passage of SB 6374 to cover apprenticeship materials.

OSPI Consolidated Equity and Sustainability (CES) Dual Credit Grant Program

The Office of Superintendent of Public Instruction recently consolidated two existing grant programs - College in the High School Subsidy and Building Equitable, Sustainable Dual Credit Programs - into a single, competitive grant for local education agencies (LEAs). Selected LEAs can receive up to \$75,000 to support activities that promote equitable access to any dual credit program, such as using data to inform guidance to students, covering the costs of dual credit courses for students and families, or improving local policies and practices to increase student awareness of dual credit opportunities.

Spotlight: Local Dual Credit Partnerships Driving Student Success

- *Central Washington University (CWU)*: Recognizing the barriers that many dual credit students face in paying for textbooks, CWU uses OpenStax to offer free textbooks for the majority of their College in the High School classes and offers a book loan program for Running Start students.
- *South Puget Sound Community College (SPSCC)*: SPSCC has reorganized all of its student support services into a new Student Success Center. All students, including dual credit students, are able to receive academic and financial aid advising from staff in the same building. This reorganization has also created stronger alignment between different departments within the college, enabling them to be more effective in supporting students.
- *Big Bend Community College (BBCC)*: At the start of each school year, BBCC hosts a conference with all of the counselors from their partner high schools in the area to share new policy and programmatic changes, provide dedicated training on supporting students and families around dual credit, and create a platform for counselors to advocate for any additional support.
- *Moses Lake High School (MLHS)*: MLHS serves a high percentage of Latinx and migrant students. To enable students to more easily complete dual credit courses despite frequent moves between schools, the school has dedicated federal English Language Learner and Migrant Student funds to remove financial barriers for migrant students to take dual credit courses.

Appendix D: Estimated Out-of-Pocket Costs Incurred by Families for Dual Credit

Using dual credit course enrollment and exam data from [OSPI's data portal](#) for the 2019-20 school year, Education Strategy Group (ESG) created these estimates of the numbers of students and families paying for exams and course fees. Cost assumptions (left column) for the average expenses that families pay are based on the range of fees charged by different colleges, precise costs where available (such as the cost of an AP exam), and estimates based on prior reports (such as books).

Cost Assumptions of Family Expenses	# of Course Enrollments (RS, CIHS, CTE-DC) or Exams (AP, IB, CI) Paid by Families	Low Estimate of Costs Families Paid 2019-20	High Estimate of Costs Families Paid 2019-20	Additional Costs Covered by State, Schools, or Institutions ¹⁰
Running Start (RS)				
Books & materials (\$85-110 per course) and course fees (\$50-80 per course) ¹¹	172,000	\$23,200,000	\$32,700,000	Tuition for all students; fee waivers & textbooks provided by colleges to low-income students (29% of students)
College in the High School (CIHS)				
Course fees (\$50-60 / credit hour) and registration fees (\$5-10 per term) (only for those students who register)	27,500	\$6,900,000	\$8,900,000	Subsidies provided by OSPI to some schools for low-income students (\$2.1 million)
Advanced Placement (AP)				
Exam fees for paying families (\$96 per exam)	76,000	\$7,300,000	\$7,300,000	Exam fee waivers provided by OSPI for low-income students
International Baccalaureate (IB)				
Exam fees for paying families (\$119 per exam)	9,000	\$1,100,000	\$1,100,000	Exam fee waivers provided by OSPI for low-income students
Cambridge International (CI)				
Exam fees for paying families (\$99-220 per exam, differs by subject/level)	2,500	\$400,000	\$400,000	Exam fee waivers provided by OSPI to low-income students
CTE Dual Credit (CTE-DC)¹²				
Transcription or registration fees (\$25-50 per year, only for those students who request)	2,500	\$100,000	\$100,000	Fee waivers provided by colleges to low-income

¹⁰ Does not include the Dual Enrollment Scholarship Pilot Program, administered by WSAC, launched in the 2020-21 school year. The pilot program provides grants to participating colleges and universities to cover course fees for Running Start and College in the High School and to provide a textbook voucher for eligible low-income students.

¹¹ Many students also face the cost of transportation for Running Start; no estimate was made for this expense.

¹² For CTE Dual Credit, ESG estimated that 2% of the 125,000 students taking one of these courses in 2019-20 paid transcription fees.

Cost Assumptions of Family Expenses	# of Course Enrollments (RS, CIHS, CTE-DC) or Exams (AP, IB, CI) Paid by Families	Low Estimate of Costs Families Paid 2019-20	High Estimate of Costs Families Paid 2019-20	Additional Costs Covered by State, Schools, or Institutions ¹⁰
				students; consortia fees paid by schools
All Dual Credit Programs		\$54,500,000	\$69,100,000	

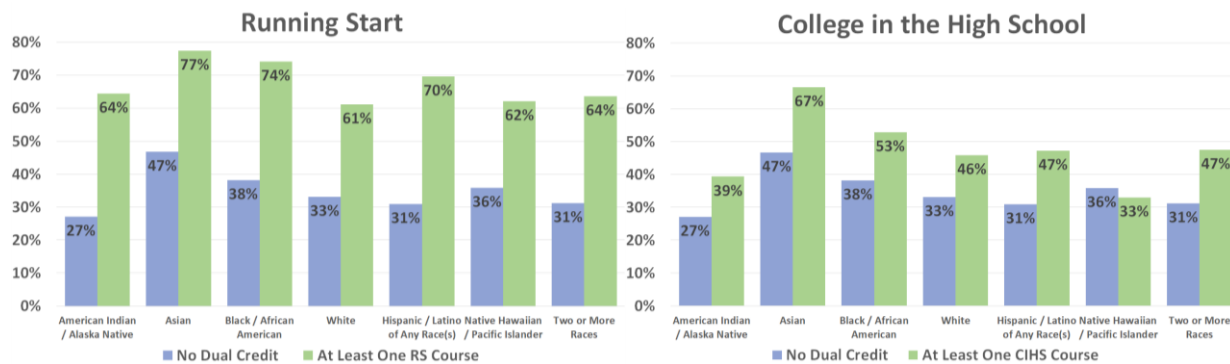
Appendix E: Student Outcomes, Access, and Participation

Positive Postsecondary Outcomes Are Observed for Students Who Complete Dual Credit Coursework

Dozens of quantitative studies of longitudinal student success conducted around the country have documented the positive correlation with college enrollment, progression, and completion from participating in dual credit, even after controlling for prior student performance. A number of these studies show even greater benefits for students underrepresented in higher education.¹³

Washington students who participate in dual credit are observed to be more likely to immediately enroll in college within a year and less likely to take remedial courses.¹⁴ The ERDC has analyzed the postsecondary transitions of the expected public high school graduating class of 2017, 59% of whom took at least one exam-based (AP, IB, or Cambridge) or college course (Running Start or College in High School).¹⁵ Of the on-time 2017 public high school graduates, over 56% enrolled in a Washington public college or university within one year of graduating, compared to only 33% percent of those who did not take any dual credit course or only took a CTE Dual Credit course. **Notably, 60% of Latinx students immediately enrolled in a Washington public college or university within a year if they had taken at least one exam-based or college course, while only 32% did so if they did not.**

Immediate Enrollment in WA Public College or University By On-Time 2017 Public High School Graduates



¹³ Compilations of research include What Works Clearinghouse, [Transition to College Intervention Report: Dual Enrollment Programs](#) (2017); College in High School Alliance, [Evidence of Success](#) (n.d.); and Taylor, Jason and Brian An, [A Review of Empirical Studies on Dual Enrollment: Assessing Educational Outcomes](#) (2019).

¹⁴ These are mere observations of differences in participation rates and do not incorporate any statistical controls to determine the degree this association is related to program participation rather than other variables. In particular, the analysis does not include students attending Washington private or out-of-state institutions; some of the observed differences may be related to differing rates of attendance at such institutions.

¹⁵ The research presented here uses confidential data from the Education Research and Data Center (ERDC) located within the Washington Office of Financial Management (OFM). ERDC’s data system is a statewide longitudinal data system that includes de-identified data about people’s preschool, educational, and workforce experiences. The views expressed here are those of the authors and do not necessarily represent those of OFM or other data contributors. Any errors are attributable to the authors.

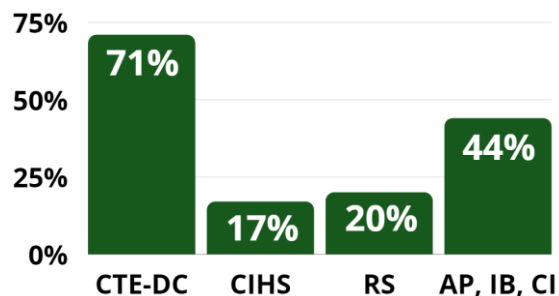
Source: Washington Education Research and Data Center analysis of linked cross-sector student data from OSPI's CEDARS data system, SBCTC's Data Warehouse, and OFM/ERDC's PCHEES system (for public 4-year universities). Over one quarter (26%) of all on-time high school graduates in 2017 who immediately enrolled in a Washington public college or university took at least one remedial course during their first year in college. The remedial course-taking rate was 50% for students who had not taken any dual credit or had participated in CTE Dual Credit courses only, and reduced to 20% for students who took at least one exam-based course (AP, IB, or Cambridge) or college course (Running Start or College in High School) while in high school. These large differences were observed among students of all races/ethnicities and income levels.

Dual Credit Participation and Course Availability in Washington

Statewide, many students take at least one dual credit course in Washington, due to the ubiquity of the four programs and long history of local and statewide support for dual credit. Comparative data from the National Center for Education Statistics shows that Washington is consistently in the top 10 states for the percentage of students participating in concurrent enrollment (defined in Washington to include both Running Start and College in the High School). However, there remain deep inequities of access to and participation in dual credit courses that match student's plans and interests because of systemic barriers.

Analysis of the cohort of students expected to graduate from Washington public high schools in 2017 by the Washington Education Research and Data Center (ERDC) shows that **88% of the over 80,000 students in the class of 2017 took at least one dual credit course during their high school career.** Excluding students who took only a CTE Dual Credit course, 59% percent of 2017 graduates took at least one College in the High School, Running Start, and/or exam-based (AP, IB, or Cambridge) dual credit course. Many students take more than one course of the same or different types of dual credit.

**Students Who Took at Least One Dual Credit Course
Public High School Students Expected to Graduate in 2017**



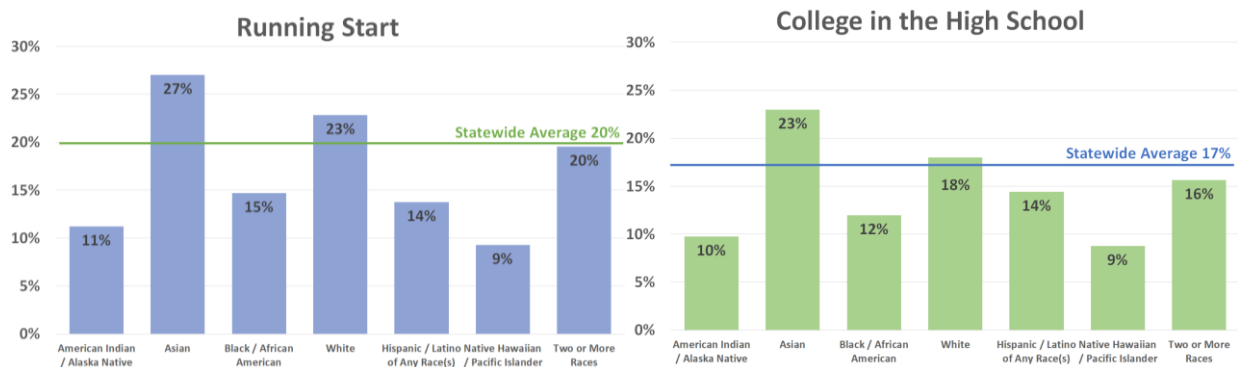
Source: Washington Education Research and Data Center analysis of linked cross-sector student data from OSPI's CEDARS data system, SBCTC's Data Warehouse, and OFM/ERDC's PCHEES system (for public 4-year universities).

The high rates of participation in CTE Dual Credit are attributed by most stakeholders to Washington's high school graduation requirement for every student to complete at least one CTE course. Many of these students take the course as a career exploration experience, and do not intend to pursue postsecondary credit for the course. Enrollment in any dual credit course does not guarantee a student completed the course, took a related exam, earned a grade or exam score that qualifies them for college credit, requested that a college transcribe that credit, or had that credit count toward a postsecondary credential.

Equity Gaps Continue to Be Prevalent in Dual Credit Participation

As has been documented in prior reports prepared by WASC, OSPI and others, inequitable participation in dual credit furthers gaps in college access and success by BIPOC and low-income students. As mentioned above, 59% of the high school class of 2017 took at least one exam-based course (AP, IB, or Cambridge) or college course (Running Start or College in High School) during their high school career. **There is a 27 percentage point gap in participation between low-income students¹⁶ (46%) and their more affluent peers (73%) in these courses.** While the participation gap between race and ethnic categories is lower, nonetheless **Black, Latinx, Native American and Pacific Islander students consistently enroll in these advanced courses at lower rates than their White and Asian peers.¹⁷**

Participation in Running Start and College in the High School By Public High School Students Expected to Graduate in 2017



Source: Washington Education Research and Data Center analysis of linked cross-sector student data from OSPI's CEDARS data system, SBCTC's Data Warehouse, and OFM/ERDC's PCHEES system (for public 4-year universities).

What School a Student Attends Has a Significant Impact on Equitable Student Access to Dual Credit and Participation Rates¹⁸

Much of the participation gap can be attributed to the school that a student attends, due to the limited dual credit offerings in high-poverty and high-minority schools. Of 365 regular public high schools in Washington, **95% offered dual credit courses** in 2019-20. All of these schools offer at least two dual credit models. At least one course of each of the four main types of dual credit programs is generally available across the state, with three quarters of regular public high schools offering each:

¹⁶ Family income categorization is based on student eligibility for Free and Reduced Price Lunch, as recorded in OSPI's data systems.

¹⁷ The Task Force acknowledges that the federal demographic categories often hide important distinctions between differing student identities and experiences. The Asian category, in particular, masks significant variations in vibrant cultures and communities in Washington state. Source: Washington Education Research and Data Center analysis of linked cross-sector student data from OSPI's CEDARS data system, SBCTC's Data Warehouse, and OFM/ERDC's PCHEES system (for public 4-year universities).

¹⁸ Data from this section is derived from OSPI dual credit participation data for the 2019-20 school year, included in the [Washington State Improvement Framework](#) accountability metrics reported in the [Washington State Report Card](#) and the [Data Portal](#). Additional OSPI and National Center for Education Statistics variables were used to classify schools by school type, locale, geography and enrollment demographic characteristics

Regular Public High School Dual Credit Programs Offered, 2019-20

CTE Dual Credit	College in the High School	Running Start	AP, IB, or Cambridge
80%	75%	89%	75%

Note: Includes 365 regular public schools with grades 11 and 12 operated by school districts, charter operators, and under state-tribal compacts. Note that the state does not collect or report data on Bureau of Indian Education schools, both Tribally Controlled and BIE-Contract schools.

Source: ESG analysis of dual credit participation data reported by high school in OSPI's Data Portal.

An additional 220 specialized public schools enroll nearly 10% of public high school students in Washington, including Alternative, Re-engagement, Virtual, Technical, Justice-Related, and Special Education schools. Many of these specialized schools are very small and personalized and enroll priority student populations for expanding access to dual credit - yet only 59% of them offer dual credit.

Many public schools, both regular and specialized, had very few students enrolling in dual credit courses in 2019-20. These schools with fewer than 20% of high school students participating in dual credit courses included **15% of Regular schools** and **70% of Specialized schools**.

The 53 regular public schools with fewer than 20% of students participating in dual credit **serve a considerably higher percentage of students from low-income families and students historically underrepresented in higher education.**¹⁹

Dual Credit Program Participation at Regular Public High Schools, 2019-20

	Schools with DC Participation <20% (N=53)	Schools with DC Participation 20%+ (N=312)
% of HS Students Low-Income	48%	41%
% of HS Underrepresented Students	52%	38%

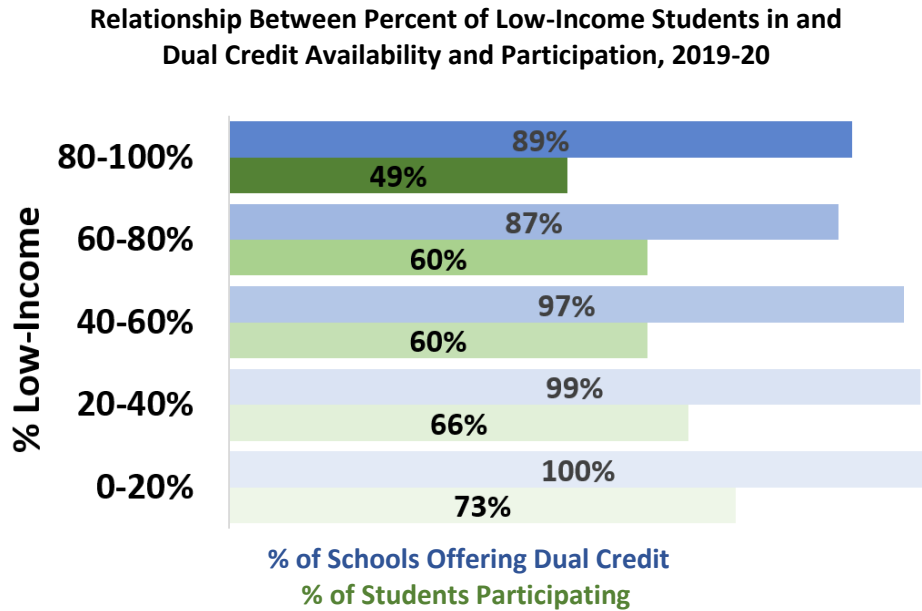
Source: ESG analysis of dual credit participation data reported by high school in OSPI's Data Portal.

Thirty-eight (72%) of these low dual credit participation schools are located in rural locales. Small schools of fewer than 400 high school students, regardless of locale, represented forty-five (85%) of them.

Schools in rural locales were less likely to offer Advanced Placement (52%, compared with 72% of all regular schools) and CTE Dual Credit (58%, compared with 80% of all regular schools). City schools were less likely to offer College in the High School courses (67%, compared with 75% of all regular schools).

¹⁹ Analysis was performed using data using federally-defined race/ethnicity categories encompassing students identifying as Black, Latinx, Native American, Pacific Islander, and Multi-Racial. The Council's 2020 Equity Statement, available at <https://wsac.wa.gov/sites/default/files/2020-Equity-Statement.pdf> recognizes historical and current institutional and structural racism in Washington State.

There is an inverse relationship between the percentage of low-income families in a school and both whether it offers dual credit programs and the participation rate. High-poverty schools with greater than 80% of students from low-income families had only 49% of students enroll in a dual credit class in 2019-20, while low-poverty schools with fewer than 20% of low-income students saw 73% of students participate.



Source: ESG analysis of dual credit participation data reported by high school in OSPI's Data Portal.

Gaps in dual credit participation between the highest-poverty and lowest-poverty schools exist across all four major dual credit programs and are highest for Advanced Placement (27 percentage points), followed by CTE Dual Credit (23%), College in the High School (10 percentage points), and Running Start (5 percentage points). Similar gaps are observed when comparing schools serving high percentages of students historically underrepresented in higher education with schools that serve higher percentages of students of White and Asian heritages.

Mechanisms for Earning College Credit Vary By Model

Beyond the benefit of the accelerated learning in all dual credit models, parents and students value the ability to earn college credit through dual credit coursework and exams. Each program features a different mechanism for how students can earn college credit.

Exam-Based Credit: By taking course-specific AP, IB, or Cambridge exams and scoring well, students may earn college credit and/or placement into upper-level college courses. All Washington public colleges and universities publish credit acceptance policies for these programs. After matriculating to college, students may request credit for high scores they received on these exams. Many students completing AP, IB, and Cambridge courses do not take the exams (as many as one quarter for Advanced Placement). Others do not score high enough on exams to earn college credit and/or do not request that the credit be recognized on their university transcripts. Of on-time 2017 public high school graduates who

completed an AP or IB course and enrolled in a Washington four-year public university, 40% of earned college credit based on AP or IB exam scores.²⁰

College in High School: To earn college credit, students taking CIHS courses must register with the sponsoring college or university at the time they enroll in the course and receive a passing grade in the course. If successful, registered students receive a college transcript at the end of the course. Fewer than half of the students enrolled in CIHS courses in Washington typically register for college credit, based on Task Force members' experience, our stakeholder conversations, and comparisons of OSPI course enrollment data with college and university registrations. Of the on-time 2017 public high school graduates who took any College in the High School course and enrolled in a Washington public college or university after leaving high school, 22% had college credit from College in the High School on their college transcripts. Among students eligible for free or reduced-priced lunch due to lower family incomes, only 17% had college credit as compared with 28% of their peers from higher-income families.²¹ This likely reflects that the cost of registering for college credit for College in High School courses remains a barrier for many low- and middle-income students. Similar gaps can be observed in credit earning when examining race/ethnicity, though the smaller sample sizes affect the margins of error in the size of the gaps. Studies of CIHS credit transfer conducted by University of Washington, and others, show upwards of 90% acceptance of these credits when students attempt to utilize them at other institutions. Among Washington public colleges and universities, College in High School credit is generally accepted with limited restrictions.

CTE Dual Credit: In Washington's CTE Dual Credit model, CTE courses offered at a high school or skill center are identified as a CTE Dual Credit course if it is listed on an articulation agreement with one or more of the community and technical colleges. A student passing the course, typically with a B or higher, and continuing in the same field of study can retroactively receive credit for the CTE Dual Credit course once they matriculate to a community or technical college. By the end of each high school year, students register their interest in receiving college credit with the partner college or CTE consortium. Since most high school CTE courses appear in these articulation agreements, every student enrolled in these courses is recorded as having enrolled in a CTE Dual Credit course in OSPI's records.

Students may likely enroll in these courses for the educational experience and to fulfill Washington's high school graduation requirement to complete a CTE course. Fewer than one-third of these students attend a two-year college, and even among these students the vast majority never apply for or receive college credit for the experience. Two years after graduating, 444 students in the on-time graduating class of 2017 had college credit on their college transcripts that were earned through CTE Dual Credit. This represents only 3% of the students who took a CTE Dual Credit course in high school and later attended one of Washington's 34 technical and community colleges.²² The [recommendations](#) of the

²⁰ Data limitations prevent a similar calculation for students attending a Washington community or technical college, or for students taking Cambridge exams at four year public universities. Source: ERDC analysis of statewide longitudinal data. The interpretations expressed here are those of the authors and do not necessarily represent those of OFM or other data contributors. Any errors are attributable to the authors.

²¹ Source: ERDC analysis of statewide longitudinal data. The interpretations expressed here are those of the authors and do not necessarily represent those of OFM/ERDC or other data contributors. Any errors are attributable to the authors

²² Source: ERDC analysis of statewide longitudinal data. The interpretations expressed here are those of the authors and do not necessarily represent those of OFM or other data contributors. Any errors are attributable to the authors.

2021 Career and Technical Education (CTE) Dual Credit Research Project identify some ways to strengthen the college credit awarding mechanisms, which were originally developed in the 1990s and are decreasingly used by students.

Running Start: Students taking college classes through Running Start directly enroll through a college or university and receive a college transcript for that course. SBCTC's Running Start reporting (see [Appendix F](#)) shows that Running Start students pass 90% of the courses they enroll in. As with College in the High School, students transferring individual Running Start courses to other in-state public colleges and universities are generally successful in getting that credit recognized.

Appendix F: Running Start Reporting

Section 605 of the Fiscal Year 2022 & 2023 operating budget passed by the legislature and signed by the Governor ([Chapter 334 of the Public Laws of 2021](#), effective May 18, 2021) requested the State Board for Community and Technical Colleges provide the following Running Start data for fiscal year 2019, fiscal year 2020, and fiscal year 2021, and for each community and technical college. This appendix contains a statewide summary across all 34 community and technical colleges, with the campus-by-campus information provided in supplemental materials.

Statewide Summary

The total number of Running Start students served by headcount and full-time equivalent, unduplicated across all 34 SBCTC colleges.

School Year	2018-19	2019-20	2020-21
Headcount	30,008	30,940	31,732
Full-Time Equivalent	23,447	24,207	24,507
Average FTE per student	0.78	0.78	0.77
Total course enrollments	238,751	243,370	247,127
Average # of courses per student ²³	8.0	7.9	7.8

The total amount of Running Start revenue received through apportionment as allocated with the Running Start rate by the Office of the Superintendent of Public Instruction through local school districts

2018-19	2019-20	2020-21
\$173,583,900	\$187,981,902	\$193,673,475

Course completion rates for Running Start students

2018-19	2019-20	2020-21
89%	90%	90%

The number of students receiving complete fee waivers as required by RCW 28A.600.310(3)(a)

School Year	2018-19	2019-20	2020-21
Annual Fee Waiver Headcount	7,589	9,136	8,889
% of Total Headcount	25%	29%	28%

All colleges reported that they have adopted a policy based on SBCTC Running Start Waiver Guidance:

²³ Total and average number of courses based on 5 quarter credit hours.

A student shall be considered low-income and eligible for a fee waiver upon proof that the student is currently qualified to receive free or reduced-price lunch. Acceptable documentation of low-income status may also include any of the following:

1. Student has been deemed eligible for free or reduced-price lunches in the last five years
2. Family income of equal to or less than 50 percent of the state median
3. Family income less than 200 percent of the federal poverty level
4. Receiving any state or federal assistance funds
5. Foster youth

A list of courses by two-digit Classification of Instructional Program code and the number of Running Start students in each course. Based on assignments of the two-digit Classification of Instructional Program codes to either Career and Technical Education (CTE) or General Education, 83% of Running Start course enrollments were in General Education areas in 2019-20 and 2020-21:

School Year	2018-19	2019-20	2020-21
CTE Course Enrollment	43,129	41,278	41,672
General Education Course Enrollment	195,622	202,092	205,455
Total Course Enrollments	238,751	243,370	247,127
% in General Education Courses	82%	83%	83%

Running Start Enrollments in General Education Area, by CIP Codes. *Note: See below for Career and Technical Education area courses.*

CIP Code	CIP Title	2018-19	2019-20	2020-21	% of GenEd 2020-21
23	English Language & Literature/Letters	36,554	38,073	36,985	18%
45	Social Sciences	28,316	28,638	28,118	14%
27	Mathematics & Statistics	20,870	21,555	22,768	11%
50	Visual & Performing Arts	17,950	19,332	20,970	10%
40	Physical Sciences	15,875	16,606	18,090	9%
54	History	17,849	18,424	17,759	9%
26	Biological & Biomedical Sciences	10,656	11,038	12,896	6%
42	Psychology	11,426	11,518	10,839	5%
16	Foreign Languages, Literatures, & Linguistics	10,026	9,582	9,655	5%
09	Communication, Journalism, & Related Programs	9,628	9,697	9,099	4%
	All other General Education areas	16,472	17,629	18,276	9%
	Total, All General Education areas	195,622	202,092	205,455	

To facilitate credit transfer, SBCTC maintains a Common Course Numbering System that currently includes 379 courses that are identified as being common among and between Washington's community and technical colleges. This list includes many General Education Courses for academic transfer as well as some Professional/Technical courses applicable to applied degree programs. Of all Running Start enrollment in general education courses in 2020-21, 72% were in courses with Common Course Numbers.

Running Start Enrollments in Top 10 General Education Courses with Common Numbers *Full list of courses listed below*

Common Course Name	2018-19	2019-20	2020-21	% of GenEd 2020-21
ENGL& 101: English Composition I	18,030	18,705	17,823	9%
ENGL& 102: Composition II	8,010	8,582	8,841	4%
POLS& 202: American Government	7,690	8,406	8,471	4%
PSYC& 100: General Psychology	7,851	7,976	7,524	4%
MATH& 141: Precalculus I	4,467	4,377	4,805	4%
SOC& 101: Intro to Sociology	4,578	4,434	3,993	2%
HIST& 146: US History I	3,072	3,292	3,636	2%
MATH& 146: Introduction to Stats	3,437	3,703	3,592	2%
HIST& 147: US History II	3,437	3,505	3,528	2%
ART& 100: Art Appreciation	2,199	2,771	3,061	1%

A list of Career and Technical Education area courses and the number of Running Start students in each course. Based on assignments of the two-digit Classification of Instructional Program codes to either Career and Technical Education (CTE) or General Education, 17% of Running Start course enrollments were in CTE areas in 2019-20 and 2020-21:

School Year	2018-19	2019-20	2020-21
CTE Course Enrollment	43,129	41,278	41,672
Total Course Enrollments	238,751	243,370	247,127
% in CTE Courses	18%	17%	17%

Running Start Enrollments in CTE Area, by CIP Codes

CIP Code	CIP Title	2018-19	2019-20	2020-21	% of CTE 2020-21
31	Parks, Recreation, Leisure, Fitness, & Kinesiology	12,638	11,267	9,906	24%
52	Business, Management, Marketing, & Related Support Services	8,712	8,658	9,054	22%
11	Computer & Information Sciences & Support Services	4,823	4,619	5,258	13%
19	Family & Consumer Sciences/Human Sciences	3,380	3,570	3,729	9%
34	Health-Related Knowledge & Skills	3,132	2,909	3,249	8%

43	Homeland Security, Law Enforcement, Firefighting & Related Services	2,123	2,436	2,329	6%
13	Education	1,766	1,892	1,951	5%
51	Health Professions & Related Programs	2,514	1,987	1,868	4%
14	Engineering	1,106	1,003	1,092	3%
47	Mechanic & Repair Technologies/Technicians	572	586	699	2%
	All other CTE areas	2,363	2,351	2,537	6%
	Total, All CTE areas	42,883	40,762	41,415	

This following chart includes Professional/Technical courses applicable to applied degree programs that have a Common Course Number. Only 30% of CTE Running Start enrollment was in courses with Common Course Numbers.

Running Start Enrollments in Top 10 Career & Technical Education Courses with Common Numbers *Full list of courses listed below*

Common Course Name	2018-19	2019-20	2020-21	% of CTE 2020-21
NUTR& 101: Nutrition	2,969	3,172	3,381	8%
BUS& 101: Intro to Business	2,512	2,519	2,632	6%
CJ& 101: Intro Criminal Justice	981	1,121	1,153	3%
ACCT& 201: Prin of Accounting I	716	757	846	2%
BUS& 201: Business Law	724	803	817	2%
ACCT& 202: Prin of Accounting II	362	426	474	1%
ACCT& 203: Prin of Accounting III	229	274	334	<1%
EDUC& 115: Child Development	254	333	327	<1%
ECED& 105: Intro Early Child Ed	226	263	310	<1%
CS& 141: Computer Science I Java	140	166	266	<1%

Running Start Enrollments in General Education Courses with Common Course Numbers, by 2 Digit CIP Code

Common Course Name	2018-19	2019-20	2020-21	% of GenEd 2020-21
23: English Language & Literature/Letters	29,734	31,477	30,727	15%
ENGL& 101: English Composition I	18,030	18,705	17,823	9%
ENGL& 102: Composition II	8,010	8,582	8,841	4%
ENGL& 111: Intro to Literature	1,288	1,205	1,264	1%
ENGL& 235: Technical Writing	722	852	911	<1%
ENGL& 236: Creative Writing I	233	264	308	<1%
ENGL& 246: American Literature III	183	342	274	<1%
ENGL& 245: American Literature II	183	305	260	<1%
ENGL& 112: Intro to Fiction	275	299	258	<1%
ENGL& 244: American Literature I	197	283	213	<1%
ENGL& 113: Intro to Poetry	181	176	156	<1%
ENGL& 254: World Literature I	90	91	84	<1%

Common Course Name	2018-19	2019-20	2020-21	% of GenEd 2020-21
ENGL& 255: World Literature II	26	93	62	<1%
ENGL& 256: World Literature III	14	56	50	<1%
ENGL& 226: British Literature I	25	66	49	<1%
ENGL& 220: Intro to Shakespeare	74	45	44	<1%
ENGL& 237: Creative Writing II	41	21	38	<1%
ENGL& 238: Creative Writing III	35	20	23	<1%
ENGL& 227: British Literature II	8	29	23	<1%
ENGL& 114: Intro to Drama	42	8	18	<1%
ENGL& 224: Shakespeare 1	25	19	17	<1%
ENGL& 230: Technical Writing	18	16	11	<1%
ENGL& 228: British Literature III	34	-	-	<1%
45: Social Sciences	22,366	22,806	22,220	11%
POLS& 202: American Government	7,690	8,406	8,471	4%
SOC& 101: Intro to Sociology	4,578	4,434	3,993	2%
POLS& 101: Intro Political Science	2,107	2,018	2,099	1%
ECON& 201: Micro Economics	1,289	1,390	1,499	1%
ECON& 202: Macro Economics	1,164	1,129	1,124	1%
SOC& 201: Social Problems	648	674	772	<1%
ANTH& 100: Survey of Anthropology	852	898	713	<1%
POLS& 203: International Relations	878	800	673	<1%
ANTH& 206: Cultural Anthropology	816	643	607	<1%
ANTH& 205: Biological Anthropology	679	644	593	<1%
GEOG& 100: Introduction to Geography	392	436	463	<1%
POLS& 200: Introduction to Law	144	171	169	<1%
ANTH& 204: Archaeology	122	158	168	<1%
GEOG& 200: Human Geography	183	175	125	<1%
ANTH& 215: Bioanthropology w/Lab	129	147	112	<1%
POLS& 204: Comparative Government	57	66	72	<1%
GEOG& 102: World Regional Geography	99	105	69	<1%
ANTH& 207: Linguistic Anthropology	51	57	68	<1%
ANTH& 210: Indians of North America	82	54	67	<1%
POLS& 201: Intro Political Theory	35	68	53	<1%
GEOG& 207: Economic Geography	28	59	50	<1%
ANTH& 236: Forensic Anthropology	20	32	43	<1%
ANTH& 106: American Mosaic	50	53	37	<1%
ANTH& 245: Primatology	69	20	34	<1%
ANTH& 104: World Prehistory	79	37	33	<1%
ANTH& 115: Our Place in Nature	26	37	29	<1%
ANTH& 234: Religion & Culture	53	43	26	<1%
GEOG& 250: Geography of Pacific NW	7	17	26	<1%
ANTH& 227: Pacific Island Cultures	9	5	11	<1%
ANTH& 237: Human Osteology	2	1	9	<1%

Common Course Name	2018-19	2019-20	2020-21	% of GenEd 2020-21
ANTH& 200: Intro to Language	-	3	5	<1%
ANTH& 235: Cross-Cultural Medicine	10	10	4	<1%
ANTH& 216: Northwest Coast Indians	18	16	3	<1%
27: Mathematics & Statistics	18,116	18,747	20,053	10%
MATH& 141: Precalculus I	4,467	4,377	4,805	2%
MATH& 146: Introduction to Stats	3,437	3,703	3,592	2%
MATH& 142: Precalculus II	2,935	2,866	3,000	1%
MATH& 151: Calculus I	2,596	2,738	2,899	1%
MATH& 107: Math in Society	1,837	1,928	2,326	1%
MATH& 152: Calculus II	1,424	1,564	1,682	1%
MATH& 153: Calculus III	419	435	467	<1%
MATH& 148: Business Calculus	324	397	427	<1%
MATH& 163: Calculus 3	326	390	425	<1%
MATH& 254: Calculus IV	211	191	225	<1%
MATH& 264: Calculus 4	48	50	55	<1%
MATH& 131: Math for Elem Educ 1	28	30	50	<1%
MATH& 132: Math for Elem Educ 2	21	24	37	<1%
MATH& 171: Math for Elem Educ I	18	27	32	<1%
MATH& 172: Math for Elem Educ II	9	12	12	<1%
PHIL& 117: Traditional Logic	4	6	10	<1%
MATH& 144: Precalc 1 & 2	10	7	6	<1%
MATH& 173: Math for Elem Educ III	2	2	3	<1%
54: History	16,360	16,881	16,657	8%
HIST& 146: US History I	3,072	3,292	3,636	2%
HIST& 147: US History II	3,437	3,505	3,528	2%
HIST& 148: US History III	3,031	3,312	2,881	1%
HIST& 136: US History 1	2,048	1,862	2,027	1%
HIST& 137: US History 2	2,261	2,446	1,870	1%
HIST& 214: Pacific NW History	467	405	448	<1%
HIST& 157: History of US II	256	318	386	<1%
HIST& 158: History of US III	204	281	376	<1%
HIST& 156: History of US I	276	300	337	<1%
HIST& 126: World Civilizations I	375	294	328	<1%
HIST& 127: World Civilizations II	272	251	246	<1%
HIST& 128: World Civilizations III	268	230	223	<1%
HIST& 116: Western Civilization I	119	95	96	<1%
HIST& 215: Women in US History	54	88	88	<1%
HIST& 118: Western Civilization III	104	67	62	<1%
HIST& 117: Western Civilization II	63	62	52	<1%
HIST& 219: Native American History	21	29	32	<1%
HIST& 220: African American History	4	15	26	<1%
HIST& 159: History of US IV	28	29	15	<1%

Common Course Name	2018-19	2019-20	2020-21	% of GenEd 2020-21
40: Physical Sciences	13,393	14,050	15,229	7%
CHEM& 121: Intro to Chemistry	2,319	2,367	2,541	1%
CHEM& 161: General Chem w/Lab I	1,244	1,320	1,396	1%
ASTR& 100: Survey of Astronomy	1,243	1,343	1,208	1%
OCEA& 101: Intro to Oceanography w/Lab	511	552	871	<1%
ASTR& 101: Intro to Astronomy	569	661	864	<1%
CHEM& 110: Chemical Concepts w/Lab	840	790	855	<1%
GEOL& 101: Intro Physical Geology	696	708	775	<1%
CHEM& 162: General Chem w/Lab II	690	685	761	<1%
PHYS& 114: General Phys I w/Lab	499	496	679	<1%
CHEM& 139: General Chemistry Prep	727	684	576	<1%
CHEM& 100: Preparatory Chemistry	374	410	453	<1%
CHEM& 163: General Chem w/Lab III	403	416	453	<1%
CHEM& 140: General Chem Prep w/Lab	398	452	442	<1%
PHYS& 221: Engr Physics I w/Lab	277	309	392	<1%
CHEM& 131: Intro to Organic/Biochem	261	272	357	<1%
PHYS& 110: Phys Non-Sci Majors w/Lab	236	327	317	<1%
PHYS& 222: Engr Physics II w/Lab	165	178	244	<1%
GEOL& 100: Survey of Earth Science	156	171	218	<1%
ASTR& 110: The Solar System	118	135	151	<1%
PHYS& 223: Engr Physics III w/Lab	117	140	142	<1%
PHYS& 100: Physics Non-Sci Majors	140	168	117	<1%
CHEM& 151: General Chem Lab I	110	124	112	<1%
CHEM& 141: General Chemistry I	116	124	104	<1%
ASTR& 115: Stars, Galaxies & Cosmos	103	65	102	<1%
GEOL& 110: Environmental Geology	56	82	86	<1%
PHYS& 115: General Phys II w/Lab	77	69	83	<1%
CHEM& 142: General Chemistry II	78	90	73	<1%
CHEM& 152: General Chem Lab II	78	89	72	<1%
GEOL& 208: Geology of Pacific NW	101	61	56	<1%
PHYS& 241: Engineering Physics I	53	59	52	<1%
CHEM& 105: Chemical Concepts	70	76	50	<1%
CHEM& 261: Organic Chem w/Lab I	34	58	49	<1%
PHYS& 231: Engineering Phys Lab I	53	56	44	<1%
PHYS& 116: General Phys III w/Lab	52	43	43	<1%
CHEM& 143: General Chemistry III	35	40	41	<1%
CHEM& 153: General Chem Lab III	33	38	40	<1%
GEOL& 103: Historical Geology	46	32	40	<1%
CHEM& 262: Organic Chem w/Lab II	27	51	38	<1%
CHEM& 263: Organic Chem w/Lab III	20	41	31	<1%
GEOL& 115: Geology National Parks	-	6	31	<1%
CHEM& 122: Intro to Organic Chem	19	16	28	<1%

Common Course Name	2018-19	2019-20	2020-21	% of GenEd 2020-21
PHYS& 242: Engineering Physics II	33	32	25	<1%
PHYS& 124: General Physics Lab I	19	14	24	<1%
PHYS& 232: Engineering Phys Lab II	33	32	23	<1%
PHYS& 243: Engineering Physics III	31	31	21	<1%
PHYS& 233: Engineering Phys Lab III	31	31	21	<1%
CHEM& 241: Organic Chem I	13	7	20	<1%
CHEM& 242: Organic Chem II	11	8	17	<1%
PHYS& 134: General Physics I	20	12	17	<1%
CHEM& 243: Organic Chem III	11	7	16	<1%
CHEM& 251: Organic Chem Lab I	9	6	12	<1%
CHEM& 123: Intro to Biochemistry	6	6	11	<1%
CHEM& 252: Organic Chem Lab II	10	6	11	<1%
CHEM& 253: Organic Chem Lab III	2	2	6	<1%
PHYS& 125: General Physics Lab II	1	7	5	<1%
PHYS& 135: General Physics II	1	7	5	<1%
PHYS& 136: General Physics III	-	4	4	<1%
PHYS& 126: General Physics Lab III	-	4	4	<1%
PHYS& 101: Phys Lab Non-Sci Majors	18	30	-	<1%
26: Biological & Biomedical Sciences	8,078	8,643	9,959	5%
BIOL& 160: General Biology w/Lab	2,514	2,605	2,746	1%
BIOL& 100: Survey of Biology	1,327	1,467	1,686	1%
ENVS& 100: Survey of Env Science	784	877	866	<1%
ENVS& 101: Intro to Env Science	441	491	767	<1%
BIOL& 241: Human A & P 1	551	553	636	<1%
BIOL& 211: Majors Cellular [or Animal or Plant]	457	489	592	<1%
BIOL& 175: Human Biology w/Lab	351	371	521	<1%
BIOL& 242: Human A & P 2	268	307	379	<1%
BIOL& 260: Microbiology	271	265	359	<1%
BIOL& 212: Majors Animal [or Cellular or Plant]	229	243	299	<1%
BIOL& 213: Majors Plant [or Cellular or Animal]	191	213	247	<1%
BIOL& 170: Human Biology	260	262	223	<1%
BIOL& 222: Majors Cell/Molecular	133	149	191	<1%
BIOL& 221: Majors Ecology/Evolution	103	124	167	<1%
BIOL& 223: Majors Organismal Phys	93	117	144	<1%
BIOL& 231: Human Anatomy	36	32	44	<1%
OCEA& 100: Intro to Oceanography	31	33	41	<1%
BIOL& 232: Human Physiology	12	13	26	<1%
BIOL& 251: Human A & P I	15	15	13	<1%
BIOL& 252: Human A & P II	8	11	7	<1%
BIOL& 253: Human A & P III	3	6	5	<1%

Common Course Name	2018-19	2019-20	2020-21	% of GenEd 2020-21
42: Psychology	10,352	10,449	9,837	5%
PSYC& 100: General Psychology	7,851	7,976	7,524	4%
PSYC& 200: Lifespan Psychology	1,508	1,526	1,461	1%
PSYC& 220: Abnormal Psychology	684	698	640	<1%
PSYC& 180: Human Sexuality	309	249	212	<1%
16: Foreign Languages, Literatures, & Linguistics	8,988	8,807	8,924	4%
SPAN& 121: Spanish I	2,182	2,186	2,021	1%
SPAN& 122: Spanish II	1,533	1,452	1,439	1%
ASL& 121: Am Sign Language I	1,175	1,266	1,354	1%
ASL& 122: Am Sign Language II	725	775	692	<1%
JAPN& 121: Japanese I	475	437	631	<1%
SPAN& 123: Spanish III	615	516	512	<1%
FRCH& 121: French I	362	329	410	<1%
JAPN& 122: Japanese II	305	249	305	<1%
FRCH& 122: French II	227	241	291	<1%
ASL& 123: Am Sign Language III	242	239	188	<1%
CHIN& 121: Chinese I	122	111	145	<1%
JAPN& 123: Japanese III	120	117	118	<1%
GERM& 121: German I	145	157	104	<1%
SPAN& 221: Spanish IV	97	96	93	<1%
FRCH& 123: French III	103	86	81	<1%
GERM& 122: German II	99	126	74	<1%
CHIN& 122: Chinese II	81	60	65	<1%
SPAN& 222: Spanish V	41	43	49	<1%
CHIN& 123: Chinese III	30	38	44	<1%
KREA& 121: Korean I	29	23	43	<1%
JAPN& 221: Japanese IV	44	28	34	<1%
SPAN& 223: Spanish VI	29	24	31	<1%
KREA& 122: Korean II	23	13	29	<1%
ASL& 221: Am Sign Language IV	13	29	24	<1%
FRCH& 221: French IV	9	6	21	<1%
JAPN& 222: Japanese V	30	21	20	<1%
ASL& 222: Am Sign Language V	11	14	19	<1%
GERM& 123: German III	37	52	18	<1%
RUSS& 121: Russian I	12	8	18	<1%
JAPN& 223: Japanese VI	28	19	16	<1%
FRCH& 222: French V	2	4	11	<1%
RUSS& 122: Russian II	3	5	6	<1%
RUSS& 123: Russian III	2	-	5	<1%
KREA& 123: Korean III	6	4	4	<1%
ASL& 223: Am Sign Language VI	10	8	4	<1%
GERM& 221: German IV	-	1	2	<1%

Common Course Name	2018-19	2019-20	2020-21	% of GenEd 2020-21
FRCH& 223: French VI	2	4	2	<1%
CHIN& 221: Chinese IV	10	9	1	<1%
CHIN& 222: Chinese V	4	7	-	<1%
CHIN& 223: Chinese VI	5	4	-	<1%
09: Communication, Journalism, & Related Programs	7,709	7,540	6,791	3%
CMST& 220: Public Speaking	2,710	2,733	2,293	1%
CMST& 210: Interpersonal Communication	2,254	2,077	1,866	1%
CMST& 101: Introduction to Comm	1,663	1,659	1,742	1%
CMST& 102: Intro to Mass Media	660	703	540	<1%
CMST& 230: Small Group Communication	422	368	350	<1%
50: Visual & Performing Arts	4,763	5,638	5,385	3%
ART& 100: Art Appreciation	2,199	2,771	3,061	1%
MUSC& 105: Music Appreciation	1,415	1,631	1,236	1%
DRMA& 101: Intro to Theatre	587	651	514	<1%
MUSC& 141: Music Theory I	220	241	223	<1%
MUSC& 142: Music Theory II	52	71	61	<1%
MUSC& 121: Ear Training 1	60	64	51	<1%
MUSC& 131: Music Theory 1	51	50	43	<1%
MUSC& 143: Music Theory III	31	42	28	<1%
MUSC& 104: Music Appreciation	26	23	27	<1%
MUSC& 122: Ear Training 2	22	21	20	<1%
MUSC& 241: Music Theory IV	13	11	16	<1%
MUSC& 242: Music Theory V	11	10	14	<1%
MUSC& 132: Music Theory 2	18	12	14	<1%
MUSC& 123: Ear Training 3	18	17	13	<1%
MUSC& 243: Music Theory VI	11	8	13	<1%
MUSC& 133: Music Theory 3	15	9	9	<1%
MUSC& 221: Ear Training 4	3	2	8	<1%
MUSC& 222: Ear Training 5	2	2	8	<1%
MUSC& 232: Music Theory 5	2	-	7	<1%
MUSC& 231: Music Theory 4	3	-	7	<1%
MUSC& 233: Music Theory 6	2	-	6	<1%
MUSC& 223: Ear Training 6	2	2	6	<1%
38: Philosophy & Religious Studies	2,484	2,312	2,209	1%
PHIL& 101: Intro to Philosophy	1,774	1,710	1,673	1%
PHIL& 120: Symbolic Logic	367	305	292	<1%
PHIL& 115: Critical Thinking	343	297	244	<1%
24: Liberal Arts & Sciences, General Studies & Humanities	343	366	475	<1%

Common Course Name	2018-19	2019-20	2020-21	% of GenEd 2020-21
HUM& 101: Intro to Humanities	241	240	346	<1%
HUM& 116: Humanities I	58	59	76	<1%
HUM& 118: Humanities III	17	42	32	<1%
HUM& 117: Humanities II	27	25	21	<1%
Total, General Education Common Courses	142,686	147,716	148,466	72%
Total, General Education All Courses	195,622	202,092	205,455	100%

**Running Start Enrollments in CTE Area Courses
with Common Course Numbers, by 2 Digit CIP Code**

Common Course Name	2018-19	2019-20	2020-21	% of CTE 2020-21
52: Business, Management, Marketing, & Related Support Services	4,543	4,779	5,103	12%
BUS& 101: Intro to Business	2,512	2,519	2,632	6%
ACCT& 201: Prin of Accounting I	716	757	846	2%
BUS& 201: Business Law	724	803	817	2%
ACCT& 202: Prin of Accounting II	362	426	474	1%
ACCT& 203: Prin of Accounting III	229	274	334	1%
19: Family & Consumer Sciences/Human Sciences	2,969	3,172	3,381	8%
NUTR& 101: Nutrition	2,969	3,172	3,381	8%
43: Homeland Security, Law Enforcement, Firefighting & Related Protective Services	1,479	1,726	1,780	4%
CJ& 101: Intro Criminal Justice	981	1,121	1,153	3%
CJ& 112: Criminology	154	180	203	<1%
CJ& 240: Intro Forensic Science	141	140	164	<1%
CJ& 110: Criminal Law	95	121	107	<1%
CJ& 105: Intro to Corrections	85	111	100	<1%
CJ& 106: Juvenile Justice	23	53	53	<1%
13: Education	1,149	1,280	1,311	3%
EDUC& 115: Child Development	254	333	327	1%
ECED& 105: Intro Early Child Ed	226	263	310	1%
EDUC& 202: Intro to Education	170	188	189	<1%
ECED& 107: Health/Safety/Nutrition	175	142	139	<1%
EDUC& 204: Exceptional Child	36	33	52	<1%
EDUC& 130: Guiding Behavior	33	40	42	<1%
ECED& 120: Practicum-Nurturing Rel	45	45	38	<1%
ECED& 132: Infants/Toddlers Care	26	24	26	<1%

Common Course Name	2018-19	2019-20	2020-21	% of CTE 2020-21
EDUC& 205: Intro to Ed w/Field Exp	46	41	25	<1%
ECED& 180: Lang/Literacy Develop	9	23	25	<1%
ECED& 100: Child Care Basics	36	29	23	<1%
ECED& 160: Curriculum Development	13	9	20	<1%
EDUC& 121: Child Development I	14	26	20	<1%
EDUC& 150: Child/Family/Community	11	18	17	<1%
ECED& 190: Observation/Assessment	8	11	15	<1%
ECED& 170: Environments-Young Child	5	13	14	<1%
EDUC& 201: Intro to Education	-	2	11	<1%
EDUC& 122: Child Development II	2	7	6	<1%
EDUC& 203: Exceptional Child	3	6	3	<1%
ECED& 134: Family Child Care	13	6	3	<1%
ECED& 139: Admin Early Lrng Prog	3	3	2	<1%
EDUC& 101: Paraeducator Basics	-	3	2	<1%
ECED& 138: Home Visiting and Family Engagement	-	3	1	<1%
14: Engineering	399	400	415	1%
ENGR& 104: Intro to Design	139	118	145	<1%
ENGR& 114: Engineering Graphics	132	169	118	<1%
ENGR& 214: Statics	58	47	74	<1%
ENGR& 215: Dynamics	19	24	30	<1%
ENGR& 225: Mechanics of Materials	16	19	25	<1%
ENGR& 204: Electrical Circuits	19	13	9	<1%
ENGR& 224: Thermodynamics	8	5	6	<1%
ENGR& 121: Engineering Graphics I	2	1	4	<1%
ENGR& 111: Engineering Graphics 1	3	4	2	<1%
ENGR& 122: Engineering Graphics II	2	-	2	<1%
ENGR& 112: Engineering Graphics 2	1	-	-	<1%
ENGR& 123: Engineering Graphics III	1	-	-	<1%
11: Computer & Information Sciences & Support Services	254	264	375	1%
CS& 141: Computer Science I Java	140	166	266	1%
CS& 131: Computer Science I C++	114	98	109	<1%
51: Health Professions & Related Programs	18	15	14	<1%
HSSA& 101: Intro to Addictive Drugs	18	15	14	<1%
Total, CTE Area Common Courses	10,812	11,636	12,379	30%
Total, CTE Area all Courses	43,129	41,278	41,672	100%