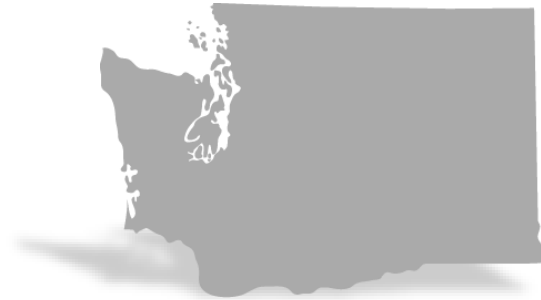


# The collaborative process to learn more about dual credit programs in Washington state



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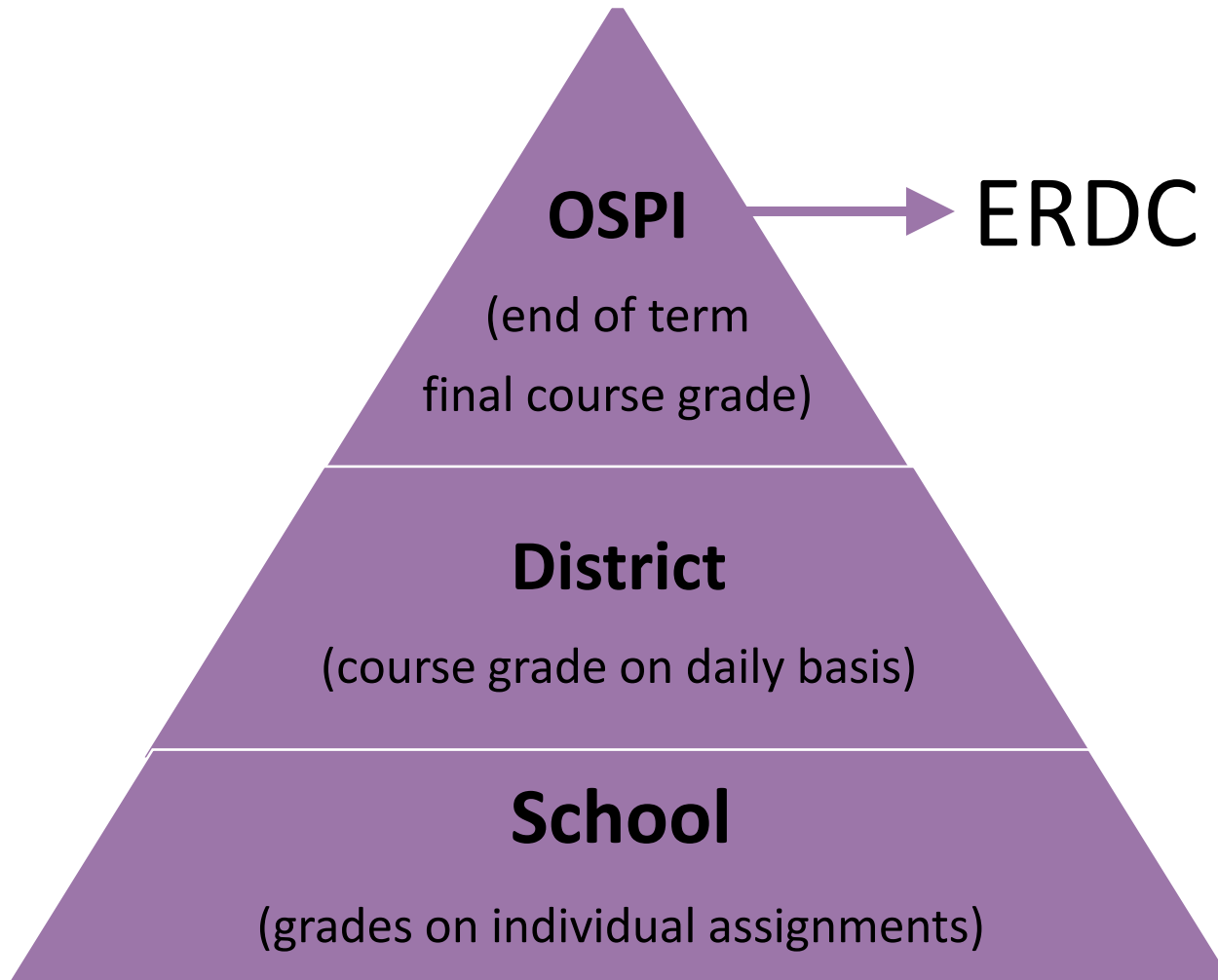
League of Education Voters

# What is ERDC?

- **ERDC created in OFM by legislation (RCW 43.41.400) in 2007 to:**
  - **Identify the critical research and policy questions** and the data to answer them;
  - **Assemble, link, analyze** education and workforce data;
  - **Provide analysis and research** focusing on student transitions;
  - **Make data available to the education agencies and institutions;** and,
  - **Provide analysis and data** that ensure the interests of the education and fiscal committees of the legislature are served.



# How is ERDC K-12 data different than what is available at a district or school?



- Data is less granular
- Not real time
- Data is for research / analysis and not operations
- We combine data from different sectors

# How does ERDC get direction for our work?

- RCW, Budget Provisos, and Federal Grants – [State Research & Reporting Requirements | Washington State Education Research and Data Center](#)
- Send a request directly to ERDC – [Submit A Data Request | Washington State Education Research and Data Center](#)
- Outreach strategies to gather feedback from the legislature, data contributing agencies, and other users of our data products to inform the enhancements we make to existing products as well as new directions for analysis and research.

# What is Dual Credit?

**Dual credit allows students to earn high school credit and postsecondary credit at the same time.**

- Several different flavors of dual credit
- Availability of each type will vary by district and school
- Student experience is different across types
- Mechanisms for acquiring postsecondary credit differ
- Transcribing the postsecondary credit is optional for many types

# Six main dual credit options in Washington state

Category	Dual Credit Type	Location of the Course	Postsecondary Credit Mechanism
College Preparatory Programs with Exams	Advanced Placement (AP)	High School	Exam
	Cambridge International (CI)	High School	Exam
	International Baccalaureate (IB)	High School	Exam
Concurrent Enrollment	Running Start (RS)	College/University Campus	Course Grade
	College in the High School (CiHS)	High School	Course Grade
Articulated Dual Credit	Career and Technical Education Dual Credit (CTE-DC)	High School	Course Grade

**For more information on the above types, see the Office of Superintendent of Public Instruction's [Dual Credit Programs](#) website.**

**Note:** This is not exhaustive list. Other options include Direct-Funded/Technical High School, Reengagement Dual Credit, privately funded postsecondary enrollment, and local district-specific dual credit partnerships.

# ERDC's role in Dual Credit

- Annual legislative report requirement moved from OSPI to ERDC in 2022 – [RCW 28A.600.280 Dual Credit Programs](#)
- **Dual Credit Workgroup:** Ongoing engagement and support from multiple state agencies who are involved in dual credit work at the state-level. A critical component to prioritizing work, reducing duplicative efforts, and asking deeper questions.





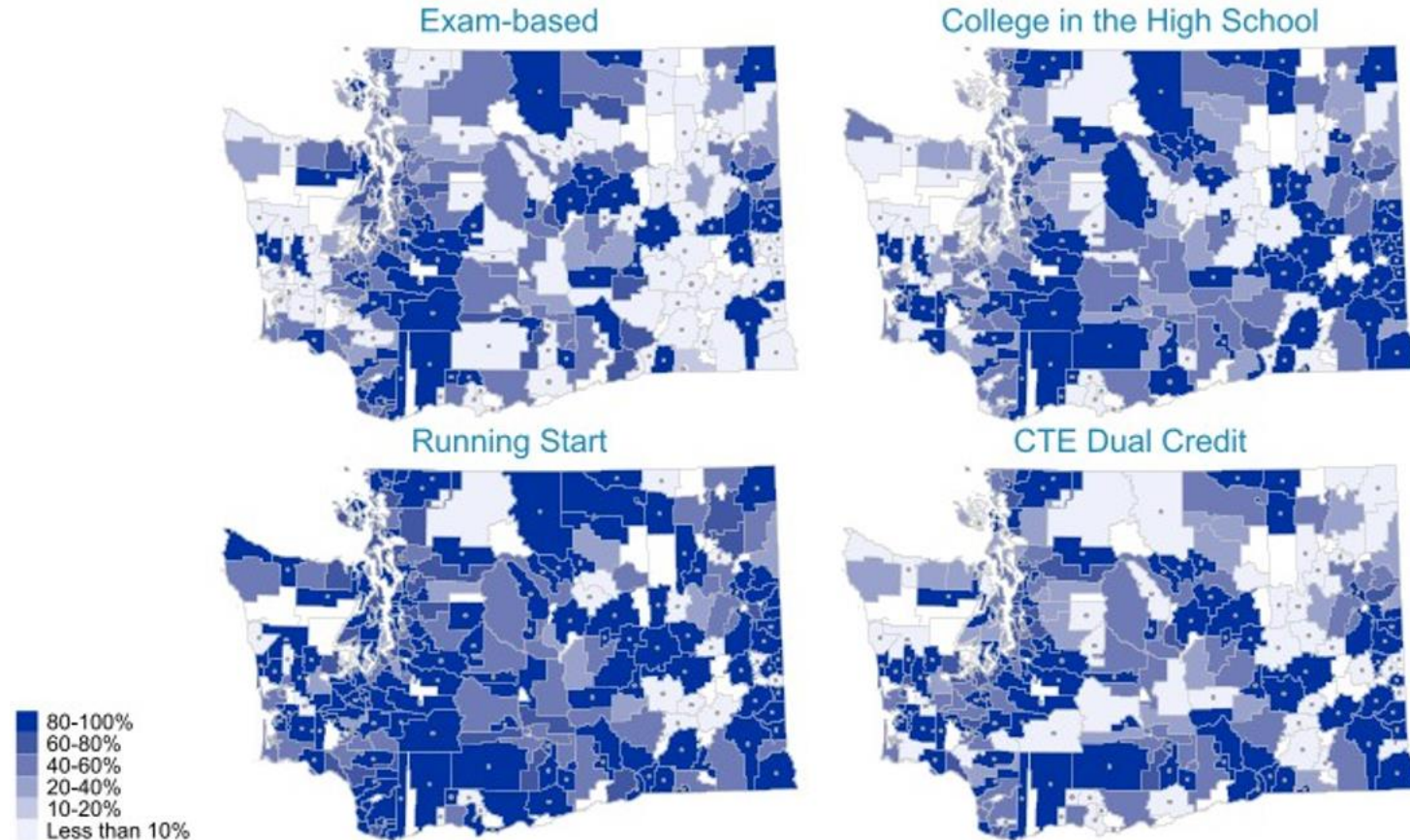
# ERDC's Dual Credit Portfolio

- Annual legislative [report](#) and [dashboard](#)
  - *Annual topics*: Participation, completion, academic performance, credit attainment
  - *Ad hoc topics*: Access by district, enrollment combinations, racial analysis (detailed categories, maximum representation), regression on student characteristics
- Smaller research briefs – small bites at special topics
  - [Dec 2023](#): Postsecondary enrollment
  - [May 2024](#): Postsecondary credentials
- Larger research reports – deeper dive in special topics
  - [Aug 2023](#): CTE Dual Credit participation, completion, evaluation of SERS data system for research
  - Spring 2025: Access regression analysis with school-level characteristics

# Dual Credit Key Findings...school access

- Most public high schools offered at least one type of dual credit indicating very few deserts.
- Wide variation in the types of dual credit offerings
  - Districts may be catering to the specific needs and preferences of their students in accordance with district resources.
- Running Start was the most widely available and exam-based courses had the most areas of limited access.

Figure 2: Percent of high schools within each district offering each dual credit type in 2021–22

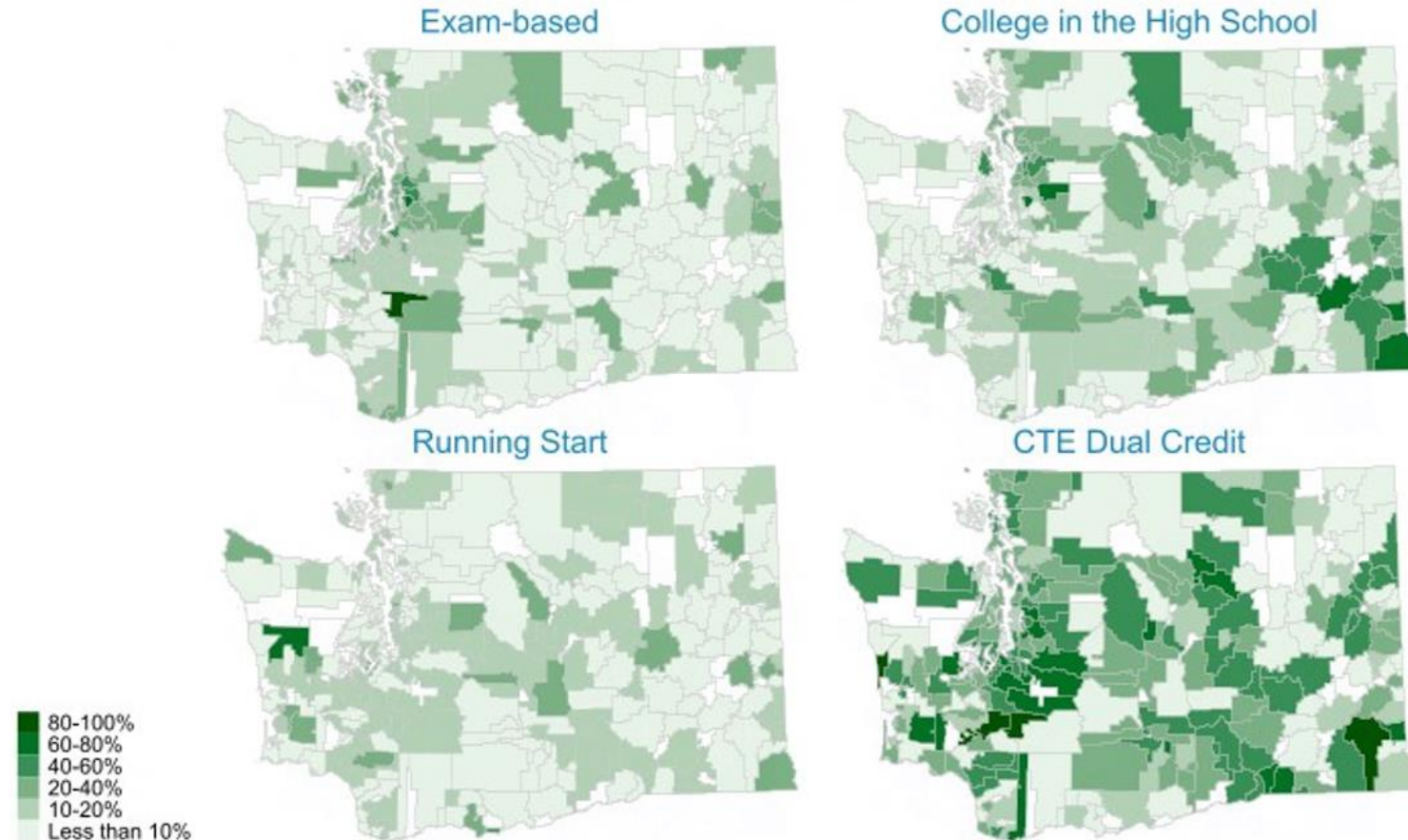


Note: Unshaded districts had no high school. Dot indicates district had one high school.

# Dual Credit Key Findings...student access

- 26% of districts had 80+% of high school students enrolled in at least one dual credit course and there were 15% of districts with less than 20% enrolled.
- 68% of districts experienced growth in dual credit enrollment since 2015-16 – small and large districts.
- Although most schools had at least 1 student enrolled in RS and CiHS, the rate of student enrollment in each was less than 20% for the majority of districts.
- Although fewer schools offered CTE-DC, the rate of student enrollment is higher.

Figure 5: Percent of students within each district enrolling in each dual credit type in 2021–22

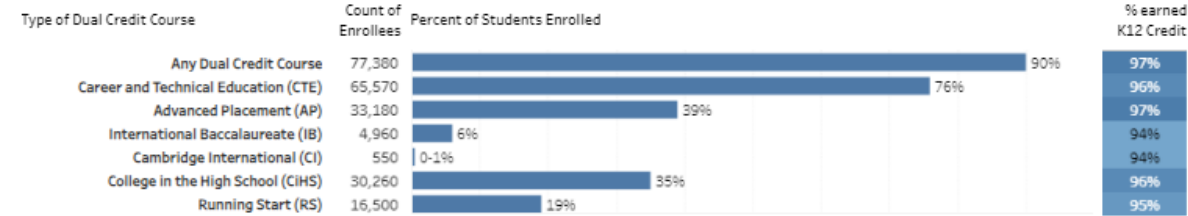




# Dual Credit Key Findings... over high school career

- 90% of students in the 2023 cohort enrolled in at least one dual credit course before exiting high school
  - Variation by dual credit type
  - Variation by student groups
- Majority of students enrolled in more than one type
- [Interactive Dashboard](#) allows for digging into student groups and trends

How many and what percent of Washington Public High School students take and complete Dual Credit courses? Cohort: 2023  
 Enrollment represents the students who had at least one course record during high school with a designation as a dual credit type listed out of all students in the cohort or combination of subgroups selected. Cohorts are based on graduation requirement year and look at all courses taken during high school, not a specific year. Note: all enrollment counts rounded to the nearest 10 to protect student privacy.



— Click on a Dual Credit Course Type (above) to filter the Student Group Charts (below). To remove the filter, click on 'Any Dual Credit Course' (above). —



# Dual Credit Key Findings... trends over time

- The rate of enrollment in dual credit has been maintained or increased for all dual credit types since the 2015 cohort. College in the High School experienced the largest increase.
- Four of the six dual credit types experienced nearly continual growth in the average total K-12 credits earned per student over time.
  - Some student groups continue to earn fewer K-12 credits across all dual credit course types.

Figure 5: Percentage of Students Enrolled by Cohort and Average Credits Earned in AP

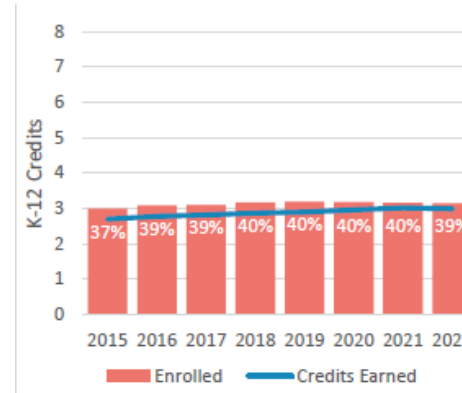


Figure 6: Percentage of Students Enrolled by Cohort and Average Credits Earned in IB

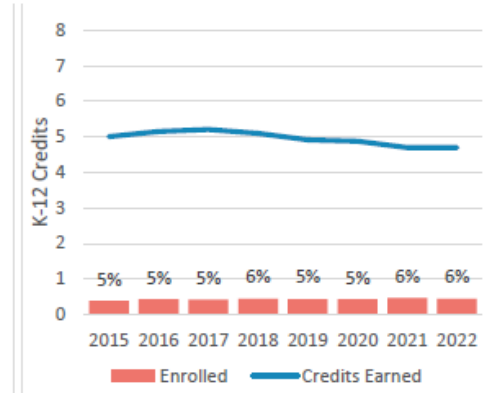


Figure 7: Percentage of Students Enrolled by Cohort and Average Credits Earned in CiHS

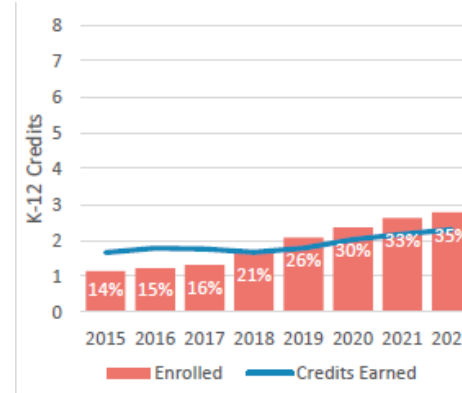


Figure 8: Percentage of Students Enrolled by Cohort and Average Credits Earned in CI

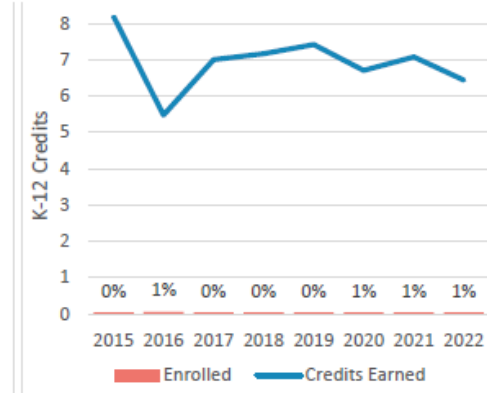


Figure 9: Percentage of Students Enrolled by Cohort and Average Credits Earned in RS

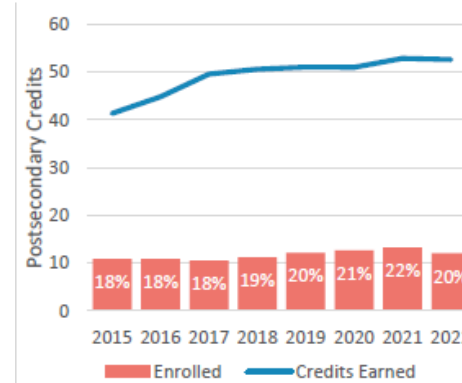
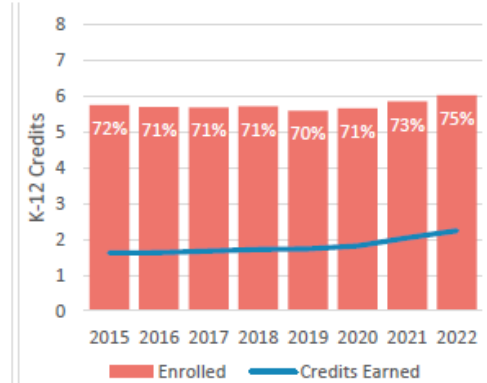


Figure 10: Percentage of Students Enrolled by Cohort and Average Credits Earned in CTE-DC

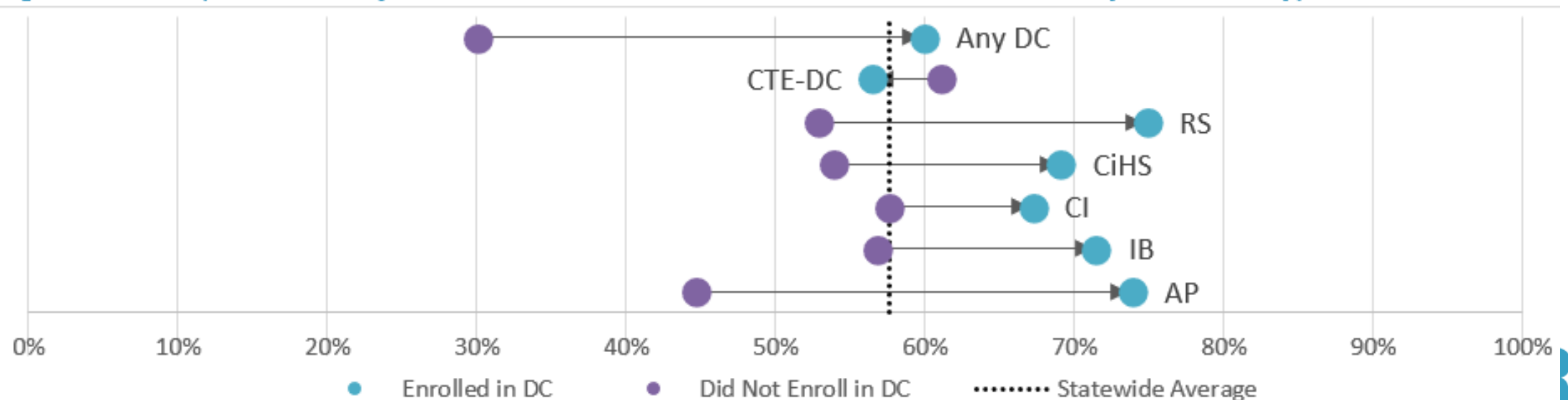


# Dual Credit Key Findings...

## postsecondary education enrollment outcomes

- Graduates who enrolled in dual credit had substantially higher rates of postsecondary enrollment than those who did not enroll in dual credit. Rates were highest for RS and lowest for CTE-DC.
  - The magnitude of the rate increase varied by student group and dual credit type, particularly for RS and federal racial and ethnic categories
- Graduates who enrolled in postsecondary education after high school primarily did so at in-state public institutions, but whether that was at a Community and Technical College, or four-year baccalaureate institution varied by enrollment in dual credit types

Figure 4: Direct postsecondary enrollment rate for students enrolled and not enrolled by dual credit type



# Dual Credit Key Findings...

## postsecondary education credential outcomes

- A growing proportion of high school graduates earned an associate degree within three years of high school graduation, driven partially by those awarded during high school through RS.
- Graduates who enrolled in AP, IB, CiHS, and RS had higher rates of earning at least one postsecondary credential within six years of high school graduation than the statewide average. The magnitude of this rate increase varied by dual credit type and student group.

Figure 1: Rate of associate degree awarded during high school by cohort

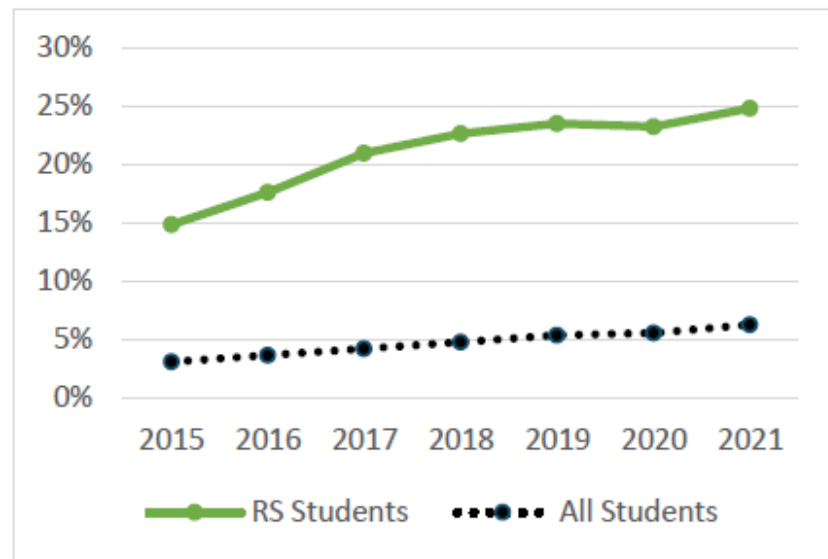
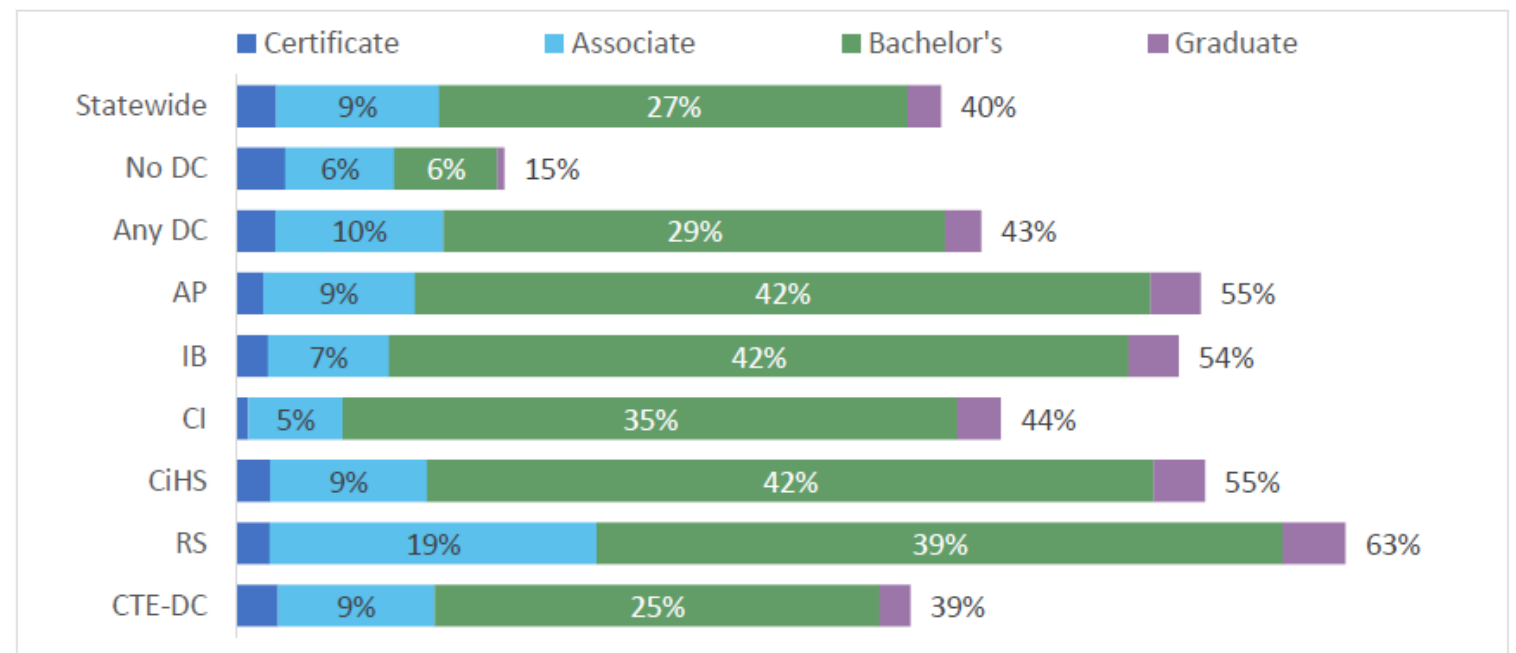


Figure 2: Rate of credential earning by highest level awarded within six years of HS graduation



# Dual Credit Key Findings...

## postsecondary education credential outcomes

- Students enrolled in RS earned associate and bachelor's degrees sooner and with fewer average credits after high school than the statewide average and other dual credit types.

Figure 3: Cumulative proportion of students earning associate degree within 0-3 years of HS graduation by dual credit type

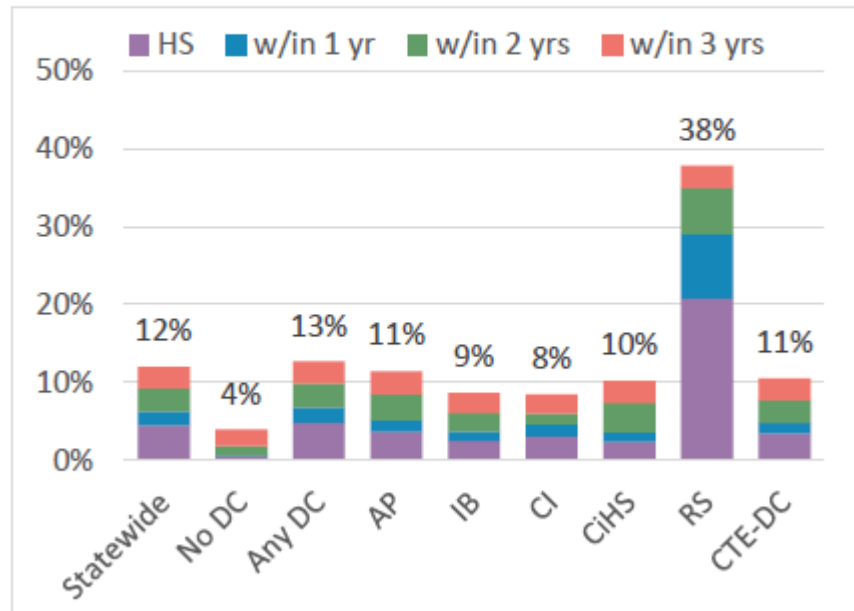
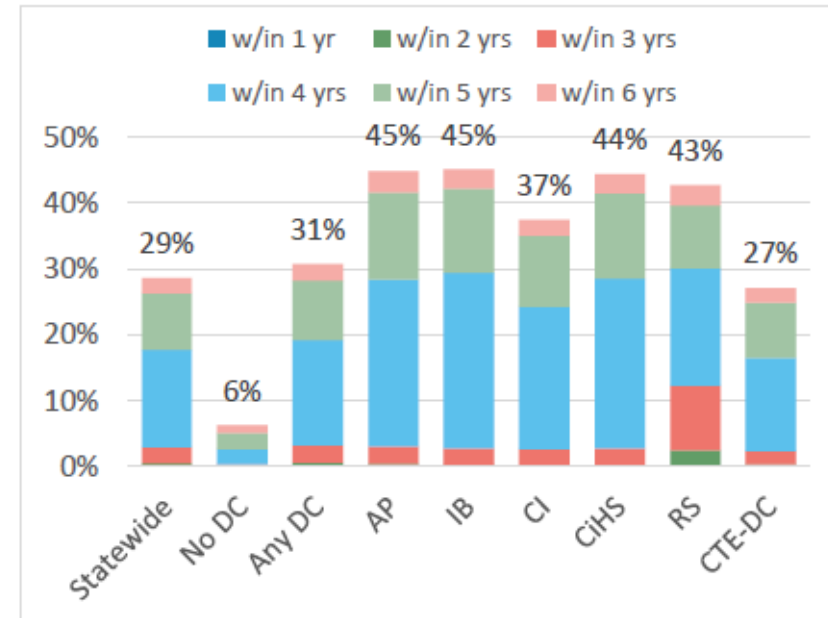


Figure 4: Cumulative proportion of students earning bachelor's degree within 1-6 years of HS graduation by dual credit type





# Learnings about the programs and data collections

- There are gaps in data availability and quality that limit our knowledge
  - Different data systems track aspects of dual credit differently
  - Difficulty separating out other dual enrollment situations in the data (ex: privately funded enrollments, technical high school)
- Seeking more ways to fill in the gaps:
  - Exam-based data from College Board, International Baccalaureate, Cambridge
  - Public postsecondary institution course data
- Difficult to understand “why” behind the course-taking and post-high school outcomes
  - Future project of the High School and Beyond Plan may collect useful qualitative data on student intentions

# More to do...

- Topics and questions that the Dual Credit Workgroup would like to pursue in the future:
  - Do school characteristics predict differences in dual credit type availability?
  - How does the availability of dual credit relate to dual credit participation and outcomes?
  - What is the impact of recent legislation to expand access to dual credit types on dual credit enrollment? (i.e. SB 5048 and HB 1316)?
  - Course subject area
  - Grade level
  - Non-education outcomes
  - Other dual credit / dual enrollment opportunities – *Direct-Funded/Technical High School at CTCs, Reengagement DC, local/district programs, private-funded*

# Workgroup member perspectives



The Dual Credit Work Group fosters a collaborative environment for dual credit leaders across Washington to analyze and understand dual credit data. Through discussions, publications, and dashboards, members can share insights on current and emerging trends. This initiative aims and succeeds in enhancing the impact of dual credit programs and improve educational outcomes for Washington students.

The research that ERDC and other agencies conduct shows positive educational outcomes for students engaged in dual credit programs and contributed to the Washington State Legislature's recent investments in dual credit programs [...]

Also, ERDC provides data that enables the State Board for Community and Technical Colleges to report on cross-sector enrollment and demographic data that is otherwise unavailable. This data contributes to agency efforts to demonstrate how the legislature's investments are opening access to students and where more work is needed to support equitable educational opportunities.



Working with the workgroup that consists of stakeholders across the state has helped de-silo and demystify the systems to the extent that it is possible. Robust and informative discussions has allowed WSAC to understand the issues various sectors grapple with and as a group there is intentionality in presenting and utilizing data for "good" meaning the group is thoughtful to take into account all students and circumstances when deciding what data to present and how to do it.

The dashboard and the briefs have helped WSAC develop a deeper understanding of the dual credit ecosystem in the state [...] to uncover data limitations, policy implications and issue areas that the state should be focusing on. This is still a work in progress and we are hopeful these insights will lead to better aligned systems in the state.



# Thank you!

## Contact Information

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