Annual Report on Dual Credit, 2025

Update on Performance and Credit Earning

Authorizing Legislation:
RCW 28A.600.280: Dual credit programs

Education Research and Data Center
Forecasting and Research Division
Office of Financial Management

September 2025

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About the ERDC

The research presented here uses data from the Education Research and Data Center, located in the Washington Office of Financial Management. ERDC works with partner agencies to conduct powerful analyses of learning that can help inform the decision-making of Washington legislators, parents, and education providers. ERDC's data system is a statewide longitudinal data system that includes de-identified data about people's preschool, educational, and workforce experiences.

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Acknowledgements

ERDC would like to acknowledge our workgroup partners who consulted with us on this report and the Dual Credit Dashboard over the last year.

Tim McClain, Darby Kaikkonen, Adam Villani, and Andrew Nelson
Office of Superintendent of Public Instruction (OSPI)

Noah Overby, Jamie Traugott, Stephanie Rock, Summer Kenesson, and William Belden
State Board for Community and Technical Colleges (SBCTC)

Julie Garver and Melissa Beard
Council of Presidents (COP)

Stephanie Kane
Washington State University (WSU)

Dave Wallace, Paulette Beadling, Coral Garey, Nova Gattman, and Joe Wilcox
Workforce Training and Education Coordinating Board (WTECB)

Randy Spaulding and Andrew Parr
State Board of Education (SBE)

Rathi Sudhakara, Dan Oliver, and Rebecca Byrne
Washington Student Achievement Council (WSAC)

Jordan Shepard
Washington State Department of Labor and Industries (LNI)

Table of Contents

Executive summary

Dual credit courses give high school students the potential to earn both high school and postsecondary credit. Past research shows that students who participate in dual credit have higher rates of postsecondary education enrollment, persistence, and completion. There are six primary dual credit programs in Washington state that are included in this report (see Table 1), which provide students with different pathways to participate and different processes to become eligible for postsecondary credit (see Appendix B). This variation must be considered when interpreting the results in this report and dashboard.

This report and accompanying dashboard address the requirements in RCW 28A.600.280, which directs ERDC to complete the report in collaboration with the Office of the Superintendent of Public Instruction, State Board of Education, State Board for Community and Technical Colleges, Washington State Apprenticeship and Training Council, Workforce Training and Education Coordinating Board, Washington Student Achievement Council, and the state's public four-year institutions of higher education.

While the dashboard focuses on the required metrics of dual credit enrollment and K–12 credit earned, this report examines new analyses for the required metrics of K–12 academic performance and postsecondary credit earning. It also addresses previous report recommendations and introduces additional analysis of students enrolling in College in the High School for postsecondary credit since the implementation of 2SSB 5048 in the 2023-24 academic year.

This document has two primary sections. First, updated analysis related to dual credit in Washington is presented. Then, the recommendations from previous ERDC dual credit reports are addressed.

Key findings:

1) **Students are earning high grades despite the rigor of dual credit courses.** The distribution of K–12 course grades were relatively similar across all course types, with a larger proportion of dual credit courses resulting in letter grades of A than non-dual credit courses. Exam-based dual credit and College in the High School (CiHS) had the highest rate of at least a C/Pass for the K–12 course (each over 90%). Career and Technical Education-Dual Credit (CTE-DC) and Running Start had rates slightly higher than non-dual credit courses.

What's New in this Report

- Updated Dual Credit Dashboard on ERDC's website
- Updated recommendations for 2026 Report
- Descriptive analysis of K–12 academic performance and postsecondary credit earning
- Initial analysis of College in the High School since 2SSB 5048 implementation in 2023–24
- Data spotlight on course cross-designations

2) **The 2024 cohort had a 15 percentage point increase over the 2023 cohort in students enrolled in K–12 CiHS that opted to concurrently enroll for postsecondary credit.** This was the largest single-cohort increase observed over the 10 cohorts analyzed. The students in the 2024 cohort had one year under 2SSB 5048, which removed the tuition fees for concurrent postsecondary CiHS

enrollment starting in the 2023–24 academic year. The increase in the concurrent postsecondary CiHS enrollment rate was seen across all student groups, though to different degrees. Consequently, gaps between some historically advantaged and marginalized students increased, such as for low-income students (from 8.8 to 9.7 percentage points), while others decreased, such as for students from different federal Race/Ethnic categories (from 28.2 to 25.5 percentage points). Additional years of data are required to determine if this pattern will continue or reverse.

3) **Of the 21% of course records for the 2024 cohort that had a dual credit designation, 6% had multiple dual credit designations.** There were course records with up to four dual credit designations found. Advanced Placement (AP) and CiHS had the highest rates of cross-designation at 19% and 31%, respectively. CiHS was the most commonly cross-designated type for exam-based dual credit courses and AP was the most commonly cross-designated type for CiHS and CTE-DC courses. In cases where a course has multiple designations, the high school would list each dual credit type on the high school transcript, and the student would have the opportunity to choose the method of earning postsecondary credit. However, the student can only receive postsecondary credit through one method.

Recommendations:

1) Update the dashboard with another cohort / year of data and determine if additional measures should be included.

2) Continue to work with data-contributing partners to improve quality and completeness of available K–12 and postsecondary data relating to all of the dual credit opportunities that students experience.

3) Choose one or more of the prioritized research questions to pursue.

Overview

This report focuses on addressing the requirements in RCW 28A.600.280 and the recommendations made in previous dual credit reports. The additional analysis and recommendations included in this report were informed by the Dual Credit Workgroup consisting of members listed in RCW 28A.600.280. Analysis of enrollment by dependency status is not included in this report.

The analysis contained in this report and the accompanying dashboard is done by following 10 ***cohorts of students*** who were expected to graduate from Washington public schools in 2015 through 2024. Their course enrollment in the six primary dual credit types (see Table 1) were used for analysis to address the following research questions:

This report and accompanying dashboard fulfill the reporting requirement in Chapter 75, Laws of 2022 (Substitute House Bill 1867). The required measures include dual credit enrollment, earning of high school credit, academic performance, and earning of postsecondary credit. Each measure must be presented by dual credit type and by student categories and subcategories described in RCW 28A.300.042.

1) What is the high school academic performance of students in different dual credit types and dual credit in general?

2) What is the percentage of students who have had postsecondary credit transcribed at an institution of higher education?

Recommendations from previous ERDC dual credit reports to the Legislature were consolidated into three broad areas. These are also addressed in this report:

I. Update the dashboard with another cohort / year of data and determine if additional enhancements should be included.

II. Provide a progress update on accuracy and completeness of available data, including:
   a. postsecondary credit earning for Career and Technical Education - Dual Credit,
   b. postsecondary credit eligibility through exam-based dual credit options, and
   c. the high school / postsecondary partnerships to offer dual credit courses.

III. Choose one or more of the prioritized research topics to pursue:
   a. Assess access/availability of dual credit courses based on student and school characteristics.
   b. Examine the relationship between dual credit enrollment and post-high school outcomes and attempt to identify causal relationships between types of students who enroll in both dual credit and postsecondary institutions.
   c. Estimate the impact of recent dual credit policy and legislative changes on dual credit enrollment (i.e., 2SSB 5048 for College in the High School, 2SHB 1316 for Running Start).
   d. Explore who is enrolling in Running Start during summer quarter and their outcomes
   e. Evaluate the use and transfer of credits after high school and/or toward a credential.

Finally, this report continues to identify opportunities for collaboration around refinements to current data collections that would position Washington state to better understand the impact of dual credit course enrollment and achievement on future student outcomes.

An important consideration for interpreting the results in this report and accompanying dashboard is that there are different enrollment criteria for each dual credit type and varied access to these opportunities across Washington state.[1] For example, in College Preparatory Programs with Exams (CPPE) courses, a student must opt to take an exam, receive a qualifying score on the exam to be eligible for postsecondary credit, and then enroll in a university or community college that awards credits for qualifying exam scores.[2] Descriptions of each dual credit type and their enrollment criteria are included in Appendix B.

Table 1: Category and type of dual credit available to students in Washington state

Category	Dual Credit Type[3]	Included in Analysis
College Preparatory Programs with Exams (CPPE)	Advanced Placement (AP) Cambridge International (CI) International Baccalaureate (IB)	✓
Concurrent Enrollment / Course-Based	Running Start (RS) College in the High School (CiHS)	✓
Articulated Dual Credit / Course-Based	Career and Technical Education Dual Credit (CTE-DC)	✓
Other[4]	Direct-Funded/Technical High School Open Doors 1418 Youth Reengagement Dual Credit District/Local dual credit Dual credit enrollment at out-of-state institutions, private colleges in Washington, or the Northwest Indian College Privately funded postsecondary enrollment[5] Dual Credit at private high schools	X

[1] See 2024 ERDC Dual Credit Report for descriptive analysis of access to dual credit by school district.
[2] Washington state public institutions of higher education must follow RCW 28B.10.054 for CPPE dual credit courses.
[3] See Appendix B for descriptions and the process by which postsecondary credit is earned.
[4] Further information on these dual credit types, how they are implemented, and how to identify them accurately in the available data are required before they can be included in the analysis.
[5] Students may enroll at postsecondary institutions during high school using non-state funds as long as they meet the institution's admission criteria. Institutions can admit students on an individual basis or have programs focused on these students, such as Central Washington University's Cornerstone program for private school students.

Data and analytical approach

Similar to previous ERDC dual credit reports, this report uses an analytical approach that follows each cohort over time. This approach differs from the Office of Superintendent of Public Instruction's (OSPI) annual reports to the Legislature on dual credit[6] and the OSPI Report Card.[7] OSPI's prior reports looked at a specific school year and identified all students in that school year who enrolled in dual credit courses. This "annual snapshot" approach allows for monitoring school and student performance and enrollment in dual credit in a timely manner. However, it is not suited to following students over time (a longitudinal approach) to understand the role of dual credit as students move from high school into postsecondary education. Since the longitudinal approach covers student course enrollment throughout their high school career as opposed to just one year (as in the snapshot approach), the dual credit enrollment rates in this report will be higher than those in OSPI's annual reporting.

Students can enroll in multiple dual credit types during their high school career and, therefore, may be counted under more than one type in this report. Additionally, some courses can be designated as multiple dual credit types at the same time (see Data Spotlight, page 14). The data cannot distinguish between the course designation and what type of dual credit a student chose for that course. In these cases, students will be categorized as taking each dual credit type in the course's designation. This means the summation across the different dual credit types will exceed the count of unique students in the Any Dual Credit category.

Cohort Description for the Report and Dashboard. The cohort includes ***all*** students who attended a Washington public high school at some point between 9th and 12th grades and who were expected to graduate between 2015 and 2024 (Table 2).[8] Only students who were confirmed to have transferred out of the Washington public school system, have no course data,[9] or for whom high school outcomes are unknown are excluded from this analysis. Most of the included students graduated on time (about 85% within four years), with others dropping out or graduating early or late. Some of the students from recent cohorts are still enrolled. This report bases cohort membership on the year of graduation requirements they are held to regardless of students' final status or length of time it takes them to graduate, referring to each group of students as "the 20xx cohort." The ERDC count of students in each cohort will not match the OSPI graduation cohorts because of the timing of the data received and different business rules used to include or exclude students.

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[6] OSPI Reports to the Legislature | OSPI (ospi.k12.wa.us)

[7] Report Card - Washington State Report Card (ospi.k12.wa.us)

[8] This is defined as students with graduation requirements between the years of 2015 and 2024. Students are expected to meet the requirements of graduation that are in place for their expected graduation year, which is set upon entry into 9th grade or transfer in from outside of the Washington state public school system. For example, a student entering 9th grade in the 2014–15 school year would be expected to meet the graduation requirements for the class of 2018 (2017–18) even if they took more or fewer than four years to graduate. See RCW 28A.150.010 for the definition of a public school.

[9] Course data reflects non-Running Start records in OSPI CEDARS Grade History and dual enrollment records, including Running Start, from postsecondary institutions.

Table 2: Students by graduation requirement year cohort (headcount)

Cohort	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Student Count	80,989	82,377	83,853	85,054	85,523	84,567	85,513	85,947	86,227	87,992

At the request of the Legislature,[10] the data presented in this report and the dashboard are disaggregated by the following student characteristics or program participation[11] categories where possible:

1. Race and ethnicity as described in RCW 28A.300.042 (1) and (3);
2. Gender;
3. Students who experienced homelessness as defined in RCW 43.330.702; and
4. Multilingual/English learners who are in the Transitional Bilingual Instruction Program (TBIP).

ERDC has chosen to report dual credit measures disaggregated by the following additional student groups:

1. Income, as approximated by being eligible for the Free and Reduced Price Meal Program
2. Students with a 504 plan
3. Students in the Migrant Education Program
4. Students receiving Special Education
5. Students in Highly Capable (Gifted) programs
6. Students in Reengagement/Open Doors programs

ERDC is uniquely positioned to follow students over time and across different education sectors to understand dual credit access and enrollment, K–12 dual credit earned in Washington public schools, postsecondary credit earned, and long-term student outcomes, such as postsecondary retention or degree attainment. It is important to note that there are different ways to analyze data to understand the role of dual credit enrollment in K–12 and the impact on postsecondary outcomes for students. Each of the education sectors report on their unique, sector-specific aspects of dual credit.

Throughout the dashboard and this report, dual credit enrollment rate is calculated in the following way:

Formula to calculate overall student enrollment rate:

$$\frac{\text{Number of students in the cohort enrolled in one or more courses of the dual credit type}}{\text{All students in the cohort}}$$

Example of formula to calculate specific student group enrollment rate:

$$\frac{\text{Number of students experiencing homelessness in the cohort enrolled in one or more courses of the dual credit type}}{\text{All students experiencing homelessness in the cohort}}$$

[10] The Legislature asked that the data be disaggregated by dependency status pursuant to Chapter 13.34 RCW, but this data was not available to ERDC at the time this report was prepared.
[11] See Appendix A for list and definitions.

Data Sources. The data for this report and the dashboard came from the ERDC P20W data warehouse. This data system links administrative records from several state education agencies. Data sources for this report include:

- Office of Superintendent of Public Instruction (OSPI): Comprehensive Education Data and Research System (CEDARS) — For data on course enrollment and completion for AP, IB, CI, CiHS and CTE-DC; high school completion; average final grade point average; student characteristics; and K–12 program participation.
- Washington State Board for Community and Technical Colleges (SBCTC) — For data on course enrollment and completion for RS and the earning or transfer of postsecondary credit for AP, IB, CI, CTE-DC, CiHS, and RS at a Washington public community or technical college (CTC).
- Public Centralized Higher Education Enrollment System (PCHEES) housed at the Office of Financial Management (OFM) — For data on course enrollment and completion for RS and postsecondary credit earning for AP, IB, CiHS, and RS at Washington public four-year institutions.

Data from out-of-state schools and private institutions are not included.

2025 analysis of dual credit

To take a deeper dive into evaluating dual credit types in Washington, ERDC consulted with the Dual Credit Workgroup to investigate the following two research questions.

1. What is the high school academic performance of students in different dual credit types and dual credit in general?

Reporting academic performance for each dual credit program is required by RCW 28A.600.280. However, there are many ways to define this. This report presents three metrics, each providing a more granular view on academic performance: final high school grade point average (GPA), K–12 credit attainment rate within dual credit courses, and course grade within dual credit courses.

Final high school GPA

The 2022, 2023, and 2024 dual credit reports defined academic performance for the longitudinal cohort of students as their final high school GPA. Student GPA is a commonly used measure of academic performance because it is broadly understood and is required to be reported for most students.[12] However, GPA is also highly correlated with dual credit enrollment,[13] and it may be that students with higher GPAs are more likely to seek out or be advised to enroll in dual credit courses.

[12] Students with a final cumulative GPA that is missing or 0.0 were excluded from this analysis (n=40,782; 5% of all cohorts). There are a small set of schools that evaluate students' progress through nongraded processes, such as Big Picture Schools.
[13] See, for example: Spencer, G., & Maldonado, M. (2021). Determinants of Dual Enrollment Access: A National Examination of Institutional Context and State Policies. AERA Open, 7.

Similar to what was reported in the 2024 report, students who enrolled in any of the dual credit types achieved a higher average final GPA than those who did not enroll (2.88 vs 2.33). When dual credit types are separated, the highest final GPAs were among students who enrolled in RS and AP (3.22 and 3.23, respectively) followed by those who enrolled in CiHS (3.16). Previous trend analysis indicated that this is a fairly stable measure, and variation over cohorts mirror that of statewide data. See Appendix Table C-1 for full results.

K–12 credit attainment rate

This measure reports on the percentage of high school credits earned from dual credit courses out of the number of dual credit courses attempted.[14] This measure was first reported in the 2024 report to analyze performance in dual credit courses specifically.

Credits are typically awarded in an all-or-none fashion for each course, so this metric does not analyze the grade that the student received (e.g., A- or C) nor how it impacted the student's GPA. If a course was designated as more than one dual credit type, it will be counted for each type that applies to it. The refreshed results with an additional cohort of data were nearly identical to those reported previously. Across all dual credit types, 91% of all attempted credits were earned, which was approximately the same as non-dual credit courses for all students (92%). Among dual credit types, AP courses had the highest rate at 97% and RS had the lowest rate at 90%. See Appendix Table C-2 for full results.

As was reported in last year's report, there was some variation of final high school GPA and K–12 credit attainment rate across student characteristics and program participation; however, patterns across groups follow similar patterns by dual credit type as for the overall student population (see Appendix Table C-2).

K–12 course grade

This measure expands the binary view of whether credit was awarded for a course to examine the grades that students received in their dual credit courses. In order to simplify and align the analysis across dual credit types, the K–12 course grade data is used, where available.[14] Grades are typically on an A through F letter scale but can also be a binary Pass/Fail, which are not used in the calculation of the student's K–12 GPA.[15] About 2% of dual credit courses in this analysis and close to 10% of non-dual credit courses were Pass/Fail. For this analysis, the Pass records are treated as equivalent to a C letter grade. As with the K–12 credit attainment analysis, a course can be designated as more than one dual credit type and will be counted for each type that applies to it.

Figure 1 shows that the categorical distributions of grades were relatively similar across all course types, with a larger proportion of dual credit courses receiving A letter grades than non-dual credit courses. However, due to the larger proportion of non-dual credit courses using Pass/Fail grades, it may not be appropriate to compare the specific letter grades across course types.

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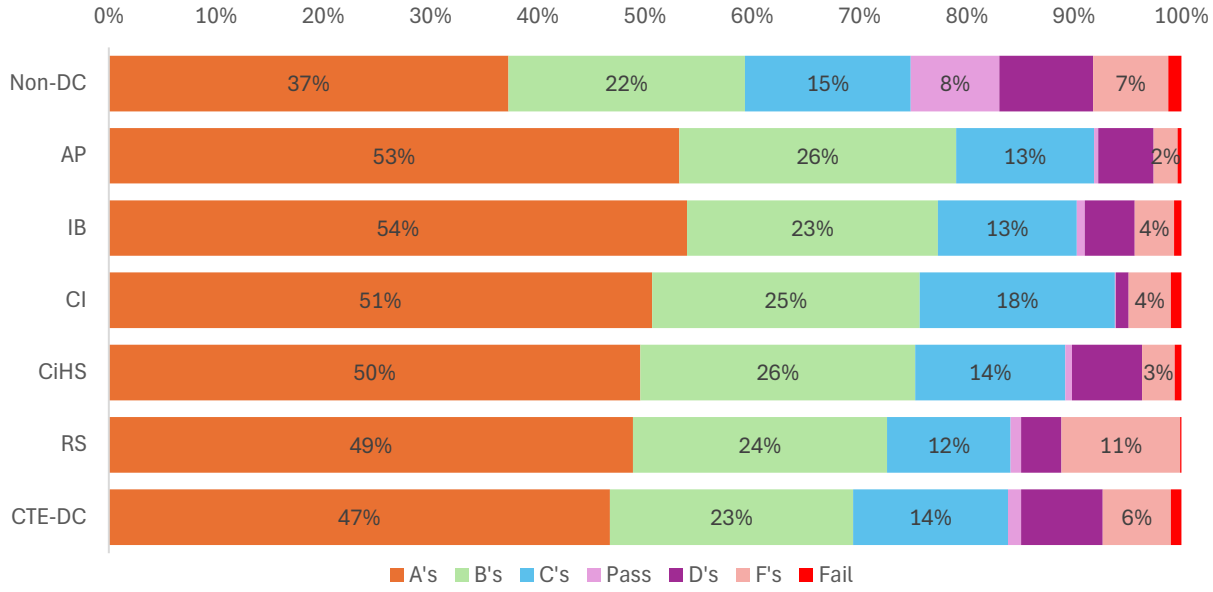
[14] Due to data limitations, K–12 credits and grades for RS courses are not used for this analysis. Attempted/earned credits and grades for RS represent postsecondary data. For CiHS, the postsecondary course grade may not be the same as the K–12 grade.
[15] OSPI High School Transcript Frequently Asked Questions (FAQ) 2022-2023 School Year

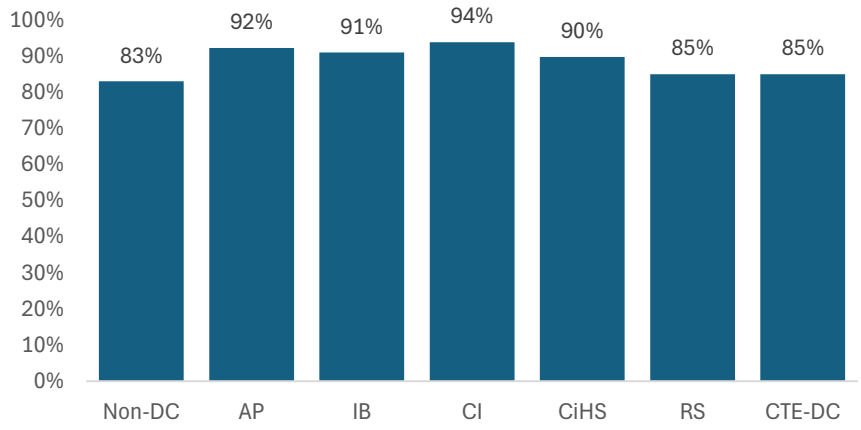
Figure 1: Course grade distribution for students in the 2015–2024 cohorts by dual credit type



To account for this, Figure 2 groups Pass grades with A, B, and C letter grades. Postsecondary institutions commonly consider Pass grades to be equivalent to a C or 2.0.[16] Exam-based dual credit and CiHS had the highest rate of at least a C/Pass for the K–12 course (each over 90%). CTE-DC and RS had rates slightly higher than non-dual credit courses. This indicates that students are earning high grades despite the rigor of dual credit courses.

As with other measures of K–12 academic performance in this report, the rate of at least a C/Pass varied across student characteristics and program participation. The patterns across groups followed similar patterns by dual credit type as for the overall student population (see Appendix Table C-4).

Figure 2: Percent of course grades that were at least a C or Pass for students in the 2015–2024 cohorts by dual credit type



[16] For example, see UW grading documentation and WSU undergraduate grading documentation for more information.

2. What is the total percentage of students who have had postsecondary credit transcribed at an institution of higher education?

This research question is the same as one analyzed in the 2022 Dual Credit Report and is required by RCW 28A.600.280. Available data is not sufficient to fully examine how postsecondary (PS) credit is initially earned through a dual credit course and then subsequently transferred to an institution of higher education (IHE) across the longitudinal cohorts of students. The data available to ERDC is incomplete, and therefore, this measure has many gaps.

Many of the limitations of the available administrative data for this research question stem from the differences in criteria for earning the initial PS credit among dual credit types as well as the number of student actions and decision steps that occur between dual credit course enrollment and subsequent transfer/award of credit at an IHE after high school. See a list of events in Appendix Table D-1.[17] A recent Washington State Auditor's Office analysis found that the primary reason for credits not transferring to a Washington public institution was the student did not provide their previous transcripts to their new institution.[18] Additionally, there is no data available to ERDC that identifies how credits earned through dual credit courses are applied at private or out-of-state institutions.

While the available data provide information about the enrolled courses, they do not provide information about why a student enrolled. For most dual credit opportunities, a student can choose to enroll for high school credit only and could have a variety of reasons for doing so. For example, Career and Technical Education (CTE) credit, of which CTE-DC is a subset, is required for high school graduation and other dual credit courses can count towards students' graduation pathway requirements. Thus, some students might enroll to satisfy these high school graduation requirements and not intend to earn PS credits.[19]

Due to the differences in the available data for each dual credit type, results are not comparable across types. Concurrent enrollment dual credit types (RS, CiHS) are presented for all cohorts (2015–2024) because the data for the PS credit measure is collected while the student is enrolled in high school from the initial transcription of PS credit. CPPE and articulated dual credit types (AP, IB, and CTE-DC)[20] are presented for the 2015–2021 cohorts because the data for the metric is collected after high school and can be done at the end of the student's subsequent PS academic program.[21]

Formula to calculate postsecondary credit award rate:

$$\frac{\text{Number of students in the cohort with postsecondary credits awarded of the dual credit type}}{\text{All students in the cohort enrolled in the dual credit type}}$$

[17] Detailed list of events for each dual credit type can be found in the 2024 Dual Credit Report.
[18] Running Start and College in the High School: Assessing dual credit transferability, August 2024.
[19] Graduation Requirements | SBE
[20] CI course type excluded due to the small number of enrolled students with postsecondary credit transfer credit found (<20 across all cohorts).
[21] Metrics are also highly influenced by the postsecondary enrollment rates and choice of institution by students. See the Postsecondary Enrollment Outcomes for Dual Credit Students research brief for more information.

Based on available data, Table 3 shows that the percentage of students who enrolled in dual credit in high school and had PS credits transcribed at a WA public institution has remained fairly steady over the cohorts for most dual credit types. The primary change has been an increase for CiHS over the last five cohorts (from 23% to 47%), with smaller changes for other dual credit types. There may be COVID-19 impacts to these results for the 2020 and 2021 cohorts as there were lower PS enrollments generally during these years.

Table 3: Percentage of students with postsecondary credit transcribed at a WA public institution by dual credit type

Dual Credit Type	Data represents that the student…	Cohort Year									
		2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
AP	Earned qualifying exam score, enrolled in WA Public IHE, submitted score	15%	15%	15%	15%	16%	14%	12%			
IB	Earned qualifying exam score, enrolled in WA Public IHE, submitted score	11%	11%	11%	12%	14%	13%	10%			
CiHS	Enrolled for PS credit, earned course credit	20%	25%	26%	22%	22%	23%	27%	30%	34%	47%
RS	Earned course credit	97%	97%	97%	97%	97%	97%	97%	95%	95%	96%
CTE-DC	Registered in SERS *(if applicable)*, earned a qualifying grade, requested PS transcription *(if applicable)*, subsequently enrolled at same CTC	2%	2%	2%	2%	2%	1%	1%			

Across all dual credit types, students identified as American Indian/Alaska Native, Black/African American, Hispanic, Native Hawaiian/Pacific Islander, low income, multilingual learners and experiencing homelessness, as well as those participating in migrant or special education programs, had lower rates of transcription of dual credits at an IHE than other student groups (see Appendix Table D-2).

College in the High School concurrent postsecondary enrollment

The 2024 Dual Credit Report noted that the reason that PS credit transcription for students enrolled in CiHS was much lower than the rate for RS (see Table 3), the other concurrent enrollment dual credit type, was largely due to students not concurrently enrolling in the partnering IHE when taking the CiHS course. It has been unclear if this lower rate of concurrent PS CiHS enrollment was due to financial barriers, lack of knowledge of the option or process, other options for PS credit (i.e., K–12 course cross-designated with AP), or issues with data quality.

Unless the course is cross-designated with another dual credit type, which occurred in about 31% of CiHS course records for the 2024 cohort (see Data Spotlight, page 14), students who do not

Terminology Used in Report

K–12 CiHS Enrollment: Students who enrolled in the K–12 CiHS course(s) – may or may not have concurrently enrolled with the partnering IHE for postsecondary credit.

Concurrent PS CiHS Enrollment: Subset of students enrolled in the K–12 CiHS course(s) that concurrently enrolled for postsecondary credit.

concurrently enroll do not have the opportunity to earn PS credit for their efforts. If a course is cross-designated with another dual credit type, the student can only receive PS credit through one method.

In 2023, the Legislature passed 2SSB 5048, which removed the tuition fees for concurrent PS CiHS enrollment starting in the 2023–24 academic year. The students in the 2024 cohort had one year under this policy change and the initial analysis included in this report will be limited. Future cohorts that have additional high school years under this policy will be better suited for an impact analysis.

Table 4 shows that the rate of K–12 CiHS enrollment increased from 14% for the 2015 cohort to 37% for the 2024 cohort. There was an increase of 2 percentage points between the 2023 and 2024 cohorts. This increase was seen across nearly all student groups, though to different degrees (see Appendix Table D-4).

While K–12 CiHS enrollment increased, it is unknown how much of this was due to expansion of new courses and how much was due to a shift from other funding / program designations to CiHS. For example, there are indications from the postsecondary data sources that there was a large reduction in the count of dual enrollment high school students at Central Washington University associated with non-state funded courses and a large increase in those students associated with CiHS courses between the 2022–23 and 2023–24 academic years.

In addition to the increase in the K–12 CiHS enrollment rate, the subset of those students who concurrently enrolled with the partnering IHE for postsecondary credit also increased from 20% for the 2015 cohort to 50% for the 2024 cohort (see Table 4). During most of this time, students were required to pay a college tuition fee, with subsidies available for schools with high rates of low-income students. The 2024 cohort had one year with all fees removed under 2SSB 5048 and had a concurrent PS CiHS enrollment 15 percentage points higher than the 2023 cohort (35%).

There was a reduction in the rate of concurrent PS CiHS enrolled students earning PS credits for the 2024 cohort from 99% to 95%. However, it is in line with the rate seen for students enrolled in RS (see Table 3).

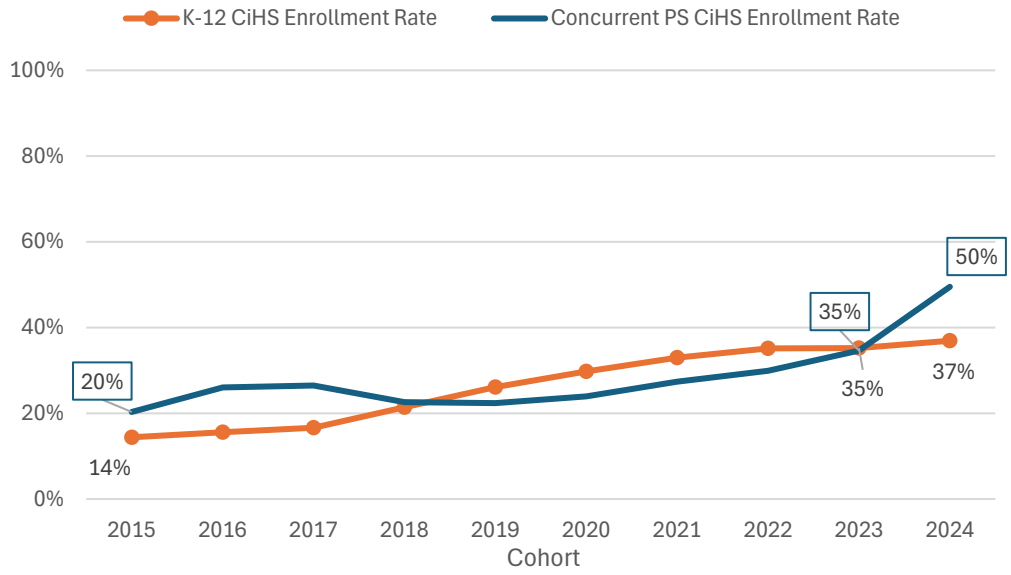
Table 4: Rate of each cohort with K–12 course enrollment, subset with postsecondary CiHS course enrollment, and subset that earned postsecondary course credit

Cohort Year	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
K–12 CiHS Enrollment	14%	16%	17%	21%	26%	30%	33%	35%	35%	37%
Concurrent PS CiHS Enrollment	20%	26%	26%	23%	22%	24%	27%	30%	35%	50%
Earned CiHS PS Course Credit	99%	96%	98%	98%	99%	97%	98%	99%	99%	95%

Figure 3 illustrates that the annual cohort changes in K–12 CiHS enrollment rate are not always mirrored in the concurrent PS CiHS enrollment rate. There have been periods of cohort-over-cohort growth for K–12 CiHS enrollment but much smaller growth or even decreases in the concurrent PS CiHS enrollment rate, such as for the 2018 and 2019 cohorts. Between the 2023 and 2024 cohorts, K–12 CiHS enrollment had a

5% increase (from 35% to 37%), but concurrent PS CiHS enrollment had a 43% increase (from 35% to 50%). This was the largest single-cohort increase observed over the 10 cohorts analyzed.

Figure 3: K–12 CiHS enrollment rate and concurrent PS CiHS enrollment rate by cohort



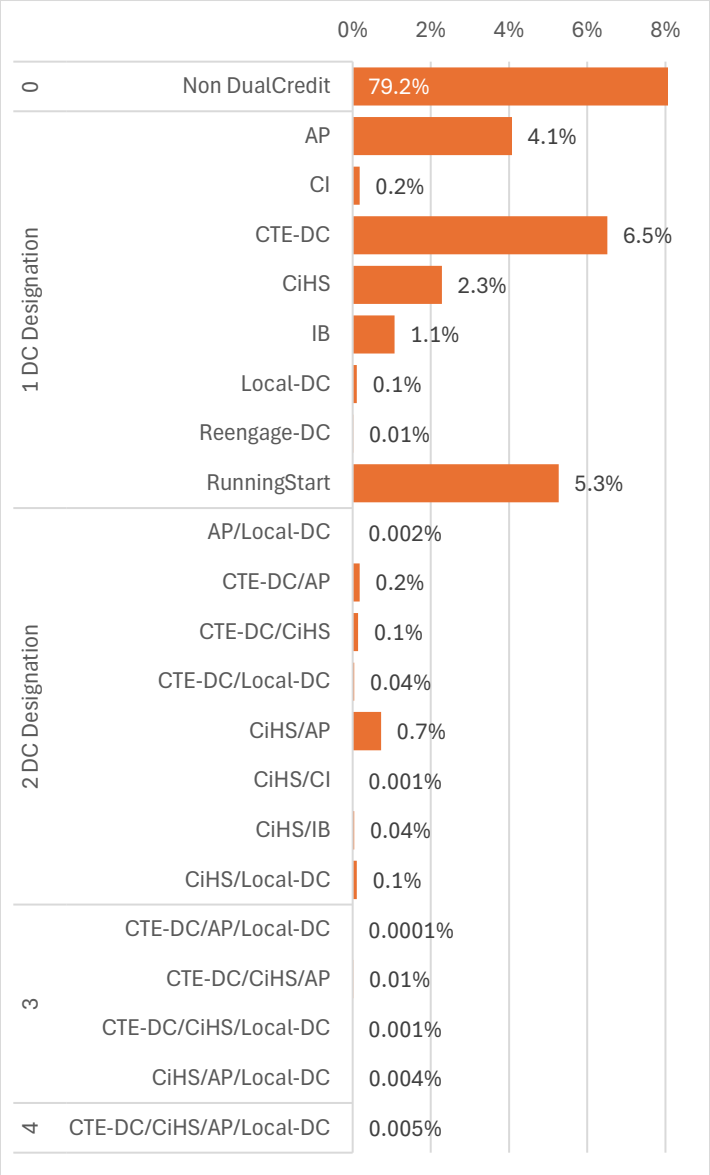
The increase in concurrent PS CiHS enrollment rate was seen across all student groups, though to different degrees. For example, American Indian/Alaska Native students in the 2024 cohort were about 20 percentage points more likely to enroll for PS credit as compared to the 2023 cohort, while students in reengagement programs in the 2024 cohort were about 5 percentage points more likely to enroll for PS credit than the 2023 cohort (see Appendix D-5).

Notably, while all student groups increased their rate of concurrent PS CiHS enrollment between the 2023 and 2024 cohorts, the increases were higher for several historically advantaged students. Consequently, gaps between some historically advantaged and marginalized students increased under the new policy (see Appendix D-5). However, the gaps decreased across students from different federal Race/Ethnic categories (from 28 to 26 percentage points) and students participating in the Highly Capable program (from 18 to 15 percentage points). Notably, while the likelihood of concurrent PS CiHS enrollment increased by nearly 15 percentage points for students from families with lower incomes, students from families with higher incomes increased their rate by slightly more, which increased the gap between these groups by about 1 percentage point. Additional years of data are required to determine if this trend will continue or reverse.

Data Spotlight: Course Cross-Designations

Dual credit courses can be "cross-designated" where a single course is classified more than one dual credit (DC) type. For example, a cross-designated calculus course might be simultaneously offered as an AP course, a CiHS course, a non-dual credit honors course, and a traditional non-dual credit course. CEDARS administrative data identifies all designations for a course but does not distinguish the specific course type a student chooses. Course designations are important because students who take a cross-designated course will be assigned in reporting to each dual credit type listed in the course designation. As the 2023 ERDC Dual Credit Report highlighted, the majority of students enroll in more than one type of dual credit course, and this continues to be the case, though some of this enrollment is driven by cross-designations. This spotlight describes the extent to which cross-designated dual credit courses exist.

Figure 4: Percentage of all courses by dual credit designations for the 2024 cohort



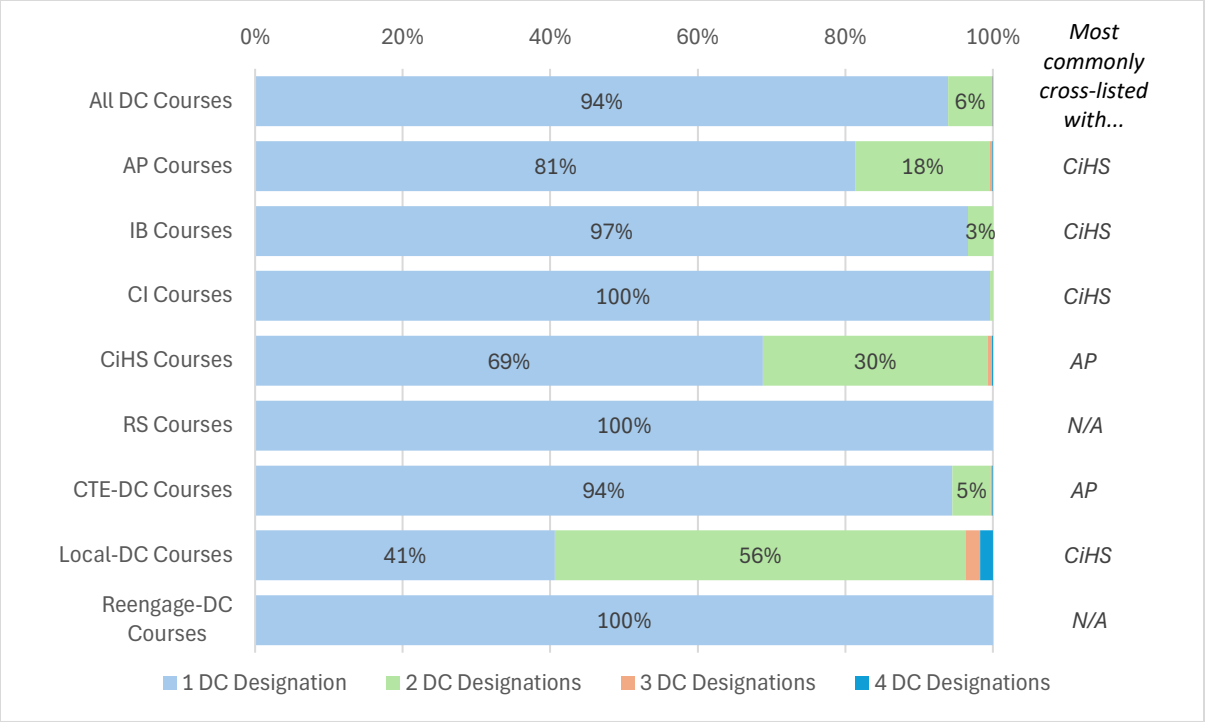
In addition to the six main dual credit types, this analysis includes two dual credit designations that were added to CEDARS in the 2019–20 academic year: Reengagement-Dual Credit (Reengage-DC) and District/Local-Dual Credit (Local-DC). ERDC is working with the Dual Credit Workgroup to understand how these fit into the broader dual credit landscape and what additional analysis is possible.

Figure 4 shows that over 79% of courses for the 2024 cohort were not designated as dual credit. Of the other 21%, the majority had only a single dual credit designation. However, there were course records with up to four dual credit designations found.

Figure 5 shows that 6% of dual credit courses for the 2024 cohort had multiple dual credit designations on average. However, the rate varied widely by dual credit type. CI, RS, and Reengage-DC did not have any cross-designated courses. IB and CTE-DC each had less than 6% cross-designated. AP had 19%, CiHS had 31%, and Local-DC had 59% of courses cross-designated (see Appendix E for additional detail). CiHS was the most commonly

cross-designated type for exam-based and Local-DC courses. AP was the most commonly cross-designated type for CiHS and CTE-DC courses.

Figure 5: Number of dual credit designations by dual credit type



In cases where a course has multiple designations, the high school would list each dual credit type on the high school transcript, and the student would have the opportunity to choose the method of earning postsecondary credit. For example, if a course was cross-designated as AP and CiHS, the student could choose to take the AP exam, concurrently enroll in the CiHS partnering postsecondary institution, or neither. However, the student can only receive postsecondary credit through one method.

Recommendations from previous reports

Recommendation I: Dual Credit Dashboard

The interactive dual credit dashboard was launched in 2023 based on the prior report's recommendation to fulfill several of the data reporting requirements of RCW 28A.600.280, while allowing the written report to focus on complex or emerging topics of interest. Each annual dual credit report has recommended that the dashboard be updated with an additional cohort / year of data and determine whether additional enhancements should be made.

The dashboard was updated alongside this report to include an additional year of available data through the 2023-24 academic year and the addition of the 2024 student cohort. Questions relating to the reporting requirements that are answered by the dual credit dashboard are:

Access the Dual Credit Dashboard

- What are student enrollment rates in each of the main dual credit types?
- What can intersectional analysis tell us about enrollment trends in the main dual credit types?
- What are the total number and percentage of students in each cohort who have earned K–12 credit through each of the main dual credit types?

Based on feedback from users of the dual credit dashboard and members of the Dual Credit Workgroup, ERDC implemented an enhancement that allows users to filter the data and visualizations by the last district that the student attended. This enhancement was launched in December 2024.

In addition to this major change, a handful of minor changes were made for the September 2025 dashboard refresh. These include:

- Adding links to data.wa.gov to make it easier for users to find the underlying data for the visualizations.
- Replacing the disaggregation for Students with a Disability with Students enrolled in Special Education Programs to better align with student services received.
- Adding disaggregation for Students enrolled in Highly Capable (Gifted) Programs, and Students enrolled in Reengagement/Open Doors Programs.
- Adding the ability to filter the visualizations by Educational Service District (ESD) region.

Recommendation II: Update on data quality and completeness

Each of the previous ERDC Dual Credit Reports recommended a focus on improving the quality and completeness of existing data collections. There has been slow but steady progress in this area each year as changes to data collection systems take effect or historical records are corrected. This progress continued over the last year through ongoing efforts supported by OSPI, community and technical colleges, four-year institutions, and ERDC.

Career and Technical Education Dual Credit

Previous ERDC reporting has highlighted the limitation of the available data on transcription of postsecondary credit for students enrolled in CTE-DC.[22] The variation in the transcription process across high schools and CTCs, the move away from using the Statewide Enrollment and Reporting System (SERS) at some CTCs, and the limited scenarios for CTE-DC to be identified as transfer credit at CTCs has severely limited analysis on postsecondary credit utilization.

SBCTC has made substantial progress over the last year in this area. A workgroup was convened to examine current data entry practices in their data warehouse and recommend changes to better identify CTE-DC courses as well as other dual enrollment situations, such as direct funded high school and Reengagement/Open Doors Dual Credit. Starting in the 2025–26 academic year, SBCTC is piloting the tracking of CTE-DC course enrollment in a similar way to how RS and CiHS course enrollments are tracked

[22] See CTE Dual Credit Participation and Postsecondary Outcomes in Washington | Washington State Education Research and Data Center.

currently. If successful, the new data entry method could be expanded to all colleges in the future. This pilot was a recommendation that came out of the CTE-DC budget proviso[23] work over the last few years and is continuing with alignment with 2SHB 1273 (Laws of 2025). Tracking CTE-DC similar to other dual enrollment programs could be a way to move away from SERS. The aim is to know the courses in which the student earned a "qualifying grade" based on the articulation agreement to be eligible for postsecondary credit for every course enrollment and not be limited to situations where the student enrolled at the same CTC after high school.

Advanced Placement, International Baccalaureate, and Cambridge International

Currently available data only identifies when a student has AP, IB, or CI applied as transfer credit at Washington public higher education institutions. Application of those postsecondary credits at an out-of-state institution or Washington private institution is unknown. Given that between 27%–30% of initial postsecondary enrollments for students who enrolled in AP, IB, and CI are at institutions not covered by the available data,[24] this limits analysis on postsecondary credit utilization.

ERDC and OSPI now have a data sharing agreement in place that allows OSPI to share AP, IB, and CI exam registration and score data with ERDC. This aims to fill in the gap of our understanding pertaining to whether students met the exam-based criteria to be eligible for college credit, regardless of whether they seek to apply it in Washington or out of state. Each testing organization has unique contractual conditions and limitations to redisclose that information. These are currently being evaluated by OSPI. Once this data becomes available, the Dual Credit Workgroup will determine how it can be incorporated into a future ERDC dual credit report.

Although the student-level test data is not yet available to ERDC for analysis, OSPI has begun publishing detailed graduation pathway data for each graduation cohort spanning 2020 through 2024.[25] The data is disaggregated into AP and IB Test components for English Language Arts (ELA) and Math. For the 2024 cohort, OSPI's data in Table 5 show 11.72% of students completed an AP exam pathway for ELA and 6.88% completed an AP exam pathway for Math.

Table 5: Graduation Pathway completion for the 2024 cohort (OSPI)

	ELA		Math	
	AP	IB	AP	IB
Course Pathway	21.24%	3.22%	11.66%	1.74%
Exam Pathway	11.72%	1.08%	6.88%	0.35%

[23] ESSB 5187 (Laws of 2023)
[24] See Research Brief - Postsecondary Enrollment Outcomes for Dual Credit Students | Washington State Education Research and Data Center
[25] Graduation Pathways Display. Graduation Pathways data are available for download on data.wa.gov. OSPI has also published annual College Board reports that include aggregate AP exam counts by district and high school since 2014.

High School / Postsecondary Institution Partnerships

More detailed analysis of schools, institutions, and courses has been limited by the difficulty of pairing the course-level data from the K–12 system to the course-level data from the postsecondary systems. A single high school may partner with multiple institutions to offer a wide array of dual credit options, such as one institution for CiHS English, another for CiHS Calculus, and a third for CTE-DC Marketing. While each data system identifies the students' enrollment in these courses, they do so for their own operational purposes and not for cross-sector research. For example, course titles may differ (i.e., "College Writing" versus "English Comp"), K–12 systems do not identify the partnering postsecondary institution, and postsecondary institution systems inconsistently identify the students' high school. Although ERDC's robust identity resolution process allows high confidence that the records belong to the same student, the same cannot be said for course titles. Efforts are continuing between K–12 and postsecondary partners to address some of these challenges.

The 2024 ERDC Dual Credit Report added a recommendation to improve the quality and completeness of data relating to the high school/postsecondary partnership that results in a dual credit course offering. To further this effort, SBCTC has renewed their efforts of collecting information on the current or recent high school of enrolled students. The data field has been present in the data system for many years but was commonly left blank. The situation is similar with the Washington public four-year institutions for the data collected in PCHEES. ERDC has discussed the need for complete and accurate high school information with the data contributors. Improvement in these data collections would assist institutions in their reporting (i.e., 2SSB 5048) as well as the broader dual credit analysis.

Additionally, ERDC submitted a formal recommendation to the OSPI K–12 Data Governance Group to add data element(s) to CEDARS course records that indicate the postsecondary institution that the district partnered with to provide the dual credit / enrollment course. OSPI has already completed some investigative work during the 2024–25 school year in preparation for implementation through the CEDARS change process. The timeline is to solicit stakeholder feedback and determine the technical changes needed during 2025–26 and start collecting the data from districts in 2026–27. The addition of these data would allow for better course-level matching across systems as well as help identify any situations in which high schools partner with out-of-state postsecondary institutions to provide dual credit opportunities.

Other Dual Credit Opportunities

While the data relating to the main six dual credit types covers the majority of students' experiences with college level courses during high school, they do not cover every dual credit opportunity. Since the 2019–20 academic year, Reengagement Dual Credit and Local/District Dual Credit have had separate K–12 course designations captured in CEDARS. However, there is no requirement for districts to use them. Direct-funded technical high schools have provided the opportunity for a CTC to house a self-contained high school on their campus. However, identifying these situations within the K–12 data and the SBCTC data have been challenging. Four-year institutions have also had partnerships with high schools to enroll students through non-CiHS contract funding, such as the early college program at Vancouver iTech

Preparatory[26] through Washington State University. These dual credit experiences are not currently captured in the metrics provided in this report or the companion dashboard.

Recommendation III: Prioritized research questions

The 2023 ERDC Dual Credit Report recommended that one or more of the prioritized research questions be pursued. There are five questions identified by the Dual Credit Workgroup that have not yet been addressed, with progress being made on three.

1) What is the impact of recent legislation to expand access to dual credit types on dual credit enrollment?

The 2023 ERDC Dual Credit Report recommended analysis of the impact of recent dual credit policy changes on dual credit enrollment. The specific legislative policy changes of interest were passed in 2023 and implemented in the 2023–24 academic year. 2SSB 5048 removed the cost of enrolling in CiHS for postsecondary credit for all students enrolled in a CiHS course at a Washington public high school or charter school. 2SHB 1316 increased the maximum enrollment in Running Start from 1.2 FTE to 1.4 FTE, which allowed for a higher credit load across the academic year.

Required legislative reports[27] provided analysis of the initial implementation year. However, additional time is needed before analysis of ongoing trends or student outcomes can be done. To partially address this recommendation, this report looks at differences between the 2023 and 2024 cohorts relating to CiHS enrollment and enrolling for postsecondary credit. ERDC also performed scoping analysis (not included in this report) with students who enrolled in CiHS courses during both 2022–23 and 2023–24 academic years to focus on individual student behavior pre- and post-policy change. An increase in enrollment for postsecondary credit was observed for these students and warrants further analysis. The 2024 cohort only had one year under the 2SSB 5048 policy, so the ability to draw conclusions on the impact of the policy change is currently limited. ERDC will collaborate with the Dual Credit Workgroup to analyze the policy impact as more data become available.

2) Who is enrolling in Running Start during summer quarter and what are their outcomes?

The 2023 ERDC Dual Credit Report recommended a deeper analysis on the students enrolling during the summer term of Running Start. In 2022, the Legislature passed an "after exit" budget proviso that allowed students who had exceeded the 1.2 FTE annual limit and graduating seniors within 15 credits of completing an associate degree to enroll in Running Start courses during the summer term. The proviso was not reauthorized in 2025 due, in part, to modifications made to Running Start enrollment limits and summer Running Start eligibility criteria in 2023 (2SHB 1316) and 2024 (E2SSB 5670). Enrollment data was

[26] Early College – Vancouver iTech Preparatory
[27] 2023–24 reports: 2SSB 5048 College in the High School (SBCTC), 2024-CiHS-Compliance-Report (COP), Legislative Update: Running Start Enrollment Data (OSPI)

included in required reporting to the Legislature[28] by OSPI. Given the changes to Running Start funding, FTE limits, and eligibility in each year, additional time is needed before analysis of ongoing trends or student outcomes can be done.

3) What is the postsecondary credit attainment and use/transfer after high school and/or toward a credential?

The 2022 ERDC Dual Credit Report recommended that a future report includes a case study to understand how dual credit courses are used by students when they enroll in a postsecondary institution after high school. In 2024, the Washington State Auditor's Office (SAO) completed a report[29] that assessed to what extent credits earned in high school from RS and CiHS were transferred to subsequent postsecondary institutions.

The SAO study used data from a sample of eight public institutions of higher education in Washington state. The resulting report highlighted the limitations of the K–12 and statewide postsecondary administrative data systems to analyze this research question systematically. While the K–12 data can identify dual credit courses, it does not capture whether a student earned the postsecondary credit attached to the course, or which college or university offered the credit. At the same time, the institution that the student enrolls in after high school does not have information on the postsecondary credits earned unless the student sends or authorizes the release of transcripts from each institution where they previously took courses. The SAO report found that the primary reason for credits not being transferred was that students did not submit prior transcripts to the institution.

An additional complication of tracking the use of dual credits after high school is that postsecondary transcripts treat all sources of postsecondary credit equally regardless of whether the credit was earned directly from the institution, through dual credit, or transferred from another institution. The application of credits toward a specific program or degree requirements will depend on the course offerings at each institution as well as the student's choices throughout their enrollment. These factors will vary over time and by student, which makes a systematic review challenging.

Recent legislation[30] required postsecondary institutions to post transferability of CiHS credits on their websites and report on the award of postsecondary credits among other items annually starting in 2024. The Dual Credit Workgroup will determine what information from these reports can be expanded upon in a future ERDC dual credit report.

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[28] OSPI reports: 2024_Proviso_Report_FL2_After_Exit_Running_Start_Grants, Legislative Update: Running Start Enrollment Data

[29] See Running Start and College in the High School: Assessing dual credit transferability

[30] 2SSB 5048 (Laws of 2023); 2023–24 reports: 2SSB 5048 College in the High School (SBCTC), 2024-CiHS-Compliance-Report (COP)

4) What can a regression analysis tell us about the relationship between dual credit enrollment and post-high school outcomes?

The 2023 ERDC Dual Credit Report recommended that a regression analysis be conducted to look at the relationship between dual credit enrollment and postsecondary enrollment, degree completion, and time to degree. ERDC published two research briefs[31] with descriptive analysis related to these postsecondary education outcomes. The Dual Credit Workgroup later expanded this research question to encompass all post-high school outcomes.

ERDC has been awarded an Arnold Planning Grant to determine the feasibility of using available data to research the causal effects of dual credit on secondary and post-high school outcomes. During the grant, ERDC will assess several methodologies to identify the most promising approach. Arnold will then determine whether to fund a research grant to conduct the study.

5) How are student and school characteristics related to access/availability to dual credit courses?

The 2023 ERDC Dual Credit Report recommended that an analysis of access and availability of dual credit courses be done based on student and school characteristics. An initial descriptive analysis of access by school district was included in the 2024 ERDC Dual Credit Report. ERDC is currently engaged in a research project that aims to use regression analysis to measure the school-level characteristics that predict offering each dual credit type and the student-level characteristics that are related to enrollment in the available dual credit courses. This more robust analysis is expected to be published in late 2025.

Conclusion and recommendations

Much of the analysis contained in this report is consistent with results in prior annual Dual Credit Reports, which demonstrate that students who enroll in dual credit courses have K–12 academic performance that is higher than students who do not enroll in dual credit. Among the graduation requirement cohorts examined, the credit attainment rate for dual credit courses indicates that nearly all attempted credits were earned and the average final high school GPA of students enrolled in exam-based, CiHS, and RS were higher than the statewide average. This analysis cannot yet determine whether the higher performance of dual credit students is related to the courses themselves or characteristics of students who choose to enroll in dual credit courses.

New analysis in this report examined the detailed K–12 course grade distribution by course type. The distributions of grades were relatively similar across all course types, with a larger proportion of dual credit courses receiving A letter grades than non-dual credit courses. Exam-based dual credit and CiHS had the highest rate of at least a C/Pass for the K–12 course (each over 90%). CTE-DC and RS had rates slightly higher than non-dual credit courses. This indicates that students are earning high grades despite

[31] December 2023 brief examining postsecondary enrollment. May 2024 brief examining postsecondary credential attainment

the rigor of dual credit courses. There were differences in K–12 academic performance across student characteristics and program participation with group trends mirroring general statewide trends.

The 2024 cohort was the first to have the opportunity to enroll in CiHS after the passage of 2SSB 5048, which removed the tuition fees for concurrent postsecondary CiHS enrollment starting in the 2023–24 academic year. This initial analysis shows that between the 2023 and 2024 cohorts, K–12 CiHS enrollment had a 5% increase (from 35% to 37%) and concurrent postsecondary CiHS enrollment had a 43% increase (from 35% to 50%). These increases were seen across nearly every student group, although not uniformly. Consequently, gaps between some historically advantaged and marginalized students increased, while others decreased. The 2024 cohort only had one year under this policy change and, therefore, the initial analysis included in this report is limited. It is unknown how much of the increase was due to the expansion of new courses or how much was due to a shift from other funding / program designations to CiHS. Additional years of data are needed before conclusions can be made about the impact of this policy change.

The data spotlight on cross-designation of K–12 courses shows that students in the 2024 cohort had a choice in how to pursue postsecondary credit for about 6% of dual credit courses. CiHS was the most likely to have another dual credit designation (31%), followed by AP (19%). The difficulty of analyzing cross-designated courses is made more complicated when dual credit opportunities other than the primary six are considered. Reengagement-Dual Credit and District/Local-Dual Credit designations were added to CEDARS in the 2019–20 academic year and direct-funded technical high schools housed on CTC campuses have not yet been included in ERDC's dual credit reporting. ERDC is working with the Dual Credit Workgroup to understand how these fit into the broader dual credit landscape and what additional analysis is possible.

RCW 28A.600.280 requires ERDC to recommend additional categories of data reporting and disaggregation. Consistent with previous reports, ERDC continues to recommend that *no* additional data collection occur until existing data collections are fully implemented with high data quality. However, the workgroup makes the following recommendations for the 2026 Annual Dual Credit Report:

1) Update the dashboard with another cohort / year of data and determine if additional measures should be included.

2) Continue to work with data contributing partners to the improve quality and completeness of available K–12 and postsecondary data relating to all of the dual credit opportunities that students experience.

3) Choose one or more of the prioritized research questions to pursue.

Appendix A: Student characteristics and K–12 program participation definitions

Gender is taken from the student's final high school enrollment record. Nonbinary student data is limited for these cohorts.

Low income is defined as eligible for free or reduced-price meals at any time during their enrollment in grades 9–12 in a Washington public school.

Race and Ethnicity Race and ethnicity are taken from the student's final high school enrollment record. Data on the dashboard reflects the aggregated race and ethnicity of the student into the federally required race categories performed by OSPI before providing to ERDC.

A student is defined as participating in Special Education if they received the services at any time during their enrollment in grades 9–12 in a Washington public school. This program provides tailored system of teaching and support designed to meet the unique needs of students with disabilities, which may take the form of specialized settings or custom learning plans.

A student is defined as participating in Migrant Education if they received the services at any time during their enrollment in grades 9–12 in a Washington public school. This program is intended to ensure high-quality education programs and supplemental support services for migratory children.

A student is defined as a multilingual learner in this report if they receive services through the **Transitional Bilingual Instructional Program**, excluding students served under Title III services, at any time during their enrollment in grades 9–12 in a Washington public school. These programs are designed to provide support for students to develop English proficiency.

A student is identified as experiencing homelessness if they were identified in CEDARS data as homeless, as defined in the federal McKinney–Vento Act, Section 725(2), at any time during their enrollment in grades 9–12 in a Washington public school. Identification is intended to support educational stability.

A student is defined as having a 504 plan if they were found eligible for accommodations for a disability under the federal Rehabilitation Act of 1973, Section 504, at any time during their enrollment in grades 9–12 in a Washington public school. These plans are designed to ensure that students with disabilities have educational opportunities and benefits equal to those provided to students without disabilities.

A student is defined as participating in a Highly Capable (Gifted) program if they received the services at any time during their enrollment in grades 9–12 in a Washington public school. These programs are intended to accelerate learning for identified students.

A student is defined as participating in a Reengagement (Open Doors) program if they received the services at any time during their enrollment in grades 9–12 in a Washington public school. These programs are focused on older youth, ages 16–21, who have dropped out of school or are not expected to graduate from high school by the age of 21.

Appendix B: Description of dual credit types

Table B-1: Dual credit types by Category

Dual Credit Category	Dual Credit Type(s)	Postsecondary Credit Attainment
I. College Preparatory Programs with Exams (CPPE)	**Advanced Placement (AP), Cambridge International (CI) and International Baccalaureate (IB)** are taught at high schools by high school teachers. Students may earn college credit through established standardized exams. Note: CI and IB are offered at a very limited number of Washington schools.	Colleges determine the type and amount of postsecondary credit earned based on the exam score. Taking the exam is voluntary, but necessary to earn college credit. Postsecondary credit for these programs will only be transcribed once the student enrolls in the postsecondary institution. Credits are accepted at all public WA postsecondary institutions and most WA private institutions and out-of-state institutions. Exam score must meet threshold established in statute by the WA public institutions of higher education (RCW 28B.10.054)
II. Concurrent Enrollment / Course-Based	The **Running Start program (RS)** is open to 11th and 12th grade students to take college courses at WA community and technical colleges and some four-year baccalaureate institutions.[32]	High school and postsecondary credit are earned when the student completes the course for credit and, in the case of CiHS, the fee is paid.[33] The high school credit and grades that students earn are applied to their high school transcripts. Postsecondary credit and grades are applied to their college or university transcript. If a student enrolls in dual credit courses at multiple colleges or universities, they will have multiple college transcripts.
	The **College in the High School Program (CiHS)** is open to 9th to 12th grade students to take courses taught by high school teachers at the high school, with college curriculum and textbooks, and oversight by college faculty and staff.	

[32] 2SHB 1316 (Laws of 2023) expanded the availability of Running Start funding for courses taken during the summer term and expanded eligibility to rising juniors.
[33] 2SSB 5048 (Laws of 2023) removed the fees for College in the High School starting in the 2023–2024 academic year for students attending a public high school or charter school and enrolled in a public WA institution of higher education.

Dual Credit Category	Dual Credit Type(s)	Postsecondary Credit Attainment
III. Articulation Dual Credit / Course-Based	**Career and Technical Education Dual Credit (CTE-DC) courses** integrate academics with technical skill development related to professional-technical occupations to prepare students for advanced education and careers. Courses are taught by high school teachers at the high schools but are a cooperative effort between K–12 schools, technical colleges, and the community.	Requirements for earning credit vary among the articulation agreements between school districts and community and technical colleges. Students must earn the minimum grade for a course that is offered with a CTE-DC articulation agreement. College credit transcription varies. In some cases, credits are automatically awarded and transcribed upon student attainment of a qualifying end-of-course grade. Other programs require students to submit a formal request for credits to be added to their transcript.
IV. Other	**Direct-funded/technical high school** are high school programs located at a community or technical college. **Open Doors 1418 Youth Reengagement Dual Credit** serves students in grades 9–12, offered through an articulation commitment between high school and college programs for courses at or above the 100 level. It may be taken at or under the authority of Washington's community and technical colleges, and was a new course designation in CEDARS as of the 2019–20 academic year. **District/Local dual credit** is attendance at certain institutions of higher education, and was a new course designation in CEDARS as of the 2019–20 academic year. **Privately funded postsecondary enrollment** is attendance at institutions of higher education that are not funded using basic education state funds.	Requirements for earning credit vary. Direct-funded/technical high school requirements are similar to Concurrent Enrollment types. Open Doors 1418 Youth Reengagement Dual Credit and District/Local dual credit requirements will vary among the articulation agreements between school districts and community and technical colleges.

Appendix C: High school academic performance

Table C-1: Average final cumulative high school GPA for students in the 2015–2024 cohorts by dual credit type and student characteristics

		All Students	AP	IB	CI	CiHS	RS	CTE-DC
Gender	**Female**	2.98	3.31	3.17	3.13	3.26	3.27	2.95
	Male	2.68	3.14	2.95	2.92	3.04	3.14	2.67
	Gender X	2.79	3.17	3.28	N<10	2.95	3.18	2.79
Federal Race Category	**American Indian/ Alaska Native**	2.32	2.81	2.40	2.86	2.76	3.03	2.32
	Asian	3.29	3.47	3.41	3.43	3.47	3.42	3.27
	Black/African American	2.57	2.87	2.63	2.81	2.85	3.00	2.54
	Hispanic/Latino of any race(s)	2.52	2.94	2.72	2.79	2.84	3.07	2.51
	Native Hawaiian/ Other Pacific Islander	2.39	2.81	2.53	2.72	2.76	2.99	2.41
	Not Provided - Race	2.59	3.13	N<10		3.14	3.19	2.62
	Two or More Races	2.82	3.20	3.08	2.97	3.15	3.21	2.80
	White	2.92	3.30	3.24	3.21	3.23	3.24	2.90
Low Income	**No**	3.15	3.40	3.38	3.38	3.36	3.31	3.12
	Yes	2.52	2.94	2.73	2.80	2.85	3.07	2.50
Multilingual Learner	**No**	2.87	3.25	3.11	3.06	3.19	3.23	2.84
	Yes	2.42	2.85	2.66	2.66	2.69	3.08	2.42
Migrant Education	**No**	2.84	3.24	3.07	3.03	3.17	3.22	2.81
	Yes	2.39	2.85	2.74	2.42	2.76	3.06	2.40
Special Education	**No**	2.88	3.25	3.10	3.05	3.19	3.23	2.86
	Yes	2.44	2.79	2.53	2.67	2.67	2.93	2.42
504 Plan	**No**	2.83	3.24	3.06	3.04	3.17	3.23	2.81
	Yes	2.75	3.13	3.04	2.90	3.06	3.10	2.73
Reengagement Program	**No**	2.88	3.25	3.10	3.08	3.17	3.23	2.85
	Yes	1.71	1.99	1.74	1.80	1.87	2.23	1.66
Highly Capable Program	**No**	2.77	3.18	2.98	2.95	3.09	3.19	2.75
	Yes	3.41	3.52	3.51	3.25	3.55	3.43	3.39
Experienced Homelessness	**No**	2.87	3.25	3.10	3.07	3.18	3.23	2.84
	Yes	2.25	2.66	2.42	2.44	2.59	2.84	2.25

Table C-2: Percent of K–12[34] attempted credits that were earned for students in the 2015–2024 cohorts by dual credit type and student characteristics

		AP	IB	CI	CiHS	RS	CTE-DC
Gender	**Female**	98%	96%	96%	97%	90%	94%
	Male	97%	95%	94%	96%	89%	92%
	Gender X	97%	98%		94%	87%	93%
Federal Race Category	**American Indian/ Alaska Native**	93%	87%	88%	92%	85%	85%
	Asian	99%	98%	98%	98%	92%	97%
	Black/African American	95%	91%	92%	94%	84%	90%
	Hispanic/Latino of any race(s)	94%	90%	92%	93%	87%	90%
	Native Hawaiian/ Other Pacific Islander	91%	87%	87%	90%	83%	87%
	Not Provided - Race	96%	N<10		100%	83%	92%
	Two or More Races	97%	96%	94%	96%	89%	93%
	White	98%	97%	97%	97%	90%	94%
Low Income	**No**	99%	98%	98%	98%	92%	97%
	Yes	94%	91%	91%	93%	86%	90%
Multilingual Learner	**No**	98%	96%	95%	97%	90%	94%
	Yes	93%	89%	86%	91%	86%	88%
Migrant Education	**No**	97%	96%	95%	96%	90%	93%
	Yes	93%	91%	84%	92%	86%	88%
Special Education	**No**	98%	96%	95%	96%	90%	94%
	Yes	94%	88%	90%	92%	84%	89%
504 Plan	**No**	98%	96%	95%	96%	90%	93%
	Yes	97%	95%	94%	95%	86%	93%
Reengagement Program	**No**	98%	96%	96%	97%	90%	94%
	Yes	62%	48%	58%	59%	44%	65%
Highly Capable Program	**No**	97%	95%	94%	96%	89%	93%
	Yes	99%	98%	97%	99%	92%	98%
Experienced Homelessness	**No**	98%	96%	95%	97%	90%	94%
	Yes	89%	84%	85%	88%	76%	83%

[34] Due to data limitations, K–12 credits for RS courses are not used for this analysis. Attempted and earned credits for RS represent postsecondary credits.

The grading system for Washington public schools is codified in WAC 392-415-050 and is based on a 0.0 to 4.0 numeric scale that is equivalent to a "F" to "A" letter scale that allows for pluses and minuses. For example, a "C" letter grade is equivalent to a 2.0 numeric grade and a "C-" letter grade is equivalent to a 1.7 numeric grade. The letter grade analysis in this report groups pluses and minuses with their letter root (e.g., "C+," "C," and "C-" are grouped as "C" grades).

Table C-3: K–12 course grade[35] distribution for students in the 2015–2024 cohorts by dual credit type

Letter Grade	Non-DC	AP	IB	CI	CiHS	RS	CTE-DC
A	37%	53%	54%	51%	50%	49%	47%
B	22%	26%	23%	25%	26%	24%	23%
C	15%	13%	13%	18%	14%	12%	14%
D	9%	5%	5%	1%	7%	4%	8%
F	7%	2%	4%	4%	3%	11%	6%
Pass	8%	0%	1%	0%	1%	1%	1%
Fail	1%	0%	1%	1%	1%	0%	1%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
C or Better/Pass	*83%*	*92%*	*91%*	*94%*	*90%*	*85%*	*85%*

[35] Due to data limitations, K–12 grades for RS courses are not used for this analysis. Grades for RS come from postsecondary course records.

Table C-4: Percent of course grades[36] that were at least a C or Pass for students in the 2015–2024 cohorts by dual credit type and student characteristics

		Non-DC	AP	IB	CI	CiHS	RS	CTE-DC
Gender	**Female**	86%	93%	93%	95%	92%	86%	88%
	Male	80%	91%	89%	93%	88%	84%	83%
	Gender X	84%	92%	94%	N<10	84%	83%	82%
Federal Race Category	**American Indian/ Alaska Native**	72%	82%	76%	87%	80%	79%	73%
	Asian	92%	96%	95%	97%	94%	89%	93%
	Black/African American	79%	85%	81%	92%	82%	79%	80%
	Hispanic/Latino of any race(s)	76%	85%	82%	91%	83%	82%	79%
	Native Hawaiian/ Other Pacific Islander	75%	80%	78%	87%	79%	77%	77%
	Not Provided - Race	80%	92%	91%		93%	77%	84%
	Two or More Races	83%	92%	91%	93%	89%	84%	85%
	White	86%	93%	94%	95%	91%	86%	87%
Low Income	**No**	91%	95%	96%	97%	93%	87%	92%
	Yes	77%	84%	82%	90%	82%	81%	79%
Multilingual Learner	**No**	84%	92%	92%	94%	90%	85%	86%
	Yes	73%	83%	81%	86%	79%	80%	75%
Migrant Education	**No**	83%	92%	91%	94%	90%	85%	85%
	Yes	73%	81%	81%	80%	83%	80%	74%
Special Education	**No**	84%	92%	91%	94%	90%	85%	86%
	Yes	77%	83%	77%	88%	79%	77%	75%
504 Plan	**No**	83%	92%	91%	94%	90%	85%	85%
	Yes	81%	90%	89%	90%	87%	81%	84%
Reengagement Program	**No**	85%	93%	92%	94%	90%	85%	87%
	Yes	51%	42%	37%	53%	43%	36%	48%
Highly Capable Program	**No**	82%	91%	89%	93%	88%	85%	84%
	Yes	95%	96%	97%	96%	96%	88%	95%
Experienced Homelessness	**No**	84%	93%	92%	94%	90%	85%	86%
	Yes	70%	75%	72%	82%	74%	69%	70%

[36] Due to data limitations, K–12 grades for RS courses are not used for this analysis. Grades for RS represent postsecondary course records.

Appendix D: Postsecondary credit

For each type of dual credit, there are various actions that students must take in order to be eligible for postsecondary credit. Table D-1 highlights that some actions are shared across types, while others are unique to a single type. Not all students complete every action involved in a particular dual credit type and therefore may not be eligible for postsecondary credit.

Additionally, students who earn postsecondary credit may choose not to enroll in a subsequent institution of higher education after high school. In order to apply exam-based dual credit or transfer earned postsecondary credit, the student must also choose to provide their exam scores or postsecondary transcripts to the institution.

In order to earn K–12 credit for exam-based dual credit courses, the student must enroll in the high school course. To receive K–12 credit for RS courses, the institution must provide course documentation to the high school.

Table D-1 Events involved in earning postsecondary credit, and transferring the credit to a subsequent IHE by dual credit type

Events for postsecondary credit	Exam-based	CiHS	RS	CTE-DC
Enroll in high school course		X		X
Complete eligibility verification form with high school staff and determination of high school credit equivalency			X	
Enroll in postsecondary course		X	X	
Register in the Statewide Enrollment and Reporting System (if applicable)				X
Register, pay fee, and sit for exam	X			
Earn qualifying exam score	X			
Pass postsecondary course (earn credit)		X*	X*	
Earn qualifying high school course grade, which is higher than passing grade (if applicable)				X
Request postsecondary credit transcription (if applicable)				X
Events for applying postsecondary credit at a subsequent IHE				
Enroll at IHE after high school	X	X	X	X*
Provide exam scores or postsecondary transcript to IHE	X	X	X	X
Credits evaluated and transcribed by IHE	X*	X	X	X

*Note: * = Stage at which the postsecondary credit appears in the administrative data available to ERDC.*

Table D-2: Percent of students in the 2015–2024 cohorts with postsecondary credit transcribed at a WA public institution by dual credit type and student characteristics

		AP	IB	CiHS	RS	CTE-DC
Gender	**Female**	13%	13%	32%	97%	2%
	Male	14%	10%	27%	96%	1%
	Gender X	11%	n<4	35%	92%	n<4
Federal Race Category	**American Indian/ Alaska Native**	5%	3%	24%	92%	1%
	Asian	26%	22%	34%	98%	2%
	Black/African American	5%	4%	20%	95%	0%
	Hispanic/Latino of any race(s)	8%	6%	28%	95%	1%
	Native Hawaiian/ Other Pacific Islander	3%	2%	16%	95%	0%
	Not Provided - Race	n<4	N<10	57%	100%	0%
	Two or More Races	13%	11%	28%	96%	1%
	White	14%	12%	30%	97%	2%
Low Income	**No**	17%	17%	32%	97%	2%
	Yes	8%	6%	25%	95%	1%
Multilingual Learner	**No**	14%	12%	30%	96%	2%
	Yes	6%	3%	21%	94%	0%
Migrant Education	**No**	14%	11%	29%	96%	1%
	Yes	7%	7%	33%	94%	1%
Special Education	**No**	14%	12%	30%	96%	2%
	Yes	4%	1%	16%	91%	0%
504 Plan	**No**	14%	12%	29%	96%	2%
	Yes	12%	9%	29%	91%	0%
Reengagement Program	**No**	14%	12%	30%	97%	1%
	Yes	1%	n<4	3%	71%	0%
Highly Capable Program	**No**	12%	9%	28%	96%	1%
	Yes	23%	24%	40%	97%	3%
Experienced Homelessness	**No**	14%	12%	30%	97%	1%
	Yes	3%	2%	19%	86%	0%

Note: Data was suppressed to protect student privacy where the numerator (n) or denominator (N) was small.

Table D-3: Of students in the 2015–2024 cohorts with K–12 CiHS course enrollment, percent of students that concurrently enrolled in postsecondary CiHS course by student characteristics

		CiHS
Gender	**Female**	33%
	Male	27%
	Gender X	38%
Federal Race Category	**American Indian/ Alaska Native**	26%
	Asian	35%
	Black/African American	21%
	Hispanic/Latino of any race(s)	29%
	Native Hawaiian/ Other Pacific Islander	17%
	Not Provided - Race	57%
	Two or More Races	28%
	White	31%
Low Income	**No**	33%
	Yes	27%
Multilingual Learner	**No**	31%
	Yes	22%
Migrant Education	**No**	30%
	Yes	35%
Special Education	**No**	31%
	Yes	16%
504 Plan	**No**	30%
	Yes	30%
Reengagement Program	**No**	31%
	Yes	4%
Highly Capable Program	**No**	28%
	Yes	41%
Experienced Homelessness	**No**	31%
	Yes	20%

Table D-4: Percent of students in the 2023 and 2024 cohorts enrolled in K–12 CiHS and the gaps across student characteristics

		2023 K–12 CiHS Enrollment	2024 K–12 CiHS Enrollment	2023 Gap	2024 Gap
Gender	**Female**	37%	39%	3.5	3.3
	Male	34%	35%		
	Gender X*	22%	39%		
Federal Race Category	**American Indian/ Alaska Native**	24%	26%	29.2	28.6
	Asian	50%	51%		
	Black/African American	30%	32%		
	Hispanic/Latino of any race(s)	32%	34%		
	Native Hawaiian/ Other Pacific Islander	21%	22%		
	Not Provided – Race*	28%	N<10		
	Two or More Races	35%	37%		
	White	36%	37%		
Low Income	**No**	43%	45%	15.5	15.1
	Yes	28%	30%		
Multilingual Learner	**No**	37%	38%	12.8	11.7
	Yes	24%	27%		
Migrant Education	**No**	35%	37%	3.6	1.5
	Yes	32%	35%		
Special Education	**No**	38%	39%	19.7	19.5
	Yes	18%	20%		
504 Plan	**No**	35%	37%	0.1	2.5
	Yes	35%	39%		
Reengagement Program	**No**	37%	39%	25.6	28.0
	Yes	11%	11%		
Highly Capable Program	**No**	33%	35%	20.5	24.5
	Yes	54%	59%		
Experienced Homelessness	**No**	36%	38%	14.8	15.0
	Yes	21%	23%		

** = Student characteristic not included in gap calculation due to high rate volatility or small cell count in either 2023 or 2024 cohort.*

Table D-5: Of students in the 2023 and 2024 cohorts enrolled in K–12 CiHS, percent of students concurrently enrolled in postsecondary CiHS course and the gaps across student characteristics

		2023 Concurrent PS CiHS Enrollment	2024 Concurrent PS CiHS Enrollment	2023 Gap	2024 Gap
Gender	**Female**	38%	53%	6.5	7.5
	Male	31%	46%		
	Gender X*	15%	47%		
Federal Race Category	**American Indian/ Alaska Native**	27%	46%	28.2	25.5
	Asian	44%	58%		
	Black/African American	27%	41%		
	Hispanic/Latino of any race(s)	30%	46%		
	Native Hawaiian/ Other Pacific Islander	16%	32%		
	Not Provided – Race*	N<10	N<10		
	Two or More Races	33%	47%		
	White	36%	51%		
Low Income	**No**	38%	54%	8.8	9.7
	Yes	30%	44%		
Multilingual Learner	**No**	36%	51%	12.2	16.9
	Yes	23%	34%		
Migrant Education	**No**	35%	49%	4.3	6.1
	Yes	39%	55%		
Special Education	**No**	36%	51%	17.8	23.4
	Yes	18%	28%		
504 Plan	**No**	35%	50%	1.3	2.1
	Yes	33%	48%		
Reengagement Program	**No**	35%	50%	31.9	42.4
	Yes	3%	8%		
Highly Capable Program	**No**	32%	47%	17.6	15.3
	Yes	50%	62%		
Experienced Homelessness	**No**	35%	50%	13.9	14.5
	Yes	21%	36%		

** = Student characteristic not included in gap calculation due to high rate volatility or small cell count in either 2023 or 2024 cohort.*

Appendix E: Course cross-designation

Table E-1: K–12 course records associated with the 2024 cohort by dual credit course designation combinations

Count of Dual Credit Designations	Dual Credit Designations	Record Count	Percent
0	**No Dual Credit Designations**	3,245,002	79.2%
1	**AP**	167,471	4.1%
	CI	7,381	0.2%
	CTE-DC	267,744	6.5%
	CiHS	93,856	2.3%
	IB	44,184	1.1%
	Local-DC	4,400	0.1%
	Reengage-DC	526	0.01%
	Running Start	216,407	5.3%
2	**AP/Local-DC**	68	0.002%
	CTE-DC/AP	7,319	0.2%
	CTE-DC/CiHS	5,752	0.1%
	CTE-DC/Local-DC	1,679	0.04%
	CiHS/AP	29,875	0.7%
	CiHS/CI	27	0.001%
	CiHS/IB	1,534	0.04%
	CiHS/Local-DC	4,279	0.1%
3	**CTE-DC/AP/Local-DC**	5	0.0001%
	CTE-DC/CiHS/AP	612	0.01%
	CTE-DC/CiHS/Local-DC	36	0.001%
	CiHS/AP/Local-DC	175	0.004%
4	**CTE-DC/CiHS/AP/Local-DC**	186	0.005%
Total		4,109,518	100%