



WSPTA recognizes that dual credit exam courses allow a student to simultaneously earn a high school degree and earn post-secondary college/university credit. Dual credit courses increase high school graduation rates, reduce costly tuition and increase college enrollment and degree completion rates.

Background

- Currently there are three types of nationally-recognized dual credit exam courses (aka concurrent classes) which include: Advanced Placement (AP), International Baccalaureate (IB) and Cambridge International (CI)
- The number of classes and type of exam vary across the state and there is a lack of transparency on which exam scores are required to earn college credit.
- Statewide, in school year 2014-15:
 - 18% of all high school students (72,500) took 247,537 high school credits in one of these three (AP, IB & CI) dual-credit programs, with an average of 3+ classes per student, totaling about 215,500 exam classes.¹
 - Overall, 78% of eligible districts offer at least one type of dual credit exam program. Demographic diversity for dual credit exam classes is representative of the state's 9th-12th grade population, but there is an opportunity to expand minority and low-income student participation, particularly in AP courses.^{1,2}
- There is also a lack of guardian awareness about the benefits of "concurrent/dual-credit" opportunities across all segments, especially under-represented groups.¹

Previous Legislation

- "**Launch Year Act**"³ (HB1808 (2011), RCW 28A.230.130) which encourages all public high schools to maximize a student's 12th grade but was an "unfunded suggestion".
 - "...Within existing resources districts shall expand and inform students/families, especially under-represented groups, about options to earn at least one year of post-secondary credit towards a CTE certificate, apprenticeship, AA/AS or BA/BS degree, thereby, "Launching" their careers while still in high school..."
- **ESB 5234 (2017)**⁴ maximizes the number of students getting AP credit in Washington state colleges/universities who earn a score of 3 or higher and requires that passing policies must be posted on college and university websites. However, IB and CI dual credit exam classes were not addressed.

Proposed Solutions

The Washington State PTA supports legislation or policies that:

- **Establish a coordinated, evidence-based policy for granting as many undergraduate credits as possible to students who have received a passing grade on any dual credit course exam.**
- **Support adequate funding and the expansion of these programs to cover family outreach, supplies, staff and staff training.**
- **Support adequate funding for credit exams so that all students have equitable access to exams upon course completion.**

For More Information

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Citations

1. Washington Student Achievement Council (2016). Dual Credit Report. <http://www.wsac.wa.gov/sites/default/files/2016.10.07.WSAC.Dual%20Credit%20Report.pdf>
2. OSPI K12 Data and Reports; Dual Credit Analytics. <http://www.k12.wa.us/DataAdmin/PerformanceIndicators/DualCredit.aspx>
3. Launch Year Act, HB 1808 (2011). <http://app.leg.wa.gov/billsummary?BillNumber=1808&Year=2011>
4. ESB 5234 (2017). <http://app.leg.wa.gov/billsummary?BillNumber=5234&Year=2017>

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