



Education
Strategy
Group

Accelerate **ED**

Accelerated Pathway Programs in Washington

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Introduction

This resource is intended for state and local education leaders and practitioners in Washington that are working on developing, implementing, or advocating for high-quality accelerated pathways to postsecondary credentials.

Guiding Questions:

1. What are the core elements of accelerated pathway models? What is the evidence base behind how accelerated pathway models promote student outcomes?
2. What are specific examples of ways that regions are currently implementing accelerated pathway models?
3. What student-level trends are impacting participation in existing pathway programs in Washington?
4. What headwinds or tailwinds exist for bringing these models to scale?

This resource is informed by research conducted by Education Strategy Group (ESG), who leads the [Accelerate ED](#) national initiative. From October 2023 to March 2024, Education Strategy Group (ESG) conducted an assessment of state-level enabling conditions for implementing accelerated pathway models, interviewed nearly two dozen state and local education leaders, conducted a landscape scan of existing accelerated pathway models, reviewed existing public-facing data on student access and outcomes from ERDC, compiled existing research on the efficacy of elements of the accelerated pathways model, and mapped statewide definitions of the four key models of dual credit in Washington.

If you'd like to learn more, please contact Adam Lowe at alowe@edstrategy.org.

Context on Accelerated Pathway Models

Key Research Question: What are the core elements of accelerated pathway models? What is the evidence base behind how accelerated pathway models promote student outcomes?



Defining High-Quality Accelerated Pathways



1. Opportunity to complete a minimum of 18 quarter credit hours* of transferable college credits while in high school



2. Delivered in a structured program of study that articulates to two- and four-year credentials at partner colleges



3. Aligned with a career path of student interest



4. Inclusive of early advising, goal setting, and planning supports



5. Offered at low or no cost to students and their families



6. Inclusive of high-quality work-based and/or work-site learning

Note: 18 quarter credit hours equates to the 12 semester credit hours promoted through the broader Accelerate ED national work. This is 20% of a typical Associate's degree (90 quarter / 60 semester credit hours) and can typically be earned by completing four college courses. In *Running Start and College in the High School*, students earn 1 high school credit for every 5 quarter credit hour course. Thus a student could earn 3.5 high school credits (7 semesters or trimesters) through 18 college quarter credit hours.

Dual Enrollment: Why It Matters

Existing research on the impacts of dual enrollment on students' postsecondary success is overwhelmingly clear: dual enrollment writ large has positive effects on **postsecondary enrollment, persistence, and completion**, and these effects are substantially positive for **students from low-income backgrounds, students of color, and rural students**.

Additional benefits of dual credit participation for students might include:



Shortened Time-to-Degree

By earning college credit in high school, students are often able to take fewer credits each semester in college or even graduate early.



College Readiness

Students can gain skills and experiences that prepare them for the rigorous expectations of college-level courses. This can include essential skills such as time management, communication with faculty, and advocating for support.



College-Going Mindset

By taking a college-level course, students can see themselves as “college material.”



Academic Resources

Students can get connected to resources at the college earlier. This can include the library, computer labs, writing center, and advisors.



Extracurricular Involvement

Students can begin to nurture their college-going mindset by participating in clubs and events at the college they are concurrently enrolled in to take their dual enrollment courses.

Evidence on Accelerated Pathway Programs

Criteria #1: Opportunity to earn 18+ quarter college credits while in high school

The benefit of dual-credit continues to accrue as students complete additional courses and that students' likelihood of experiencing positive postsecondary outcomes increases for every dual-credit course they complete; from a study in Indiana, students with at least one semester of college credit were 10 percentage points more likely to graduate on time and students with two semesters or more of college credit graduated college even quicker.

Criteria #2: Structured program of study that articulates to 2- and 4-year postsecondary institution &

Criteria #3: Aligned with a career path of student interest

Across several states, career and technical education (CTE) **concentration, or earning one or more CTE credits in a single secondary CTE program, is positively related** to higher high school graduation rates and annual earnings after high school, being employed and having higher earnings during the first five years after high school graduation, more likely to earn an associates degree and attend a 2-year institution but less likely to attend a 4-year institution and earn a bachelor's degree. **There is also evidence that specific program models, early college high schools (ECHS) and P-TECH, are effective tools for improving college access and success for students whose achievement might fall short of traditional college readiness measures, namely students from low-income backgrounds.**

Evidence on Accelerated Pathway Programs

Criteria #4: Inclusive of early advising, goal setting, and planning supports

Students who receive intentional advising and systemic, holistic supports graduate at higher rates than their peers, and they also apply, are admitted, and enroll at higher rates. Students involved with these advising programs exhibit success in college through higher retention, persistence, and degree attainment rates. **The impacts of advising are magnified when advising is integrated within a broader structure of holistic student support. That is, support that meets students where they are developmentally, addresses their individual needs, leverages their strengths, and focuses on student learning and development.**

Criteria #5: Offered at low or no cost to students and their families

The College in High School Alliance consistently reports that a growing body of research shows that **college in high school programs have the biggest impact on students of color and low-income students.** The evidence base is well established here; as such, making these programs free or no cost to students has proven beneficial for students from lower-income backgrounds. Additionally, access to financial aid that has implications for future financial aid award eligibility is unlikely to move the needle on participation in dual enrollment programs.

Criteria #6: Inclusive of high-quality work-based and/or work-site learning

While the evidence base is promising for high-intensity work-based learning (WBL) programs in high school, more rigorous research is needed, particularly regarding the role of relationships in driving positive outcomes. (Brookings Institution). **Research on WBL's effects on student outcomes has linked various elements of WBL to higher post-grad earnings and stronger employability in addition to improved academic outcomes** such as better attendance and course performance, higher assessment scores, greater probability of taking standardized assessments, on-time graduation, and higher likelihood of postsecondary enrollment.

Spotlight on Existing Accelerated Pathway Models in Washington

Key Research Question: What are specific examples of ways that regions are currently implementing accelerated pathway models in Washington?



Dual Credit Models in Washington

See Appendix for additional details on these four dual credit models in Washington.

	Running Start	College in the High School (CIHS)	CTE Dual Credit	Exam-Based Dual Credit (AP, IB, Cambridge)
Location	At postsecondary institution or online	At high school or skills center	At high school or skills center	At high school
Structure	Course	Course	Course	Course and Exam
Instructor Type	College faculty	High school teacher hired by college	College faculty	High school teacher with proper program certification
Student Eligibility	Junior or senior standing in high school; enrolled in a Washington State public high school; oftentimes 3.0 cumulative GPA or higher (varies)	Students must meet any course prerequisites or other requirements (placement testing or prior coursework) established by the college; 9-12th grade standing; to earn the available college credit, student must also officially enroll in the college course within stated deadlines; often must maintain 3.0 standing to continue.	9th-12th grade standing; CTE dual credit courses are available where articulation agreement(s) exist between a student's home high school and select CTCs; credit is often awarded to students who earn a "B" grade or better in the course and appropriate transcription process is followed.	Per the Academic Acceleration Policy 2195, any student who exceeds state standards on ELA or math statewide assessments will be enrolled in advanced courses for courses aligned to their high school and beyond plan; students receive college credit based on exam score, in most cases with a 3+ for AP, 4 or higher for IB, and E or higher for Cambridge.

Accelerated Pathway Program Spotlights

See Appendix for additional information on these programs

Ocean Research College Academy (ORCA)

INNOVATIVE MODEL

If students complete the program, they will earn all 90 college credits and receive their Associates of Arts and Sciences from Everett Community College. All courses are taught by Everett Community College faculty that are full-time instructors in this program. The program is tuition-free for up to 15 quarter credits per semester, as the program operates under the Running Start framework.

ROBUST WORK-BASED LEARNING

The overarching theme of ocean research at ORCA is evidenced in quarter and year long research projects for all students. The program utilizes the study of the ocean as inspiration for its approaches to learning which includes a priority focus on allowing similar-age students to work in a cohort and participate in significant research opportunities. Grant funds were used to purchase a vessel to house site-based learning for students.

Yelm High School (YHS) Associate in Arts Direct Transfer (AADTA) Program

COMBINATION FUNDING MODEL

The Associates of Arts-Direct Transfer Agreement Program at YHS uses a unique approach that pulls together College in the High School, CTE Dual Credit, and a little bit of Running Start, to amass a full associate's degree earning opportunity for students at the high school level. The passage of SB 5048 (CiHS bill) has only reduced the total cost associated with participating in this program, which program leads originally estimated to be roughly \$3000 prior to bill passage.

STRONG ARTICULATION PARADIGM

Yelm's program adheres to the same parameters as every other AA-DTA program in Washington, so students that finish their coursework in this program are able to transfer to any Washington public 4-year college or university with junior standing, as they will have satisfied the general university requirements.

Accelerated Pathway Program Spotlights

See Appendix for additional information on these programs

Northwest Career and Technical Academy

ENHANCED WORK-SITE OPPORTUNITIES

Students at NCTA in the 2023-2024 academic year had the opportunity to apply to participate in internships at 16 state and local partner organizations, half of which were paid opportunities. Students also have access to pre-apprenticeship and apprenticeship programs, job shadowing activities, and project based learning.

DEDICATED STAFF FOCUSED SOLELY ON WORK-BASED & WORK-SITE LEARNING

NCTA has a dedicated full-time staff member (Work-Site & Work-Based Learning Coordinator) who works specifically on expanding opportunities for career-focused learning opportunities and other career-specific supports including instructional field trips, mentorship, community service-learning project, job shadowing, pre-apprenticeship and apprenticeship programs, internships, and project-based learning.

Tri-Tech Skills Center (TTSC)

CLEARLY COMMUNICATED PATHWAYS APPROACH

There are considerable opportunities for students to earn industry-recognized credentials (IRCs) in addition to college credits, and these IRCs are clearly outlined in TTSC's 2024-2025 program catalog. This well organized communications approach demonstrates TTSC's effective approach to embedding credentials of value in all programming offered to students.

STRONG PLANNING & ADVISING EFFORTS

Tri-Tech staff host tours for every 8th grader in the region and facilitates a High School and Beyond Plan night annually. They continue to mail postcards to homes to increase family awareness. Students who attend Tri-Tech maintain access to their school counselor at their home high school site as well as any other college and career counselors who may be at their high schools. TTSC provides additional supports by offering mentorship opportunities to students via industry partnerships in areas of student interest.

Trends in Postsecondary Readiness, Access, and Success in Washington

Key Research Question: What student-level trends are impacting participation in existing pathway programs in Washington?



Direct postsecondary enrollment rates were flat for years and sharply declined during the pandemic.

From 2015-2019, the rate of students immediately enrolling in college or university within one year of high school graduation fluctuated from 59-61% before dropping to 51% in 2020.

The decrease continued with the Class of 2021, with only 50% directly enrolling in college.

The decline was even faster than average (declining 10% from 47% in 2019 to 37% in 2021) for lower-income students (as measured by participation in Free- and Reduced-Price Lunches), widening the enrollment gap with higher-income students.

The largest two-year decline was observed among Latinx students.

Despite gains in high school graduation, the percent of Latinx students immediately enrolling in college declined from 54% to 40% between the class of 2019 and 2021.

Only one in three Native American and Hawaiian/Pacific Islander students directly enroll.

Native American and Hawaiian/Pacific Islander students had the lowest rates of direct postsecondary enrollment in 2021, with only 33% of high school graduates immediately continuing onto college or university.

Washington has high rates of participation in career exploration and initial pathways courses.

Career & Technical Education (CTE) policies have emphasized breadth over depth, with opportunities to scale deeper accelerated pathways and increase postsecondary credit attainment.

Nearly all WA high school graduates complete at least one career exploration course.

Washington high school graduation requirements include one credit of occupational education.

Rural access to pathways is more limited.

A lower percentage of students in rural school districts completed two or more CTE courses beyond the exploratory level. However, a higher percentage of students in rural school districts enrolled in at least one STEM course.

Many students have potential to earn postsecondary credit through CTE Dual Credit, but few do.

As many as 24% of students in the 2015 graduating class earned the minimum grade in a CTE Dual Credit course and registered those grades in an articulation system (SERS) to potentially qualify for college credit. Yet only 3% of students who took CTE Dual Credit courses and later enrolled in a community or technical college show credit from those courses on their transcripts.

Outside of Running Start, high school graduates complete 2-3 dual credit courses on average.

The current Running Start model encourages full-time or nearly full-time enrollment on a pathway to associate degrees, mostly in general education fields. Fewer students complete sequenced sets of dual credit courses in College in High School, CTE Dual Credit & Advanced Placement.

Dual Credit Model	2018	2022	Average High School Credits Earned (2022)
College in High School	21%	35%	2.3
Running Start	19%	20%	10*
CTE Dual Credit	71%	75%	2.3
Advanced Placement	40%	39%	3

* Equivalent to reported 50+ postsecondary quarter credit hours

CTE Dual Credit remains the most commonly taken dual credit course type, with many students taking 1 or 2 courses.

Nearly $\frac{2}{3}$ of students who took CTE Dual Credit courses complete two or fewer, generally exploratory career courses. Among the one-third taking higher numbers of courses are students pursuing a career pathway connected to a postsecondary degree.

Over the past five years, the percentage of high school graduates who completed at least one College in High School course has increased from 21% to 35%.

With state funding eliminating the cost to students and families, early indications are that this trend will accelerate.

[\(ERDC, Annual Report on Dual Credit, 2023\)](#)

Assessing State Enabling Conditions for Accelerated Pathways

Key Research Question: What headwinds or tailwinds exist for bringing these models to scale?



Assessing State-Level Enabling Conditions

Core Questions to Understand the Strength of the Accelerated Pathways Ecosystem in Washington



Policy

Does the state **define or have incentives** to support accelerated pathway models? Do students have flexibility to count CTE and dual credit courses to satisfy **graduation requirements**? Are there **transfer and articulation agreements**?



Funding

Does the state provide **public funding** to build and sustain pathway programs? Are there regional or local **philanthropic partners**?



Data

Does the state have the **infrastructure for a longitudinal data system**? Does the state publicly **report** on relevant, disaggregated student outcomes?

These three levers were identified through insights from the national Accelerate ED initiative. To learn more, see the [Lessons Learned Report](#).

Policy

Overall, while Washington prioritizes pathways in its accountability system and high school graduation requirements, persistent challenges exist around credit transfer, particularly credit from K-12 institutions.

Element	Rating	Summary of Evidence
Accountability		Washington's School Improvement Framework & School Recognition accountability system includes dual credit participation as a school quality indicator. However, there are no accountability incentives for the accumulation of coursework (e.g. more points in the models for more credit earned). It is merely the % of students who complete "a dual credit class." In the state's Perkins V plan for CTE, quality indicators measure the percentage of CTE concentrators who graduate with work-based learning and postsecondary credit.
Graduation Requirements		Three of Washington's eight different high school graduation pathways recognize students completing accelerated pathway programming (dual credit, CTE sequence, and postsecondary transitions). However, students are expected to choose one of the aforementioned pathways, rather than participate in a pathway that includes all three elements or specific dosages of dual credit.
Credit Transfer & Articulation (from K-12)		CTE Dual Credit in Washington is typically transcribed by colleges as credit for prior learning, which renders credit transfer up to individual partnerships between districts and higher education institutions. The complexity results in few students utilizing these credits in college, and limits its transferability to other colleges and universities in the state.
Credit Transfer (among Higher Education Institutions)		Washington has multiple structures to promote credit transfer. The State Board for Community & Technical Colleges (SBCTC) has common course numbering to facilitate individual course transfer, but Washington public universities do not. The Washington 45 is a list of SBCTC courses that together can satisfy up to one year's worth of general education requirements at public four-year institutions. Washington's Direct Transfer Agreement (DTA) associate degree will transfer to all state public colleges and universities. Running Start and College in the High School courses are transcribed by the college or university, and generally transfer in the same fashion.

Funding

There has been considerable funding directed in Washington to support dual credit programs. Nonetheless, it is clear that non-governmental and higher education funding can be expanded and strengthened to help fill gaps and promote quality and equity.

Element	Rating	Summary of Evidence
State Funding for Dual Enrollment Courses		Running Start courses have been free to students since its establishment in 1990, with SB5048 recently increasing FTE headcount funding available to high schools and colleges. With 2023 legislation (SB 5048), the legislature now directly-funds College in High School course fees for students attending a public or charter high school.
CTE Funding		Washington provides increased state funding to K-12 districts for career and technical education (CTE) courses and Skills Centers through its resource-based formula, which allocates school funding based on lower student-to-staff ratios for CTE classes and at Skills Centers. Federal Perkins grants distributed to high schools through OSPI focus on increasing participation by special populations. SBCTC distribution of Perkins grants to colleges provides additional funding for rural colleges and those with high percentages of students in CTE.
Higher Education Operating Funding		The legislature funds SBCTC and individual public universities using a “base-plus” model rather than basing funding on performance or enrollment. SBCTC allocates 75% of funding to individual colleges based on enrollment, for which Running Start students contribute. Only 5% of SBCTC allocations is for performance funding which dual credit contributes to (e.g. completion of 15/45 quarter credit hours).
Workforce Funding		SBCTC’s Workforce Development Funds are one time competitive grants of \$50,000-\$150,000 for colleges to adapt curriculum in workforce education and training programs to meet the changing needs and expectations of industry.
State Competitive Grant Funding		WSAC administers the Innovations in College and Career Pathways Grant Program, which began with \$6 million for 2022-23 and has since been expanded to \$16 million for 2023 through 2025. The Consolidated Equity & Sustainability (CES) Dual Credit Grant Program provides schools with grants to eliminate equity gaps in dual credit participation.

Data

At baseline, Washington has a strong data infrastructure with many practices in place that support the evaluation of accelerated pathway programming. However, there are gaps in data collection across partners and opportunities to elevate student and community voice.

Element	Rating	Summary of Evidence
Data Reporting		OSPI & ERDC have annual reporting requirements & ERDC publishes a host of publicly-available data resources for practitioners and community members to review.
Commonly Defined Indicators across Partners		No single set of common identifiers for all data sources exists, requiring ERDC to tailor resolution processes and match rules for each partner. For example, ERDC worked with partner agencies for years to improve CTE Dual Credit, Running Start, and College in High School data collection.
Data Disaggregation		All statewide public four-year data dashboards managed by ERDC disaggregate data by age, sex, race/ethnicity, residency, pell grant status, pell grant or washington college grant, Washington college grant, and veteran status.
Data Sharing Agreements		All state agency partners of ERDC must work to develop data-sharing and research agreements, consistent with applicable security and confidentiality requirements, to facilitate the work of the center.
Elevating Student, Family, and Practitioner Voice		ERDC produces accessible, public-facing reports and tools. And through standard reports and interactive, public-facing dashboards, ERDC encourages policymakers, families, educators, and communities to engage with educational data in ways that answer their most pressing questions. However, findings suggest there is currently limited and no statewide direct engagement with students for the purposes of informing decision-making and planning among state-level agencies and organizations in the dual credit space.

Leveraging Regional Partnerships to Scale Accelerated Pathways




Leveraging Regional Partnerships

With strong enabling conditions, long-standing commitment among state and local leadership, and existing exemplars across the state, Washington is well-positioned to scale accelerated pathway models to postsecondary credentials.

Regional partnerships play an essential role in convening cross-sector actors to develop a shared vision, align efforts, and build capacity for effective implementation. They serve as a valuable bridge between state-level policy and strategy and on-the-ground, localized implementation. In Washington, these include the Horizons and Limitless communities, WSAC's Regional Challenge Grant recipients, WA STEM's regional networks, Career Connect WA's regional coordinators, Educational Service District supports, and more.

To support regional partnerships in understanding the extent to which their existing pathway offerings are aligned with the foundational elements of high-quality accelerated pathways, a self-assessment tool has been developed.

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Part II: Assessing the Existing Pathways in the Region

Now that you've defined the existing accelerated pathway model in your region, you will reflect as a team on the extent to which your region is currently meeting the six foundational elements of high-quality accelerated pathway models using the scale below.

1 = Limited Progress: There is very little activity and no significant effort to address these indicators yet.
2 = Emerging Practice: Early work has been done to lay a foundation to reach some of these indicators.
3 = Established Practice: Work is being consistently implemented for all or most indicators.

Element	Indicators	Rating of Current Status	Reflections
TRANSFERABLE CREDIT	<ul style="list-style-type: none">Programs allow high school students to earn <i>at least 18 quarter credit hours</i> of college credit.Programs are integrated into high school and institutional schedules.Programs include opportunities to earn credentials that have industry recognition.	1 - Limited 2 - Emerging 3 - Established	
STRUCTURED PROGRAMS OF STUDY	<ul style="list-style-type: none">Programs are structured around course sequences aligned with a degree, rather than "a la carte" or "random acts of dual enrollment."The process for students to Credit articulation agreements are in place to formalize the transfer process for high school students who intend to earn a postsecondary degree or credential.Data sharing agreements are in place to allow partners to collaboratively assess and use student data to help improve student access to and success in relevant courses.	1 - Limited 2 - Emerging 3 - Established	

APPENDICES

The Research Behind Accelerated Pathway Models: Landscape Overview



Why Dual Enrollment?

Existing research on the impacts of dual enrollment on students' postsecondary success is overwhelmingly clear: **dual enrollment writ large has positive effects on postsecondary enrollment, persistence, and completion**, and these **effects are substantially positive for students from low-income backgrounds, students of color, and rural students**. Select key recent studies from across the country include the following:

Study	Enrollment Effect	Persistence Effect	Completion Effect
Does Dual Enrollment Influence High School Graduation, College Enrollment, Choice, and Persistence? (Nebraska) - 2022	✓	✓	
Pathway to Affordability: Annual Report on Dual and Concurrent Enrollment in Colorado (Colorado) - 2021	✓	✓	✓
Dual enrollment in Maryland: What are the causal effects on college and workforce outcomes and do effects differ by student subgroup? (Maryland) - 2018	✓	✓	✓
The Answer Is Yes: Dual Enrollment Benefits Students at the Community College (Tennessee) - 2017			✓
Earning college credit in high school: Variables that predict persistence to the second year of college (Iowa) - 2011		✓	
What Happens When You Combine High School and College? The Impact of the Early College Model on Postsecondary Performance and Completion (North Carolina) - 2020			✓

Accelerated Pathway Models: Making the Case

Where is research clear about the core elements of Accelerated Pathway programs?

1 Opportunity to earn 18+ quarter college credits while in high school

2 Structured program of study that articulates to 2- and 4-year postsecondary institutions

3 Aligned to career path of student interest

4 Inclusive of early advising, goal setting, and planning supports

5 Offered at low or no cost to students and their families

6 Inclusive of high-quality work-based / work-site learning

Accelerated Pathway Models: Making the Case

1

Opportunity to earn 18+ quarter college credits while in high school

Research Question: At what credit threshold(s) do high school students begin to experience greater benefit from earning college credits while still in high school?

Key Findings:

Indiana: This statewide early college credit report examined outcomes of Indiana high school students who graduated in 2018. According to the report, nearly two-thirds (64%) of Indiana students in this cohort graduated with college credit, with an overall average of students earning 13.5 college semester credit hours, a near semester worth of credit; notably, 14% of Indiana students graduated with 24 credits, or nearly two semesters of college credit. The Commission also found that dual credit earners were less likely to stop out of college and *students with at least one semester of college credit were 10 percentage points more likely to graduate on time and students with two semesters or more of college credit graduated college even quicker.* ([Indiana Early College Credit Report, 2021](#))

Texas: The benefit of dual-credit continues to accrue as students complete additional courses and that students' likelihood of experiencing positive postsecondary outcomes increases for every dual-credit course they complete. ([Giani, Alexander, Reyes, 2014](#))

Accelerated Pathway Models: Making the Case

2

Structured program of study that articulates to 2- and 4-year postsecondary institutions

3

Aligned with a career path of student interest

Research Question: Do structured career pathways that articulate to postsecondary certificates and degrees affect students' high school and postsecondary outcomes?

Key Findings:

Much of the research in the field seeking to study the value of career pathways does so by attempting to parse out variations in outcomes for students who took some career courses in high school versus those who completed entire CTE programs of study. **Much of the research in the field studies the value of sequences of high school courses in career pathways, but doesn't differentiate whether students took dual enrollment or other courses that articulate to postsecondary degrees as part of the sequence.**

- **Oregon:** CTE concentration, or earning one or more CTE credits in a single secondary CTE program, is positively related to higher high school graduation rates and annual earnings after high school. ([Arneson, Hodara, and Klein, 2020](#))
- **Indiana and Minnesota:** Indiana and Minnesota concentrators were more likely than similar samplers and nonparticipants to be employed and had higher earnings during the first five years after high school graduation, more likely to earn an associates degree and attend a 2-year institution but less likely to attend a 4-year institution and earn a bachelor's degree. ([Lindsay and Austin et al., 2021](#))
- **Nebraska and South Dakota:** CTE concentrators were more likely than non-CTE concentrators to attain most short- and longer-term outcomes, graduate from high school on time, enroll in postsecondary, earn any type of postsecondary credential within five years of graduation, but less likely to earn a bachelor's degree. ([Brodersen and Gagnon et al., 2021](#))

Accelerated Pathway Models: Making the Case

2

Structured program of study that articulates to 2- and 4-year postsecondary institutions

3

Aligned with a career path of student interest

There is also evidence that there are several program models that are effective tools for improving college access and success for students whose achievement might fall short of traditional college readiness measures, namely students from low-income backgrounds.

Effective Program Models Offered At No Cost to Students

- **Early College High School Model** (NC): This [study](#) from the SERVE Center at the University of North Carolina Greensboro showed that ECHS students are likely to earn a significantly larger number of transferable college credits (almost a full year's worth of courses on average) in comparison to their non-EC counterparts.
- **P-TECH** (NY): This MDRC research study showed that students who won lotteries to attend the P-TECH 9-14 schools (the P-TECH 9-14 group) earned more high school credits and more college-level credits through dual enrollment during high school than students who did not win those lotteries, participated in internships at much higher rates than students in the comparison group, and were 26 percentage points more likely to participate in dual enrollment than students in the comparison group.

Accelerated Pathway Models: Making the Case

4

Inclusive of early advising, goal setting, and planning supports

Research Question: How does college advising affect high school student behavior and decision-making?

Students who receive intentional advising and systemic, holistic supports graduate at higher rates than their peers, and they also apply, are admitted, and enroll at higher rates. Students involved with these advising programs exhibit success in college through higher retention, persistence, and degree attainment rates.

What We Know:

- Access to school counseling services, specifically the counselor to the student ratio, is directly related to outcomes such as college persistence and attainment ([Brookover & Johnson, 2022](#)).
- The amount of time a school counselor spends on college readiness counseling is predictive of the odds of college attainment and persistence ([Brookover & Johnson, 2022](#)).
- The impacts of advising are magnified when advising is integrated within a broader structure of holistic student support. That is, support that meets students where they are developmentally, addresses their individual needs, leverages their strengths, and focuses on student learning and development. ([What Works Clearinghouse, 2022](#))
- Counselors' expectations and priorities, student-counselor contact for college-career counseling prior to 12th grade, college application and financial aid help, and college information and Free Application for Federal Student Aid meetings are positively related while caseload are negatively related to students' college decisions (after controlling for parent involvement, academic performance and aspirations, and student demographics). ([Bryan, Lim, Liu, 2021](#))

Accelerated Pathway Models: Making the Case

4

Inclusive of early advising, goal setting, and planning supports

Despite varying approaches to advising and different models for hands-on support with students, key advising organizations, K-12 systems, and postsecondary institutions throughout the country have witnessed significant improvements in academic and postsecondary outcomes for participating students through their inclusive advising models.

Georgia State University: Through the use of predictive analytics to guide advising efforts, Georgia State has seen a 23 percentage point increase in graduation rates in 10 years ([Source](#)). Georgia State's services are also working to close equity gaps, where bachelor's degree attainment for African-American students has increased by 103% in 7 years ([Source](#))

KIPP Public Charter Schools: 45% of KIPP high school graduates earned a bachelor's degree compared to 11% of the national average for low-income high school graduates ([Source](#))

Achieve Atlanta: The support services rendered by Achieve Atlanta for students through college virtually eliminating income disparities in persistence rates ([Source](#))

Beyond 12: The national persistence rate from the first to second year of college is 74%, but students coached by Beyond 12 persisted at a rate of 93%, with more than 9 in 10 of Beyond 12 students being either first-generation college students, from low-income households, or of an underrepresented minority background ([Source](#))

College Possible: 98% of College Possible students are admitted to college ([Source](#))

College Bridge for All: Students who had a College Coach through College Bridge for All were 11% more likely to immediately enroll in college after their high school graduation than the average NYCDOE high school graduate ([Source](#))

College Advising Corps: College Advising Corps students are 18% more likely to apply to and 19% more likely to be accepted to a college or university ([Source](#))

Dell Scholars: For Dell Scholars, who receive ongoing advising, monitoring, and support in addition to their financial award, the support resulted in increased persistence by 8-12 percentage points ([Page et al., 2017](#))

GEAR UP: Through GEAR UP grants, Tennessee has seen a 9 percentage point increase in college-going rates ([Source](#))

Accelerated Pathway Models: Making the Case

5

Offered at low or no cost to students and their families

Research Question: To what extent does state/federal/philanthropic funding of innovative early college program models promote equitable participation for students in target populations?

The College in High School Alliance consistently reports that a growing [body of research](#) shows that college in high school programs have the biggest impact on students of color and low-income students. The evidence base is well established here.

Important Factor:

- Access to financial aid that has implications for future financial aid award eligibility is unlikely to move the needle on participation in dual enrollment programs.
- A study of a few colleges participating in a limited Federal Student Aid pilot granting Pell awards for dual enrollment found negative effect of the pilot on participation, with no effect on subsequent college attendance. ([Brookings Institution](#)) The authors suggested the complex structure of the pilot limited colleges' ability to meet students' needs.

Other Considerations to Keep in Mind:

- One study by [Lin, Borden, & Chen, 2020](#) found that Advanced Placement participants were more likely to receive institutional grant programs, whereas dual enrollment participants are more likely to have student loans. Emerging literature is documenting how dual credit programs interplay with financial aid systems.
- In WA, Central Washington University [provides information](#) for how dual enrollment program participation can affect future institutional, state, and federal aid eligibility.

Accelerated Pathway Models: Making the Case

6 Inclusive of high-quality work-based / work-site learning

Research Question: To what extent does participation in high-quality work-based learning (WBL) opportunities impact a student's long-term postsecondary success?

- A [November 2020 meta-analysis](#) from the Brookings Institution's Metropolitan Policy Program finds that while the evidence base is promising for high-intensity WBL programs in high school, more rigorous research is needed, particularly regarding the role of relationships in driving positive outcomes. Experimental research—the gold standard in evaluative literature—is sparse in this field.

So, what do we actually know about work-based learning for college students?

- There exists a positive association between work-based course-taking in college and the probability of being employed after degree completion among both two-year and four-year degree completers, a positive association with post-degree earnings among four-year completers, and a negative association with post-degree earnings among two-year completers. ([Community College Research Center](#)) - 2023
- Students who participated in at least one WBL experience in high school can expect to have an average 7% higher income compared to non-WBL participants. With respect to specific WBL experiences, job shadowing, community service, and mentoring appear to have the largest positive relationship to higher early career income and participation in WBL experiences can have a positive impact on a high school graduate's college and career readiness as measured through early career income. ([The Ohio State University](#)) - 2023

What constitutes a high-quality WBL experience?

Nationally, Advance CTE and Education Strategy Group developed a typology for the spectrum of high-quality WBL activities in [“Connecting Every Learner: A Framework for States to Increase Access to and Success in Work-Based Learning”](#) (see page 5).

In Washington, [OSPI identifies](#) nine options for WBL that are reported to the state as part of its Perkins accountability system.

[Perkins V](#) defines WBL as “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field that are aligned to curriculum and instruction.”

Accelerated Pathway Models: Making the Case

6

Inclusive of high-quality work-based / work-site learning

So, what do we actually know about work-based learning for college students? (continued)

- Of students who have work-based learning experiences, those with paid internships stand out for their increased earning power, confidence in themselves, and recognition of the value of their education. ([Strada Center for Education Consumer Insights](#)) - 2022
- Private sector employment experience has consistent effects to those of publicly funded youth employment programs on student academic outcomes including attendance and course performance, assessment scores, probability of taking standardized assessments, on-time graduation, and postsecondary enrollment ([Northeastern University](#)) - 2022
- Evidence indicates that internships improve students' employability, academic outcomes, and career crystallization, but the evidence is mixed regarding the effects of internships on employability over the long-term and little research exists about the effects of internship experiences on wages. Evidence also indicates job-site mentoring, autonomy, pay, and meaningful tasks are important factors for outcomes such as student satisfaction and job pursuit ([Center for Research on College-Workforce Transitions](#)) - 2017

Overall Takeaway: While the research is clear that work-based learning opportunities matter for students, it is nevertheless difficult to parse program effects versus observed results due to varying characteristics of program participants. It is also difficult to ascertain what elements are truly making the difference in successful programs.

Defining Dual Credit in the State of Washington: Definition Matrix



Definition Matrix: (1 of 5) - General p.1

	Running Start	College in the High School (CIHS)	CTE Dual Credit	Exam-Based Dual Credit (AP, IB, Cambridge)
Description	At postsecondary institution or online	At high school or skills center	At high school or skills center	At high school
Structure	Course	Course	Course	Course and Exam
Instructor Type	College faculty	High school teacher hired by college	College faculty	High school teacher with proper program certification
Student Eligibility	Junior or senior standing in high school; enrolled in a Washington State public high school; oftentimes 3.0 cumulative GPA or higher (varies)	Students must meet any course prerequisites or other requirements (placement testing or prior coursework) established by the college; 9-12th grade standing; to earn the available college credit, student must also officially enroll in the college course within stated deadlines; often must maintain 3.0 standing to continue.	9th-12th grade standing; CTE dual credit courses are available where articulation agreement(s) exist between a student's home high school and select CTCs; credit is often awarded to students who earn a "B" grade or better in the course and appropriate transcription process is followed.	Per the Academic Acceleration Policy 2195, any student who exceeds state standards on ELA or math statewide assessments will be enrolled in advanced courses for courses aligned to their high school and beyond plan; students receive college credit based on exam score, in most cases with a 3+ for AP, 4 or higher for IB, and E or higher for Cambridge.

Definition Matrix: (2 of 5) - General p.2

	Running Start	College in the High School (CIHS)	CTE Dual Credit	Exam-Based Dual Credit (AP, IB, Cambridge)
Provider	Washington's 34 community and technical colleges, CWU, EWU, WSU, Northwest Indian College, & Spokane Tribal College.	Washington postsecondary Institutions (community and technical colleges, four-year institutions, private institutions).	Washington postsecondary Institutions (community and technical colleges).	High school, using curricular materials and exams provided by College Board, International Baccalaureate, and Cambridge International.
Primary State Funding Source	Participating colleges receive 93% of the sending district's basic education funding for the portion of eligible student full-time equivalent, to offset the tuition revenue the college would ordinarily receive for the student's enrollment.	Beginning with the 2023-2025 operating budget, the Legislature appropriated state funding for CIHS courses administered at public secondary schools, taken by public and public charter school students.	Washington provides increased state funding to K-12 districts for career and technical education (CTE) courses (including CTE Dual Credit courses) and Skills Centers through its resource-based formula, which generates additional school funding based on lower student-to-staff ratios for CTE classes and at Skills Centers. Federal Perkins grants distributed by OSPI and SBCTC provide additional funding for districts and colleges for CTE programs.	Using state appropriations, OSPI covers the cost of exam fee waivers for qualifying low-income students.

Definition Matrix: (3 of 5) - Costs to Institutions

Potential costs borne by school/district/college

Running Start	College in the High School (CIHS)	CTE Dual Credit	Exam-Based Dual Credit (AP, IB, Cambridge)
Districts pay participating colleges 93% of basic education funding for the portion of the eligible student's full-time equivalency, retaining 7% to offset program-related costs.	Colleges may pay teachers an administrative stipend for additional duties and for yearly professional development.	Depending on the local articulation agreement, high schools or districts may be charged a: consortium fee, course fee, and student transcription fee (unless stipulated in the articulation agreement that students pay).	Professional development for teachers; Cambridge and IB additionally charge schools program participation fees; Exam fees optionally covered by the school/district beyond the waivers provided by OSPI for low-income students.

Definition Matrix: (4 of 5) - Costs to Community

Typical/ Potential fees paid by students & families

Running Start

Legislatively, Running Start fees charged to students can run as high as 10 percent of tuition and thus can potentially run \$50-80 per course depending on the college or university. However, students from low-income families qualify for fee waivers that cover the full cost of such fees.

Dual Enrollment Scholarship Pilot Program: Eligible students must qualify for free or reduced-price lunch (FRPL) and have a minimum GPA of 2.0. For RS, grants are distributed to the participating colleges and universities. Scholarships cover course fees/lab fees, materials & supplies, and provide a textbook voucher.

There is also no dedicated funding stream to cover transportation costs for RS students and FRPL-eligible students miss out on free breakfast and lunch since they are not on the high school campus to receive this benefit.

College in the High School (CIHS)

As of SY 2023-2024, there are no tuition or fees for CIHS courses at public and public charter schools offered by public colleges and universities.

CTE Dual Credit

Students are not charged tuition. Depending on the local articulation agreement, students seeking college credit may be assessed a transcription fee and fees associated with course requirements (i.e. uniforms, supplies, etc.)

Providers of CTE Dual Credit often have funds at their disposal that can be used to cover these miscellaneous fees on behalf of students. For example, many Skills Centers have barrier reduction funds used to cover all or economically disadvantaged students' fees.

Exam-Based Dual Credit (AP, IB, Cambridge)

There is no cost for students to enroll in these courses while in high school; however, each testing organization has fees for taking exams necessary for students interested in earning college credit. Students who choose to take these exams pay \$96-220 per exam (varies by exam and provider). Students from low-income families qualify for test fee waivers paid by OSPI using state appropriation.

Definition Matrix: (5 of 5) - Credit

	Running Start	College in the High School (CIHS)	CTE Dual Credit	Exam-Based Dual Credit (AP, IB, Cambridge)
High school credit & graduation requirements	Running Start Courses fulfill the same requirements as the corresponding high school course.	CIHS Courses fulfill the same requirements as the corresponding high school course.	CTE Dual Credit courses meet graduation requirements and serve as a mechanism for students to satisfy Washington state's CTE graduation requirement.	Courses meet graduation requirements or can be used as elective credit.
Postsecondary credit awarded	By postsecondary institution, upon completion of course with passing grade.	By postsecondary institution, upon completion of course with passing grade	By the partner community/technical college. Method varies depending on the college. Students may be able to decide before, during, or after completing a course whether they will seek only high school credit—or high school and college credit—for a course. The CTE Dual Credit articulation agreement determines whether college credit is automatically transcribed at the end of the course (direct transcription), or whether a student must wait until matriculation to request that the college transcribes credits the student has earned.	By postsecondary institution the student matriculates to, based on the scores a student receives on these exams

Deep Dive: Assessing State Enabling Conditions



Enabling Condition #1: Policy



Accountability

Do policies in WA incentivize taking 18 quarter credit hours of transferable college credits while in high school and the accumulation of coursework within a pathway?

Washington's Launch Year Act (2011): Requires all public high schools in Washington to work toward increasing the number of dual credit courses offered to high school students

RCW 28A.600.310 (1990): Running Start is intended to provide students a program option consisting of attendance at certain higher education institutions and the simultaneous earning of high school and college/university credit. Running Start was initiated by the Legislature as a component of the 1990 parent and student Learning by Choice Law.

Washington School Improvement Framework: Washington State's framework for school accountability, most recently revised in 2018. Each school is measured on the framework, and the Office of Superintendent of Public Instruction (OSPI) then identifies schools for additional supports, called comprehensive and targeted supports. New to the framework is the addition of non-academic accountability measures of school quality, now inclusive of dual credit course participation.

Washington's Perkins V Plan (2020 - 2023): The State Board for Community & Technical Colleges (SBCTC) and OSPI monitor school district/college performance data related to participation in CTE programming, including participation by special populations. The state's Perkins quality indicators measure the percentage of CTE concentrators who graduate with Work-Based Learning and postsecondary credit. However, the state measures enrollment in CTE Dual Credit, as well as CiHS and Running Start CTE courses, rather than actual postsecondary credit attainment - thus the measurement of the indicator is significantly hampered by the limited postsecondary credit earned by students via the most frequently taken course type - CTE Dual Credit.

Graduation Requirements

Do students have flexibility within course schedules to count certain CTE and dual enrollment courses to satisfy graduation requirements?

Beginning with the class of 2020, students in Washington must satisfy one of 8 different graduation pathway options, which replace the former requirement to pass state testing in order to graduate. Some options include:

Dual Credit: Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and Career and Technical Education dual credit courses).

CTE Sequence: Complete a sequence of Career and Technical Education (CTE) courses, which involves two or more high school credits of CTE courses in a progression tailored to the student's goals and relevant to the postsecondary pathway(s) outlined in the student's High School and Beyond Plan.

Transition Course: Pass a transition course in ELA and math (for example, a Bridge to College course, which is a senior course for students who earned a Level 2 on the SBA) which allows a student to place directly into a credit-bearing college-level course. This pathway includes transition courses identified through local agreements between colleges and school districts.

Credit Transfer & Articulation

To what extent does the state leverage statewide articulation agreements for dual credit courses taken in high school?

While there are some policies and support for CTE Dual Credit statewide, it is typically transcribed by colleges as local credit for prior learning, which renders credit transfer up to individual colleges and restricts its usefulness at universities. Running Start and College in the High School courses are transcribed by the college or university, and generally transfer in the same fashion as other transcribed credit among regionally accredited institutions.

Are there memoranda of understanding (MOU) between high schools and community colleges? How are both two-year and four-year partners engaged?

All districts offer College in the High School and must have at least one MOU in place with the institution that awards postsecondary credits - whether a two-year or four-year institution.

Have transfer “blocks” of coursework been established?

The Washington 45 is a list of SBCTC courses that together can satisfy up to one year’s worth of general education requirements at public four-year institutions. Washington’s Direct Transfer Agreement (DTA) associate degree will transfer to all state public colleges and universities.

Are the prioritized pathways reflected in existing transfer agreements?

DTAs featuring approximately one semester of courses in major-related programs exist in a few fields (e.g. Biology, Business, Nursing), however they haven’t been updated in many years, are limited in identifying blocks of courses that transfer, and do not necessarily reflect priority pathways for the state

Enabling Condition #2: Funding



Key Opportunities for Sustainable Funding

Relevant Funding Streams in the State of Washington

State Funding Provides Dual Enrollment Coursework at No Cost to Students & Parents: Running Start courses have been free to students since its establishment in 1990, with SB5048 recently increasing FTE headcount funding available to high schools and colleges. With 2023 legislation (SB 5048), the legislature now directly-funds public colleges and universities for College in High School course fees for students attending a public or charter high school.

Innovations in College and Career Pathways: Senate Bill 5789 funded Regional Competitive Grants (RCG). The program was given an initial \$6 million for 2022-23, and \$16 million was added for 2023 through 2025. The intent of RCG is to improve postsecondary attainment by investing in community partnerships focused on increasing enrollment and postsecondary credential completion for students.

State and Federal CTE Funding: Washington provides increased state funding to K-12 districts for career and technical education (CTE) courses and Skills Centers through its resource-based formula, which allocates school funding based on lower student-to-staff ratios for CTE classes and at Skills Centers. Federal Perkins grants are distributed to high schools and tribal education compacts through OSPI via both formula and competitive grants, with an emphasis on increasing participation by special populations. SBCTC distributes Perkins grants to colleges largely using a formula that provides additional funding for rural colleges and rewards those with high percentages of students in CTE programs.

Consolidated Equity & Sustainability (CES) Dual Credit Grant: In 2021, OSPI established a new, competitive Consolidated Equity and Sustainability (CES) grant (form package 154) to support dual credit students with a focus on eliminating equity gaps. This new grant combined the CHS Subsidy (form package 732) and Building Equitable, Sustainable Dual Credit grant (form package 983 & 103) to reduce duplicative work for all, while also expanding access to opportunities to better serve underrepresented students in dual credit.

Enabling Condition #3: Data



Data Collaboration & Management

Which partners are responsible for data collection, housing, and reporting?

The Education and Research Data Center (ERDC) collaborates with a multitude of education and workforce partners to obtain data records, and aggregates these data records into a unified, comprehensive longitudinal data system - The Washington State P-20W system (WSP-20W). The ERDC receives data records from the following agencies and institutions:

- **Washington State Department of Children, Youth and Families (DCYF)** – Early Childhood data
- **Office of Superintendent of Public Instruction (OSPI)** – K-12 data
- **Washington Student Achievement Council** – Financial aid data
- **State Board for Community and Technical Colleges (SBCTC)** – Public community and Technical College data
- **Central Washington University, Eastern Washington University, The Evergreen State College, University of Washington, Washington State University, Western Washington University** – Public four-year institution data
- **Employment Security Department (ESD)** – Unemployment Insurance wage data

According to Washington State law, **all these partners must work with the education data center to develop data-sharing and research agreements, consistent with applicable security and confidentiality requirements, to facilitate the work of the center.** Private and nonprofit institutions of higher education may also develop data-sharing and research agreements with the education data center.

ERDC has a Memorandum of Understanding signed by all education and workforce data contributors (i.e. a "constitution" that guides the partnership between the ERDC and its partners)

Other Data Approaches in Washington

Are key indicators of accelerated pathways defined across partners and, if so, how?

For ERDC, no single set of identifiers is common to all data sources, so the identity resolution process and match rules are tailored to the source of data being matched. OSPI reports out a Dual Credit rate on the Washington State Report Card, which is the percent of students completing at least one of these classes. Participation in CTE classes with potential to earn postsecondary credit and work-based learning participation are both quality indicators in Washington's Perkins V Plan. Neither of these systems report the number of students earning associate degrees and/or who complete more than one college course. Higher education institutions in Washington do not consistently report data publicly on student participation in pathway programs.

How is data disaggregated?

Per its website, ERDC will support research that leads to deeper conversations, better decisions, and systemic change and it supports the advancement of equitable outcomes for all Washington students and families, regardless of race, gender identities, abilities, income level, or geographic location.

All statewide public four-year data dashboards managed by ERDC disaggregate data by age, sex, race/ethnicity, residency, Pell Grant status, Washington College Grant status, and veteran status.

All high school graduate outcome data dashboards are disaggregated by program, gender, race/ethnicity, and GPA.

How often is data reported publicly?

ERDC is mandated by law to prepare an annual report on the educational and workforce outcomes of youth in and released from institutional education facilities, using data disaggregated by age, and by ethnic categories and racial subgroups. The ERDC is also mandated to provide information that helps students, parents, teachers, administrators and public policy makers make decisions that improve student learning and workforce outcomes.

How are student, family, and practitioner voice captured?

ERDC produces accessible, public-facing reports and tools. And through standard reports and interactive, public-facing dashboards, ERDC encourages policymakers, families, educators, and communities to engage with educational data in ways that answer their most pressing questions. These tools enable individuals to explore the data and answer their own questions- or generate new questions that can be explored in the future. More broadly, there is an opportunity to strengthen thoughtful engagement of students, families, and practitioners among state-level agencies and organizations, particularly in capturing the experiences of students from underrepresented backgrounds and those who have had limited access or success in pathways programming.

Deep Dive: Sites for Further Exploration



Ocean Research College Academy (ORCA)

Programmatic Lever	Early college academy at a state of the art facility on the Everett Waterfront at the Port of Everett's Waterfront Center.
About	ORCA is an innovative early college academy for high school students, who can earn up to two years of college credit while completing their high school graduation requirements. ORCA interested students complete a Running Start Application and an additional application for ORCA that includes three essays and a letter of recommendation Most ORCA students graduate with an associate degree in addition to a high school diploma from their sponsoring high school.
College credits available in key fields of study (min. 18 quarter credit hours)	Students receive an education in all of the core subjects, similar to a small liberal arts college. Regardless of which university or community college a student attends, students satisfy all GURs (credits in humanities, social sciences and natural sciences) at ORCA as part of their associate's of arts and science degree.
Articulation agreements	If students earn all 90 college credits, they will also receive their Associates of Arts and Sciences from Everett Community College. All courses are taught by Everett Community College faculty.
Advising Supports	Students are eligible to participate in all activities at Everett Community College, except athletics, as well as take advantage of support staff like advisors. They continue to have access and support from their school and college and career counselor(s) at their sponsoring high schools.
Program Cost	Tuition is free for up to 15 quarter credits per quarter. Under an arrangement that mirrors Running Start, students are responsible for books, lab fees, student fees, some field trip costs, tuition over 15 credits and transportation.
Work-based learning	The overarching theme of ocean research at ORCA is evidenced in quarter and year long research projects for all students. The program utilizes the study of the ocean as inspiration for its approaches to learning which includes a priority focus on allowing similar-age students to work in a cohort and participate in significant research opportunities.

Yelm High School – AA DTA Program

Programmatic Lever	Single program within high school available to approved students (grades 9-12)
About	The AA Direct Transfer Agreement Program at YHS is an innovative program that seeks to pull together College in the High School and CTE Dual Credit together, as well as a few courses via Running Start, to create a full associate's degree earning opportunity for students at the high school. It came out of a strong desire to expand dual credit opportunities for students and create a new model for earning a college degree in high school.
College credits available in key fields of study (min. 18 quarter credit hours)	Yelm's program adheres to the same parameters as every other AA-DTA program in Washington. It consists of 90 quarter credits that are distributed over 8 areas: Pathways to Success/Career Planning (5); Diversity - online (5); English (10); Math (5); Humanities (15); Social Sciences (15); Natural Sciences (15); Electives/CTE Dual Credit courses (20)
Articulation	Students that complete the YHS AA-DTA program are able to transfer to any Washington public 4-year college or university with junior standing, as they will have satisfied the general university requirements (STEM majors need to take additional math and science courses). The degree students receive fulfills lower division general education requirements for social sciences and humanities majors.
Advising Supports	High school-based counselors
Program Cost	The entire cost for the AA-DTA is around \$3,600, with some variability depending on the combination of CiHS courses selected by the students. The CiHS courses offered through SPSCC and CWU range in price from \$35 to \$60 per credit, and the CTE dual credit courses are free of charge. SPSCC made their courses free of charge this year for FRPL-eligible students.
Work-based learning	YHS students who earn the AA-DTA have the added benefit of (1) intentional CTE Dual Credit course taking/certification opportunities and (2) Career Connected Learning Activities (CCL) aligned to their High School & Beyond Plan.

Northwest Career and Technical Academy

Programmatic Lever	Skills Center
About	Northwest Career and Technical Academy is an affiliate of several Northwest Washington school districts that provides free technical and professional training for high-school-age students in participating districts.
College credits available in key fields of study (min. 18 quarter credit hours)	17 credits (Core Plus Aerospace - Skagit); 23 credits (Applied Medical Sciences); 24 credits (Dental Assisting - Skagit); 24 credits (Video Game Development - Skagit) *several programs have CTE dual credit articulation plans in the works
Articulation agreements	Current established articulation agreements are with Skagit Valley College and Bellingham Tech
Advising Supports	Students maintain access to their school counselor at their home high school site and any other college and career counselors who may be at their high schools. NCTA also provides mentorship opportunities to students from partners in industries of interest.
Program Cost	Tuition free programs with costs covered for students in need of financial support via Barrier Reduction Funds available to Washington State Skills Centers.
Work-based learning	Students at NCTA in the 2023-2024 academic year had the opportunity to apply to participate in internships at 16 state and local partner organizations, half of which were paid opportunities. Students also have access to pre-apprenticeship and apprenticeship programs, job shadowing activities, and project based learning.

Tri-Tech Skills Center (TTSC)

Programmatic Lever	Skills Center
About	TTSC operates as a cooperative school of seven local school districts: Kennewick, Pasco, Richland, Finley, Columbia Burbank, Kiona-Benton and North Franklin. Tri-Tech also serves students from the Prosser School District, online schools and homeschool students.
College credits available in key fields of study (min. 18 quarter credit hours)	All programs at TTSC offer some college credit. Those above 15 semester credit hours include the following: 23 credits (Auto Body Tech), 14 credits (autosystems), 25 credits (construction trades), 18 credits (culinary arts), 16 credits (Diesel Tech), 17 credits (Digital Arts & Filmmaking), 24 credits (Early Childhood Education), 15 credits (Law enforcement), 23 credits (Pre-Physical Therapy), 16 credits (welding tech)
Articulation agreements	Current established articulation agreements are with Columbia Basin College, Walla Walla Community College; Spokane Community College, Yakima Valley Community College
Advising Supports	Students maintain access to their school counselor at their home high school site and any other college and career counselors who may be at their high schools. TTSC also offers mentorship opportunities to students via industry partnerships aligned to student interest.
Program Cost	Tuition free programs with costs covered for students in need of financial support via Barrier Reduction Funds available to Washington State Skills Centers.
Work-based learning	Work-based learning opportunities and opportunities for students to earn industry-recognized credentials in addition to college credit are clearly outlined in TTSC's 2024-2025 program catalog .