
SUBSTITUTE HOUSE BILL 1867

State of Washington

67th Legislature

2022 Regular Session

By House Education (originally sponsored by Representatives Paul, Berg, Santos, Shewmake, Slatter, Bergquist, and Stonier)

READ FIRST TIME 02/02/22.

1 AN ACT Relating to dual credit program data; amending RCW
2 28A.600.280, 28A.175.145, 28A.300.560, 28A.320.196, 28A.700.030, and
3 28C.18.162; and reenacting and amending RCW 28A.600.160.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 **Sec. 1.** RCW 28A.600.280 and 2012 c 229 s 505 are each amended to
6 read as follows:

7 (1) ~~The ((office of the superintendent of public instruction))~~
8 education data center established in RCW 43.41.400, in collaboration
9 with the office of the superintendent of public instruction, the
10 state board of education, the state board for community and technical
11 colleges, the Washington state apprenticeship and training council,
12 the workforce training and education coordinating board, the student
13 achievement council, and the public ((baccalaureate)) four-year
14 institutions((, and the education data center,)) of higher education,
15 shall prepare the dual credit report ((by September 1, 2010, and
16 annually thereafter to the education and higher education committees
17 of the legislature regarding participation in dual credit programs.
18 The report shall include)) required by this section.

19 (2) Annually, by September 1st, the education data center must
20 submit the report to the appropriate committees of the legislature,
21 in accordance with RCW 43.01.036.

1 (3) The report must include:

2 (a) Data about student participation rates (~~and~~), award of high
3 school credit, award of postsecondary credit at an institution of
4 higher education, and academic performance (~~including but not~~
5 limited to running start, college in the high school, tech prep,
6 international baccalaureate, advanced placement, and running start
7 for the trades)) for each dual credit program; and

8 (b) Data on the total unduplicated head count and percentage of
9 students enrolled, students who have been awarded high school credit,
10 and students who have been awarded postsecondary credit at an
11 institution of higher education, in at least one dual credit program
12 course (~~;~~ and

13 ~~(c) The percentage of students who enrolled in at least one dual~~
14 ~~credit program as percent of all students enrolled in grades nine~~
15 ~~through twelve).~~

16 ~~((2)) (4) Data (on student participation shall) described in~~
17 subsection (3) of this section must be disaggregated by (~~race,~~
18 ethnicity, gender, and receipt of free or reduced-price lunch)) dual
19 credit program, by the student categories and subcategories described
20 in RCW 28A.300.042 (1) and (3), and by:

21 (a) Gender;

22 (b) Students who are dependent pursuant to chapter 13.34 RCW;

23 (c) Students who are homeless as defined in RCW 43.330.702; and

24 (d) Multilingual/English learners.

25 (5)(a) The report must also recommend additional categories of
26 data reporting and disaggregation. For each additional category, the
27 report must describe:

28 (i) The purpose for reporting on, or disaggregating by, the
29 category;

30 (ii) The specific metric or indicator to be used;

31 (iii) Whether the specific metric or indicator is a new data
32 point; and

33 (iv) Which educational entities should be responsible for
34 collecting the data.

35 (b) The 2022 report must recommend whether to require: (i)
36 Reporting of data related to the application of postsecondary credits
37 earned through a dual credit program towards postsecondary
38 credentials and degrees; and (ii) comparison of postsecondary
39 credential and degree attainment between students who did or did not

1 participate in a dual credit program, and between students who
2 participated in different dual credit programs.

3 (6) For the purposes of this section, "dual credit program" means
4 running start under RCW 28A.600.300, college in the high school under
5 RCW 28A.600.287, career and technical education dual credit,
6 Cambridge international, international baccalaureate, advanced
7 placement, and other programs in which a student qualifies for
8 postsecondary and high school credit upon either successfully
9 completing the course or passing an exam.

10 **Sec. 2.** RCW 28A.175.145 and 2011 c 288 s 5 are each amended to
11 read as follows:

12 (1)(a) Subject to funds appropriated for this purpose or
13 otherwise available in the account established in RCW 28A.175.155,
14 beginning in the 2011-12 school year and each year thereafter, a high
15 school that demonstrates improvement in its dropout prevention score
16 compared to the baseline school year as calculated under RCW
17 28A.175.140 may receive a PASS program award as provided under this
18 section. The legislature intends to recognize and reward continuous
19 improvement by using a baseline year for calculating eligibility for
20 PASS program awards so that a high school retains previously earned
21 award funds from one year to the next unless its performance
22 declines.

23 (b) The office of the superintendent of public instruction must
24 determine the amount of PASS program awards based on appropriated
25 funds and eligible high schools. The intent of the legislature is to
26 provide an award to each eligible high school commensurate with the
27 degree of improvement in the high school's dropout prevention score
28 and the size of the high school. The office must establish a minimum
29 award amount. If funds available for PASS program awards are not
30 sufficient to provide an award to each eligible high school, the
31 office of the superintendent of public instruction shall establish
32 objective criteria to prioritize awards based on eligible high
33 schools with the greatest need for additional dropout prevention and
34 intervention services. The office of the superintendent of public
35 instruction shall encourage and may require a high school receiving a
36 PASS program award to demonstrate an amount of community matching
37 funds or an amount of in-kind community services to support dropout
38 prevention and intervention.

1 (c) Ninety percent of an award under this section must be
2 allocated to the eligible high school to be used for dropout
3 prevention activities in the school as specified in subsection (2) of
4 this section. The principal of the high school shall determine the
5 use of funds after consultation with parents and certificated and
6 classified staff of the school.

7 (d) Ten percent of an award under this section must be allocated
8 to the school district in which the eligible high school is located
9 to be used for dropout prevention activities as specified in
10 subsection (2) of this section in the high school or in other schools
11 in the district.

12 (e) The office of the superintendent of public instruction may
13 withhold distribution of award funds under this section to an
14 otherwise eligible high school or school district if the
15 superintendent of public instruction issues a finding that the school
16 or school district has willfully manipulated the dropout prevention
17 indicators under RCW 28A.175.140, for example by expelling,
18 suspending, transferring, or refusing to enroll students at risk of
19 dropping out of school or at risk of low achievement.

20 (2) High schools and school districts may use PASS program award
21 funds for any programs or activities that support the development of
22 a dropout prevention, intervention, and reengagement system as
23 described in RCW 28A.175.074, offered directly by the school or
24 school district or under contract with education agencies or
25 community-based organizations, including but not limited to
26 educational service districts(~~(, and boys and girls clubs)~~) and workforce development
27 councils(~~(, and boys and girls clubs)~~). Such programs or activities
28 may include but are not limited to the following:

29 (a) Strategies to close the educational opportunity and
30 achievement ((~~gap for disadvantaged students and minority students~~))
31 gaps among groups of students as disaggregated by the categories and
32 subcategories in RCW 28A.300.042 (1) and (3);

33 (b) Use of graduation coaches as defined in RCW 28A.175.150;

34 (c) Opportunity internship activities under RCW 28C.18.164;

35 (d) Dropout reengagement programs provided by community-based
36 organizations or community and technical colleges;

37 (e) Comprehensive guidance and planning programs as defined under
38 RCW 28A.600.045, including but not limited to the navigation 101
39 program;

1 (f) Reduced class sizes, extended school day, extended school
2 year, and tutoring programs for students identified as at risk of
3 dropping out of school, including instruction to assist these
4 students in meeting graduation requirements in mathematics and
5 science;

6 (g) Outreach and counseling targeted to students identified as at
7 risk of dropping out of school, or who have dropped out of school, to
8 encourage them to consider learning alternatives such as
9 preapprenticeship programs, skill centers, running start, technical
10 high schools, and other options for completing a high school diploma;

11 (h) Preapprenticeship programs (~~or running start for the trades~~
12 ~~initiatives~~) under RCW 49.04.190;

13 (i) Mentoring programs for students;

14 (j) Development and use of dropout early warning data systems;

15 (k) Counseling, resource and referral services, and intervention
16 programs to address social, behavioral, and health factors associated
17 with dropping out of school;

18 (l) Implementing programs for in-school suspension or other
19 strategies to avoid excluding middle and high school students from
20 the school whenever possible;

21 (m) Parent engagement activities such as home visits and off-
22 campus parent support group meetings related to dropout prevention
23 and reengagement; and

24 (n) Early learning programs for prekindergarten students.

25 (3) High schools and school districts are encouraged to implement
26 dropout prevention and reengagement strategies in a comprehensive and
27 systematic manner, using strategic planning, school improvement
28 plans, evaluation and feedback, and response to intervention tools.

29 **Sec. 3.** RCW 28A.300.560 and 2021 c 71 s 3 are each amended to
30 read as follows:

31 In addition to data on student enrollment in dual credit courses,
32 the office of the superintendent of public instruction shall collect
33 and post on the Washington state report card website the rates at
34 which students earn college credit through a dual credit course,
35 using the following criteria:

36 (1) Students who achieve a score of three or higher on an AP
37 examination;

38 (2) Students who achieve a score of four or higher on an
39 examination of the international baccalaureate diploma programme;

1 (3) Students who successfully complete a Cambridge advanced
2 international certificate of education examination;

3 (4) Students who successfully complete a course through the
4 college in the high school program under RCW 28A.600.287 and are
5 awarded credit by the partnering institution of higher education;

6 (5) Students who satisfy the dual enrollment and class
7 performance requirements to earn college credit through a (~~teeh~~
8 ~~prep~~) career and technical education course; and

9 (6) Students who successfully complete a course through the
10 running start program under RCW 28A.600.300 and are awarded credit by
11 the institution of higher education.

12 **Sec. 4.** RCW 28A.320.196 and 2021 c 71 s 4 are each amended to
13 read as follows:

14 (1) Subject to funds appropriated specifically for this purpose,
15 the academic acceleration incentive program is established as
16 provided in this section. The intent of the legislature is that the
17 funds awarded under the program be used to support teacher training,
18 curriculum, technology, examination fees, textbook fees, and other
19 costs associated with offering dual credit courses to high school
20 students, including transportation for running start students to and
21 from the institution of higher education as defined in RCW
22 28A.600.300.

23 (2) The office of the superintendent of public instruction shall
24 allocate half of the funds appropriated for the purposes of this
25 section on a competitive basis to provide one-time grants for high
26 schools to expand the availability of dual credit courses. To be
27 eligible for a grant, a school district must have adopted an academic
28 acceleration policy as provided under RCW 28A.320.195. In making
29 grant awards, the office of the superintendent of public instruction
30 must give priority to grants for high schools with a high proportion
31 of low-income students and high schools seeking to develop new
32 capacity for dual credit courses rather than proposing marginal
33 expansion of current capacity.

34 (3) The office of the superintendent of public instruction shall
35 allocate half of the funds appropriated for the purposes of this
36 section to school districts as an incentive award for each student
37 who earned dual high school and college credit, as described under
38 subsection (4) of this section, for courses offered by the district's
39 high schools during the previous school year. School districts must

1 distribute the award to the high schools that generated the funds.
2 The award amount for low-income students eligible to participate in
3 the federal free and reduced-price meals program who earn dual
4 credits must be set at one hundred twenty-five percent of the base
5 award for other students. A student who earns more than one dual
6 credit in the same school year counts only once for the purposes of
7 the incentive award.

8 (4) For the purposes of this section, the following students are
9 considered to have earned dual high school and college credit in a
10 course offered by a high school:

11 (a) Students who achieve a score of three or higher on an AP
12 examination;

13 (b) Students who achieve a score of four or higher on an
14 examination of the international baccalaureate diploma programme;

15 (c) Students who successfully complete a Cambridge advanced
16 international certificate of education examination;

17 (d) Students who successfully complete a course through the
18 college in the high school program under RCW 28A.600.287 and are
19 awarded credit by the partnering institution of higher education; and

20 (e) Students who satisfy the dual enrollment and class
21 performance requirements to earn college credit through a (~~teeh~~
22 prep) career and technical education course.

23 (5) If a high school provides access to online courses for
24 students to earn dual high school and college credit at no cost to
25 the student, such a course is considered to be offered by the high
26 school.

27 (6) The office of the superintendent of public instruction shall
28 report to the education policy committees and the fiscal committees
29 of the legislature, by January 1st of each year, information about
30 the demographics of the students earning dual credits in the schools
31 receiving grants under this section for the prior school year.
32 Demographic data shall be disaggregated pursuant to RCW 28A.300.042.

33 **Sec. 5.** RCW 28A.600.160 and 2009 c 556 s 14 and 2009 c 450 s 6
34 are each reenacted and amended to read as follows:

35 Any middle school, junior high school, or high school using
36 educational pathways shall ensure that all participating students
37 will continue to have access to the courses and instruction necessary
38 to meet admission requirements at baccalaureate institutions.
39 Students shall be allowed to enter the educational pathway of their

1 choice. Before accepting a student into an educational pathway, the
2 school shall inform the student's parent of the pathway chosen, the
3 opportunities available to the student through the pathway, and the
4 career objectives the student will have exposure to while pursuing
5 the pathway. Providing online access to the information satisfies the
6 requirements of this section unless a parent or guardian specifically
7 (~~request~~~~[requests]~~) requests information to be provided in written
8 form. Parents and students dissatisfied with the opportunities
9 available through the selected educational pathway shall be provided
10 with the opportunity to transfer the student to any other pathway
11 provided in the school. Schools may not develop educational pathways
12 that retain students in high school beyond the date they are eligible
13 to graduate, and may not require students who transfer between
14 pathways to complete pathway requirements beyond the date the student
15 is eligible to graduate. Educational pathways may include, but are
16 not limited to, programs such as worksite learning, internships,
17 (~~tech prep~~) career and technical education, running start, college
18 in the high school, (~~running start for the trades~~) and preparation
19 for technical college, community college, or university education.

20 **Sec. 6.** RCW 28A.700.030 and 2008 c 170 s 103 are each amended to
21 read as follows:

22 All approved preparatory secondary career and technical education
23 programs must meet the following minimum criteria:

24 (1) Either:

25 (a) Lead to a certificate or credential that is state or
26 nationally recognized by trades, industries, or other professional
27 associations as necessary for employment or advancement in that
28 field; or

29 (b) Allow students to earn dual credit for high school and
30 college through (~~tech prep~~) career and technical education,
31 advanced placement, or other agreements or programs;

32 (2) Be comprised of a sequenced progression of multiple courses
33 that are technically intensive and rigorous; and

34 (3) Lead to workforce entry, state or nationally approved
35 apprenticeships, or postsecondary education in a related field.

36 **Sec. 7.** RCW 28C.18.162 and 2009 c 238 s 3 are each amended to
37 read as follows:

1 Unless the context clearly requires otherwise, the definitions in
2 this section apply throughout this section and RCW 28C.18.160 and
3 28C.18.164 through 28C.18.168.

4 (1) "High-demand occupation" means an occupation with a
5 substantial number of current or projected employment opportunities.

6 (2) "Low-income high school student" means a student who is
7 enrolled in (~~grades ten, eleven, or twelve~~) grade 10, 11, or 12 in
8 a public high school and who qualifies for federal free or reduced-
9 price meals. If a student qualifies at the time the student begins
10 participating in the opportunity internship program, the student
11 remains eligible even if the student does not receive free or
12 reduced-price meals thereafter. To participate in the program, the
13 student must remain enrolled in high school until the student
14 receives a high school diploma.

15 (3) "Opportunity internship consortium" means a local consortium
16 formed for the purpose of participating in the opportunity internship
17 program and which may be composed of a local workforce development
18 council, economic development council, area high schools, community
19 or technical colleges, apprenticeship councils, preapprenticeship
20 programs (~~(such as running start for the trades)~~), private vocational
21 schools licensed under chapter 28C.10 RCW, public and private four-
22 year institutions of higher education, employers in targeted
23 industries, and labor organizations.

24 (4) "Opportunity internship graduate" means a low-income high
25 school student who successfully completes an opportunity internship
26 program and graduates from high school.

27 (5) "Postsecondary program of study" means an undergraduate or
28 graduate certificate, apprenticeship, or degree program.

29 (6) "Preapprenticeship" means a program of at least ninety hours
30 and not more than one hundred eighty hours in length that provides
31 practical experience, education, preparation, and the development of
32 skills that would be beneficial for entry into state-approved
33 apprenticeship programs, including but not limited to construction
34 industry structure and the construction process; orientation to
35 state-approved apprenticeship; tools of the various trades and safe
36 handling of power tools; and industry standards of safety,
37 responsibility, and craft excellence.

38 (7) "Targeted industry" means a business or industry identified
39 by a local workforce development council as having high-demand

1 occupations that require candidates to have completed a postsecondary
2 program of study.

--- **END** ---