

# *College in the High School (CiHS) Transcription, Guidance, and Growth*

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## **Background**

[Substitute Senate Bill \(SSB\) 5048](#) has eliminated CiHS fees for students in public schools and established a direct funding model for public colleges and universities. In light of the anticipated increase in student and family interest in CiHS, as well as the expected rise in colleges seeking to onboard new district partners, OSPI provides the following recommendations and reminders regarding current CiHS state rules.

## **Guidance on CiHS Transcripts and Credit Transferability**

A recent state audit of Running Start and CiHS at eight (8) colleges found that credits earned through CiHS are significantly less likely to be applied at the institution of higher education (IHE) a student attends after high school than those earned through Running Start. In most cases this is because the student does not provide the receiving IHE with an official transcript from the CiHS college. It is critically important that CiHS students understand that it is their responsibility to request a transcript from the college(s) at which they have earned CiHS credit and provide it to the receiving college for the credits to be applied. Local Education Agencies (LEAs) are strongly encouraged to incorporate this messaging into the annual dual credit notification required by [Substitute House Bill \(SHB\) 1146](#), college and career advising practices, CiHS course syllabi, and in any materials provided to students upon registration for CiHS courses.

## **CiHS College Transcript Notations**

The State Auditor's Office and OSPI's postsecondary partners believe CiHS transcript submission is lower because students do not always know which college(s) sponsored the CiHS course(s) in which they enrolled. To remedy this, OSPI also recommends adding the college through which each CiHS course is offered on the high school transcript in the "Schools Attended" section, much like Running Start, or including the college acronym in the CiHS course title. This practice would not only provide a more comprehensive "at-a-glance" view of the student's educational track record, but also provide college admissions counselors with the opportunity to work with students to obtain transcripts from all institutions at which they have earned credit.

## **Preparing for Growth in CiHS**

Acknowledging that there is likely to be a high demand for CiHS expansion in years to come, LEAs are encouraged to:

- Ensure that all students are advised of the opportunity to participate in CiHS for postsecondary credit free of charge and are provided with the resources necessary to



succeed in the program. Resources and services should be readily available and, to the extent practicable, provided in formats and languages accessible to students with disabilities and English language learners.

- Provide additional support and guidance for students and families to inform choices about whether or not to take CiHS courses for postsecondary credit, ensuring they are aware that, like Running Start, enrollment in the college course establishes a permanent college transcript.
- Invest in the professional development required for teachers to be eligible to deliver CiHS courses. OSPI's Consolidated Equity and Sustainability Grant now permits recipients to request up to \$15,000 in funding for credentialing and postgraduate coursework.
- Explore with partnering colleges whether existing dual credit courses (e.g. exam-based programs and CTE Dual Credit) could be co-delivered with CiHS or transitioned to being offered solely as CiHS.
- Work with postsecondary partners to identify and communicate any changes to CiHS enrollment, reporting, or transcription practices.
- Ensure staff understand that it will no longer be necessary to apply for CiHS subsidies and investigate what other dual credit expansion needs might be addressed with grant funding available through OSPI. Grant funding for dual credit programs, including exam fee subsidies, will continue to be available through the Consolidated Equity and Sustainability Grant ([FP 154 in EGMS](#)) and test fee subsidy program.

## Information and Assistance

For general questions regarding all dual credit programs at the secondary level, please contact Tim McClain, OSPI Dual Credit Program Supervisor, at 201-341-2955 or email [tim.mcclain@k12.wa.us](mailto:tim.mcclain@k12.wa.us).

For fiscal and enrollment reporting questions, contact Becky McLean, OSPI Enrollment Reporting Program Manager, at 360-725-6306 or email [becky.mclean@k12.wa.us](mailto:becky.mclean@k12.wa.us).

For CEDARS questions, contact Student Information using the [AskSI@k12.wa.us](mailto:AskSI@k12.wa.us) email inbox. The OSPI TTY number is 360-664-3631.

To receive email updates on dual credit and related topics, sign up for OSPI's Dual Credit Updates GovDelivery listserv by visiting the [OSPI website](#) and selecting "Dual Credit Updates" under the "General Topics" drop-down menu.