



Washington Office of Superintendent of **PUBLIC INSTRUCTION**

Dual Credit Programs

1. **Purpose:**

Funding is provided for grants to districts using strategies to promote equitable and sustainable dual credit programs. Strategies include covering the cost of subsidize test fees for Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International (CI) dual credit exams for students, and to cover College in the High School (CHS) course fees for students who qualify as low-income.

2. **Description of services provided:**

- Grants for dual credit programs.
 - College in the High School (CHS) subsidy program, described in RCW 28A.600.290.
 - AP/CI/IB Test Fee Waiver Program
- Support for the Academic Acceleration Incentive Program, as described in RCW 28A.320.196
- Contract with Always Be Learning (ABL) to provide statewide instruction on developing Master Schedules that promote College and Career Readiness through an equity and inclusion lens.
- OSPI staffing to provide the following:
 - Statewide policy and program coordination among K12 and postsecondary partners.
 - Dual credit technical assistance and grant management services to schools and districts.
 - Academic guidance and support about dual credit opportunities to students via the High School and Beyond Plan and training provided to school counselors.

3. **Criteria for receiving services and/or grants:**

College in the High School (CHS) subsidy program: Eligibility is set in statute (RCW 28A.600.290). Schools are eligible to apply and receive funds if they are offering at least one CHS program, are a small or rural school, or have students who live more than 20 miles from the nearest college or university offering Running Start. If funding is available, schools may also apply to serve students who are eligible for Free or Reduce Price Lunch.

Academic Acceleration Incentive Program: OSPI assigned, through a review of the previous year’s Equity and Sustainability Dual Credit Grant recipients, funds for each school that was actively working to increase access to equitable and sustainable dual credit programs. The amount of the award for each school was an even share of the available state funds.

AP/IB/CI Test Fee Waiver program: Students must be enrolled in an AP/CI/IB course or courses and be eligible for free or reduced-price lunches.

Beneficiaries in 2020-21 School Year:

| | |
|---|--------|
| Number of School Districts (CHS subsidy): | 127 |
| Number of Schools (subsidy & fee waivers): | 50* |
| Number of Students: | 0 |
| Number of Educators: | 0 |
| Other: AP/IB/CI Test Fee Waivers Used | 1,389* |

*CI and IB data only; AP Data has been delayed until November; number does not reflect actual *students* since they can access fee waivers for more than one test

| | |
|--|-----------------|
| Number of OSPI staff associated with this funding (FTEs): | 2.7 |
| Number of contractors/other staff associated with this funding: | 0.5 |
| FY21 Funding: State Appropriation: | \$4.894 million |
| Federal Appropriation: | \$0 |
| Other fund sources: | \$0 |
| TOTAL (FY21) | \$4.894 million |

4. **Are federal or other funds contingent on state funding?**

- No
- Yes, please explain.

5. **State funding history:**

| Fiscal Year | Amount Funded | Actual Expenditures |
|--------------------|----------------------|----------------------------|
| FY21 | \$4,894,000 | \$4,894,000 |
| FY20 | \$4,894,000 | \$4,894,000 |
| FY19 | \$4,894,000 | \$4,893,999 |
| FY18 | \$4,894,000 | \$4,236,705 |

6. **Number of beneficiaries (e.g., school districts, schools, students, educators, other) history:**

| Fiscal Year | # of School Districts |
|--------------------|------------------------------|
| FY21 | 109* Does not include AP |
| FY20 | 136* Does not include AP |
| FY19 | 124* Does not include AP |
| FY18 | 225 |

7. **Programmatic changes since inception (if any):**

Management of the CHS subsidy was changed significantly to try to reduce the amount of unspent funding on this program. Schools' initial requests were compared to prior years' usage and adjusted to reflect actual usage more correctly. Additionally, schools could adjust the number/type of courses originally submitted to be covered by grant funds to better support actual courses taken by students. Schools were also required to submit mid-year counts so that any unused subsidies could be redistributed to schools that could use them.

8. **Evaluations of program/major findings:**

The Test Fee Program is effectively used and the \$0 co-payment for free and reduced-price lunch students has helped eliminate barriers to students attaining dual credit. The tiered system for the College in the High School subsidy continues to be a challenge in providing equitable distribution of credits to free and reduced-price lunch students. There continue to be inadequate total funds to meet the actual demand as represented by districts' estimates in their applications for the subsidy via available grant funds.

9. **Major challenges faced by the program:**

While the dual credit budget proviso is generous, it is still short of supporting some of the most disadvantaged students in the state. The current proviso amount is roughly half of the total amount allocated to cover the costs of Running Start but is the only source of annual funding to support student access to four other types of dual credit opportunities (AP/CI/IB exams and CHS courses), provide programmatic support through OSPI staffing, and offer funds to schools working to implement sustainable strategies that expand access to dual credit options.

10. **Future opportunities:**

OSPI is allocating grants for schools that are looking to sustainably build and expand access to dual credit programs via the Consolidated Equitable and Sustainable Dual Credit grant. This grant asks districts to provide disaggregated data reflecting student groups, in addition to students identified as low-income, who are disproportionately underrepresented in dual credit programs. Priority is given to schools engaging in strategies to add capacity and support structures to help reduce these disparities while building sustainable dual credit programs. Ten (10) districts were identified for the first round of this pilot program. Districts were encouraged to

work specifically on master scheduling practices with an equity focus and outreach activities specifically designed to reach those target student groups. An additional 17 districts were allocated grant funds after the mid-point of the school year to ensure available funds were spent within the fiscal year.

11. **Statutory and/or budget language:**

ESSB 5092 Sec. 1518 (1) - \$4,894,000 of the general fund—state appropriation for fiscal year 2020 and \$4,894,000 of the general fund—state appropriation for fiscal year 2021 are provided solely for grants for implementation of dual credit programs and subsidized advanced placement exam fees, international baccalaureate class fees, and exam and course fees for low-income students. For expenditures related to subsidized exam fees, the superintendent of public instruction shall report: The number of students served; the demographics of the students served; and how the students perform on the exams.

12. **Other relevant information:**

N/A

13. **Schools/districts receiving assistance:**

See [OSPI's Grantee List](#)

14. **Program Contact Information:**

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