Dual Credit Programs

1. **Purpose:** To promote dual credit programs and eliminate barriers that prevent students from enrolling, the Legislature passed Second Substitute House Bill 1642 (2SHB 1642) on May 8, 2013. The resulting laws (RCW 28A.320.195 and RCW 28A.320.196) encourage and reward school districts to develop academic acceleration policies with the objective for all eligible students eventually to be enrolled automatically in dual credit courses.

   A. RCW 28A.320.195 (Academic acceleration for high school students – Adoption of policy) encourages each school district to adopt an academic acceleration policy where students who meet state standards on the high school state assessments are automatically enrolled in the next most rigorous advanced courses with the objective that they will ultimately enroll in dual credit opportunities. Such policy also provides for the school district to inform parents and students of this policy, as well as permitting parents with an opportunity to opt out and enroll the student in alternative courses.

   B. RCW 28A.320.196 (Academic acceleration incentive program – Dual credit courses – Allocation of funds – Reports) requires OSPI to create and manage 2 equally funded academic acceleration competitive as well as incentive grant programs, and other activities proven to promote academic rigor for all students.
      1. The purpose of the Dual Credit Expansion Competitive Grants package is to encourage high schools to develop new capacity for dual credit courses and increase equitable access to these opportunities.
      2. The purpose of the Dual Credit Incentive Program is to allocate additional capacity-building funds to high schools based on the successful participation of their students within dual credit programs (except Running Start) over the previous year.
      3. Both of these grant funds are intended to support teacher training, costs associated with adopting new curriculum, technology acquisition, transportation to/from a local college, costs for supplies/books, exam/course fees, and other costs of dual credit courses.
      4. With the additional language to include other activities proven to promote academic acceleration, OSPI added statewide professional development, additional curriculum for educators and program staff to complete the added responsibilities.

   C. RCW 28A.300.560 (Data on college credit through dual credit courses–Posting on website) requires OSPI to build out its School Report Card to include dual credit exam-pass rates and college credits awarded.

   D. RCW 28A.320.196 (Academic acceleration incentive program–dual credit courses–Allocation of funds–Reports) requires OSPI to report to the Legislature in January of each year on the demographics of students earning dual credits in the schools receiving academic acceleration grants or awards.

E. Description of services provided:

1. OSPI issued a High School Academic Acceleration/Dual Credit Programs Memorandum describing the enacted legislation as well as providing notice to school districts about the Dual Credit Capacity Expansion Grant.

2. OSPI developed, posted, and managed the state competitive grant applications. Communication of this opportunity occurred through OSPI memorandums, regional and statewide professional development opportunities, and school counseling e-newsletters and dual credit listservs. The one-time grants for high schools assist schools in expanding equitable access to dual credit courses for all students. Due to unforeseen circumstances, grants up to $10,000 per school were not awarded until April of the 2017-18 school year. Schools were allowed to submit a "budget only" grant in June 2018 that allows them to extend their use of the FY18 funds until October 2019, at which time the 2017-18 iGrant #661 will officially close and final reports will be requested.

3. As always, school districts were encouraged to use the funds to support teacher training, costs associated with adopting new curriculum, technology acquisition, transportation to/from a local college, costs for supplies/books, exam/course fees, and other costs of dual credit courses. To be eligible for these competitive grants, a school district must have adopted an academic acceleration policy per RCW 28A.320.195.

4. In 2017-18, the Dual Credit Program Supervisors facilitated more K-12/Higher Education collaboration and communication, provided additional professional development offerings and increased technical assistance to schools. Hundreds of K-12 staff participated in webinars and workshops to promote academic rigor for all students and help eliminate systemic barriers for underrepresented students to enroll in rigorous courses, including dual credit.

5. For academic acceleration incentive grants, OSPI calculated and assigned, through its apportionment services, funds for each student who earned dual credit in specified dual credit courses offered by a high school in the previous year. The amount of the award for low-income students was calculated at 125 percent of the base amount which was set at $9.92. Each student was counted once, even if s/he had earned more than one high school "dual" credit. The award was assigned to the high school that generated it. The intention of these funds is to support teacher training, costs associated with adopting new curriculum, technology acquisition, transportation to/from a local college, costs for supplies/books, exam/course fees, and other costs of dual credit courses.

The awards were based upon the number of students in each high school who:
6. Earned a score of 3 or higher on an AP exam.
7. Earned a score of 4 or higher on an IB exam.
8. Successfully completed a Cambridge International exam.
9. Earned college credit through a College in the High School course.
10. Satisfy dual credit and course performance requirements to earn college credit through a CTE Dual Credit (formerly Tech Prep) course.

Online dual credit courses counted as being offered by the high school if the high school offered them at no charge to the student. Enrollment in Running Start did not count toward an Academic Acceleration Incentive Program award.

6. In January 2018, OSPI submitted its annual report to the legislature ([Dual Credit Programs Enrollment: Statewide and Among Academic Acceleration Grantees, 2018](#)) outlining baseline dual credit data for the state and additional information on each of the grantees, including strategies utilized by grantee to increase equitable access.

7. During the 2018 legislative session, with regards to the annual Academic Acceleration Incentive Program competitive grant #661, OSPI attempted a policy change for RCW 28A.320.196 that would have eliminated the requirement for adoption of an academic acceleration policy as a requirement for eligibility. The bill died in committee after a significant change in the proposed legislation by the senate.

8. During the 2017-18 school year, the OSPI Information Technology, Student Information, Data Governance and School & System Improvement teams collaborated to include Dual Credit student completion data within the new Every Student Succeeds Act's (ESSA) mandated Washington School Improvement Framework (WSIF). This effort required the inclusion of reliable and accurate data from school districts. With CTE Dual Credit in particular, there is still concern about the accuracy of current data as reflected in OSPIs CEDARS system. The process to report dual credit completion through the WSIF was developed based on unduplicated student counts.

   As the WSIF was developed and implemented, OSSI leadership provided many in-person trainings around the state to explain the new state data reports, which included an opportunity for districts to analyze their enrollment in dual credit programs with an option to disaggregate the data via multiple subgroup populations. Program Supervisors provided content expertise and assisted with the development of newly created resources to support this process. In collaboration with Education NW, the template for a Dual Credit System Improvement Guide, which leads districts through a process of guided data analysis, self-evaluation and action planning with which to improve their dual credit programs, was updated from the previous year's Dual Credit Data Analytics Guide. With successful completion of these updates to our data system and the provision of a revised data analysis and system improvement tool, OSPI added additional layers of assistance to schools identified for state-level support as part of our commitment to increasing equitable access to dual credit opportunities.

9. Program Supervisors provided additional professional development and communication through a collaborative OSPI-WSAC webinar, several listservs and conference presentations to school counselors, "dual credit" coordinators, CTE directors, and a variety of education stakeholders. Information regarding important updates to OSPIs Career Guidance Washington curriculum related to Dual Credit and the High School and Beyond Plan was also provided throughout the school year. These lessons and templates ensure that K-12 staff can access free career and college readiness lessons exemplifying the current best practices for ensuring student understanding of options and improving equitable access to dual credit opportunities.

10. In November 2018, OSPI will collect grant implementation information from grantees that will be included in our annual dual credit legislative report, due January 2019. Preliminary dual credit enrollment data for 2017–18 should become available to OSPI program staff in late October, based on historical CEDARS submissions practices of school districts.

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

   Beneficiaries in 2017–18 School Year:

   > Competitive grants up to $10,000 each were awarded to the following
   >> # of school districts: 10
   >> # of high schools: 12
   >> # of middle schools   0 (with 9th grade)
   >> # of students   (will know once final reports are submitted this fall)
   > Incentive Grants were awarded in September, 2017 to the following
   >> # of school districts: 225
   >> # of high schools: 486

3. **FY 18 Funding:**
   # of OSPI staff associated with this funding (FTEs):   2.25
   # of contractors/other staff associated with this funding: 0.0

FY 18 Funding:	**State Appropriation:**	$4.894 million
	Federal Appropriation:	$0.0
	Other fund sources:	$0.0
	TOTAL (FY18)	$4.894 million

4. **Are Federal or other funds contingent on state funding?   If yes, explain.**
   No

5. **State funding history:**

Fiscal Year	Amount Funded	Actual Expenditures
FY18	$4,894,000	$4,236,705

6. **State funding, number of beneficiaries, # services since inception (Academic Acceleration Competitive Grants only):**

Fiscal Year	# of School Districts	Amount Allocated	# of School's
FY18*	10	$296,807	12

   In 2017, the omnibus appropriation changed when academic acceleration, college in the high school subsidies and the state's testing fee reduction funds were grouped into one dual credit budget proviso. OSPI staff reduced the amount of academic acceleration and college in the high school subsidy funding to accommodate the need for more state funding to support lowering AP/IB/CI test fees for low-income students.

7. **Average and range of funding per beneficiary, 2016–17 school year:**

   A. Competitive grants
      Range of awards: $1,850 to $10,000 (based on school enrollment)

Average grant award: $7,120

B. Incentive grants
    Range of awards: $6.66 to $7,937.44 (based on school's dual credit enrollment) Average
    grant award: $977.37 (per high school)

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

    A. The awarding of Academic Acceleration Incentive Program competitive grants

    B. Yearly findings will be submitted to the legislature in the annual report required by RCW
        28A.320.196 (Academic acceleration incentive program – Dual credit courses – Allocation of
        funds – Reports), due on January 1, 2018.

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

    A. Although the competitive iGrants application has been offered to districts multiple times, a
        limited number of high schools apply each year. The primary reason for rejection of some
        applications has been the lack of school board academic acceleration policies, consistent with
        the four requirements outlined in RCW 28A.320.195
        (Academic acceleration for high school students—Adoption of policy) Some school districts,
        who deem that their school policies allow for open access to dual credit courses, choose not to
        apply and believe the Academic Acceleration Board Policy limits student choice.

    B. A second significant challenge is that the grant is a one-year grant only. The requirement to
        spend this grant money by June 30 limits access to some training options and does not provide
        sufficient time to do the work necessary to build, execute, and sustain a dual credit expansion
        plan of action and school-wide program.

10. **Statutory and/or Budget language:**

    Budget Proviso: ESSB 6032 Sec. 501 (30) $4,894,000 of the general fund--state appropriation for
    fiscal year 2018 and $4,894,000 of the general fund--state appropriation for fiscal year 2019 are
    provided solely for grants for implementation of dual credit programs and subsidized advanced
    placement exam fees and international baccalaureate class fees and exam fees for low-income
    students. For expenditures related to subsidized exam fees, the superintendent shall report: the
    number of students served; the demographics of the students served; and how the students perform
    on the exams.

11. **Other relevant information:**

    The 2016–17 legislative language for SSHB 1642 allowed additional technical assistance, resources,
    and professional development, not only to the schools who receive the iGrants, but to every region
    of the state.

    The additional flexibility in this funding also allowed OSPIs new Program Supervisor to convene a
    voluntary (not currently mandated by legislation) Dual Credit Workgroup, including members of
    the Washington Student Achievement Council, State Board for Community and Technical Colleges,

Council of Presidents and Association of Washington School Principals. During monthly meetings throughout the 2016-17 school year, this group worked collaboratively to increase equitable access to quality dual credit programs statewide, and to improve guidance and communication to K-12 and higher education staff.

12. **Program Contact Information:**
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