

Consolidated Equity and Sustainability (CES) Dual Credit Grant Form Package

154

Purpose

The purpose of the *Consolidated Equity and Sustainability (CES) Dual Credit* grant is to resource local education agencies (LEAs) which includes districts and their schools, charter schools, and tribal compact schools, which are investing in activities that will eliminate equity gaps in dual credit access and completion. The grant program is competitive, with priority given to LEAs and schools which can identify and commit to providing opportunities to improve their dual credit SQSS measure among underrepresented student groups, including but not limited to, students of color, students with disabilities, students who identify as LGBTQ+, students in foster care, emerging multilingual student (English learners), students experiencing homelessness, and students in low-income families.

This equity- and sustainability-based grant program is part of delivering on Office of Superintendent of Public Instruction's (OSPI) [strategic goals](#), leveraging local expertise and providing training to deepen anti-racist practices in school systems across the state. OSPI's strategic goals include providing rigorous learner-centered option in every community, including equitable access to dual credit courses, and supporting LEAs through consistent, timely and meaningful funding and supports that center the needs of students.

Dual credit programs that can be expanded or supported through this grant include exam-based dual credit options:

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Cambridge International (CI)

and course-based or concurrent enrollment dual credit options:

- College in the High School (CHS)
- Career and Technical Education (CTE) Dual Credit
- Running Start



or Alternative Learning Experiences (ALE) and Open Doors programs

- Students can be supported as long as the support goes only to those opportunities that allow students to be earning both high school and college credit at the same time

Descriptions of these dual credit programs can be found on the [OSPI dual credit Web page](#).

Who can apply and Grant Consolidation

LEAs that serve students in the 8th – 12th grades are eligible to apply for funding. Funding can be for LEA or building level activities so long as they are part of the allowable activities.

This grant will consolidate the following grants/form packages into a single application:

- 732- College in the High School Subsidy
- 983/103 Building Equitable, Sustainable Dual Credit Programs

Each grant is represented by a separate portion of the application and you must complete the appropriate sections of the grant for each type of funding you wish to be considered for. You may apply to as many funding types as is appropriate for your LEA.

These grants will not be offered separately, and you will need to apply to this grant/form package to receive funds to support activities formerly included in these other programs.

If you miss a section and do not complete it prior to the grant due date, you will not be able to go back and re-apply.

What can grant funds be used for

Selected applicants will use grant funds in support of specific activities allowed in the grant program. Priority selection will be given to LEAs/schools that can demonstrate equity gaps in dual credit use by underrepresented student groups and provide sound reasoning behind selected activities to reduce and eliminate identified disparities.

Grants will be made available for specific activities which focus on:

- using student data to identify and provide guidance and support to **all students** who are ready, or almost ready, for dual credit work

- improving local policies and practices to broaden student awareness of, access to and readiness for dual credit opportunities, including expanding dual credit options in CTE courses
- engaging in strategic master scheduling analysis and adjustment that increases access to and completion of dual credit coursework
- resourcing the curricular, training and capital needs tied to program expansion
- covering the costs of dual credit courses, exams or fees for students and families.

How much will grant awards be for?

Grants will be offered to selected LEAs up to \$75,000 for the 2021-22 school year. Funds awarded for the 2021-22 school year must be fully expended by June 30, 2022. Funding can be for LEA or building level activities so long as they are part of the allowable activities.

For schools who have a history of using more than the \$75,000 limit for CHS subsidy, an additional award may be provided based on prior use of the CHS subsidies.

Indirect costs may be included at 7%. If you choose to claim indirect costs, that amount will need to be subtracted from the total award to determine how much may be spent on activities.

Applications for the 2021-22 Consolidated Equity and Sustainability Dual Credit Grant will be due July 29, 2021.

Background

OSPI has been focused on increasing equitable and sustainable dual credit access and completion for several reasons.

There are significant gaps between student groups in dual credit access and completion. In a report published in the fall of 2019, OSPI identified that students of color, low-income student, students with disabilities, emerging multilingual student , and other historically underrepresented student groups access and complete dual credit offerings at a disproportionately lower rate than their peers (see ["Covering the Costs of Dual Credit for Students and Families", OSPI, 2019](#)). Participating in dual credit can increase student persistence and engagement in high school, improve graduation rates,

smooth transitions to postsecondary education, and reduce overall costs of college. Eliminating the opportunity gaps between students accessing dual credit is a key strategy to reduce overall inequities in our K-12 and higher education systems.

Dual credit is a federal school improvement measure. OSPI included dual credit completion as one of the seven measures on the Washington School Improvement Framework (WSIF), the state's accountability system. WSIF data is disaggregated by various student groups, including by race/ethnicity and special populations, and drives identification of schools for improvement. These groups are identified and data on dual credit participation is available through the [OSPI Report Card](#).

Increasing access to dual credit is critical for new graduation pathways. As part of the Graduation Pathway requirement passed by the 2019 legislature via House Bill 1599, the courses and assessments students can use to demonstrate their preparation for the next step after high school were expanded in 2019. Washington state is focusing on expanding access to dual credit for students in career-technical education program. This additional support of CTE Graduation Pathway options will help prepare more students for postsecondary education, training, or employment. In addition, students can use exam-based dual credit courses or exams to complete pathways focused on transitioning to postsecondary education.

Academic Acceleration policies and practices are becoming law. Per the passage of House Bill 1599 in 2019, LEAs are required to have updated and/or adopted an academic acceleration policy by the 2021-22 school year ([RCW 28A.320.195](#)). Academic acceleration requires LEAs to automatically enroll students who are at or above standard (as demonstrated on 8th grade and high school statewide assessments in ELA and math) in the next most rigorous course, in alignment with the student's High School and Beyond Plan. The intention of this policy is to equitably move students toward completion of dual credit.

In order to ensure an academic acceleration policy is implemented equitably, LEAs are engaging in planning to ensure expanded dual credit capacity is available, and working to provide the guidance and support that ensures student course choices are aligned with their goals and interests, as described in their High School and Beyond Plans (HSBP). This planning should include partnering with all schools involved in development of graduation pathways (middle, JR/SR high, college) to ensure class offerings support students' HSBP's.

Applicant Expectations

Successful applicants will:

1. Use local and state data to identify specific equity gaps in dual credit participation. This examination should include race/ethnicity, gender, and other student group or program categories identified in the OSPI Report Card. Your data is not limited to what can be found in the report card. You may have richer data at the LEA level.
2. Provide a budget for fund allocation that supports the implementation of one or more allowable activity during the 2021-22 school year and that is directly tied to closing identified equity gaps. **Priority will be given to applicants who choose to participate in multiple activities, especially those designed for system- and capacity-building, to reduce barriers for students.**
3. Provide cash or in-kind match to leverage grant funds at a rate of \$1 to \$4 (match to grant award).
Note: Matching funds are not required for CHS subsidies for schools previously identified as rural or receiving small high school funding.
4. Provide a high-level outline of a multi-year plan (minimum 2), utilizing continuation grant funds in future years (if made available), which will deepen the commitment to closing equity gaps in dual credit and build sustainability for activities.

Allowable Grant Activities

Successful applicants will select one or more of the following activities for implementation during the 2021-22 school year:

1. Engage in data-driven master scheduling improvements to equitably increase dual credit course options for ALL students through partnership with Always Be Learning (ABL). The Office of System and School Improvement (OSSI) has partnered with ABL to support this work statewide in the 2019-20 and 2020-21 school years through a continuous school improvement lens. Grant funds under this category are for contracts with ABL to provide local implementation and support using their established model. This activity is not restricted to ABL but

should be done with a company that has experience in master schedule analysis, data analysis, and integrating student voice.

2. Invest in equitable, data-informed identification, engagement, and enrollment of students in dual credit through partnership with Equal Opportunity Schools (EOS). OSPI is partnering with EOS to support eliminating equity gaps in dual credit through a continuous school improvement lens. Grant funds under this category are for contracts with EOS to provide local implementation and support using their established model. This activity is not restricted to EOS but should be done with a company that has experience in master schedule analysis, data analysis, and integrating student voice.
3. Covering professional development requirements necessary for faculty to be eligible to teach CHS or CTE Dual Credit courses. This does not include the ongoing professional development required as outlined in CHS contracts with institutions of higher education or the professional development required or offered by proprietary exam-based dual credit organizations.
4. Expand access for students completing a CTE Graduation Pathway option by developing dual credit courses inside existing or new CTE Graduation Pathway course sequences approved locally by the LEA and/or statewide sequences [approved by OSPI](#). This could include collaboration with higher education partners to increase options for Running Start enrollments in CTE (professional/technical) certificate and degree programs, through the development of equivalencies for college-level professional-technical courses that also meet one or more of the 17 core high school credit requirements for graduation.
5. Cover program fees charged to the LEA/school by the higher education partners or proprietary exam companies to increase the number of dual credit sections or courses.
6. Pay for supplies and/or equipment necessary to equitably expand dual credit offerings.
7. Cover costs for students by subsidizing or fully covering exam fees for students (AP/IB/Cambridge), CHS fees for students (see CHS Subsidy section), books and

fees for Running Start students, or other costs incurred by students to participate in dual credit courses. Grant funds cannot supplant funds the LEA/school already pays to cover student costs.

CHS Subsidy (formerly form package 732)

Funds used to cover student costs (now includes 9-12 grades) may be billed up to, but not in excess of, the rate allowed by legislation (WAC 392-725) and may be invoiced by the college following the 10-day count each quarter/semester. Priority will be given to schools that are identified as rural or receiving small high school funding. Rural schools are those that are 20 miles or more from the nearest college that provides running start courses. As in previous years, prior usage of the CHS subsidy will help inform appropriate award amount of this section. One hundred percent (100%) of the funds used to cover student's costs are required to pass through to the college.

With this new consolidation program, we are allowing colleges to bill CHS tuition to the LEA after the 10-day count of the quarter or semester, rather than waiting until the end of the course. Additionally, with the new max tuition rate calculation, invoices to LEA's should detail dollar amounts due rather than just number of credits used. This will give colleges the ability to invoice the LEA at either the maximum amount, or some other lower amount the college deems appropriate.

Cash or in-kind match

Applicants must commit either cash resources (federal, state, local, or philanthropic dollars) or provide an in-kind match at a value of 1:4 (one dollar of cash or value for every four dollars of grant funds). In-kind match can be:

- any LEA or school investments which are eligible expenditures under the allowable activities of the grant
- professional development expenditures to maintain or increase the number of dual credit courses offered
- other expenditures or resources which are tied directly to addressing equity gaps in dual credit access and completion
- Covering of student costs by any funding source other than this grant

Matching is not required for award related to the CHS subsidy for schools previously identified as rural or receiving small high school funding.

Assurances

1. The grantee will use local and statewide data to identify persistent equity gaps in dual credit access and completion and connect grant resources to allowable activities that will help address those gaps.
2. The grantee will develop and implement a sustainability plan for the work under this grant, including a plan for continuation of grant funds (if available) for the 2022-23 and 2023-24 school years. The goal of the grant program is to create a three-year cycle of improvement in dual credit access and completion for underserved student populations.
3. The grantee will provide guidance and support to students and parents to ensure High School and Beyond Plans are properly developed, updated, and used in accordance with RCW 28A.230.090, including identifying dual credit options available to students and which align with their postsecondary plans.
4. Grant funds will be utilized exclusively for activities outlined in this application.
5. The grantee will respond to OSPI's requests for information and data for statewide evaluation purposes and will maintain clear records of how grant funds were deployed and the impacts of the investments on student equity gaps.
6. The grantee will provide a match of 25% of total grant award. The match can be in-kind or cash expenditures and include existing resources supporting allowable activities under this grant, professional development expenditures to maintain or increase dual credit offerings, or other expenditures or resources tied directly to addressing equity gaps in dual credit access and completion.
7. All funds provided through this grant are expressly for the equitable expansion of the identified LEA's dual credit expansion plan, less the permitted indirect amount which may be retained by the local education agency.
8. The grantee agrees to submit a year-end report of grant activities and outcome attainment to OSPI by June 1, 2022 on a form provided by OSPI.

9. The LEA official acknowledges that they have consulted with the applicant secondary school principal(s) and can verify that each has accepted these assurances.
10. OSPI reserves the right to disqualify applications based on the LEA/school historical performance and the right to award the grant to the applicant whose proposal is deemed to be in the best interest of and most advantageous to OSPI and the state of Washington.

Application Questions

This grant program is designed to engage in anti-racist capacity building, leadership, and resource allocation. Dismantling systemically racist structures will make progress on inclusivity and will better serve students of color, students with disabilities, students who are English learners, students who are migratory, students experiencing homelessness, students in foster care, students experiencing intergenerational poverty, and students who identify as LGBTQ+.

Dual credit programs that can be expanded or supported through this grant include exam-based dual credit (Advanced Placement (AP), International Baccalaureate (IB), Cambridge International) and concurrent enrollment dual credit (College in the High School, Career and Technical Education (CTE) Dual Credit, and Running Start).

Descriptions of these dual credit programs can be found on the [OSPI dual credit Web page](#).

This section of the application will provide OSPI with an assessment of the secondary school's current progress in developing equitable dual credit offerings specific to the priority factors identified in this grant package, as well as school goals for building equitable dual credit capacity.

Grant activities are to support students and programming in 8th through 12th grades.

Equity and Sustainability (formerly form package 983 and 103)

1. Describe your school(s) or LEA's largest equity gaps in dual credit using statewide and/or local data. Include the data source used to identify these gaps. This examination should include race/ethnicity, gender, and other categories identified in the OSPI Report Card.

2. Which allowable activities are you planning on resourcing if awarded grant funds? Describe how you expect those activities to address the equity gaps you identified in question 1.

3. Identify the specific and measurable outcomes you will use to indicate progress in achieving dual credit expansions goals. Identify what local data will be used and how you will measure progress in meeting the outcomes and goals. (Be specific about which dual credit program pertains to each goal – AP, IB, CHS, etc.)

4. How do you partner with your student pipeline schools (middle, Jr/SR High, College) to help support accurate and complete dual credit and academic acceleration knowledge for students and parents? Describe how you communicate with these partners to ensure desired tracks are provided to help students successfully follow their HSBP.

5. Please state your total dollar amount request and how much you anticipate spending on each of your allowable activities. Describe how the spending connects to the activities that you indicated in question 2.

6. Describe your cash or in-kind activities which will match to leverage grant funds at a rate of \$1 to \$4 (match to grant award request).

7. Based on your selected activity/activities for the 2021-22 school year, what would you expect to use continuation funds for in 2022-23 and 2023-24, if those funds were made available?

College in the High School Subsidy (732)

For each course, identify the supporting college, cost per credit, how many credits per course, and how many students for each course.

Is the school more than 20 miles from a running start college?

Does the school receive small high funding?

Course Title	College	Cost per Credit	# of Credits per Class	# of Students	Total Cost