

Dual Credit Programs

1. **Purpose:** Funds are provided for grants to implement dual credit programs, subsidies for Advanced Placement (AP) and International Baccalaureate (IB) courses and exams for students who are low-income, and to provide a report on student outcomes and demographics for students receiving AP or IB subsidies.
2. **Description of services provided:**
 - A. Funds were directed to schools and districts in the following ways:
 1. Grants for dual credit programs.
 - College in the High School (CHS) subsidy program, described in RCW 28A.600.290.
 - Academic Acceleration Incentive Program, as described in RCW 28A.320.196
 - Dual credit opportunity expansion in small and rural schools.
 2. Subsidies for students who are low-income to cover course and exam costs associated with AP and IB classes.
 - B. OSPI staffing costs funded under this proviso focused on the following:
 1. Statewide policy and program coordination among K12 and postsecondary partners.
 2. Dual credit technical assistance and grant management services to schools and districts.
3. **Criteria for receiving services and/or grants:**
 - A. 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 Free or Reduce Price Lunch eligible. Subsidies can cover up to 10 credits of fees for CHS courses for small and/or rural students and 5 credits for students at schools not rural and/or remote, but eligible for FRPL.
 - B. Academic Acceleration/Dual Credit Expansion grants: : To be eligible a school district must have adopted an academic acceleration policy as provided under RCW 28A.320.195. Priority is given to high schools with a high proportion of low-income students and high schools seeking to develop new capacity for dual credit courses rather than proposing marginal expansion of current capacity.
 - C. Academic Acceleration Incentive Program: 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.
 - D. Dual credit opportunity expansion in small and rural schools: high schools with 400 or fewer students to develop new, sustainable capacity for dual credit courses by supporting staff training, curriculum development and acquisition, technology, and

other costs associated with offering dual credit courses to high school students. Priority consideration will be given to schools seeking to expand capacity by creating greater access and support for underrepresented student populations.

- E. AP/IB subsidies: students must be enrolled in an AP or IB course or courses and be eligible for free or reduced-price lunches.

Beneficiaries in 2018–19 School Year:

of School Districts: 127
 # of Schools: 00
 # of Students: 00
 Other: 17,684 tests

of OSPI staff associated with this funding (FTEs): 2
 # of contractors/other staff associated with this funding: 0

FY19 Funding:

State Appropriation: \$4,894,000
 Federal Appropriation: \$0
 Other fund sources: \$0
 TOTAL (FY19) \$4,894,000

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

- 5. State funding history:

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

- 6. Number of beneficiaries (e.g., schools, students, districts) history:

Fiscal Year	# of School Districts
FY19	124* Does not include AP
FY18	225

- 7. Programmatic changes since inception (if any): None.

- 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.

9. **Major challenges faced by the program:** The funds allocated for CHS subsidy continue to not cover all requests. Some schools over estimate credit loads and OSPI has responded by changing the approval process of subsidy requests. With each college establishing its own rate for college in the high school credits, it has been difficult to establish a baseline of what cost should be at the per student level. The requirement of a board policy for academic acceleration continued to be a barrier for schools to apply for the Dual Credit Expansion grant.
10. **Future opportunities:** The focus on dual credit policy among policy makers, the education field, and local communities continues to grow alongside student demand for dual credit opportunities. OSPI has a report to the legislature due on November 1 with recommendations on how to make all dual credit opportunities (both concurrent enrollment and exam-based) cost free to students and families. This report will likely significantly impact how OSPI elects to use the flexible elements of the proviso.
11. **Statutory and/or Budget language:** 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, 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:**
13. **List of schools/districts receiving assistance:** See OSPI [website](#).
14. **Program Contact Information:**
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