



# Washington Office of Superintendent of **PUBLIC INSTRUCTION**

## **Dual Credit Programs**

### 1. **Purpose:**

Funds are provided for grant to implement dual credit programs, subsidized test fees for Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International (CI) for students who qualify for FRPL, and to provide a report on student outcomes and demographics for students receiving Test Fee subsidies.

### 2. **Description of services provided:**

Funds were directed to schools and districts in the following ways:

- Grants for dual credit programs.
  - College in the High School (CHS) subsidy program, described in RCW 28A.600.290.
  - AP/IB/CI Test Fee Waiver Program
- Academic Acceleration Incentive Program, as described in RCW 28A.320.196
- Contract with ABL to provide statewide instruction on developing Master Schedules that promote College and Career Readiness through an equity and inclusion lens.
- OSPI staffing costs funded under this proviso focused on the following:
  - Statewide policy and program coordination among K12 and postsecondary partners.
  - Dual credit technical assistance and grant management services to schools and districts.

### 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 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.

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.

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

**Beneficiaries in 2019-20 School Year:**

**Number of School Districts (CHS subsidy):** 127  
**Number of Schools:** 0  
**Number of Students:** 0  
**Number of Educators:** 0  
**Other:** AP/IB/CI Tests 14,104

**Number of OSPI staff associated with this funding (FTEs):** 2.0

**Number of contractors/other staff associated with this funding:** 0.0

**FY20 Funding: State Appropriation:** \$4.894 million

**Federal Appropriation:** \$0

**Other fund sources:** \$0

**TOTAL (FY20)** \$4.894 million

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

No

Yes, please explain.

5. **State funding history:**

<b>Fiscal Year</b>	<b>Amount Funded</b>	<b>Actual Expenditures</b>
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:**

<b>Fiscal Year</b>	<b># of School Districts</b>
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 money on this program. Schools requests were compared to prior usage and adjusted to more correctly reflect actual usage. Additionally, schools were allowed to make changes to courses originally submitted to be covered by grant 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.

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 what is allocated to cover the costs of running start but must fund four other types of dual credit (AP/IB/CI and CHS), provide programmatic support staff, and any other systems level initiatives deemed necessary by OSPI.

10. **Future opportunities:**

In order to directly address the lack of progress in addressing historically underrepresented student groups in dual credit, OSPI has created a Building Equitable and Sustainable Dual Credit Expansion grant. This grant asks districts to identify those student groups, besides low-income students who are not obtaining dual credit at the same rate as White or Asian students, and to build capacity and 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 are encouraged to work specifically on master scheduling practices with an equity focus and outreach activities specifically designed to reach those target student groups.

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

ESSB 6168 Sec. 520 (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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