Dual Credit Programs

Report to the Legislature

November 2010
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I. Background

The challenges and opportunities of a global economy require the educational stakeholders in the state of Washington to strategically invest in a well-prepared 21st century workforce more than ever before. To meet the need of a more highly skilled workforce, Washington students need to be prepared for postsecondary education and training. The future personal enrichment and success of Washington citizens increasingly relies on their ability to successfully access and succeed in Washington's postsecondary education and training system.

To accomplish these ends, the Legislature has consistently sought to expand the number of students who begin earning college credits and post-secondary career and technical experiences while still in high school. Opportunities for dual credit coursework in Washington involve the following programs: Advanced Placement, College in the High School, International Baccalaureate, Running Start, Running Start for the Trades, Tech Prep, Cambridge Program, Early College Program, Gateway to College, and Technical College Direct Funded Enrollment Programs.

In addition to the head start on postsecondary education and training, dual credit programs have saved state taxpayers and the families of students millions of dollars that would otherwise burden families in these difficult economic times.

This report is designed to cast some light upon the results of both state and local school district efforts to make such dual credit programs available to their students. Specifically, RCW 28A.600.280 requires:

“(1) The office of the superintendent of public instruction, in collaboration with the state board for community and technical colleges, the Washington state apprenticeship and training council, the workforce training and education coordinating board, the higher education coordinating board, and the public baccalaureate institutions, shall report by September 1, 2010, and annually thereafter to the education and higher education committees of the legislature regarding participation in dual credit programs. The report shall include:

(a) Data about student participation rates and academic performance including but not limited to running start, college in the high school, tech prep, international baccalaureate, advanced placement, and running start for the trades;

(b) Data on the total unduplicated head count of students enrolled in at least one dual credit program course; and

(c) The percentage of students who enrolled in at least one dual credit program as percent of all students enrolled in grades nine through twelve.

(2) Data on student participation shall be disaggregated by race, ethnicity, gender, and receipt of free or reduced-price lunch.”
II. Overall Findings

An analysis of students’ schedules for the 2009-10 school year, as reported in the Comprehensive Education Data and Research System (CEDARS), shows that:

- 10.9 percent of all high school courses taken can earn dual-credit.
- 49.2 percent of all high school students took one or more dual-credit courses.
- Washington high school students took an average of 9.5 courses (dual and non-dual credit); on average one of those courses was a dual credit course.
- Students who took one or more dual credit courses took an average of 2.1 dual-credit offerings.
- Except for Tech Prep, dual credit coursework is generally taken in grades 11 and 12.
119,525 students were enrolled in Tech Prep courses in 2009-10; serving more than twice as many students as the next closest dual credit option (Advanced Placement).

- 48.9 percent of students enrolled in dual-credit courses are female.
- 48.0 percent of students enrolled in non-dual-credit courses are female.
7.3 percent of students who took a dual credit course were served by the Special Education program.

3.3 percent of students who took a dual credit course were served by the English Language Learners (ELL) program.

2.0 percent of students who took a dual credit course were served by the Gifted program.

32.3 percent of students who took a dual credit course were eligible for Free/Reduced meals.
All primary data used in this report was obtained through the CEDARS system in October, 2010, unless otherwise noted.

Other data sources are utilized to extend a deeper understanding of the primary results requested in the legislation and include:

1. The College Board – AP
2. College in the High School, Running Start, Tech Prep – State Board of Community & Technical Colleges (SBCTC)
3. International Baccalaureate – IB
4. Office of Superintendent of Public Instruction (OSPI), Career and Technical Education (CTE) Division – Tech Prep

See Table 1 for a summary of dual credit program enrollments and student characteristics.
## Table 1
### Dual Credit Data Summaries

<table>
<thead>
<tr>
<th>Program</th>
<th># of Schools</th>
<th>2009-10 Enrollment</th>
<th>% of All Students&lt;sup&gt;1&lt;/sup&gt;</th>
<th>% Free-Reduced Lunch Eligible&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Male&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Female&lt;sup&gt;1&lt;/sup&gt;</th>
<th>In Special Ed Program&lt;sup&gt;1&lt;/sup&gt;</th>
<th>In ELL Program&lt;sup&gt;1&lt;/sup&gt;</th>
<th>In Gifted Program&lt;sup&gt;1&lt;/sup&gt;</th>
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</thead>
<tbody>
<tr>
<td>Tech Prep</td>
<td>359&lt;sup&gt;1&lt;/sup&gt;</td>
<td>119,525&lt;sup&gt;1&lt;/sup&gt;</td>
<td>35.3%</td>
<td>36.6%</td>
<td>54.0%</td>
<td>46.0%</td>
<td>9.4%</td>
<td>4.2%</td>
<td>1.2%</td>
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<tr>
<td>Advanced Placement</td>
<td>295&lt;sup&gt;1&lt;/sup&gt;</td>
<td>44,751&lt;sup&gt;1&lt;/sup&gt;</td>
<td>13.2%</td>
<td>21.5%</td>
<td>45.3%</td>
<td>54.7%</td>
<td>1.5%</td>
<td>1.2%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Running Start</td>
<td>315&lt;sup&gt;1,2&lt;/sup&gt;</td>
<td>18,541&lt;sup&gt;2&lt;/sup&gt;</td>
<td>3.4%</td>
<td>22.4%</td>
<td>40.4%</td>
<td>59.6%</td>
<td>1.2%</td>
<td>.4%</td>
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<tr>
<td>College in the High School</td>
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<td>2.8%</td>
<td>20.1%</td>
<td>46.3%</td>
<td>53.7%</td>
<td>2.4%</td>
<td>1.6%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Running Start for the Trades</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Baccalaureate</td>
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<td>1,509&lt;sup&gt;1&lt;/sup&gt;</td>
<td>2.0%</td>
<td>23.1%</td>
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<td>1.4%</td>
<td>2.1%</td>
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<tr>
<td>Technical College Direct Funded Enrollment Programs</td>
<td>3&lt;sup&gt;1&lt;/sup&gt;</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Cambridge Program</td>
<td>1&lt;sup&gt;5&lt;/sup&gt;</td>
<td>183&lt;sup&gt;5&lt;/sup&gt;</td>
<td>21.7%</td>
<td>41.3%</td>
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<tr>
<td>Gateway to College</td>
<td>1&lt;sup&gt;5&lt;/sup&gt;</td>
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<td>33.8%</td>
<td></td>
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</table>

**Data sources:**

<sup>1</sup> OSPI, Student Information office, from 2009-10 CEDARS submissions of Course Designators in student schedules

<sup>2</sup> International Baccalaureate 8.20.08 Washington State Report


<sup>4</sup> OSPI CTE , 2007-2008

<sup>5</sup> OSPI Telephone Interviews, October, 2010 – Mike Hubert, Supervisor

<table>
<thead>
<tr>
<th>Program</th>
<th>American Indian&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Asian&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Black&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Hispanic&lt;sup&gt;1&lt;/sup&gt;</th>
<th>White&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Pacific Islander&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Multi-Racial&lt;sup&gt;1&lt;/sup&gt;</th>
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<tr>
<td>Tech Prep</td>
<td>2.2%</td>
<td>7.8%</td>
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<td>14.9%</td>
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<td>2.2%</td>
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<td>Advanced Placement</td>
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<td>13.7%</td>
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<td>8.9%</td>
<td>69.2%</td>
<td>0.05%</td>
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<td>.03%</td>
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<td>Running Start</td>
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<td>8.1%</td>
<td>3.0%</td>
<td>5.1%</td>
<td>79.8%</td>
<td>&lt;.01%</td>
<td>1.7%</td>
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<tr>
<td>College in the High School</td>
<td>1.0%</td>
<td>10.9%</td>
<td>1.9%</td>
<td>7.7%</td>
<td>76.2%</td>
<td>.2%</td>
<td>1.9%</td>
<td>&lt;.01%</td>
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<td>Running Start for the Trades</td>
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<tr>
<td>International Baccalaureate</td>
<td>.86%</td>
<td>25.12%</td>
<td>2.5%</td>
<td>6.2%</td>
<td>62.6%</td>
<td>0.05%</td>
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<td>.05%</td>
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<tr>
<td>Cambridge Program</td>
<td>0.5%</td>
<td>28.3%</td>
<td>5.9%</td>
<td>25.0%</td>
<td>52.2%</td>
<td>1.0%</td>
<td>2.7%</td>
<td>0.5%</td>
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<td>Early College Program</td>
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<td></td>
<td></td>
<td></td>
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</tr>
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<td>Gateway to College</td>
<td>0%</td>
<td>3.9%</td>
<td>4.7%</td>
<td>10.9%</td>
<td>80.5%</td>
<td></td>
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</table>

6
III. Dual Credit Program Summaries and Findings

A. Advanced Placement (AP)

Program description:
This program allows students to take rigorous college-level courses while still in high school. Students may earn college credit and/or advanced placement into upper-level college courses by taking AP exams. Many colleges and universities recognize AP courses when making admissions decisions.

AP is a rigorous academic program built on the commitment, passion and hard work of students and educators from secondary schools and higher education. With thirty (30) courses and five (5) CTE areas in a wide variety of subject areas, AP provides willing and academically prepared high school students with the opportunity to study and learn at the college level.

Through AP courses, talented and dedicated AP teachers help students develop and apply the skills, abilities and content knowledge they will need later in college. Each AP course is modeled upon a comparable college course, and college and university faculty play a vital role in ensuring that AP courses align with college-level standards. For example, through the AP Course Audit, AP teachers submit their syllabi for review and approval by college faculty. Only courses using syllabi that meet or exceed the college-level curricular and resource requirements for each AP course are authorized to carry the “AP” label.

AP courses culminate in a suite of college-level assessments developed and scored by college and university faculty members as well as experienced AP teachers. AP Exams are an essential part of the AP experience, enabling students to demonstrate their mastery of college-level course work. Strong performance on AP Exams is rewarded by colleges and universities worldwide. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement or both on the basis of successful AP Exam scores. But performing well on an AP Exam means more than just the successful completion of a course; it is the gateway to success in college. Research consistently shows that students who score a 3 or higher typically experience greater academic success in college and improved graduation rates than their non-AP student peers. (Source: The College Board)

Participating schools include:
295 Washington high schools participated in the AP program during 2009-10. This was an increase of 10 schools over 2008-09.
Benefits for students and system:
- Stand out in the Admissions Process – 89 percent of admissions directors cite grades in rigorous high school courses as determinants in admissions decisions.
- Statistically, AP completers are more likely to graduate from college.
- Lessens time to degree completion and reduces the cost of college tuition costs.
- Improves quality of curriculum, as teachers syllabi are audited by college professors.
- AP Tests provide student with nationally recognized and normed feedback.
- Provides student a chance to try college level coursework while still in high school with teacher and parent support.

Student responsibilities:
- Students must be willing to undertake the challenge of difficult work.
- Students will be graded as though they are in a college course.
- Students may take the AP exam in May.

Cost to students and other costs:
OSPI has participated in the federal AP Test Fee Program grant since 1999. Through this program, test fees are reduced for qualifying low-income students who are eligible for advanced placement testing offered through the College Board and the International Baccalaureate Organization (IBO). This opportunity is funded through the federal AP Test Fee Payment Program for low-income students. This program is authorized by the Elementary and Secondary Education Act, Title I Part G.

AP reimbursements are paid directly to the College Board rather than through grants to public or private schools. The current fee per examination is $86. The total student fee is reduced through a series of waivers to $5.

Number of students currently participating:
44,751 Washington public school students were enrolled in Advanced Placement courses during the 2009-10 school year.

Profile of students:
There has been a 55 percent increase in the number of exams taken by Washington students in the past five years (35,704 – 55,501). 32,231 tests were administered in the Spring of 2010, a 6.7 percent increase over 2008-09.
AP Findings:

**Advanced Placement**
- 54.7 percent of students enrolled in AP courses are **female**.
- 45.3 percent of students enrolled in AP courses are **male**.

**AP - Gender**

1.2 percent of students enrolled in AP classes are **American Indian**.
13.7 percent of students enrolled in AP classes are **Asian**.
4 percent of students enrolled in AP classes are **Black**.
8.9 percent of students enrolled in AP classes are **Hispanic**.
69.2 percent of students enrolled in AP classes are **White**.
< 1 percent of students enrolled in AP classes are **Pacific Islander**.
2.1 percent of students enrolled in AP classes are **Multi-racial**.

- 1.5 percent of students who took an AP course were served by the Special Education program.
- 1.2 percent of students who took an AP course were served by an ELL program.
- 4.6 percent of students who took an AP course were served by the Gifted program.
- 21.5 percent of students who took an AP course were eligible for Free/Reduced meals.
Additional findings:
- The College Board reports that over 31,602 examinations taken by 19,655 students during 2009-10 demonstrated college-level mastery by earning scores of 3 or higher. This represents an increase of 6.1 percent from 2008-09.
- 59 percent of the total Washington exams received scores of 3 or higher.
- 35 percent of AP test takers self-reported as non-white.
- In 2010, AP exam scores of 3 or higher increased for all populations, most dramatically 33.5 percent for Black students and 9.4 percent for Hispanic students.
- Over the past five years, the number of Hispanic AP test takers in Washington has doubled from 1,067 in 2005 to 2,264 in 2010.
- Nearly 56 percent of the test takers are female, and female AP performance outshines males.

Web resource(s):
OSPI/AP: http://www.k12.wa.us/AdvancedPlacement/default.aspx
College Board: http://apcentral.collegeboard.com

State Agency Contact(s):
Barbara Dittrich, Program Supervisor, Advanced Placement
barbara.dittrich@k12.wa.us
360.725.6097

Other Program Contact(s):
Nancy Potter, K-12 Education Manager, College Board
npotter@collegeboard.org
425.643.7989

B. College in the High School

Program description:
"College in the High School", as evident in the name, means an opportunity for students to be concurrently enrolled in high school and college and to earn high school and college credit in the same course. It requires that the course and instruction be fully equivalent to the course and instruction that would and does occur on the college or university campus. The basic agreement between the school and college is governed by a local contract. To be a “CHS program,” a contract must be established between a high school and a college or university. The high school and college or university together defines the criteria for student eligibility.

High school students enrolled in CHS are officially enrolled in the college or university and must meet college specific course requirements and pre-requisites.
CHS courses must be taught by teachers meeting faculty appointment criteria established by the appropriate college/university department.

College/university courses administered through CHS are listed in the college/university’s catalogue of courses and approved through the regular course approval process of the respective college/university.

Student outcomes in CHS courses are assessed by the same standards used for the course when offered on the college/university campus with the opportunity to earn full college credit.

Participating schools include:
- Bellevue Community College
- Big Bend Community College
- Central Washington University
- Clark Community College
- Eastern Washington University
- Edmonds Community College
- Everett Community College
- Olympic Community College
- Shoreline Community College
- University of Washington
- Washington State University
- Wenatchee Valley Community College

Benefits for students and system:
- Fees can be hundreds of dollars less than college tuition for comparable credits.
- In contrast to Running Start, this program allows student to earn college credit without leaving the high school campus.
- In contrast to AP courses, student earns college credit upon successful completion of the class instead of relying on test scores.
- The courses included in the program are those most often required in the freshman coursework of Washington’s community colleges and universities.
- Upon successful completion, the course is transcripted with the college’s course title and number; just as it appears in the college catalog.

Student responsibilities:
- Meet college course standards.

Cost to students and other costs:
Costs to students vary with each institution.
- University of Washington
  - $54 per credit.
  - $35 for registration.
  - Financing – self support model.
Bellevue College  
- $115 per 5-credit class.  
- The school district bears the cost of instruction, textbooks, materials and faculty professional development.

Everett Community College  
- $36 per credit.  
- Financing – self support model.  
- $190 per 5-credit College in the High School course, textbooks included.  
- The cost for an equivalent course taken at Everett Community College can be as much as $410 not including textbooks.

Eastern Washington University  
- No charge per credit to student.  
- Student pays for book(s).  
- Financing Running Start model.

Washington State University  
- $75-100 per credit.  
- $35 additional fees.  
- Financing – self support model.

High schools contract with their local community and/or technical colleges to pay instructors. Contracts vary from paying instructors per student, per class, or as a regular duty assignment with no additional compensation.

Number of students currently participating:  
5,254 students participate in College in the High School programs. There were 609 students who participated in the College in the High School program during the 2008-09 school year as reported by the State Board of Community and Technical College. The four colleges report 4,645 high school students participating in such programs.

Profile of students:  
The number of students participating on this program has grown by 93.1 percent over the past five years. Everett Community College accounts for over 74 percent of these students within the community college system.
2.4 percent of students who took a College in the High School course were served by the Special Education program.

1.6 percent of students served by an ELL program have taken a College in the High School course.

7.6 percent of students served by a Gifted program have taken a College in the High School course.

20.1 percent of students who took a College in the High School course were eligible for Free/Reduced meals.

Web resource(s):
State Board for Community and Technical Colleges (SBCTC):
http://www.sbctc.edu/college/_e-wkforcecollegeinhighschool.aspx
C. International Baccalaureate

Program description:
The International Baccalaureate (IB) program is designed as an academically challenging and balanced program of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The program is normally taught over two years and has gained recognition and respect from the world’s leading universities.

Students may take individual IB courses or may study up to six courses at higher level or standard level in an effort to earn an IB Diploma. Students must choose one subject from each of the following subject groups ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. An additional subject may be from an arts offering, or the student may choose another subject from the core subject groups.

In addition, the program has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding: The extended essay, a “Theory of Knowledge” course, and a service requirement.

Students take written examinations at the end of the program, which are scored by external IB examiners. Students also complete assessment tasks in the school, which are either initially scored by teachers and then moderated by external moderators or sent directly to external examiners.

Participating schools include:
The International Baccalaureate (IB) organization reports the following sixteen (16) sites in Washington:
- A.C. Davis Senior High
- Annie Wright Academy
- Capital High School
- Chief Sealth High School
- Columbia River High School
- Edmonds-Woodway High School
• Henry Foss High School
• Inglemoor High School
• Ingraham High School
• Interlake High School
• Kennewick High School
• Kent-Meridian High School
• Mt. Rainier High School
• Skyline High School
• Sumner High School
• Thomas Jefferson High School
• West Seattle High School

Benefits for students and system:
• Stand out in the Admissions Process – 89 percent of admissions directors cite grades in rigorous high school courses as determinants in admissions decisions.
• Lessens time to degree completion and reduces the costs associated with college tuition.
• Improves quality of curriculum, as syllabi are established via international collaboration.
• IB Tests provide student with internationally recognized and normed feedback.
• Provides student a chance to try college level coursework while still in high school with teacher and parent support.
• Students benefit by regular assessment of faculty by the IB organization.
• Students are required to demonstrate knowledge via multiple means.
• IB Diploma candidates complete 150 hours of community service.

Student responsibilities:
• Must maintain a high degree of scholarship.
• Must apply for testing.

Cost to students and other costs:
OSPI has participated in the federal Access to Higher Standards Act since 1999. Through this program, test fees are reduced for qualifying low-income students who are eligible for IB testing offered through the International Baccalaureate Organization (IBO). This opportunity is funded through the same provisions of the federal Access to Higher Standards Act for low-income students established for AP. This program is authorized by the Elementary and Secondary Education Act, Title I Part G.
• IB reimbursements are paid to local school district upon receipt and approval of the IB Test Fee Application. IB test registration and subject fees for each higher level (HL) or standard level (SL) subject exams are paid through the federal grant managed by OSPI at a rate of 90 percent. This leaves each eligible student a nominal 10 percent of the total $60 fee. Each eligible student then has responsibility for a nominal 10 percent of the total fee.
• Annual school fee – Diploma program - $9,600.
• Supporting a robust IB program may require some instruction occur outside the regular school day, incurring additional costs to districts.
• Schools must cover initial training costs in IB for new instructors.
• IB reimbursements are paid to local school districts upon receipt and approval of the IB Test Fee Application.
• IB test registration and subject fees for each higher level (HL) or standard level (SL) subject exams are paid through the federal grant managed by OSPI at a rate of 90 percent.

**Number of students currently participating:**
6,627 students received grades in IB coursework during the 2009-10 school year.
IB Findings

International Baccalaureate
- 53.3 percent of students enrolled in IB courses are female.
- 46.7 percent of students enrolled in IB courses are male.

International Baccalaureate
- <1 percent of students enrolled in IB classes are American Indian.
- 22.6 percent of students enrolled in IB classes are Asian.
- 6.1 percent of students enrolled in IB classes are Black.
- 9.9 percent of students enrolled in IB classes are Hispanic.
- 57 percent of students enrolled in IB classes are White.
- <1 percent of students enrolled in IB classes are Pacific Islander.
- 2.7 percent of students enrolled in IB classes are Multi-racial.

- 1.4 percent of students who took an IB course were served by the Special Education program.
- 2.0 percent of students who took an IB course were served by an ELL program.
- 10.3 percent of students who took an IB course were served by a Gifted program.
- 23.1 percent of students who took an IB course were eligible for Free/Reduced meals.
Other IB findings:

- The number of IB Diploma Candidates has grown from 890 in 2004-2005 to 1509 in 2008-2009. This represents a 59 percent increase.
- The number of IB Diplomas has grown from 144 in 2004-2005 to 339 in 2008-2009. This represents a 135 percent increase.

Web resource(s):
OSPI / IB:  http://www.k12.wa.us/AdvancedPlacement/resources.aspx
International Baccalaureate Organization:  http://www.ibo.org/

State Agency Contact(s):
Barbara Dittrich, Program Supervisor, Advanced Placement
barbara.dittrich@k12.wa.us
360.725.6097

D. Running Start

Program description:
Running Start is a program that allows 11th and 12th grade students to take college courses at Washington’s 34 community and technical colleges, and at Central Washington University, Eastern Washington University, Washington State University, and Northwest Indian College. Running Start students and their families do not pay tuition, but they do pay college fees and buy their own books, as well as provide their own transportation. Students receive both high school and college credit for these classes, thus accelerating their progress through the education system. The colleges participating are reimbursed by the K-12 districts whose students participate in the program.

Participating schools include:
All public high schools in Washington are eligible to participate in this program.

Benefits for students and system:
- Students are able to earn college credit while in high school.
- Running Start presents an academically challenging option for qualified students.
- Running Start reduces the amount of time students spend gaining college credentials.
- Students can complete their first two years of college at the same time they complete their junior and senior years of high school.
- Students can earn up to two years of tuition-free college credit, saving significant tuition costs.
- It is not uncommon for students who have difficulty fitting-in the traditional high school setting to flourish in a different educational setting.
- In college, high school students gain maturity and knowledge from the participation and diversity of other college students.
Students have the opportunity to take more diverse elective classes than those provided at your high school.

**Student responsibilities:**
- Students start a college transcript when they take their first college class. It will stay with them throughout their college careers. If students perform poorly, it may jeopardize future college plans.
- Students are responsible to fully address the educational expectations consistent with that of any other college student.
- Students continuing to take classes at their high school are responsible to make sure that he/she addresses school expectations relative to enrollment.

**Cost to students and other costs:**
- Students pay all costs except tuition. Students must pay for books, computer fees, campus parking, gas, supplies, and other related costs.

**Number of students currently participating:**
There were 1,509 students participating in the Running Start program during the 2009-10 school year.

SBCTC data reports that a typical Running Start student takes 12 credits in a quarter, 29 credits during the year. Over half (55 percent) of Running Start students enrolled full-time in fall 2008. Demographically, Running Start students are less race and ethnically diverse than community and technical college students in general, less likely to be students with disabilities, and much less likely to be enrolled in workforce courses than other students. SBCTC data for 2008-09 reports that 18,167 Running Start students accounted for 11,845 college FTEs, an increase of about 5 percent over the previous year of 17,327 students (11,185 FTEs.) The Running Start program, with 11,845 FTEs this past year, has grown 21 percent over the past five years. In fall 2008, 15,580 Running Start students represented 9 percent of all Washington public high school juniors and seniors. Following a national trend in online higher education, from 2007-08 to 2008-09, the number of online enrollments (6,580) in the community and technical colleges by Running Start students has grown by almost 20 percent.

With 11,845 FTEs enrollments in 2008-09, Running Start resulted in a savings of about $40 million for parents and students and about $50 million for taxpayers. The savings represent the tuition and state support costs of 11,845 FTEs students attending a higher education institution for one year.
Running Start Findings

**RS - Gender**
- 59.6 percent of students enrolled in Running Start are **female**.
- 50.4 percent of students enrolled in Running Start are **male**.

**Running Start - Ethnicity**
- 1.5 percent of students enrolled in RS classes are American Indian.
- 8.1 percent of students enrolled in RS classes are Asian.
- 3.0 percent of students enrolled in RS classes are Black.
- 5.1 percent of students enrolled in RS classes are Hispanic.
- 79.8 percent of students enrolled in RS classes are White.
- < 1 percent of students enrolled in RS classes are Pacific Islander.
- 1.7 percent of students enrolled in RS classes are Multi-racial.

- <1 percent of students who took a Running Start course were served by Special Education, ELL, or Gifted programs.
- 22.4 percent of students who took a Running Start course were eligible for Free/Reduced meals.
Other Running Start findings:

- Serves 9 percent of the state’s high school juniors and seniors.
- For 2008-09, more than 1,226 students completed an associate degree or certificate at the same time as they graduated from high school.
- One in three Running Start students took at least one online course.
- From 2007-08 to 2008-09, the number of Running Start online enrollments at the community and technical colleges grew by 16 percent.

Web resource(s):
SBCTC: http://www.sbctc.edu/college/s_runningstart.aspx
OSPI: http://www.k12.wa.us/RunningStart/default.aspx

State Agency Contact(s):
SBCTC: Kayeri Akweks, Policy Associate, Student Services
kakweks@sbctc.edu
360.704.4319

OSPI: Mike Hubert, Supervisor, Secondary Education
mike.hubert@k12.wa.us
360.725.0415

RCW/WAC(s):
RCW 28A.600.300 -.400
WAC 392-169 Special Service Programs Running Start Program

E. Running Start for the Trades

Program description:
Governor Gregoire’s "Running Start for the Trades" legislation expanded opportunities for graduating secondary school students to enter registered apprenticeship programs and established several responsibilities for the Washington State Apprenticeship and Training Council (WSATC) and the Office of Superintendent of Public Instruction (OSPI):

- Provided incentive grants for schools to negotiate and implement articulation agreements with local apprenticeship programs.
- Provided pilot grants for secondary pre-apprenticeship program development.
- Established pre-Apprenticeship Program Guidelines.
- Required reports to the Legislature.

The January 1, 2010 Washington State Apprenticeship and Training Council and OSPI Running Start for the Trades, 2009 Update reports that informal and formal articulation agreements ranging from “Direct Entry” to “Preferred Consideration” are being developed with the purpose of moving students from secondary school to registered apprenticeship opportunities.
Participating schools include:
The 2007-09 pilot and incentive grant opportunities involve 13 school districts, including a total of 14 schools, 2 skills centers, and 1 tech-prep consortium.

For the year 2009-10, the following schools/districts received support.
Pilot Grants:
  - Vancouver School District
  - Yakima School District
  - Bremerton School District/West Sound Technical Skills Center
  - Tumwater School District/ New Market Skills Center
  - Highline School District/Puget Sound Skills Center
  - Richland School District

Incentive Grants:
  - Kennewick School District/Tri-Tech Skills Center
  - Vancouver School District
  - Highline School District/Puget Sound Skills Center
  - Olympia School District
  - White River School District
  - Bremerton School District

Benefits for students and system:
  - Students have the opportunity to directly link their secondary education to postsecondary career opportunities through pre-apprenticeship and apprenticeship programs.
  - The secondary education CTE programs that are related to apprenticeships are more clearly articulated and aligned with industry and apprenticeship standards.

Student responsibilities:
  - Students need to come ready to learn, prepared to ask questions.

Cost to students and other costs:
  - Some programs are concerned about funding to support the additional special coursework required for certification (i.e. flagging.)

Number of students currently participating:
Data is incomplete. Some grantees are still shaping partnership agreements with apprenticeship programs and businesses. Other grantees have focused on awareness activities within their schools, or field trips linking interested students with industry. Marysville SD reports that 53 males and 1 female are directly involved in Running Start for the Trades activities.

Profile of students:
N/A
Running Start for the Trades findings:
N/A

Web resource(s):
None

State Agency Contact(s):
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360.902.6412

OSPI: Dennis Wallace, Supervisor Skilled & Technical Science
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360.725.6241

RCW/WAC(s):
RCW 49.04.190

F. Tech Prep

Program description:
In 1990, the Carl D. Perkins Vocational and Applied Technology Act (Public Law 105-332) was adopted, and it set goals for improving student achievement and preparation for post-secondary technical education, training and careers, and Tech Prep was launched. In 1994, the program was further amended in national School-to-Work legislation.

Tech Prep is administered by the U.S. Department of Education’s Office of Vocational and Adult Education (OVAE). A national history of the program can be viewed at their website.

Tech Prep serves students in grades 9-12. All Tech Prep dual credit classes are taken on the high school campus and are identified as Career and Technical Education (CTE) classes. CTE classes integrate academics with technical skill development to help prepare students for advanced education and careers related to "professional-technical" occupations. These include anatomy and physiology, nursing, veterinary science, business and finance, digi-tools (word processing, desktop publishing, voice recognition, web-based career exploration and others), Web design, graphic arts, video game design, culinary arts, mechanical engineering, construction, composite manufacturing and welding.

Tech Prep is competency-based and aligned with occupational pathways in a sequential course of study. Programs emphasize strong academic, technical, problem-solving and critical-thinking skills. Students complete each program with a demonstrated set of validated competencies that are recognized by business and the cooperating institutions. Tech Prep students are prepared for the world of work and better equipped to meet the needs of tomorrow’s workplace.
**Participating schools include:** There are 22 consortia in Washington including 34 community and technical colleges as well as 359 high schools.

**Benefits for students and system:**
- No charge for college tuition.
- Students do not purchase textbooks.
- Students explore career options before making costly decisions.
- Students build marketable skills while remaining with high school peers.
- Classes taught in a realistic, project-based approach.
- Can save students time in completing their post-secondary education.
- Reduces the cost of post-secondary education.
- Credits apply toward certificates or applied associate degrees.

**Student responsibilities:**
- Enroll in Tech Prep designated class at the high school.
- Earn a “B” or better in the course.

**Cost to students and other costs:**
- No cost or minimal books and supplies costs.
- No travel costs – students remain at the high school.
- Tech Prep operates at no cost or minimal registration costs for families (dependent on local consortia), families in Washington saved nearly $11.5 million in college tuition costs in 2007-2008. (Uses Carl D Perkins federal funding.)
- Costs to HS – Fee to participate in consortium; personnel needed to support the program.
- Costs to College – Personnel needed to support the program.

**Number of students currently participating:**
CEDARS reports that there were 119,525 students who participated in Tech Prep opportunities during the 2009-10 school year.

**Profile of students:**
OSPI CTE Division 2009-10 data reports that 198,758 high school credits were issued, an increase of 8,152 over 2008-09. 55,467 students were awarded credit in 2009-10, an increase of 23,100 from 2008-09 levels.

The SBCTC reported that 32,367 students earned college credit through Tech Prep in 2008-09.
Tech Prep Findings

Tech Prep Gender
- 45.6 percent of students enrolled in high school tech-prep courses are female.
- 54.4 percent of students enrolled in high school tech-prep courses are male.

Tech Prep Ethnicity
- 2.2 percent of students enrolled in Tech-Prep classes are American Indian.
- 7.8 percent of students enrolled in Tech-Prep classes are Asian.
- 6.5 percent of students enrolled in Tech-Prep classes are Black.
- 14.9 percent of students enrolled in Tech-Prep classes are Hispanic.
- 65.2 percent of students enrolled in Tech-Prep classes are White.
- <1 percent of students enrolled in Tech-Prep classes are Pacific Islander.
- 2.2 percent of students enrolled in Tech-Prep classes are Multi-racial.

- 9.4 percent of students served by a Special Education program have taken a Tech-Prep course.
- 4.2 percent of students served by ELL program have taken a Tech-Prep course.
- 1.1 percent of students served by a Gifted program have taken a Tech-Prep course.
- 36.6 percent of students who took a Tech-Prep course were eligible for Free/Reduced meals.
Other Tech Prep findings:
- **198,758 credits were awarded for Tech-Prep course completion during the 2009-10 school year. The top three courses in which credits were earned included:**
  - General Microcomputer Applications – 11.4 percent
  - Office Management & Supervision – 9.5 percent
  - Clerical & Office Occupations – 6.5 percent
- ***SBCTC reports that Tech-Prep credits provided a savings to taxpayers of over $22.4 million in state-support education, because these credits were earned without enrolling in classes at a community or technical college.***

** source = OSPI CTE Division Report, September, 2010
*** source = SBCTC Tech Prep Briefing, April, 2010

Web resource(s):
SBCTC Tech Prep - [http://www.sbctc.ctc.edu/college/_e-wkforcechtechprep.aspx](http://www.sbctc.ctc.edu/college/_e-wkforcechtechprep.aspx)

State Agency Contact(s):
Tiffany Merkel, Program Administrator, Workforce Education
tmerkel@sbctc.edu
360.704.4332

Other Program Contact(s):
None

RCW/WAC(s):
RCW 28A.600.300

G. Other Dual Credit Programs

G1. Cambridge Program

Program description:
The Cambridge Program offers an international, pre-university curriculum and examination system that emphasizes the value of a broad and balanced education for academically able students. Students may enroll in up to 13 distinct college level courses within the program’s three curriculum groups: 1) Mathematics and Science, 2) Languages, and 3) Arts and Humanities. Just as with IB and AP, colleges and universities have recognition policies for the awarding of credit based on exam scores.

Participating WA schools:
Currently, Federal Way High School is the only school in Washington to have adopted this program.
No cost to students unless they “Choice” in from another district. Exam costs are underwritten by Federal Way SD and are approx $67/subject exam. The district also underwrites the diploma cost of $70 per student who has met the additional requirements for the diploma.

**Number of students currently participating:**
183 students are taking 850 Cambridge Program classes at Federal Way High School this year (2010-11).

**Web resource(s):**
Cambridge AICE Diploma Program -
http://www.cie.org.uk/qualifications/academic/uppersec/aice
Federal Way High School Cambridge Program -

**State Agency Contact(s):**
Jim West, Associate Director, Planning, Policy & Research
JimW@HECB.WA.GOV
360.753.7890

**Other Program Contact(s):**
Diana Graddon, Cambridge Coordinator
dgraddon@fwps.org@fwps.org
253.945.2059

**RCW/WAC(s):**
None

**G2. Early College Program**

**Program description:**
Target population is low-income youth, first-generation college goers, English language learners, students of color, and other young people underrepresented in higher education. Funding has come from several sources: Bill & Melinda Gates Foundation, Carnegie Corporation of New York, the Ford Foundation, W.K. Kellogg Foundation, Lumina Foundation, and a number of others. Ongoing operating budgets come from state FTE funds.

The program blends high school and college, compressing time to complete a high school diploma and the first two years of college. Students simultaneously earn a high school diploma and an associate’s degree or up to two years of credit toward a bachelor’s degree.

Early College targets native youth and engages tribal communities in the education of their young people. Early colleges use a collaborative system of governance where tribal, secondary and postsecondary stakeholders share responsibility for school planning, implementation, evaluation and success.
Participating WA schools:

**Ferndale Early College**
Ferndale  
Year Opened: 2004  
Postsecondary Partner: Whatcom Community College  
Intermediary: Center for Native Education  
Other: Lummi Nation

**La Conner Early College**
LaConner  
Year Opened: 2005  
Postsecondary Partner: Skagit Valley College  
Intermediary: Center for Native Education  
Other: Swinomish Tribe

**Medicine Wheel Academy**
Spokane  
Year Opened: 2003  
Postsecondary Partner: Spokane Falls Community College  
Intermediary: Center for Native Education  
Other: N.A.T.I.V.E. Project

**Shelton Early College**
Shelton  
Year Opened: 2005  
Postsecondary Partner: Olympic Community College  
Intermediary: Center for Native Education  
Other: Squaxin Island Tribe and Skokomish Tribe

**Suquamish Early College Prep**
Suquamish  
Year Opened: 2008  
Postsecondary Partner: Olympic College  
Intermediary: Center for Native Education  
Other: Suquamish Tribe

**Tulalip Heritage Early College**
Marysville  
Year Opened: 2004  
Postsecondary Partner: Everett Community College  
Intermediary: Center for Native Education  
Other: Tulalip Tribes

**Wellpinit Early College**
Spokane  
Year Opened: 2004  
Postsecondary Partner: Spokane Community College, Spokane Falls Community College, Gonzaga University  
Intermediary: Center for Native Ed.  
Other: Spokane Tribe

Benefits for students and system:
- Students learn how to succeed in an educational setting, under the guidance of a caring team of instructors and student support specialists with experience and interest in native youth.  
- The program provides better preparation for college.  
- For institutions, there are lower remediation costs and higher retention rates.  
- For high schools, an expanded set of curricular offerings are available.
Early College fully integrates a students' high school and college experiences, both intellectually and socially.

The curriculum is blended into a coherent unit, with high school and college-level work melded into a single academic program.

College credits are granted through the postsecondary partner institution and enables students to accumulate credits toward a degree from that institution or to transfer them to another college.

**Student responsibilities:**
- There are no income requirements.
- Students must commit to regular attendance, proper college behavior, and making time for the homework required of all college students.

**Cost to students and other costs:**
- Early College high school courses, including college-level courses taken on the campuses of partner colleges, are free to students.
- After start-up, funding for Early College comes from school districts.
- A pilot study of national Early College budgets suggests that costs for fully implemented early college high schools may range from 5 percent – 12 percent more than costs of regular public high schools.
- Diversity among Early College high school sites presents a challenge to understanding the overall financial implications. The blending of secondary and postsecondary resources further complicates cost calculations.

**Number of students currently participating:**
Data not available.

**Profile of students:**
- Nationally, 75 percent of the young people attending Early College high schools are students of color, while 60 percent report eligibility for free or reduced-priced lunch.
- Attendance rates average over 90 percent, indicating high levels of student engagement and commitment to the academic program.

**Web resource(s):**
Center for Native Education - [http://www.centerformativeed.org/](http://www.centerformativeed.org/);

**State Agency Contact(s):**
Jim West, Associate Director, Planning, Policy & Research
JimW@HECB.WA.GOV
360.753.7890

**Other Program Contact(s):**
William Wolf, MA.E, MPA (Cheyenne River Sioux)
Executive Director, Center for Native Education. Antioch University Seattle
G3. Gateway to College

Program description:
Gateway to College program is for 16-20 year olds who have either dropped out of high school or on the verge of dropping out and are interested in returning to school and completing their high school diploma. Students simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward a certificate or associate degree. Students selected to participate in the Gateway to College program will receive a scholarship for tuition and books.

The Gateway to College staff is committed to providing the support necessary for educational success. In addition to academic and financial assistance, students will have a resource specialist who will act as an academic coach. The resource specialist guides students through the college experience as an academic advisor, instructor and a mentor. They will assist students with different facets of the college experience-everything from teaching students about careers and time management to providing referrals to community resources.

New students join one of two learning communities, morning or afternoon which meets five days a week. A learning community is a group of 25 students who take all of their first term courses together. During the first quarter (foundation term) students take reading, writing, and math, plus a college strategies class where students learn how to take effective notes, study for tests, and juggle school, work, and family life. Students will also spend time on career exploration to help them focus their goals and select a program of study at Lake Washington Technical College. After successfully completing the learning community foundation term, students transition into a technical program of study at the college. Students will earn both high school and college credits starting in their first term.

Participating schools:
The Gateway to College program at Lake Washington Technical College supports the following school districts:
Benefits for students and system:
- Students complete their high school diploma within the community college setting, while simultaneously earning college credits leading to an associate’s degree or certificate.
- 25 students take all of their first term courses together.
- During the first quarter (foundation term) students take reading, writing, and math, plus a college survival and success class where students learn how to take effective notes, study for tests, and juggle school, work, and family life.
- Students spend time on career exploration to help them focus their goals and select a program of study.
- After successfully completing the learning community first term, students transition into a technical program of study at the college.
- Students will earn both high school and college credits starting in their first term.
- Students who had little chance of even graduating from high school are earning their diplomas and succeeding in college.

Student Responsibilities:
- Students must have an eighth grade reading level in order to qualify for Gateway to College. Students must also perform successfully on Gateway to College assessments in math, grammar and mechanics, and writing.
- There are no income requirements.
- Students must commit to regular attendance, proper college behavior, and making time for the homework required of all college students.

Cost to students and other costs:
No cost to students.

Number of students currently participating:
There are currently approximately 130 students enrolled in this program at Lake Washington Technical College.

Profile of students:
Students are 16-20 year old at risk youth with grade point averages below 2.0 and who are credit deficit and/or who have dropped out or nearly dropped out of high school.

Web resource(s):
Gateway to College -
http://www.lwtc.edu/Offices_and_Services/Department_Pages/High_School_Programs/Gateway_to_College.xml
State Agency Contact(s):
Jim West, Associate Director, Planning, Policy & Research
JimW@HECB.WA.GOV
360.753.7890

Other Program Contact(s):
Kim Infinger, Gateway Director / Principal & Dean of HS Programs
Kim.infinger@lwtc.edu
425.739.8274

RCW/WAC(s):
None

G4. Technical College Direct Funded Enrollment Programs

Program description:
Students from various school districts attend high school and college courses simultaneously on a technical college campus. Enrollment in a technical college by high school students is pursuant to an interlocal agreement with a school district. State moneys are payable directly to the technical college.

Participating WA schools:
- Lake Washington Academy at Lake Washington Technical College
- Northwest Career and Technical High School at Clover Park Technical College
- Technical High School at Bates Technical College

Benefits for students and system:
- This program gives students the opportunity to earn a high school diploma while earning college credits and achieving college success. Students simultaneously accumulate high school and college credits, earning their high school diploma while progressing toward an associate’s degree or certificate.
- Students have access to most of the training programs and support services of the college. Eligible students are required to be enrolled full-time in a technical training program and general education classes to complete the high school diploma.
- Students who have become disengaged, dropped out or who have been suspended are able to return to an educational setting where the focus is on not only completing the high school diploma but also on gaining job skills as each student must be enrolled in a technical degree or certificate program.
**Student responsibilities:**
- Students must adhere to the adult student code of conduct, maintain a 2.0 GPA and pass a College Strategies course their first quarter to stay enrolled.

**Cost to students and other costs:**
- There is no tuition charge to students.
- Students are responsible for their transportation to and from the high school program.
- There is a $100 book and tool deposit, plus the cost of consumables.

**Number of students currently participating:**
The number of students participating in the Technical College Direct Funded Enrollment Programs topped 1,100 in 2009.
- Lake Washington Technical Academy – There are currently 417 students from 22 districts enrolled in Lake Washington Technical College high school and vocational programs.
- Bates Technical High School – There are 190 full-time students attending this program.
- Northwest Career and Technical HS at Clover Park – There are currently 56 students who are enrolled in college career training programs. These students are working towards an Associate of Applied Technology (AAT) or an Associate of Applied Science –Technology (AAS-T) degree, or a certificate in their chosen field. These students are receiving high school occupational or elective credit, toward their high school diploma as well. Dual credits are also being issued to students in our career pathway option. High school students are enrolled in nursing, automotive technician, media and cosmetology classes. These students can earn college credit for these high school career courses based on hours in the classes and competencies met. There are currently 121 students who have taken this path to training and graduation.

**Profile of students:**
- Students come from local school districts. For example, at Lake Washington Technical Academy, most students come from the Northshore School District; in addition, students come from 21 other school districts.
- Students must be at the junior level in high school and under 21 years of age.
- Often, students are those who have become disengaged, dropped out or suspended from their high school. They are able to return to an educational setting where the focus is on not only completing the high school diploma but also on gaining job skills as each student must be enrolled in a technical degree or certificate program.

These students are working towards an AA-T or an AAS-T degree, or a certificate in their chosen field. These students are receiving high school occupational or elective credit toward their high school diploma as well.
Web resource(s): None

State Agency Contact(s):
SBCTC: Michael Tate, WorkFirst Program Administrator
mtate@sbctc.edu
360.704.4329

OSPI: Kathleen Lopp, Assistant Superintendent, CTE
Kathleen.lopp@k12.wa.us
360.725.6256

Other Program Contact(s): None

RCW/WAC(s):
RCW 28B.50.533, WAC 392-121-187
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http://www.sbctc.edu/docs/data/research_reports/fall_reports/fall2009/4selected09.pdf (1 Nov 2010.)

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