Report to the Legislature

Dual Credit Programs
2011

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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 equipped for transition to 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 systems.

To accomplish these ends, the Legislature has consistently sought to expand the number of students who begin earning college credits and postsecondary career and technical certificates while still in high school.

The 2011 Legislative Session resulted in the passage of E2SHB 1808, High School Students - Postsecondary Credit Opportunities, otherwise known as the Launch Year legislation, which was a major educational priority for Governor Gregoire. High schools are now required, within existing resources, to work towards the goal of offering a sufficient number of high school courses that will provide their students with opportunities to earn a year’s worth of postsecondary credit toward a certificate, apprenticeship program, technical degree, or associate or baccalaureate degree.

This same legislation requires institutions of higher learning to develop master lists of postsecondary courses that can be fulfilled by taking and meeting competency levels in any of the dual credit opportunities identified in the legislation.

These lists will be included on the Higher Education Coordinating Board’s website, with a link on the Office of Superintendent of Public Instruction’s (OSPI) website, and provide an important resource for school districts, high schools, students, and their families.

Opportunities for dual credit coursework in Washington include, but are not limited to, the following programs: Advanced Placement, College in the High School, International Baccalaureate, Running Start, Running Start for the Trades, Tech Prep, Cambridge Program, Career Link, 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 2010−11 school year, as reported in the Comprehensive Education Data and Research System (CEDARS), shows that:

- 40.6 percent of all high school students took one or more dual credit courses.
- Students who took one or more dual credit courses took an average of 2.4 dual credit offerings.
- Dual credit coursework is primarily taken in Grades 9 through 12.

Figure 1: Course Participation by Grade

- 117,270 students were enrolled in Tech Prep courses in 2010−11; serving more than twice as many students as the next closest dual credit option (Advanced Placement—42,904).
Figure 2: Dual Credit Program Gender

Dual Credit Program Gender

- Male: 50%
- Female: 50%

Figure 3: Dual Credit Participation of Students in Special Programs

Dual Credit Participation of Students in Special Programs

- SP ED
- Bilingual
- Gifted

<table>
<thead>
<tr>
<th>Program</th>
<th>SP ED</th>
<th>Bilingual</th>
<th>Gifted</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Dual</td>
<td>7.2%</td>
<td>3.3%</td>
<td>50%</td>
</tr>
<tr>
<td>Running Start</td>
<td>1.0%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>AP</td>
<td>1.0%</td>
<td>0.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>IB</td>
<td>1.0%</td>
<td>1.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Tech Prep College in HS</td>
<td>25.1%</td>
<td>8.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>College in HS</td>
<td>10.1%</td>
<td>2.5%</td>
<td>6.8%</td>
</tr>
</tbody>
</table>
Figure 4: Eligibility for Free/Reduced Meals

- 36.2 percent (60,152) 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 September 2011, unless otherwise noted.

Other data sources utilized in the report include:
1. Bates Technical High School—Tech College Direct Funded Enrollment Programs
2. Center for Native Education—Early College
3. The College Board—Advanced Placement (AP)
4. State Board of Community & Technical Colleges (SBCTC)—College in the High School, Running Start, Tech Prep
5. Federal Way School District—Cambridge Program
6. International Baccalaureate Organization—International Baccalaureate (IB)
7. Higher Education Coordinating Board (HECB)—College in the High School, Running Start
8. Highline Community College—Gateway to College
9. Lake Washington Technical Academy—Gateway to College, Tech College Direct Funded Enrollment Programs
10. Northwest Career & Technical High School—Tech College Direct Funded Enrollment Programs
11. Office of Superintendent of Public Instruction (OSPI), Career and Technical Education (CTE) Division—Running Start for the Trades, Tech Prep
12. Office of Superintendent of Public Instruction (OSPI), School Apportionment, Financial Services & Finance Reform Division—Tech College Direct Funded Enrollment Programs
13. South Seattle Community College—Career Link
2010−11 Data Limitations:
The data that populates CEDARS, which is critical in the dual credit program accounting for the Dual Credit Report to the Legislature, is constantly being updated by districts. Districts continually edit CEDARS data and may submit the updates at any time and on their own schedule. Currently, no OSPI deadline exists for 2010−11 student transcript data to be uploaded to CEDARS. As of September 15, 2011, a few small districts had yet to upload their final 2010−11 transcript data to CEDARS, thereby resulting in potential minor underreporting data in Advanced Placement, International Baccalaureate, and 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>2010–11 Enrollment</th>
<th>% of All Students¹</th>
<th>% Free/Reduced Lunch Eligible¹</th>
<th>Male¹</th>
<th>Female¹</th>
<th>In Special Ed Program¹</th>
<th>In Bilingual Program¹</th>
<th>In Gifted Program¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement</td>
<td>276¹</td>
<td>42,904¹</td>
<td>10.7%</td>
<td>21.8%</td>
<td>44.6%</td>
<td>55.4%</td>
<td>1.0%</td>
<td>0.8%</td>
<td>7.6%</td>
</tr>
<tr>
<td>College in the High School</td>
<td>96¹</td>
<td>13,081¹</td>
<td>3.2%</td>
<td>23.8%</td>
<td>46.5%</td>
<td>53.5%</td>
<td>2.5%</td>
<td>0.9%</td>
<td>6.6%</td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>13¹</td>
<td>4,898¹</td>
<td>1.2%</td>
<td>23.1%</td>
<td>47.2%</td>
<td>52.3%</td>
<td>1.1%</td>
<td>1.6%</td>
<td>25.1%</td>
</tr>
<tr>
<td>Running Start</td>
<td>386¹</td>
<td>16,865¹</td>
<td>4.1%</td>
<td>24.8%</td>
<td>40.0%</td>
<td>60.0%</td>
<td>1.0%</td>
<td>&lt;0.1%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Running Start for the Trades</td>
<td>8 districts²</td>
<td>1,348²</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tech Prep</td>
<td>355¹</td>
<td>118,252¹</td>
<td>33.7%</td>
<td>41.8%</td>
<td>53.3%</td>
<td>46.7%</td>
<td>10.1%</td>
<td>4.2%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Technical College Direct Funded</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enrollment Programs</td>
<td>3³</td>
<td>1,041³</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge Program</td>
<td>1⁴</td>
<td>74⁴</td>
<td>&lt;0.1%</td>
<td>16.2%</td>
<td>43.2%</td>
<td>56.8%</td>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Link</td>
<td>59⁵</td>
<td>232⁵</td>
<td>&lt;0.1%</td>
<td>N/A</td>
<td>52.0%</td>
<td>47.0%</td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early College</td>
<td>76⁶</td>
<td>1783⁶</td>
<td>0.5%</td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gateway to College</td>
<td>1⁷</td>
<td>246⁷</td>
<td>&lt;0.1%</td>
<td></td>
<td>67.1%</td>
<td>32.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Data sources:**

¹OSPI, Student Information office, from 2010–11 CEDARS

²OSPI, CTE Division

³Bates Technical High School, Lake Washington Technical Academy, Northwest Career & Technical High School, and OSPI, School Apportionment - Financial Services & Finance Reform Division

⁴Federal Way School District

⁵South Seattle Community College

⁶Center for Native Education

⁷Lake Washington Technical Academy
### Table 2: Dual Credit Programs by Ethnicity

<table>
<thead>
<tr>
<th>Program</th>
<th>American Indian(^1)</th>
<th>Asian(^1)</th>
<th>Black(^1)</th>
<th>Hispanic(^1)</th>
<th>White(^1)</th>
<th>Pacific Islander (^1)</th>
<th>Multi-Racial(^1)</th>
<th>Ethnicity Not Provided(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Placement</td>
<td>0.8%</td>
<td>12.5%</td>
<td>2.6%</td>
<td>9.9%</td>
<td>69.0%</td>
<td>0.4%</td>
<td>4.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td>College in the High School</td>
<td>0.8%</td>
<td>9.3%</td>
<td>1.8%</td>
<td>8.7%</td>
<td>74.9%</td>
<td>0.2%</td>
<td>4.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>International Baccalaureate</td>
<td>0.5%</td>
<td>23.4%</td>
<td>4.0%</td>
<td>11.3%</td>
<td>55.0%</td>
<td>0.7%</td>
<td>5.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Running Start</td>
<td>0.9%</td>
<td>8.9%</td>
<td>2.5%</td>
<td>6.8%</td>
<td>76.9%</td>
<td>&lt;0.3%</td>
<td>3.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Running Start for the Trades</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tech Prep</td>
<td>1.4%</td>
<td>6.7%</td>
<td>5.3%</td>
<td>17.8%</td>
<td>62.9%</td>
<td>1.0%</td>
<td>4.9%</td>
<td>&lt;0.1%</td>
</tr>
<tr>
<td>Technical College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Funded Enrollment Programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge Program</td>
<td>0.0%</td>
<td>27.0%</td>
<td>8.1%</td>
<td>10.9%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>4.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Career Link</td>
<td>3.0%</td>
<td>*25.0%</td>
<td>17.0%</td>
<td>28.0%</td>
<td>27.0%</td>
<td>*25.0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Early College Program</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gateway to College</td>
<td>1.1%</td>
<td>0.8%</td>
<td>5.0%</td>
<td>12.8%</td>
<td>76.1%</td>
<td>2.8%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

\(^1\)Career Link and Gateway to College ethnicity data does not ungroup Asian/Pacific Islander
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.

Advanced Placement is a rigorous academic program built on the commitment, passion, and hard work of students and educators from secondary schools and higher education. With 34 courses 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.

Advanced Placement 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. However, 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:
276 Washington high schools participated in the AP program during 2010–11. This was a decrease of 19 schools over 2009–10.

Benefits for students and system:
- Statistically, AP completers are more likely to graduate from college.
- Lessens time to degree completion and reduces college tuition costs.
- Improves quality of curriculum, as teachers syllabi are audited by college professors.
- Advanced Placement tests provide students with nationally recognized and normed feedback.
- Provides students 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(s) to students:**
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 eligible for AP 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](#).

Advanced Placement reimbursements are paid directly to the College Board rather than through grants to public or private schools. The current national fee per examination is $87. The total student fee is reduced through a series of waivers to $5.

**Number of students currently participating:**
According to data reported in CEDARS, 42,904 Washington public school students were enrolled in AP courses during the 2010–11 school year.

**Profile of students:**
There has been a 10.5 percent increase in the number of exams taken by Washington students from 2009–10 to 2010–11. In the spring of 2011, 60,287 tests were administered, a 12.7 percent increase over 2009–10.

**AP Findings:**

**Figure 5: AP – Gender**

![Pie chart showing gender distribution among AP students]
Figure 6: AP – Ethnicity

Additional Findings:
- 1.0 percent of students who took an AP course were served by the Special Education program, a decrease of 0.5 percentage points over 2009–10.
- 0.8 percent of students who took an AP course were served by a Bilingual program, a decrease of 0.4 percentage points over 2009–10.
- 7.6 percent of students who took an AP course were served by the Gifted program, an increase of 3.0 percentage points over 2009–10.
- 21.8 percent of students who took an AP course were eligible for free/reduced meals, an increase of 0.3 percentage points over 2009–10.
- The College Board reports that over 35,712 examinations taken by 36,626 students during 2010–11 demonstrated college-level mastery by earning scores of three or higher. This represents an increase of 10.5 percent from 2009–10.
- 59.2 percent of the total Washington exams received scores of three or higher.
- 36.2 percent of AP test takers self-reported as non-White.
- In 2011, AP exam scores of three or higher increased for all populations, most dramatically 18.0 percent for Black students and 20.9 percent for Hispanic students.
- Over the past five years, the number of AP test takers in Washington has increased by 44.1 percent.
- Nearly 55.5 percent of the test takers are female, and female AP performance outshines males.

Web resource(s):
OSPI/AP Web Site: http://www.k12.wa.us/AdvancedPlacement/default.aspx
College Board: AP Central: http://apcentral.collegeboard.com/apc/Controller.jsp
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 (CHS)

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.

College in the High School 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 colleges/universities include:
   Bellevue Community College
   Big Bend Community College
   Central Washington University
   Eastern Washington University
   Edmonds Community College
   Everett Community College
   University of Washington
   Washington State University−Vancouver
   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 students to earn college credit without leaving the high school campus.
- In contrast to AP courses, students earn 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(s) to students:
Costs to students vary with each institution. Examples of the variation in costs are shown below:
- University of Washington
  - $305 per 5-credit class.
  - $39 for registration.
  - Financing—self-support model.
- Bellevue Community College
  - $125 per 5-credit class.
  - The school district bears the cost of instruction, textbooks, materials, and faculty professional development.
- Everett Community College
  - $190 per 5-credit class.
  - Financing—self-support model.
  - The cost for an equivalent course taken at Everett Community College can be as much as $425, not including textbooks.
- Eastern Washington University
  - No tuition charge per credit to student.
  - Student pays for book(s).
  - Financing—Running Start 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:
In 2010–11, 13,081 students participated in CHS programs, according to CEDARS data. There were 2,887 students who participated in the CHS program during the 2009–10 school year as reported by the State Board of Community and Technical College. The universities reported 3,635 high school students participating in such programs during 2010–11. The difference between college/university totals and student CEDARS data may be attributable to students taking college level courses in the high school, but unable or unwilling to pay the needed tuition and fees to qualify for the college credit and transcript posting.
Profile of students:
The number of students participating in this program has grown by 53 percent over the past five years. Everett Community College accounts for over 72 percent of these students within the community college system.

College in the High School Findings:

Figure 7: CHS – Gender

![CHS by Gender](image1)

Figure 8: CHS – Ethnicity

![CHS Ethnicity](image2)
Additional Findings:

- 2.5 percent of students who took a College in the High School course were served by the Special Education program, an increase of 0.1 percentage points over 2009–10.
- 0.9 percent of students served by a bilingual program have taken a College in the High School course, a decrease of 0.7 percentage points over 2009–10.
- 6.6 percent of students served by a Gifted program have taken a College in the High School course, a decrease of 1.0 percentage points over 2009–10.
- 23.8 percent of students who took a College in the High School course were eligible for free/reduced meals, an increase of 3.7 percentage points over 2009–10.

Web resource(s):
State Board for Community and Technical Colleges (SBCTC): http://www.sbctc.edu/college/collegeinhighschool.aspx

State agency contact(s):
SBCTC: Michelle Andreas, Associate Director, Education mandreas@sbctc.edu
(360) 704-4338

Council of Presidents (COP): Mike Reilly, Executive Director mreilly@cop.wsu.edu
(360) 292-4100

RCW/WAC(s):
RCW 28A.600.290

C. International Baccalaureate (IB)

Program description:
The 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 Organization (IBO) reports the following 13 public school sites in Washington:
- A.C. Davis Senior High, Yakima School District
- Capital High School, Olympia School District
- Chief Sealth High School, Seattle School District
- Columbia River High School, Vancouver School District
- Edmonds-Woodway High School, Edmonds School District
- Inglemoor High School, Northshore School District
- Ingraham High School, Seattle School District
- Interlake High School, Bellevue School District
- Kent-Meridian High School, Kent School District
- Mt. Rainier High School, Highline School District
- Skyline High School, Issaquah School District
- Sumner High School, Sumner School District
- Thomas Jefferson High School, Federal Way School District

**Benefits for students and system:**
- 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 students with internationally recognized and normed feedback.
- Provides students 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 IBO.
- 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(s) to students:**
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 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 which includes a one-time registration fee of $135, and $92 for each subject test.
- Annual school fee for IB diploma program—$10,200.
- 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:
During the 2010–11 school year, 4,898 students were enrolled in IB coursework according to CEDARS data.

IB Findings:

Figure 9: IB – Gender

<table>
<thead>
<tr>
<th>IB – Gender</th>
<th>53%</th>
<th>47%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional Findings:

- 1.0 percent of students who took an IB course were served by the Special Education program, a decrease of 0.4 percentage points over 2009–10.
- 1.6 percent of students who took an IB course were served by a Bilingual program, a decrease of 0.4 percentage points over 2009–10.
- 25.1 percent of students who took an IB course were served by a Gifted program, an increase of 14.8 percentage points over 2009–10.
- 23.1 percent of students who took an IB course were eligible for free/reduced meals, the same as reported for 2009–10.

Other IB findings:

- The number of IB Diplomas has grown from 144 in 2004–05 to 442 in 2009–10. This represents a 306 percent increase.
- Of the 1,853 Washington students taking at least one IB exam, 1,645 earned college credit eligible scores of four or higher. This represents 88.8 percent.

Web resource(s):
OSPI/IB Web Site: 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 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(s) to students:
- Currently, students pay all costs except tuition. Students must pay for books, computer fees, campus parking, gas, supplies, and other related costs. The 2011 Legislature has granted colleges and universities the authority to charge up to ten percent tuition, although to date no institution of higher learning has exercised that provision for Running Start for the 2011–12 school year.
Number of students currently participating:
During the 2010–11 school year, 16,855 students were enrolled in Running Start coursework according to CEDARS data.

Running Start Findings:

Figure 11: RS — Gender

![Gender Pie Chart]

Figure 12: Running Start — Ethnicity

![Ethnicity Pie Chart]
Other Running Start findings:

- 5.3 percent of students who took a Running Start course were served by Special Education, ELL, or Gifted programs, an increase of 3.5 percentage points over 2009–10.
- 25.4 percent of students who took a Running Start course were eligible for free/reduced meals, a decrease of 3.0 percentage points over 2009–10.
- For 2009–10, more than 1,494 students completed an associate degree or certificate at the same time as they graduated from high school, representing nearly three percent of all Washington community and technical college awards for the year.
- Approximately half (52 percent) of Running Start students took at least one online course in 2009–10.
- SBCTC 2009–10 data reports that a typical Running Start student takes 12 credits in a quarter.
- Over half (56 percent) of Running Start students enrolled full-time in fall 2009.
- Running Start students are less 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 2009–10 reports that 18,799 Running Start students accounted for 12,459 college FTEs, an increase of about 3.4 percent over the previous year of 18,167 students (11,845 FTEs).
- The Running Start program, with 12,459 FTEs this past year, has grown 19 percent over the past five years.
- In fall 2009, 16,228 Running Start students represented nine percent of all Washington public high school juniors and seniors.
- Following a national trend in online higher education, from 2007–08 to 2009–10, the number of online enrollments (9,981) in the community and technical colleges by Running Start students has grown by almost 52 percent between 2008–09 and 2009–10.
- With 12,459 FTEs enrollments in 2009–10, Running Start resulted in a savings of about $41.3 million for parents and students and about $53.2 million for taxpayers. The savings represent the tuition and state support costs of 12,459 FTEs students attending a higher education institution for one year.
- 15 percent of Running Start students receive waivers from the colleges from fees, indicating low income.

Web resource(s):
SBCTC Running Start Resources:  http://www.sbctc.edu/college/s_runningstart.aspx
OSPI Running Start Resources:  

State agency contact(s):
SBCTC: Kayeri Akweks, Policy Associate, Student Services
kakweks@sbctc.edu
(360) 704-4319

OSPI: Mike Hubert, Director, Guidance and Counseling
mike.hubert@k12.wa.us
(360) 725-0415
E. Running Start for the Trades (RST)

Program description:
RCW 49.04.190 enacted into law in 2006, expanded opportunities for graduating secondary school students to enter registered apprenticeship programs. To meet the intent, the legislation established several responsibilities for the Washington State Apprenticeship and Training Council (WSATC) OSPI, including:

- Awarding incentive grants for schools to negotiate and implement articulation agreements with local apprenticeship programs.
- Awarding pilot grants for secondary pre-apprenticeship program development.
- Developing pre-apprenticeship program guidelines.
- Providing reports to the Legislature.

In the 2009–10 school year, the RST program was expanded to include grants to all registered apprenticeship occupational opportunities in the state. The WSATC expansion of outreach efforts in the context of a challenging economic climate for building and construction trades, has allowed for inclusion of some non-traditional or non-building trade apprenticeship opportunities including early childhood education, culinary arts, and firefighting.

The 2010–11 school year provided continued obstacles in the form of budget cuts by the state, reducing program funding from $175,000 to $87,000. This reduction has resulted in two grantees withdrawing due to the uncertainty of funding, and a third withdrawing due to district level budget cuts. Their funding was reallocated to the other nine grantees. Of these nine, $42,350 was allocated to five incentive grants and $44,650 to four pilot grants.

Participating schools include:
The 2010–11 pilot and incentive grant opportunities involve nine school districts, including a total of eight comprehensive high schools, and one skills center program.

For the year 2010–11, the following schools/districts received support.

Pilot Grants:
- Kennewick School District, partnering with the National Association of Women in Construction (NAWIC), Construction Council, Worksource Columbia, and the Electrical Training Center (LU 112-NCA JATC)—Manufacturing and Construction Trades
- Marysville School District, (partnering with the Tulalip Tribes)—Building and Construction Trades
- White River School District—Early Childhood Development
- Yakima School District—Construction Trades
Incentive Grants:
- Granite Falls School District, partnering with the Aerospace Joint Apprenticeship Committee—Manufacturing
- Mabton School District, articulation agreements with Yakima Valley Community College and Perry Institute—Construction Trades
- Marysville School District, partnering with the Aerospace Joint Apprenticeship Committee—Aerospace Manufacturing
- Moses Lake School District, articulation agreement with Seattle Art Institute—Culinary Arts
- Yakima School District, articulation agreements with Big Bend Community College and Perry Institute—Construction Trades

Benefits for students and system:
- Students have the opportunity to directly link their secondary education to postsecondary career opportunities through apprenticeship preparation programs.
- Students develop work readiness and technical skills that are desirable to the workforce.
- The secondary education Career and Technical 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:
- Personal Protective Equipment and partial or all costs for certification (i.e., OSHA 10, First Aid, SP2, Food Handlers permits, Systems ASE/AYES/Skills Connect, ProStart, ServeSafe, STARS, etc.), as well as funding to support the additional special coursework required for industry certification (i.e., flagging).

Number of students currently participating:
Data is incomplete. Current 2010–11 year estimates for enrolled students are as follows:
- Manufacturing—684
- Construction—349
- Culinary Arts—165
- Child Development—150

Former grantees continue to have programs that feed postsecondary and apprenticeship programs but are not required to report participation data.

Profile of students:
N/A

Running Start for the Trades findings:
N/A
Web resource(s):
Washington State Department of Labor & Industries:  
http://www.lni.wa.gov/TradesLicensing/Apprenticeship/default.asp
Center for Excellence for Aerospace and Advanced Materials Manufacturing:  http://www.a2m2.net/
Construction Center of Excellence:  www.edu/cce
Northwest Center for Excellence for Marine Manufacturing & Technology:
http://www.marinecenterofexcellence.com/

State agency contact(s):
Department of Labor & Industries:  Jody Robbins, Apprenticeship Technical Specialist  
Rojo235@LNI.wa.gov  
(360) 902-6412
OSPI: Dennis Wallace, Supervisor Skilled & Technical Science  
dennis.wallace@k12.wa.us  
(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 postsecondary 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 Web site.

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 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.
On July 1, 2011, the federal Carl D. Perkins grant was reduced by $138 million. Of this amount, $102.9 million comes from the elimination of Title II funds (Tech Prep). Part of Washington’s share of this reduction will be $2,036,850 from the elimination of Tech Prep.

Staff from the Workforce Training and Education Coordinating Board (WTECB), OSPI, and SBCTC have met to develop short-term and long-term strategies, given the loss of federal funds for Tech Prep.

This workgroup has proposed the establishment of workgroups to further the efforts in developing statewide programs of study that provide meaningful, useful pathways linking secondary CTE with postsecondary career education and incorporating the required elements defined by the Perkins statute. During 2011–12, the workgroups will focus on programs of study for four of our state’s high-demand occupational clusters:

- Advanced Manufacturing/Aerospace
- Healthcare
- Information Technology
- Agriculture

**Participating schools include:**
There are 22 consortia in Washington including 34 community and technical colleges, as well as 342 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 postsecondary education.
- Reduces the cost of postsecondary 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(s) to students:**
- 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 $14.5 million in college tuition costs in 2008–09. (Uses Carl D. Perkins federal funding.)
- Costs to High School—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:
According to CEDARS data, there were 117,270 student participants in Tech Prep opportunities during the 2010–11 school year.

Profile of students:
CEDARS 2010–11 data reports that 103,913 students were awarded credit for Tech Prep classes during 2010–11.

SBCTC reported that 35,060 students earned college credit through Tech Prep in 2009–10.

Tech Prep Findings:

Figure 13: TP — Gender

Figure 14: Tech Prep — Ethnicity
Other Tech Prep findings:

- 10.1 percent of students served by a Special Education program have taken a Tech Prep course, an increase of 0.7 percentage points over 2009–10.
- 4.3 percent of students served by a Bilingual program have taken a Tech Prep course, an increase of 0.1 percentage point as reported for 2009–10.
- 2.3 percent of students served by a Gifted program have taken a Tech Prep course, an increase of 1.3 percentage points over 2009–10.
- 41.8 percent of students who took a Tech Prep course were eligible for free/reduced meals, an increase of 5.2 percentage points over 2009–10.
- 115,577 students were awarded Tech-Prep course credit during the 2010–11 school year.
- 2,995 out of 26,590 Tech Prep graduating high school students were awarded post-secondary credit in 2009–10. SBCTC has introduced a digital tool to better capture students eligible to receive such credit.

Web resource(s):
SBCTC Tech Prep Web: http://www.sbctc.ctc.edu/college/_e-wkforce.techprep.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): None

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 (Federal Way Public Schools) and Juanita High School (Lake Washington School District) are the only two schools in Washington to have adopted this program. Juanita will be starting their first group of 30 students in 2011–12.
Federal Way High School indicates that there is no cost to students. Exam costs are underwritten by Federal Way School District and are approximately $67/subject exam, plus a $26 candidate fee per student. 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:**
Seventy-four 11th and 12th grade students are taking 401 Cambridge classes at Federal Way High School during 2010–11. Two hundred seventy-four 9th & 10th grade students are taking 745 Cambridge classes during the same period. The juniors and seniors are enrolled in the Advanced International Certificate of Education (AICE) classes that are eligible for dual credit.

**Web resource(s):**
Juanita High School Cambridge Program: [http://www.lwsd.org/school/jhs/Pages/default.aspx](http://www.lwsd.org/school/jhs/Pages/default.aspx)

**State agency contact(s):**
Jim West, Associate Director, Planning, Policy & Research
*JimW@HECB.WA.GOV*
(360) 753-7890

**Other program contact(s):**
Federal Way High School, Cambridge Coordinator
*FWHSCambridge@fwps.org*
(253) 945-5431

Joan Wrigley, Federal Way High School, Cambridge Coordinator
*jwrigley@fwps.org*
(253) 945-5551

Gary Moed, Juanita High School, Cambridge Coordinator
*gmoed@lwsd.org*
(425) 936-1601

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

**G2. Career Link**

**Program description:**
This program is offered at South Seattle Community College and is designed for 16–20 year olds who have dropped out of high school or are on the verge of dropping out and are interested in returning to school and completing their high school diploma. The target population is low-
income youth, first-generation college goers, students of color, and other young people underrepresented in higher education.

Students can simultaneously accumulate high school and college credits, earning their high school diploma while preparing for college and getting a start toward a certificate or associate degree.

The student’s first quarter experience is focused full-time on personal development, career research, career planning, college strategies and creating a personal life plan with academic and career goals.

Students then transition into academic courses needed for a diploma. As they develop a history of success, they may transition into regular college courses where dual credit is earned.

**Participating schools:**
Students and former students of 59 high schools in 19 districts were served in 2010–11.

**Benefits for students and system:**
- Students can complete their high school diploma in a college setting while simultaneously earning college credits leading to a certificate or associate degree.
- The cohort delivery model provides opportunity for the student to refocus on academic careers.
- Students learn how to succeed in an educational setting under the guidance of instructors and student support professionals.
- This program integrates a student’s high school and college experiences, both intellectually and socially.

**Number of students currently participating:**
In 2010–11, 232 students were enrolled. Seventy-two students took college level courses in 2010–11. The average graduate earned over 15 college transfer credits.

**Web resource(s):**
South Seattle Community College Career Link Program: [http://www.southseattle.edu/programs/careerlk.htm](http://www.southseattle.edu/programs/careerlk.htm)

**Other program contact(s):**
Curt Peterson, Director, Career Link at South Seattle Community College
cpeterson@southseattle.edu
(206) 934-6885

**RCW/WAC(s):**
None
G3. Early College Program

Program description:
The Early College designed schools allow low-income youth, first-generation college goers, English language learners, students of color, and other young people underrepresented in higher education opportunity to simultaneously earn a high school diploma and one to two years of transferable college credit—tuition free. Support has come from several sources including tribal Nations and urban Indian organizations, school districts, as well as the visionaries from the Bill and Melinda Gates Foundation, Carnegie Corporation of New York, Ford Foundation, W.K. Kellogg Foundation, Lumina Foundation, College Spark Washington, and others.

Today, the Early College High School Initiative includes 230 schools serving more than 60,000 students in 26 states through diversified funding sources.

As an intermediary with Jobs For the Future, the Center for Native Education (CNE) focuses on Native populations in six states, including Washington, where work has been done with seven school districts, eight tribal nations, and eight postsecondary institutions. CNE targets Native students and engages tribal communities in the education process through a collaborative system bridging governance between tribal, secondary, and postsecondary stakeholders that contribute towards school planning, implementation, evaluation, and student success.

Early College designed schools promote a bold approach to high school reform, based on the principle that academic rigor, combined with the opportunity to save time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Early College designed schools blend high school and college in a rigorous, yet supportive program, compressing the time it takes to complete a high school diploma and the first two years of college.

Participating WA schools:

**Ferndale Early College**  
Ferndale, WA  
Year Opened: 2004  
School District: Ferndale  
Postsecondary Partner: Whatcom Community College, Northwest Indian College  
Intermediary: Center for Native Education  
Other: Lummi Nation

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

**Medicine Wheel Academy**  
Spokane, WA  
Year Opened: 2004  
School District: Spokane  
Postsecondary Partner: Spokane Falls Community College

**Shelton Early College**  
Shelton, WA  
Year Opened: 2005  
School District: Shelton  
Postsecondary Partner: Olympic Community College
Intermediary: Center for Native Education
Other: N.A.T.I.V.E. Project

Intermediary: Center for Native Education
Other: Squaxin Island Tribe and Skokomish Tribe
Suquamish Early College Prep
Suquamish, WA
Year Opened: 2005
School District: North Kitsap
Postsecondary Partner: Olympic College
Intermediary: Center for Native Education
Other: Suquamish Tribe

Tulalip Heritage Early College
Marysville, WA
Year Opened: 2004
School District: Marysville
Postsecondary Partner(s): Everett Community College, Northwest Indian College
Intermediary: Center for Native Education
Other: Tulalip Tribes

Wellpinit Early College
Spokane, WA
Year Opened: 2004
School District: Wellpinit
Postsecondary Partner(s): Gonzaga University
Intermediary: Center for Native Ed.
Other: Spokane Tribe

**Benefits to teachers:**
Certified high school teachers with master degrees take state required continuing education courses building towards adjunct status in their content field with postsecondary partners. Teachers are given additional opportunities of teaching college courses at the high school and college, thus promoting education of a community. The dual status opens several prospects for qualified teachers.

**Benefits to schools:**
Districts hire highly qualified teachers with a passion for their continuing education building broader ranges of teaching opportunities. The high school college courses blend into the current operating school district systems with operating budgets from state FTE funds identical to regular courses. Resources are united between federal and state tribal education funding sources. With established community partnerships, tribes and urban Indian organizations can contribute through funding and human resources.

Postsecondary institution partnerships add human resources and academic opportunities for students and teaching staff. Intergenerational learning is an active way to engage adult learners with high school students, especially building cultural knowledge for the entire community. Higher education benefits by bringing community together and engaging them in the learning process for individual or professional development. Academic bridging between high school to community college and then to four-year institutions enhances opportunities for a wider range of learners.

**Benefits to community:**
Native and non-Native communities collaborate uniting traditions, customs and engagement in the education of all people. Community partnerships develop educational pathways between the tribal, secondary, and postsecondary associations. Communities become part of the education process for all programs and learners, youth and adult.
Benefits for students:
At Early College high schools around the country, students take college classes during their high school years in a setting that honors their individual aspirations, community, and cultural heritage. Students gain academic and college knowledge in an educational setting, under the guidance of qualified instructors and student support specialists from the school, tribal, and postsecondary partners. Students work collaboratively with their own peer groups and community where they gain confidence and pride. Community partnerships bridge for students:

- Better college preparation.
- Lower remediation costs.
- Higher retention rates.
- Expanded set of curricular offerings.
- Integrated student high school and college experiences, intellectually and socially.
- Blended curriculum into a coherent unit of high school and college-level work.
- Dual crediting bridges path between high school and 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(s) to students:
- 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 to 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 and student profiles:
Last year over 1,780 students participated in Washington State Early College designed schools. The majority were underrepresented youth and students of color. 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 lunch.

Web resource(s):
Center for Native Education:  http://www.centerformativeed.org/
Early College High School Initiative:  http://www.earlycolleges.org/
Jobs For the Future:  http://www.jff.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, MAE, MPA
Director, Center for Native Education
Cankuluta4@aol.com
(206) 437-5884

RCW/WAC(s):
None

G4. Gateway to College

Program description:
The Gateway to College program is a national program 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. A primary goal of the Gateway to College program at Lake Washington Institute of Technology is for students to earn at least 45 college credits. 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 mentor. They assist students with all facets of the college experience including providing referrals to community resources.

New students join a learning community which typically 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 also complete a career exploration course to help them focus their goals and select a program of study at Lake Washington Institute of Technology. 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:
Currently, there is one fully operational Gateway to College program located at Lake Washington Institute of Technology and supporting the following school districts: Everett, Highline, Issaquah, Kent, Lake Stevens, Lake Washington, Marysville, Mercer Island, Monroe,
Mukilteo, Northshore, Renton, Riverview, Seattle, Shoreline, Snohomish, Snoqualmie Valley, South Whidbey, Sultan, and Tahoma.

Highline Community College is partnering with Federal Way Public Schools and Highline School District, and will be accepting students for the first time in 2011–12.

**Benefits for students and system:**
- Students complete their high school diploma within the community college setting, while simultaneously earning college credits leading to a certificate or an associate degree.
- Students take all of their first term courses together creating a learning community.
- 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 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 8th 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(s) to students:**
Students do not pay tuition and are provided most books and materials. Some programs may have a charge for consumables and may require a book deposit.

**Number of students currently participating:**
There are currently 246 students enrolled in this program at Lake Washington Institute of Technology.

**Profile of students:**
Students are 16–20 years 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.

Program graduates earned an average of 51.5 college credits, including both college (100 or higher) as well as remedial (less than 100) level courses.
Highline Community College is starting a program in the fall of 2011, partnering with Federal Way, Highline, and Tukwila school districts. Their initial enrollment is established at 50 students, adding an additional 25 by winter quarter.

**Web resource(s):**
Lake Washington Technical Academy Gateway to College: [http://www.lwtech.edu/offices_and_services/department_pages/high_school_programs/gateway_to_college.html](http://www.lwtech.edu/offices_and_services/department_pages/high_school_programs/gateway_to_college.html)

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

**G5. 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 monies 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 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(s) to students:
• There is no tuition charge to students.
• Students are responsible for their transportation to and from the high school program.
• There is a $50–$100 book and tool deposit, plus the cost of consumables and lab fees (small cost variations between the three sites).

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 400 students from 22 districts enrolled in Lake Washington Technical College high school and vocational programs.
• Bates Technical High School—there are 260 full-time students attending this program.
• Northwest Career and Technical High School at Clover Park—there are currently 122 students 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 AAT 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

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**Other Program Contact(s):**
None

**RCW/WAC(s):**
RCW 28B.50.533, WAC 392-121-187
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