

# Advanced Placement (AP) OSPI Program Brief

## 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, certified AP teachers help students develop and apply the skills, abilities, and content knowledge they will need later in college/university. Each AP course is modeled upon a comparable college/university course, and college and university faculty play a vital role in ensuring that AP courses align with college/university-level standards. For example, through the AP Course Audit, AP teachers submit their syllabi for review and approval by college/university faculty. Only courses using syllabi that meet or exceed the college/university-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/university-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:

CEDARS reports that three hundred and twelve (312) Washington high schools participated in the AP program during 2012–13. This was an increase of 36 schools over 2011–12.

## Benefits for students and system:

- Statistically, AP completers are more likely to graduate from college.
- Lessens time to degree completion and reduces college/university tuition costs.
- Improves quality of curriculum, as teachers' syllabi are audited by college/university professors.
- Advanced Placement tests provide students with nationally recognized and normed feedback.

- Provides students a chance to try college/university-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/university 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 \$89. The total student fee is reduced through a series of waivers to \$10 for qualifying low-income students.

**Number of students currently participating:**

According to data reported in CEDARS, 48,540 Washington public school students were enrolled in AP courses during the 2012–13 school year.

**Profile of students:**

There has been a 7.3 percent increase in the number of exams taken by Washington students from 2011–12 to 2012–13. In the spring of 2013, 69,582 tests were administered to 40,616 Washington Students, a 5.7 percent increase in test takers from the previous year according to College Board data.

**Findings:**

College Board Findings

- The College Board reports that over 41,518 AP examinations taken by Washington students during 2012–13 demonstrated college-level mastery by earning scores of three or higher. This represents an increase of 6.6 percent from 2011–12.
- Of the total number of Washington exams, 59.7 percent received scores of three or higher.
- Of AP test takers, 36.8 percent self-reported as non-White an increase of 8.7 percentage points over 2011-12
- In 2013, AP exam scores of three or higher increased for all populations, most dramatically 21.7 percent for American Indian students, 13.3 percent for Hispanic students, and 11.1 percent for Black students.
- Over the past five years, the number of AP test takers in Washington has increased by 25.6 percent.
- Of the test takers, 55.4 percent are female.

#### CEDARS Findings

- The total number of 9<sup>th</sup> graders enrolled in AP courses has increased by 941 (98.8 percent) between 2011 and 2013
- The total number of Hispanic/Latino students enrolled in AP courses has increased by 832 (18.4 percent) between 2011 and 2013
- The total number of Bilingual students enrolled in AP courses has increased by 9 (2 percent) between 2011 and 2013
- The total number of Free/Reduced Meal program students enrolled in AP courses has increased by 31,812 (17.3 percent) between 2011 and 2013

#### **Web resource(s):**

OSPI/Advanced Placement (AP) website: <http://www.k12.wa.us/AdvancedPlacement/default.aspx>

College Board AP Central website: <http://apcentral.collegeboard.com/apc/Controller.jpf>

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## **Cambridge International Exams OSPI Program Brief**

#### **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 meet international standards in this academically rigorous course of study through the development of higher order critical and creative thinking skills. The curriculum aligns with that of Cambridge University in the United Kingdom.

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.

**Number of students currently participating:**

Nine hundred and sixty-four (964) students took Cambridge classes at Federal Way High School during 2012–13 classes over the same period. Juniors and seniors in these programs are enrolled in the Advanced International Certificate of Education (AICE) Diploma program classes that are eligible for dual credit.

The Cambridge Program at Juanita High School is open to any student interested in an academic challenge. During the 2012-13 school year, five hundred and fifty-seven (957) students in grades – 9–11 were enrolled in Cambridge courses at Juanita High School. The 10<sup>th</sup> and 11<sup>th</sup> graders earned AS/A Level credit in Mathematics, US History, and English Language.

**Student Responsibilities:**

- Students must be willing to work hard to meet the standards of the challenging course work.
- Students will be graded using rubrics created based on the Cambridge University curriculum, which will resemble that of a college course.
- Students must take the Cambridge exam(s) that correspond to their course(s) in May/June.

**Costs to Students:**

During 2011-12, Federal Way School District paid all exam fees for 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.

**Findings:**

- The total number of students enrolled in Cambridge program courses has increased by 1246 (461.5 percent) between 2011 and 2013
- The total number of non-white students enrolled in Cambridge program courses has increased by 786 (883.3 percent) between 2011 and 2013
- The total number of Gifted students enrolled in Cambridge program courses has increased by 964 between 2012 and 2013
- The total number of Free/Reduced Meal program students enrolled in Cambridge program courses has increased by 89 (15.9 percent) between 2012 and 2013

**Web resource(s):**

Cambridge AICE Diploma Program website:

<http://www.cie.org.uk/qualifications/academic/uppersec/aice>

Federal Way High School Cambridge Program website:

<http://www.fwps.org/info/cambridge/>

Juanita High School Cambridge Program website:

<http://www.lwsd.org/school/jhs/Academics/Pages/CAMBRIDGEPROGRAM.aspx>

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## **Career Link OSPI Program Brief**

**Program description:**

This program is offered at South Seattle Community College and is designed for 16–21 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 49 high schools in 9 districts were served in 2012–13.

**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.
- Students learn how to succeed in an educational setting under the guidance of instructors and support professionals.

**Number of students currently participating:**

In 2012–13, 213 students were enrolled. Career Link program staff report that 86 percent of their graduating seniors (60+) received dual credit. The overall average is about a quarter of college completed by the time the student earns her high school diploma.

**Findings:**

Career Link participants entered the program with an average high school GPA of 1.47, subsequently earning a Career Link GPA of 3.0 and an overall average college GPA of 3.0.

**Web resource(s):**

South Seattle Community College Career Link Program website:

<http://www.southseattle.edu/programs/careerlk.htm>

**Other program contact(s):**

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## **College in the High School (CHS) OSPI Program Brief**

**Program description:**

College in the High School means an opportunity for students to be concurrently enrolled in high school and college, earning 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 occurs 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’s/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 Clark College Columbia Basin Community College Eastern Washington University Edmonds Community College	Everett Community College Olympic Community College Shoreline Community College University of Washington Wenatchee Valley Community College Whatcom Community College
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**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 posted 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
  - Three hundred five dollars (\$310) per 5-credit class.
  - Forty two dollars (\$42) for registration (paid only once per quarter)
  - Financing—self-support model.
- Everett Community College
  - One hundred ninety-five dollars (\$198) per 5-credit class.
  - Thirty dollars (\$30) for COMPASS testing if required as a course prerequisite
  - Financing—self-support model.
  - The cost for an equivalent course taken at Everett Community College can be as much as \$534, not including textbooks.

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 2012–13, 17,108 students participated in CHS programs, according to CEDARS data.

**Profile of students:**

The number of students participating in this program has grown by 24.7 percent over the past three years.

**Findings:**

- The total number of students enrolled in College in the High School courses has increased by 3640 (27 percent) between 2011 and 2013
- The total number of non-white students enrolled in College in the High School courses has increased by 1602 (47.4 percent) between 2011 and 2013
- The total number of Special Education students enrolled in College in the High School courses has increased by 61 (218.4 percent) between 2011 and 2013
- The total number of Bilingual students enrolled in College in the High School courses has increased by 77 (61.6 percent) between 2011 and 2013
- The total number of Gifted students enrolled in College in the High School courses has increased by 1976 (229.7percent) between 2011 and 2013
- The total number of Free/Reduced Price Lunch program students enrolled in College in the High School courses has increased by 1220 (38 percent) between 2011 and 2013

**Web resource(s):**

State Board for Community and Technical Colleges (SBCTC) website:

<http://www.sbctc.ctc.edu/college/e-collegeinhighschool.aspx>

**State agency contact(s):**

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**RCW/WAC(s):**

[RCW 28A.600.290](#)

# Gateway to College OSPI Program Brief

## Program description:

The Gateway to College program is a national dropout recovery and scholarship program which allows students between the ages of 16 and 20 who may not have been successful in high school, the opportunity to get back on track and earn a high school diploma.

Through the program and under the guidance of a caring team of instructors and student support specialists with experience and interest in at-risk youth, students complete their high school diploma requirements at community or technical colleges while simultaneously earning college credits toward an associate degree, transfer credits, or a certificate. Young people who had little chance of graduating from high school are achieving postsecondary success and pursuing college degrees that will lead to fulfilling and challenging careers.

## Participating schools:

Currently, there are three Gateway to College programs in Washington State.

Lake Washington Institute of Technology serves dropout and disengaged students from the following 19 school districts: Bellevue, Edmonds, Everett, Federal Way, Highline, Issaquah, Lake Washington, Marysville, Mercer Island, Mukilteo, Northshore, Renton, Riverview, Seattle, Shoreline, Snohomish, Snoqualmie Valley, South Whidbey, and Sultan.

Highline Community College has partnered with Federal Way Public Schools and Highline School District but also received referrals from 12 separate districts in 2011–12. The top 5 sending high schools for 2011-12 included Federal Way, Decatur, Thomas Jefferson, Mount Rainier, and Foster (Tukwila) high schools.

Spokane Falls Community College (SFCC) has partnered with Spokane School District and began serving students in the fall of 2012. This partnership made SFCC the 35<sup>th</sup> college in the National Gateway to College Network and the third in our state.

## 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 8<sup>th</sup> 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:**

426 students were enrolled in the three Gateway to College sites in Washington during 2012–13.

**Profile of students:**

Students are 16–20 years old, at-risk youth with grade point averages below 2.0 and who are credit deficient, and/or who have dropped out or nearly dropped out of high school.

**Web resource(s):**

Lake Washington Technical Academy Gateway to College website:

[http://www.lwtech.edu/offices\\_and\\_services/departments/high\\_school\\_programs/gateway\\_to\\_college.html](http://www.lwtech.edu/offices_and_services/departments/high_school_programs/gateway_to_college.html)

Highline Community College Gateway to College website: <https://gtc.highline.edu/>

Spokane Falls Community College Gateway to College website:

<http://spokanefalls.edu/Programs/GatewaytoCollege/Home.aspx?page=PV1>

Gateway to College National Network Web site: <http://www.gatewaytocollege.org/>

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**RCW/WAC(s):**

The Gateway to College program at Lake Washington Institute of Technology is the first program approved under E2SHB 1418, Dropout Reengagement (Chapter 20, Laws of 2010).

[RCW 28A.175.100](#)

[WAC 392-700](#)

## **International Baccalaureate (IB) OSPI Program Brief**

**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:

1. The extended essay
2. A "Theory of Knowledge" course
3. 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 16 public school sites in Washington:

- A.C. Davis Senior High, Yakima School District
- Capital High School, Olympia School District
- Chief Sealth International High School, Seattle School District
- Columbia River High School, Vancouver School District
- Edmonds-Woodway High School, Edmonds School District
- Henry Foss High School, Tacoma School District
- Inglemoor High School, Northshore School District
- Ingraham High School, Seattle School District
- Interlake High School, Bellevue School District
- Kennewick High School, Kennewick School District
- Kent-Meridian High School, Kent School District
- Mt. Rainier High School, Highline School District
- Rainier Beach High School, Seattle 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 International Baccalaureate Organization (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 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 \$94 per exam.
- Eligible students are responsible for 10 percent of the \$151 Registration fee
- Eligible students would be responsible for \$10 per exam.

**Cost(s) to districts:**

- Annual school fee for IB diploma program—\$10,400.
- 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.

**Number of students currently participating:**

During the 2012–13 school year, 7000 students were enrolled in IB coursework according to CEDARS.

**Findings:**

- The number of IB diplomas has grown from 144 in 2004–05 to 466 in 2012-13. This represents a 224 percent increase.
- Of the 2,236 Washington students taking at least one IB exam 1,931 earned college credit eligible scores of four or higher. This represents 86.3 percent.
- The total number of Black/African American students enrolled in IB courses has increased by 80 (29.2 percent) between 2011 and 2013
- The total number of Hispanic / Latino students enrolled in IB courses has increased by 422 (68.5 percent) between 2011 and 2013
- The total number of Two or More races students enrolled in IB courses has increased by 134 (50.4 percent) between 2011 and 2013
- The total number of Special Education students enrolled in IB courses has increased by 108 (177 percent) between 2011 and 2013
- The total number of Bilingual students enrolled in IB courses has increased by 33 (36.3 percent) between 2011 and 2013
- The total number of Gifted students enrolled in IB courses has increased by 1072 (87.1 percent) between 2011 and 2013
- The total number of Free/Reduced Price Lunch program students enrolled in IB courses has increased by 727 (54 percent) between 2011 and 2013

**Web resource(s):**

OSPI/International Baccalaureate website:

<http://www.k12.wa.us/AdvancedPlacement/resources.aspx>

International Baccalaureate Organization Web site: <http://www.ibo.org/>

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# Running Start (RS) OSPI Program Brief

## **Program description:**

Running Start is a program that allows 11<sup>th</sup> and 12<sup>th</sup> grade students to take college courses at Washington's 34 community and technical colleges along with Central Washington University, Eastern Washington University, Washington State University, Northwest Indian College, and Spokane Tribal College. Running Start students and their families do not pay tuition. Students do pay college fees, buy their own books, and provide their own transportation. Students receive both high school and college credit for these classes. 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 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 through the 2012-13 school year.

**Number of students currently participating:**

During the 2012–13 school year, 17,527 students were enrolled in Running Start coursework according to CEDARS data.

**Findings:**

## State Board of Community and Technical Colleges (SBCTC) Findings

- For 2011–12, 1,589 students completed an associate degree or certificate at the same time as they graduated from high school, an increase of 188 students over the previous year.
- Over one half of Running Start students (10,806) took at least one online course in 2011–12.
- [SBCTC 2011–12 data](#) reports that a typical Running Start student takes 11 credits in a quarter.
- Over half (52 percent) of Running Start students enrolled full-time in fall 2011.
- 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 2012-13 reports that 19,053 Running Start students accounted for 13,344 college FTEs.
- Nineteen (19) percent of Running Start students receive waivers from the colleges from fees, indicating low income.

## CEDARS Findings

- The total number of students enrolled in Running Start courses has increased by 333 (1.9 percent) between 2011 and 2013
- The total number of American Indian / Alaska Native students enrolled in Running Start courses has decreased by 27 (17.4 percent) between 2011 and 2013
- The total number of Two Races or more students enrolled in Running Start courses has increased by 286 (44.9 percent) between 2011 and 2013
- The total number of Gifted students enrolled in Running Start courses has increased by 382 (55.6 percent) between 2011 and 2013
- The total number of Free/Reduced Meal program students enrolled in Running Start courses has increased by 673 (115.6 percent) between 2011 and 2013

**Web resource(s):**

SBCTC Running Start Resources website: [http://www.sbctc.edu/college/s\\_runningstart.aspx](http://www.sbctc.edu/college/s_runningstart.aspx)

OSPI Running Start Resources website:

<http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/RunningStart.aspx>

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**RCW/WAC(s):**

[RCW 28A.600.300–400](#)

[WAC 392-169 Special Service Programs Running Start Program](#)

## Running Start for the Trades (RST) OSPI Program Brief

### **Program description:**

In accordance with RCW 49.04.190, enacted into law in 2006, regarding the expansion of opportunities for graduating secondary school students to enter registered apprenticeship programs, the Legislature established several responsibilities for the Washington State Apprenticeship and Training Council (WSATC) and OSPI, including:

- Awarding incentive grants for schools to negotiate and implement articulation agreements with local apprenticeship programs. NOTE: For the second straight year, there have been no funds appropriated for this program. While numerous collaborative activities are ongoing with districts and apprenticeship programs, the ability to collect data, linked to the grant process as required activities is not currently possible without fiscal support.
- Awarding pilot grants for secondary pre-apprenticeship program developments. As with the incentive grants, the lack of funding for this initiative essentially stopped any efforts by WSATC and OSPI to require data submission by sites no longer funded to do the work. Developing pre-apprenticeship program guidelines under the work completed through the development of the Washington State Apprenticeship & Training Council Apprenticeship Preparation Program Recognition, this activity continues to show growth. Definitions were set in place for registered apprenticeships, apprenticeship preparation programs, direct-entry, pre-apprenticeship, and apprenticeship articulation agreements. The WSATC review criteria was established and included:
  - 1) evidence of a communication plan;
  - 2) program incorporates safety training;
  - 3) focus on employability;
  - 4) physical fitness;
  - 5) math skills;
  - 6) program participation populations; and
  - 7) formal agreement with apprenticeship program(s).

This document also provided guidelines for “Request Procedures,” which provided timelines and activities to seek and receive apprenticeship preparation program recognition from WSATC. This document was officially approved and distributed in April 2012, and has already resulted in two K-12 Recognized Apprenticeship Preparation Programs at New Market and Tri Cities Skills Centers. With the continued outreach through OSPI to statewide programs, that number should increase. WSATC and OSPI intend to continue to encourage and facilitate the formation of cooperative relationships between business, labor, and education resulting in recognized pathways to registered apprenticeship.

To this end, the WSATC recently approved the Lakeside High School CTE Culinary Arts Apprenticeship. Now high school students enrolled in the Culinary Arts program at Lakeside can be registered as “Preparation Cook” apprentices and secure a completion credential issued by the WSATC as they collect their high school diploma: a true running start to a trade.

**Web resource(s):**

Washington State Department of Labor & Industries website:

<http://www.lni.wa.gov/TradesLicensing/Apprenticeship/default.asp>

Center for Excellence for Aerospace and Advanced Materials Manufacturing website:

<http://www.a2m2.net/>

Construction Center of Excellence Web site: <http://www.rtc.edu/CCE/>

Northwest Center for Excellence for Marine Manufacturing & Technology website:

<http://www.marinecenterofexcellence.com/>

**State agency contact(s):**

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**RCW/WAC(s):**

[RCW 49.04.190](#)

## **Tech Prep (TP) OSPI Program Brief**

**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. 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 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.

On July 1, 2011, the federal Carl D. Perkins Title II funds (Tech Prep) were eliminated. Washington State’s portion of Tech Prep funding, \$2,036,850, was lost by this action.

Perkins legislation mandates that districts and colleges must have at least one Programs of Study (POS) to be eligible to receive Perkins funds. Programs of Study create opportunities for students that are similar to Tech Prep. These Programs of Study are intended to provide students with meaningful career pathways, combining secondary and postsecondary education in a rigorous, integrated, and streamlined sequence of courses that lead to further education, apprenticeship, certification, diploma, and/or employment.

In June 2011, the Workforce Training and Education Coordinating Board adopted a recommendation to develop statewide, articulated Programs of Study (POS) in four strategic industry clusters: Aerospace/Manufacturing, Agriculture, Information Technology, and Healthcare. Development of these four projects is an ongoing partnership effort among staff from the Workforce Training and Education Coordinating Board, Office of Superintendent of Public Instruction (OSPI) Career and Technical Education Division, State Board for Community and Technical Colleges (SBCTC), and four Centers of Excellence.

**Participating entities include:**

- Twenty-two (22) consortia
- Thirty-four (34) community and technical colleges
- Three hundred seventy-nine (373) high schools
- Thirteen (13) skill centers

**Benefits for students and system:**

- Students explore career options before making costly decisions.
- Students build marketable skills while remaining with high school peers.
- 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.
- Register for Tech Prep credit in the Statewide Enrollment and Reporting System (SERS) and complete the local administrative process for Tech Prep.

**No or low cost for students:**

- No college tuition cost—they are high school classes.
- No travel costs—students remain at the high school.
- Tech Prep operates at no cost or minimal registration costs for families (dependent on local consortium).

**Costs to community and technical colleges and high school districts:**

- Fee to participate in consortium; personnel needed to support the program.

**Findings:**

Tech Prep program is a cooperative effort between secondary and postsecondary institutions, the data is drawn from CEDARS and SERS.

- The total number of students enrolled in Tech Prep eligible courses has decreased by 10,299 (8.1 percent) between 2011 and 2013
- The total number of Gifted students enrolled in Tech Prep eligible courses has increased by 3272 (117.5 percent) between 2011 and 2013
- The total number of students enrolled in Tech Prep eligible courses across all other comparison data points (ethnicity, special programs, Free/Reduced Price Lunch) has decreased between 2011 and 2013

**Web resource(s):**

SBCTC Tech Prep website: <http://www.sbctc.ctc.edu/college/e-wkforcetechprep.aspx>

**State agency contact(s):**

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**RCW/WAC(s):**

None

# Technical College Direct-Funded Enrollment Programs

## OSPI Program Brief

### **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 Basic Education apportionment dollars are payable directly to the technical college.

### **Participating WA schools:**

- Lake Washington Technical Academy at Lake Washington Institute of Technology
- 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 academic standards, as well as enroll in courses as required by the program.

### **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 during 2012–13 topped an average enrollment of 976 (616.27 FTEs).

- Lake Washington Institute of Technology—during 2012–13 there were an average of 214 students, equaling 155.99 FTEs, from 21 districts enrolled in Lake Washington Technical Academy high school and vocational direct-funded programs.
- Bates Technical High School—Bates maintained an average of 557 students equaling 303.18 FTEs attending this direct-funded program in 2012-13 from 19 school districts.

- Northwest Career and Technical High School at Clover Park—there were an average of 205 students (157.1FTEs), enrolled in direct-funded, college/career training programs in 2012–13, coming from 17 school districts

**Profile of students:**

- Students come from local school districts. For example, at Lake Washington Technical Academy, the majority of students come from the Lake Washington and Northshore school districts.
- Students must be at least 16 and under 21 years of age, and completed other minimum admission standards to be eligible to enroll in these programs
- 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):**

Lake Washington Technical Academy website:

[http://www.lwtech.edu/offices\\_and\\_services/department\\_pages/high\\_school\\_programs/lake\\_washington\\_technical\\_academy.html](http://www.lwtech.edu/offices_and_services/department_pages/high_school_programs/lake_washington_technical_academy.html)

Technical High School website: <http://www.bates.ctc.edu/programs/high-school-programs/technical-high-school>

Northwest Career & Technical High School website: <http://www.cptc.edu/nwcths>

**State agency contact(s):**

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**Other Program Contact(s):**

Lake Washington Technical Academy at Lake Washington Institute of Technology:

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Northwest Career and Technical High School at Clover Park Technical College:  
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**RCW/WAC(s):**  
[RCW 28B.50.533](#)  
[WAC 392-121-187](#)

## Dual Credit and Dual Enrollment Programs

Program Name	Description	Number of high schools participating	Student costs and responsibilities
<b>Tech Prep</b>	Students earn college credit in professional/technical programs by taking certain CTE classes in high school. Tech Prep courses are supported by agreements between districts and colleges.	382	Students must register for the program and earn a "B" grade or better. Student registration fee ranging from \$0 to \$45.
<b>Running Start</b>	Qualified juniors and seniors attend college classes and earn both high school and college credit. Students may potentially earn an associate's degree while earning a high school diploma.	440	Students may enroll tuition-free for 15 credits or fewer per quarter. Students pay for fees, text books, transportation and consumables.
<b>Advanced Placement</b>	Specific, rigorous courses that prepare high school students to take Advanced Placement tests. Achieving a qualifying score on the test may allow higher placement or credit at colleges and universities.	304	Students pay test fees. OSPI participates in a federal program that reduces the fee for qualifying low-income students.
<b>College in the High School</b>	Qualified high school students take academic college-level courses in their high school and earn both high school and college credit. Supported by a contract between the college and district. The high school teacher must meet college faculty qualifications.	112	Students pay up to full tuition, fees, and text books.
<b>International Baccalaureate</b>	Internationally recognized program that offers college credit for students completing a standardized curriculum and passing a culminating exam.	15	Students pay test fees. OSPI participates in a federal program that reduces the fee for qualifying low-income students.
<b>Early College High School</b>	Private/public-funded initiative that offers a 9 <sup>th</sup> to 12 <sup>th</sup> grade accelerated learning experience for under-prepared students. Students may potentially earn an associate's degree while earning a high school diploma.	76	Varies.
<b>Cambridge Program</b>	International, pre-university curriculum and examination system. Juniors and seniors in the program enroll in classes that are eligible for dual credit.	2	No cost to students. Federal Way district underwrites costs.
<b>Other Dual Credit Programs</b>	<u>Career Link</u> —a retention/dropout recovery program offered at South Seattle Community college. <u>Gateway to College</u> —dropout recovery and scholarship program offered at Lake Washington Technical College, Highline Community College and Spokane Community College. <u>Technical College high schools</u> —students attend high school and take college courses on the college campus, through an agreement with local districts.	Programs on college campuses; draws students from multiple schools	Costs vary.

Number of schools participating is for 2011-2012 from the Dual Credit Programs 2012 Report to the Legislature.