

SENATE BILL REPORT

2SHB 2119

As Reported by Senate Committee On:
Early Learning & K-12 Education, March 27, 2009
Ways & Means, April 6, 2009

Title: An act relating to expanding dual credit opportunities.

Brief Description: Expanding dual credit opportunities.

Sponsors: House Committee on Ways & Means (originally sponsored by Representatives Wallace, Carlyle, Sullivan, Morrell, Quall, Santos and Ormsby).

Brief History: Passed House: 3/10/09, 92-4.

Committee Activity: Early Learning & K-12 Education: 3/26/09, 3/27/09 [DPA-WM].
Ways & Means: 4/03/09, 4/06/09 [DPA].

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Majority Report: Do pass as amended and be referred to Committee on Ways & Means.

Signed by Senators McAuliffe, Chair; Kauffman, Vice Chair, Early Learning; Oemig, Vice Chair, K-12; King, Ranking Minority Member; Brandland, Hobbs, Jarrett, McDermott, Roach and Tom.

Staff: Susan Mielke (786-7422)

SENATE COMMITTEE ON WAYS & MEANS

Majority Report: Do pass as amended.

Signed by Senators Prentice, Chair; Fraser, Vice Chair, Capital Budget Chair; Tom, Vice Chair, Operating Budget; Zarelli, Ranking Minority Member; Brandland, Fairley, Hobbs, Honeyford, Keiser, Kline, Kohl-Welles, McDermott, Murray, Oemig, Parlette, Pflug, Pridemore, Regala, Rockefeller and Schoesler.

Staff: Tim Yowell (786-7435)

Background: Washington State has several dual enrollment/credit programs enabling high school students to simultaneously earn high school and college credit, including Running Start, College in the High School, Advance Placement, International Baccalaureate, and Tech Prep.

This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.

Running Start. Through this program 11th and 12th grade students take college courses at Washington's 34 community and technical colleges; Washington State, Eastern Washington, and Central Washington Universities; The Evergreen State College; and the Northwest Indian College. Students earn both high school and college credits for these courses. Tuition is waived but some colleges have charged students. The office of the Attorney General recently issued a letter that Running Start students can not be charged fees unless the Legislature authorizes the colleges to charge the fees. Colleges receive funds from the school district, although the district may retain up to 7 percent of the full-time equivalent (FTE) allocation to offset Running Start program-related costs.

College in the High School (CHS). This program provides college level academic courses in high schools to serve qualified high school students. CHS programs are established through a contract between a high school and a college or university. The high school and college or university together define the criteria for student eligibility. CHS courses must be taught by teachers meeting faculty appointment criteria established by the appropriate college or university department. The college or university provide CHS instructors with training and orientation that includes course curriculum, assessment criteria, course philosophy, and CHS administrative requirements. Students usually pay fees and for the textbooks.

Advanced Placement (AP) and International Baccalaureate (IB). Both of these programs allow students to take standardized courses to prepare for examinations while staying on their high school campuses. With AP, identified courses prepare high school students to take advanced placement tests, allowing advanced placement and/or credit at the postsecondary level. In 2009 the fee per AP examination is \$86; however, qualifying low-income students may receive a fee reduction. IB is a program which offers college credit for students completing a standardized curriculum and culminating exam. In 2009 students must pay a one-time examination registration fee of \$129 and \$88 for each subject in which they take an IB exam; however, qualifying low-income students may receive a fee reduction.

Tech Prep. This program enables students to remain in the high school and begin a vocational/technical program that leads to a two-year degree or certificate program. The courses are taught by high school instructors. The instructors work with local colleges to assure the courses are taught at the college level and articulate to the college program. Each of the state's 22 Tech Prep consortia have developed competency-based articulation agreements between high schools and colleges that help students transition from high school into postsecondary professional technical programs. Through Tech Prep articulation agreements, colleges award credit to students who successfully complete college-equivalent courses and programs. Articulation agreements between the individual college and school define the criteria for equivalency and the granting of credit.

Running Start for the Trades. This program was created by the Legislature in 2006. High schools work closely with local apprenticeship programs to prepare students to enter apprenticeships immediately after graduation. Depending upon the program, students may earn direct entry into an apprenticeship program or enhance their chances of entry into a program.

There are statutory definitions in the higher education code of tuition fees, building fees, operating fees, services and activities fees, technology fees, special fees, and voluntary fees.

Summary of Bill (Recommended Amendments): Dual credit statutes are revised to place the current CHS program into statute and authorize rules and guidelines to be developed for the program, require annual reporting of student participation and performance in dual credit programs, and authorize community colleges to charge Running Start students fees and count such students for the purposes of state enrollment targets. Technical changes clarifying terminology and statutory references are also made.

Dual Credit Reporting Requirements. Beginning September 1, 2010, the Office of the Superintendent of Public Instruction (OSPI), in collaboration with the State Board for Community and Technical Colleges (SBCTC), the Workforce Training and Education Coordinating Board, the Apprenticeship Council, the Higher Education Coordinating Board (HECB), and the public baccalaureate institutions must annually report to the legislative education and higher education committees on student participation and performance in dual credit programs. The report must disaggregate the data by race, ethnicity, gender, and receipt of free or reduced-price lunch.

CHS Rules Development and Governance. OSPI, SBCTC, HECB, and the public baccalaureate institutions must jointly develop and each adopt rules governing the CHS program. The Association of Washington School Principals must be consulted as the rules are developed. The rules must encourage the maximum use of the program and may not narrow or limit enrollment options. CHS programs are to be governed by a local contract between a school district and an institution of higher education. Program requirements include the following:

- Participating school districts must provide information about the CHS program to the parents and guardians of 10th, 11th, and 12th graders.
- The high school and the institution of higher education determine student eligibility, except that students eligible to be in the 11th and 12th grade who have not yet received a high school diploma may participate in the CHS program.
- School districts must award high school credit for successful completion.
- No student may be reported by a school district for more than one full-time equivalent student, including the CHS courses.
- Tuition fees may be charged. Funds received by the institution of higher education may not be deemed tuition or operating fees and may be retained by the institution.
- CHS enrollment information must be maintained separately and may not be included in official enrollment reports of institutions of higher education. The CHS students may not be considered in any enrollment statistics that would affect higher education budgetary determinations.
- Institutions of higher education must grant college credit for successful completion.
- Full-time and part-time faculty at the institutions of higher education are eligible to teach courses in the CHS program.

Dual Credit Advising Guidelines. OSPI and HECB must develop advising guidelines to assure that students and parents understand that college credits earned in high school dual credit programs may impact eligibility for financial aid.

Running Start. Running Start students attending community and technical colleges must pay all mandatory fees as established by a community and technical college; all other institutions of higher education operating a Running Start program may charge technology fees. All the fees charged must be prorated based on credit load. Each institution of higher education must have a written policy for providing fee-waivers for low-income Running Start students. A student is considered low-income upon proof that the student is currently or within the last five years was eligible for free or reduced-price lunch or meet other criteria established by the institution.

EFFECT OF CHANGES MADE BY WAYS & MEANS COMMITTEE (Recommended Amendments): Running Start students are not counted for purposes of meeting state budgeted enrollment targets for adult students, but may be counted toward the enrollment targets the SBCTC establishes for the individual college districts. The SBCTC is not required to submit a long-term funding proposal for the Running Start program by December 2010.

EFFECT OF CHANGES MADE BY EARLY LEARNING & K-12 EDUCATION COMMITTEE (Recommended Amendments): The prohibition on four-year institutions of higher education charging Running Start students fees is removed. Four-year institutions operating a Running Start program may charge technology fees, which are prorated based in credit load, and fee waivers for low-income students must be provided. The long-term funding proposals for the Running Start program must be developed in collaboration with OSPI, HECB, and representatives from the regional institutions of higher education.

Appropriation: None.

Fiscal Note: Available.

[OFM requested ten-year cost projection pursuant to I-960.]

Committee/Commission/Task Force Created: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.

Staff Summary of Public Testimony on Second Substitute House Bill (Early Learning & K-12 Education): PRO: In the interim there was a review of dual credit programs to look at ways we can more effectively blur the lines between high school and college. Financially, it is difficult for the community colleges to run these programs partly because they are so successful with the programs. We need to begin to look at the next generation of dual credit programs. It is important for the institutions and the Legislature to count these students for the institutions' state targets and also know how they are doing in these programs. Now these programs allow students to move along through two educational programs, K-12 and higher education. This saves the student time, the parents money because no tuition is charged, and the taxpayers money because they pay for only one program for the dual credit. Even with fees, the parent will save most of the cost of a two-year degree achieved through a dual credit program. The gap between the amount of funds received by the college and the amount the school districts pays for a Running Start student is \$3,000. In the long-term we need to figure out how to fund these programs equitably for the colleges operating the program and

the students taking the program so the bill requires such a study to look at long-term funding proposals.

OTHER: Central and Eastern Washington Universities are currently operating Running Start programs and we request that we may be allowed to charge Running Start students a technology fee. Additionally, the universities would like to participate in the effort to determine long-term funding proposals.

Persons Testifying (Early Learning & K-12 Education): PRO: Representative Deb Wallace, prime sponsor; Rich Rutkowski, Green River Community College; Jim Rottle, Green River Community College; Tom Pierson, Federal Way Chamber of Commerce; Dan Newell, OSPI; and Chris Reykdal, State Board of Community and Technical Colleges.

OTHER: Steve DuPont, Central Washington University; David Buri, Eastern Washington University.

Staff Summary of Public Testimony on EDU Recommended Amended Bill (Ways & Means): PRO: Running Start enables students to get a jump start on their college education. This saves families money by enabling students to earn college credit without paying tuition, and it saves taxpayers money by enabling them to pay once for both high school and college credits. The funding that community colleges receive from school districts to educate Running Start students is not significantly less than what they receive from the state to educate adult students, but because the colleges are unable to collect tuition from Running Start students, the program can become a significant drain on college resources. Allowing the colleges to charge Running Start students for mandatory fees will partially alleviate that problem. The SBCTC does not believe that counting Running Start students toward budgeted enrollment targets will displace adult students, because the colleges are presently over-enrolled.

Persons Testifying (Ways & Means): PRO: Rich Ritkowski, Green River Community College president; Chris Reykdal, SBCTC.