

# FINAL BILL REPORT

## E2SHB 1808

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Synopsis as Enacted

**Brief Description:** Creating the launch year program.

**Sponsors:** House Committee on Education Appropriations & Oversight (originally sponsored by Representatives Lytton, Dammeier, Maxwell, Dahlquist, Sullivan, Reykdal, Liias, Finn, Sells, Orwall, Rolfes and Kenney; by request of Governor Gregoire).

**House Committee on Higher Education**  
**House Committee on Education Appropriations & Oversight**  
**Senate Committee on Early Learning & K-12 Education**

**Background:**

Dual Credit Programs.

In November 2010 the Office of Superintendent of Public Instruction (OSPI) released a report regarding student participation in dual credit programs. An analysis of students' schedules for the 2009-2010 school year, as reported in the Comprehensive Education Data and Research System show that 10.9 percent of all high school courses taken can earn dual credit. Whether or not a student will be able to leave high school with a full year of postsecondary credit varies depending on the subject matter and program requirements in each apprenticeship program or institution of higher education. A variety of education programs allow high school students to earn postsecondary course credit while also earning credit toward high school graduation.

Running Start.

Running Start students have the opportunity to study on a college campus while acquiring credits that count toward both high school and college graduation. If the student passes the college course, he or she receives the same amount of credit as any other college student taking the course. The students do not pay tuition for Running Start classes. Rather, for a full-time Running Start student, a school district retains 7 percent of the basic education allocation and provides the remainder to the higher education institution. A Running Start student may be charged some fees.

College in the High School.

College in the high school permits students to complete college level work while staying on their high school campuses. High school teachers typically form a relationship with a college

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or university and receive adjunct, extension, or lecturer status. They work with a professor to align a particular high school course with a college level course published in the college catalog. The college course is then taught to high school students by the high school teacher during the regular school day. Students usually pay a fee for this program which varies based on the area of study. Other funding, fees, and eligibility requirements are negotiated by participating schools through a local contract.

#### Tech Prep.

Tech Prep is a cooperative effort between K-12 schools, community and technical colleges, and the business community to develop applied integrated, academic, and technical programs. These professional technical courses are taught on high school campuses 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 with a "B" or better while still in high school.

#### Advanced Placement and International Baccalaureate Programs.

Advanced Placement (AP) and International Baccalaureate (IB) programs allow students to take college level courses while staying on their high school campuses. For both of these programs, students complete courses taught by high school teachers and then must pass a standardized examination at the end of the courses. Students pay the exam fees. Whether college credit is awarded depends upon a student's score on the exam. For AP, students score from zero to five points. Minimum scores to qualify for college credit vary by college and by subject area.

#### Running Start for the Trades.

Running Start for the Trades began in 2006 with the purpose of expanding apprenticeship opportunities for high school students. 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.

#### Higher Education Coordinating Board.

The Higher Education Coordinating Board (HECB) is a 10-member citizen board appointed by the Governor and confirmed by the Senate. Established by law, the HECB provides vision, leadership, and coordination for the state's public colleges and universities. The HECB administers state and federal financial aid.

#### State Board for Community and Technical Colleges.

The State Board for Community and Technical Colleges (SBCTC) is governed by a nine-member board appointed by the Governor and confirmed by the Senate. The SBCTC is responsible for providing leadership and coordination for Washington's public system of 34 community and technical colleges.

#### **Summary:**

Within existing resources, all public high schools in the state must work toward the goal of offering a sufficient number of high school courses to give students the opportunity to earn the equivalent of one year's worth of postsecondary credit toward a certificate, apprenticeship program, technical degree, or associate or baccalaureate degree. All public high schools must inform students and their families about the opportunities these courses provide to earn postsecondary credit and get an advance start on their career and postsecondary education, if they earn the qualifying score on the proficiency exam or through the demonstrated competencies.

By December 1, 2011, and biennially each June thereafter, institutions of higher education must develop a master list of postsecondary courses that can be fulfilled by taking the AP, IB, or other recognized college level proficiency exam and achieving a qualifying score or by meeting demonstrated competencies. Each institution must publish on its website and in its admissions materials its own list of courses that qualify for credit for lower division general education requirements. The qualifying exam scores and demonstrated competencies must be included in the list.

Each institution must recognize at least one year of course credit that may be earned through qualifying scores on proficiency exams or demonstrated competencies. In so doing, the institutions must maximize the application of the credits toward lower division general education requirements.

Each institution of higher education must also provide a list of such courses to the HECB and the SBCTC in a form that the OSPI is then able to distribute to school districts. The HECB must annually publish on its website the agreed-upon list of high school courses qualifying for postsecondary credit and the exam scores and demonstrated competencies meeting postsecondary requirements.

This is to be referred to as the Launch Year Act.

**Votes on Final Passage:**

House	70	27
Senate	43	4

**Effective:** July 22, 2011