



**Running Start Finance
Study Report
December 2010**

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Introduction

Running Start is one of several dual credit programs in Washington where a high school junior or senior may take college-level courses at an institution of higher education. Upon successful completion of those courses, students are awarded both college credit and credit for high school courses required for graduation.

During the 2009 legislative session, the community and technical college system pursued legislation that would allow them to count all or a portion of Running Start student enrollments as part of their obligation in meeting legislatively established enrollment targets. With substantial growth in the number of Running Start students, colleges were beginning to believe that servicing so many Running Start students was having an adverse impact on the colleges' financial health since Running Start students do not pay tuition under current law.

During the 2009 session, the Legislature took three actions specific to Running Start:

- 1) Allowed the colleges to count the enrollments, but only after the college system enrollment targets were increased in the budget bill by a like amount (effectively mitigating any benefits to the colleges);
- 2) Permitted community and technical colleges to charge Running Start students mandatory fees paid by all other students (technology fees, labs fees, and others, excluding services and activities fees). For Running Start students attending a university, only technology fees may be levied. In establishing these charges, colleges are required to have a waiver process in place to accommodate low-income students. Currently 15 percent of Running Start students are receiving a waiver from fees; and
- 3) The legislature required a Running Start Finance Study in section eight of SHB-2119. The finance study was to examine options to provide, "ongoing and adequate financial support for the program." Three specific considerations at a minimum were suggested by the legislation:
 - i. Student tuition;
 - ii. Increased support from local school districts; and
 - iii. Reallocation of existing state financial support among the community and technical college system to account for differential Running Start enrollment levels and impacts.

This report focuses on the Running Start Finance Study and explores the three specific funding options that were indicated by the Legislature. Work group members did not support increasing support from K-12 districts at this time, and work group members deferred consideration of reallocating community and technical college funds to the State Board, since the allocation of state funds is clearly described as a Board authority under RCW 28B.50.090(2). Student tuition remains a viable option for the college

system and at the time of this writing, the college system was engaged in a process to recommend to the Legislature the appropriate level of tuition authority.

Members of the Running Start Finance Study Work Group included:

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What is Running Start?

Running Start is a dual credit program that allows eligible high school juniors and seniors to take college-level courses at institutions of higher education. Upon successful completion of those courses, students are awarded both college credit and credit for high school courses required for graduation.

Running Start students (and their parents) saved an estimated \$39.7 million in tuition costs in 2009 and tax payers saved an estimated \$50.1 million in 2009, as the state paid just once for students to obtain both college credit and high school credit at the same time.

The Running Start program was created by the Legislature in 1990. The major provisions of the program include:

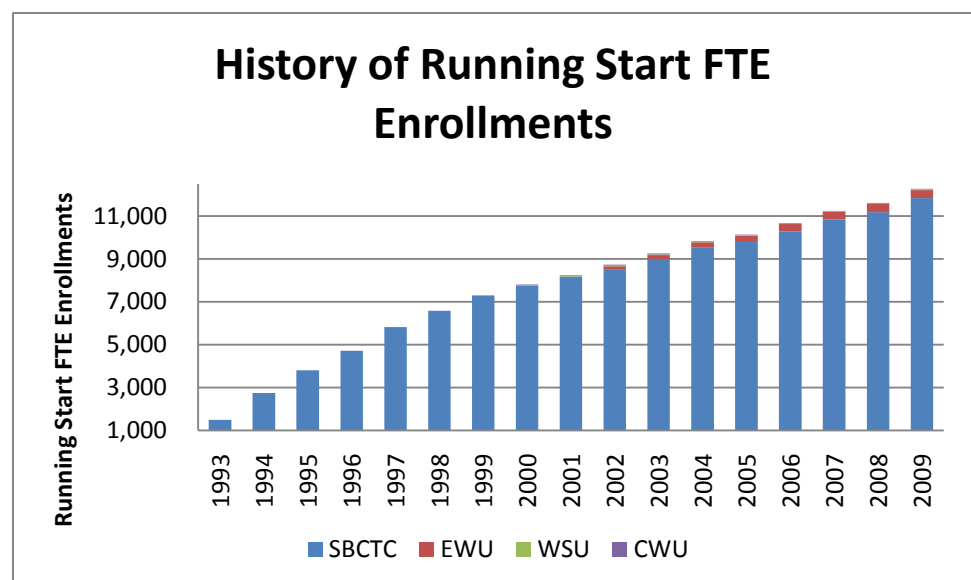
- Students must be in the 11th or 12th grade, as determined by school districts;
- Academic qualification is determined by the accepting college;
- Students are responsible for transportation, books, and mandatory fees;
- The college is responsible for providing access to eligible Running Start students; and
- The K-12 districts pay to enrolling colleges 93 percent of the State Basic Education amount per full-time equivalent student (seven percent stays with the K-12 district to cover administrative costs).

Running Start Basic Data and Trends

Running start has become a popular option for many high school students. Enrollments in the program have grown from 1,494 FTES in 1993 to 12,000 FTES in 2010. In the first few years of the program, approximately three percent of high school juniors and seniors engaged in the program; today nearly 11 percent of all high school juniors and seniors take at least one Running Start class. The average

Running Start student is taking 12 credits per quarter (15 credits is full-time). Running Start enrollments have gone from approximately two percent of community and technical college state FTES to approximately 7.5% of all FTES.

Average enrollment data does not tell the full story. Colleges vary significantly



in their Running Start enrollments. For example, the five technical colleges have less than one percent of their student body engaged in Running Start, while nine community colleges have at least 10 percent of their enrollments coming from Running Start. Five community colleges (Clark, Green River, Bellevue, Pierce and Highline) make up nearly 40 percent of all Running Start enrollments served in the college system.

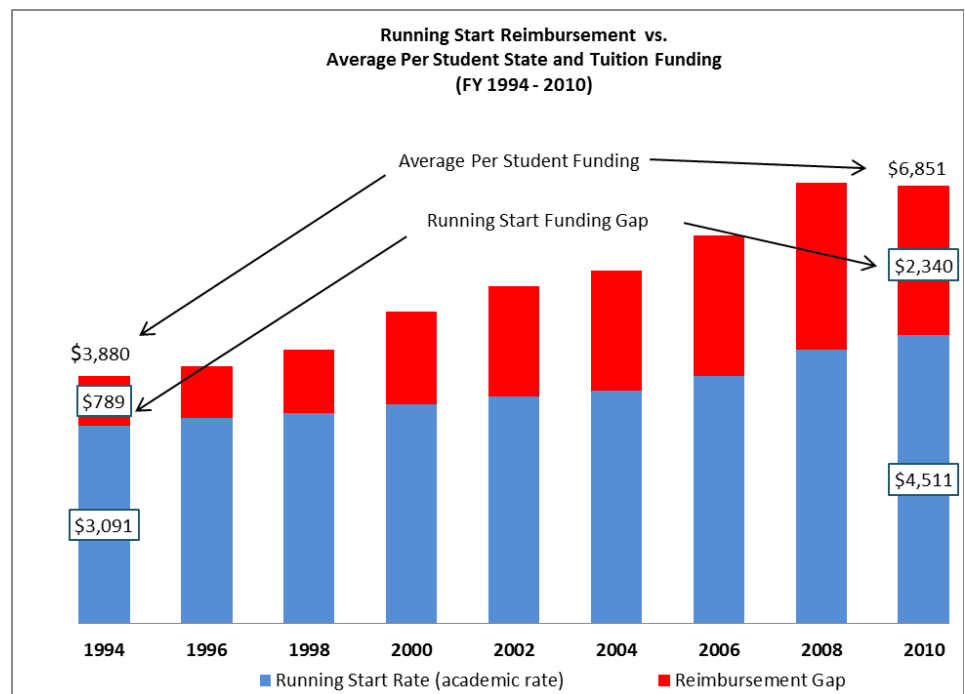
District	Total FTES (RS Plus State Support) 2010	Running Start FTES 2010	Running Start as Percent of Total FTES 2010
Whatcom	3,445	556	16.1%
Green River	7,242	1,051	14.5%
Cascadia	2,275	311	13.7%
Wenatchee Valley	2,913	366	12.6%
Pierce District	7,093	833	11.8%
South Puget Sound	4,839	536	11.1%
Clark	10,774	1,155	10.7%
Peninsula	2,099	224	10.7%
Columbia Basin	5,730	577	10.1%
Highline	8,053	791	9.8%
Everett	5,722	516	9.0%
Bellevue	10,454	927	8.9%
Olympic	6,300	553	8.8%
Skagit Valley	4,740	397	8.4%
Centralia	2,808	226	8.0%
Tacoma	5,831	388	6.7%
Edmonds	6,897	453	6.6%
Big Bend	1,984	125	6.3%
Lower Columbia	3,962	213	5.4%
Grays Harbor	2,110	107	5.1%
Yakima Valley	4,676	230	4.9%
Spokane District	15,996	752	4.7%
Seattle District	16,469	625	3.8%
Walla Walla	3,657	128	3.5%
Bellingham	2,466	76	3.1%
Shoreline	5,503	151	2.7%
Renton	4,166	66	1.6%
Clover Park	5,668	67	1.2%
Bates	4,775	46	1.0%
Lake Washington	3,750	13	0.3%
Statewide	172,398	12,459	7.2%

Running Start students are less ethnically/racially diverse than “traditional” community and technical college students, but tend to mirror the overall state population. They are, however, more female and more full-time in their attendance, compared to traditional community and technical college students.

Characteristics	Running Start Students	State and Contract Students
% Female	59%	56%
% Students of Color	23%	35%
% Full-Time Students	56%	45%
% With Disabilities	2%	4%
% Worked Part-Time	33%	22%
% Worked Full-Time	1%	27%

Running Start Financing in Washington

Funding for Running Start students is appropriated by the Legislature to OSPI as part of Basic Education. Because Running Start students are also high school students, they are part of the regular caseload forecast and built into OSPI’s funding formulas. There are no specific budget provisos targeted at Running Start students. OSPI sends Basic Education funding to local districts that in turn make monthly payments to community or technical colleges based on their reported Running Start enrollments. The funding per Running Start student is the statewide average basic education amount per high school student. This amount is calculated each year by OSPI. There are separate reimbursement rates for non-vocational students and for vocational students. For FY 2010 the rates were \$4,851 for non-vocational and \$5,714 for vocational FTES; colleges are reimbursed 93 percent of these amounts. Local K-12 districts retain seven percent of the Running Start funds to offset costs associated with advising,



transcription, and administrative overhead. The vast bulk of all credits earned are non-vocational (transfer oriented) credits. This is due to the fact that as a dual credit program there are significantly fewer vocational classes required for high school graduation and therefore much less demand for vocational credits at the colleges.

The college system has always served Running Start students using the Basic Education amount, but the program began as a small number of students largely filling vacant seats, therefore, the Basic Education amount more than covered the marginal cost of adding students to existing course sections. The funding gap between the Basic Education amount and the average cost of instruction at the community and technical colleges has always been a factor, but has grown more severe in recent years. For example, in 1994 the reimbursement gap for a student taking academic courses amounted to \$789 per full time equivalent student. Today, the gap is \$2,340 per full time equivalent student. This is the difference between the average budgeted funding per student (state and tuition) and the reimbursement rate for Running Start students.

With successive budget cuts, a greater reliance on tuition to maintain access, and tremendous growth in the number of Running Start students, the financial impact of Running Start is growing more acute for the community and technical colleges. While the universities that serve Running Start students have also experienced significant budget reductions, their Running Start programs remain relatively small as a share of their total student populations; while they support the recommendations of this report for the community and technical colleges, they are not seeking financial policy changes related to Running Start for their institutions at this time.

Funding Option I: Running Start Student Tuition

With the recent authority to charge mandatory fees, colleges now have some limited experience in administering charges to Running Start students. With approximately 85 percent of Running Start students paying those fees without a waiver for financial hardship, there is a willingness by the college system to explore this option further. The greatest challenge in establishing student tuition is determining eligibility for financial need. The Federal Pell Grant program does not make dual credit students eligible for federal financial aid. Washington State's Need Grant Program was designed to mirror many of the Pell Grant rules and therefore is not an eligible source of aid at this time. One way to address the lack of financial aid is to create a fee in lieu of tuition and require a waiver for low-income students. Currently colleges have local authority to determine which Running Start students are eligible for a waiver from the mandatory fees. The most popular methodology is to have students self-identify as being eligible now or in the recent past for free or reduced price lunch while attending their local K-12 district. A similar approach could be taken with a fee in lieu of tuition but would leave variability from college to college and could result in some students applying at multiple colleges for the "best deal". This is truly a function of geography and is only a likely scenario where students have ready access to two or more college campuses.

The second challenge in establishing tuition/fees for Running Start students is a lack of information regarding the elasticity of demand. This study was unable to uncover any data related to student demand relative to pricing in dual credit programs in Washington or in other states. Given existing costs associated with books, fees, and transportation, any tuition fee would likely add additional barriers to low-income families. Though not tested, it is widely believed that the lack of student diversity is, in part, explained by the existing cost barriers (fees, books, and transportation).

A recent survey of the colleges indicates a willingness to charge a fee in lieu of tuition, with the majority of colleges seeking something less than full tuition.

Tuition/fee Authority

Current tuition authority rests with the State Board for Community and Technical Colleges and the Legislature establishes maximum increases each year for resident undergraduate students. Tuition rates for all other categories of students are determined by the State Board.

Amount

Current tuition for CTC students is approximately \$3,000 for a full-time student per year (this includes the operating fee, building fee, and student and activities fee). Full tuition or its equivalent would be a dramatic jump for Running Start students and could cause a substantial decline in the demand for the program. With a lack of elasticity information, a fee of 25 percent of regular tuition would be appropriate for a period of time to examine the impact on student access, credit taking behavior, and demographics.

Financial Aid Requirements

Until a comprehensive approach to the State Need Grant could be considered, it would be appropriate in the short-term to establish local college waiver authority in statute and require the State Board to develop further rules related to waivers for low-income Running Start students.

Funding Option 2: Increase Support from Local School Districts

This topic was thoroughly discussed by the work group and by consensus was not considered a viable option at this time. K-12 districts, like the colleges, have experienced reductions to critical programs. While these cuts were to “non-basic education” programs, local school districts have been scrambling to backfill all or some of these cuts with existing funds. The work group did examine other sources of state funds for targeted programs such as special education, bilingual, and more. These programs serve a very specific student population based on need/eligibility and would not be appropriate to include in the calculation for reimbursing colleges. The work group believes fully that the college system should support existing K-12 efforts to redefine and fully fund basic education. This approach will create better

prepared students and will lead to enhancement of the basic education amount, thus a higher reimbursement rate for Running Start enrollments. The work group does not recommend pursuing changes to the current reimbursement rate or seeking additional financial support from local K-12 districts.

Funding Option 3: Reallocation of Existing College System Funds

Under current law, the State Board for Community and Technical Colleges has the statutory authority to allocate state appropriated funds to the community and technical college system. The determination of allocations is complex and involves regular and constant dialogue with the college system. Nine years ago, the Board (at the urging of the system) moved away from a significantly complex formula approach to a simplified base-plus model. Under the old formula model, college districts could pull funds away from other colleges by changing their mix of students, programs offered, or even the mix of faculty they hired. Today, colleges are funded by the Board in the same manner that the Legislature funds state agencies and institutions of higher education. They work from a base budget that grows as targeted funds are added (health care, compensation, new enrollments, salary equity funds, high-demand enrollments, Worker Retraining, etc.), or they contract when the Legislature is forced to make cuts, as has been the case for the last two years.

While some colleges have a larger share of Running Start, there are other colleges with large shares of adult basic education, apprenticeship, high-cost vocational programs, senior faculty, aging facilities, etc. To isolate one cost variable in the absence of the others would not be appropriate. The college system periodically examines these complex variables and makes recommendations to the State Board for changes.

Conclusion

Running Start is a highly successful program that provides high school students a jump start on college. Tuition payers and tax payers save money by reducing the time to degree for students. The program has grown substantially since its inception and continues to grow today. Colleges are experiencing large cuts to their state funds with an expectation that tuition increases will cover a portion of the reductions. As tuition becomes a larger share of colleges' budgets there will be further scrutiny by colleges on students and programs that either do not pay tuition or are provided substantial tuition waivers. The Running Start work group completed its work in October and recommends four things:

- 1) Running Start students should pay a fee in lieu of tuition (25 percent maximum) at the community and technical colleges. The maximum percentage should be established by the Legislature, just as resident undergraduate tuition is currently set by the Legislature. Waivers for low-income students should be required and determined locally. The State Board should adopt further rules and policies to guide colleges in making determinations on eligible students.
- 2) The work group strongly supports the efforts of K-12 advocates to redefine and fully fund basic education. The results of those efforts would be better prepared students and a higher reimbursement rate for Running Start Students. The work group does not support the diversion of additional funds from K-12 to the colleges for Running Start students.
- 3) The work group recognizes the State Board for Community and Technical Colleges' statutory role in determining the allocation of state funds to the community and technical colleges and does not recommend redistribution of existing funds based on the single factor of Running Start enrollments.
- 4) Allow colleges to establish local policies to manage the number of Running Start enrollments they accept.

Running Start Program

Background Information for the
Running Start Finance Study

Prepared by SBCTC
Operating Budget Office
February 17, 2010

Overview of Running Start Program

Running Start Program

- Established by the Legislature in 1990
- Allows 11th and 12th grade students to receive college and high school credit for college courses
- Students can attend both high school and college at the same time
- Students pay no tuition for taking college courses

Running Start Program

- Institutions authorized to participate:
 - Community and technical colleges
 - Public tribal colleges located in Washington
 - Central Washington University
 - Eastern Washington University
 - Washington State University
 - The Evergreen State College

RCW 28A.600.300

Running Start Program – Student/Family Savings in Tuition

- A student can receive up to two years of college credit tuition free

Running Start Program Potential Tuition Savings for Student

	Operating Fees		
	2008-09	2009-10	Total
University of Washington	\$5,937	\$6,769	\$12,706
Wash State University	\$5,910	\$6,737	\$12,647
Central Washington University	\$4,120	\$4,681	\$8,801
Eastern Washington University	\$4,053	\$4,621	\$8,674
The Evergreen State College	\$4,125	\$4,703	\$8,828
Western Washington University	\$4,122	\$4,698	\$8,820
Community and Technical Colleges	\$2,189	\$2,340	\$4,529

Running Start Students

- A typical Running Start student takes 12 credits a quarter, 29 credits during the year
- Over half were enrolled full-time in fall 2008
- Running Start students are less race and ethnically diverse than CTC students in general, less likely to be students with disabilities, and less likely to be enrolled in workforce courses than other students

Characteristics	Running Start Students	State and Contract Students
% Female	59%	56%
% Students of Color	23%	35%
% Full-Time Students	56%	45%
% With Disabilities	2%	4%
% Worked Part-Time	33%	22%
% Worked Full-Time	1%	27%

State Board for Community and Technical Colleges Running Start Students Taking Online Courses Academic Years			
College	2006-07	2007-08	2008-09
Bates	1	1	2
Bellevue	547	655	665
Bellingham	5	7	26
Big Bend	34	55	71
Cascadia	100	160	198
Centralia	10	15	22
Clark	215	333	509
Clover Park	-	2	8
Columbia Basin	215	245	198
Edmonds	307	354	413
Everett	127	214	317
Grays Harbor	105	103	76
Green River	564	494	664
Highline	193	290	324
Lake Washington	1	3	1
Lower Columbia	50	94	141
Olympic	174	219	266
Peninsula	171	202	215
Pierce Fort Steilacoom	239	274	266
Renton	1	-	-
Seattle Central	113	133	134
Seattle North	95	103	114
Seattle South	60	48	57
Shoreline	92	85	125
Skagit Valley	421	464	446
South Puget Sound	147	188	243
Spokane	95	120	102
Spokane Falls	174	222	250
Tacoma	284	361	407
Walla Walla	49	36	67
Wenatchee Valley	40	51	135
Whatcom	-	-	3
Yakima Valley	117	140	115
TOTALS	4,746	5,671	6,580

Source: SBCTC Data Warehouse



Running Start Program – Recent Legislation

Chapter 450, Laws of 2009 (SHB 2119)

- Fees
 - Community and technical colleges are required to charge running start students all mandatory fees.
 - The four-year institutions are allowed to charge only technology fees
- Waivers
 - Institutions must provide fee waivers for low-income Running Start students
 - Eligibility for the federal Free and Reduced-Price Lunch program must qualify a student for the waiver
- Enrollment Counting
 - Authorized counting Running Start students for the purposes of meeting enrollment targets “in accordance with the terms and conditions specified in the omnibus appropriations act.”

Running Start Fees

- 15% of Running Start students were granted low-income waivers last year
- The highest percentages waived were at Grays Harbor (38% waived) and Seattle District (35% waived)
- Overall, the fees did not seem to dampen the enrollment in the program
 - Fall 2008 to Fall 2009 Running Start enrollments grew by 731 students (headcount), or 582 FTES. This is a 5% growth rate
 - Running Start headcounts were about 10% of the 11th and 12th grade fall headcounts in both years

Funding Fundamentals

K-12 Sources of Funding

- Majority of K-12 funding is formula-driven
 - Districts receive funding based on enrollments and types of students
 - Every student enrolled in the district generates funding
 - Funding is adjusted monthly to reflect actual enrollments
- Sources of funding
 - State
 - about 70% of total funding
 - Consists of “Basic Education Funding” (constitutionally protected) and other types of funding (e.g., levy equalization, Student Achievement Funding)
 - Local Funding – about 16% of total - comes from property tax levies that are capped and must be voter approved
 - Federal funds and other are about 14% of total funding

Higher Education Sources of Funding

- Primary sources of funding are state appropriations and tuition
- State funding is not formula driven
- CTC all sources of funding:
 - 58% State Appropriations
 - 20% Tuition (Operating Fee)
 - 15% Grants and Contracts
 - 7% Other sources, including student fees

Running Start Funding

- Funding for Running Start students is appropriated by the legislature to OSPI
- OSPI provides funding to the K-12 school district
- And the school district sends the money to the college
- Running Start funding is formula driven:
 - Legislative funding is adjusted to reflect actual Running Start enrollments in any given year
 - The per funding amount is required by statute to be the statewide average basic education funding per high school student FTE, and is to be calculated each year by OSPI

Running Start Funding – How the Money Flows

- College reports RS enrollments to K-12 district monthly
- K-12 district sends the monthly enrollment report to OSPI
- OSPI provides RS reimbursement to K-12 district
 - \$4,851 per annual FTE for non-vocational students
 - \$5,714 per annual FTE for students enrolled in vocational programs
- K-12 district retains 7%, provides the rest to the college

Running Start Reimbursement Rates

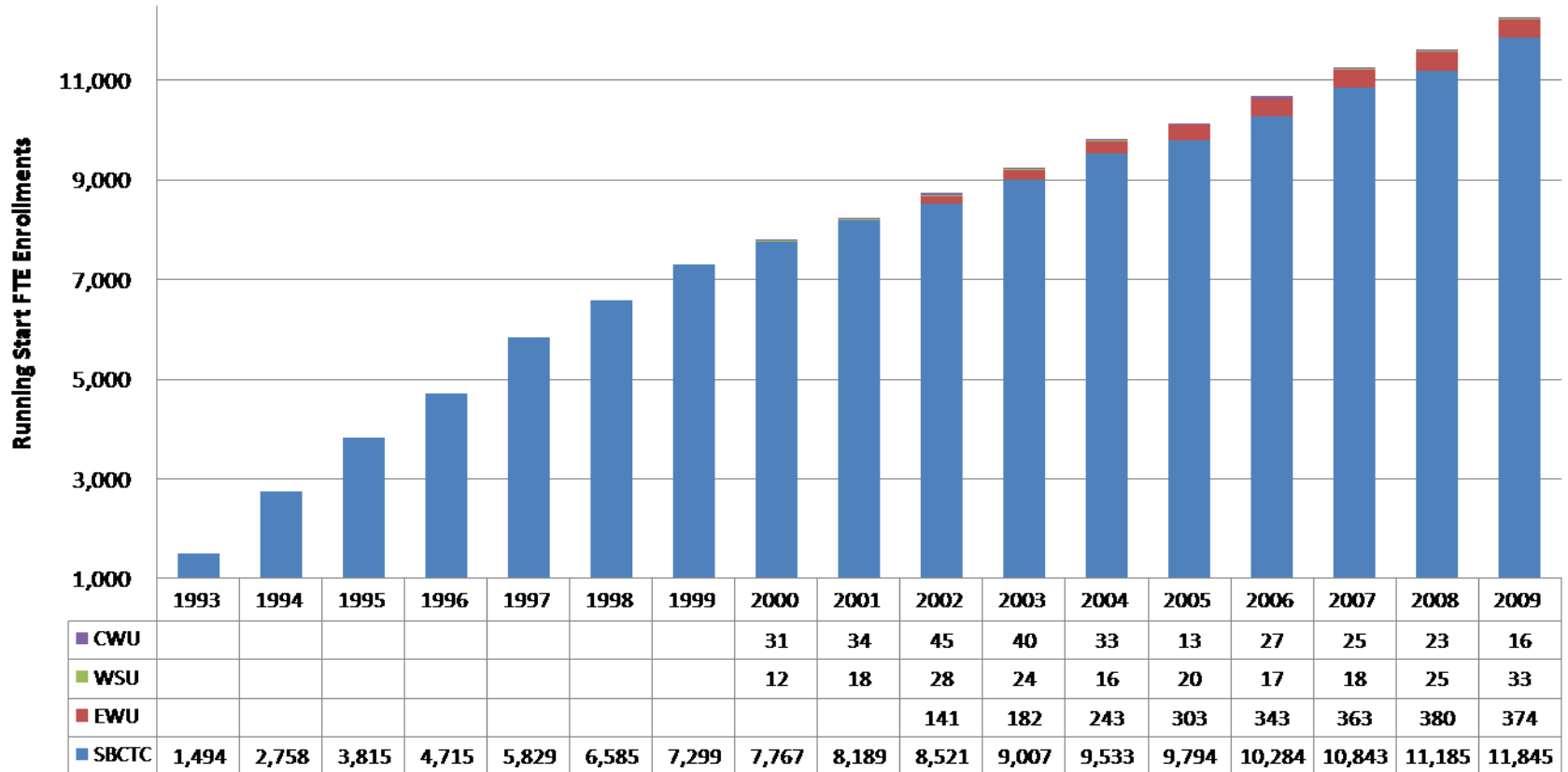
FY 2010

	<u>Academic</u>	<u>Vocational</u>
Amount to Enrolling College	\$4,511	\$5,314
Retained by School District	<u>\$340</u>	<u>\$400</u>
Total	\$4,851	\$5,714

Running Start Enrollments

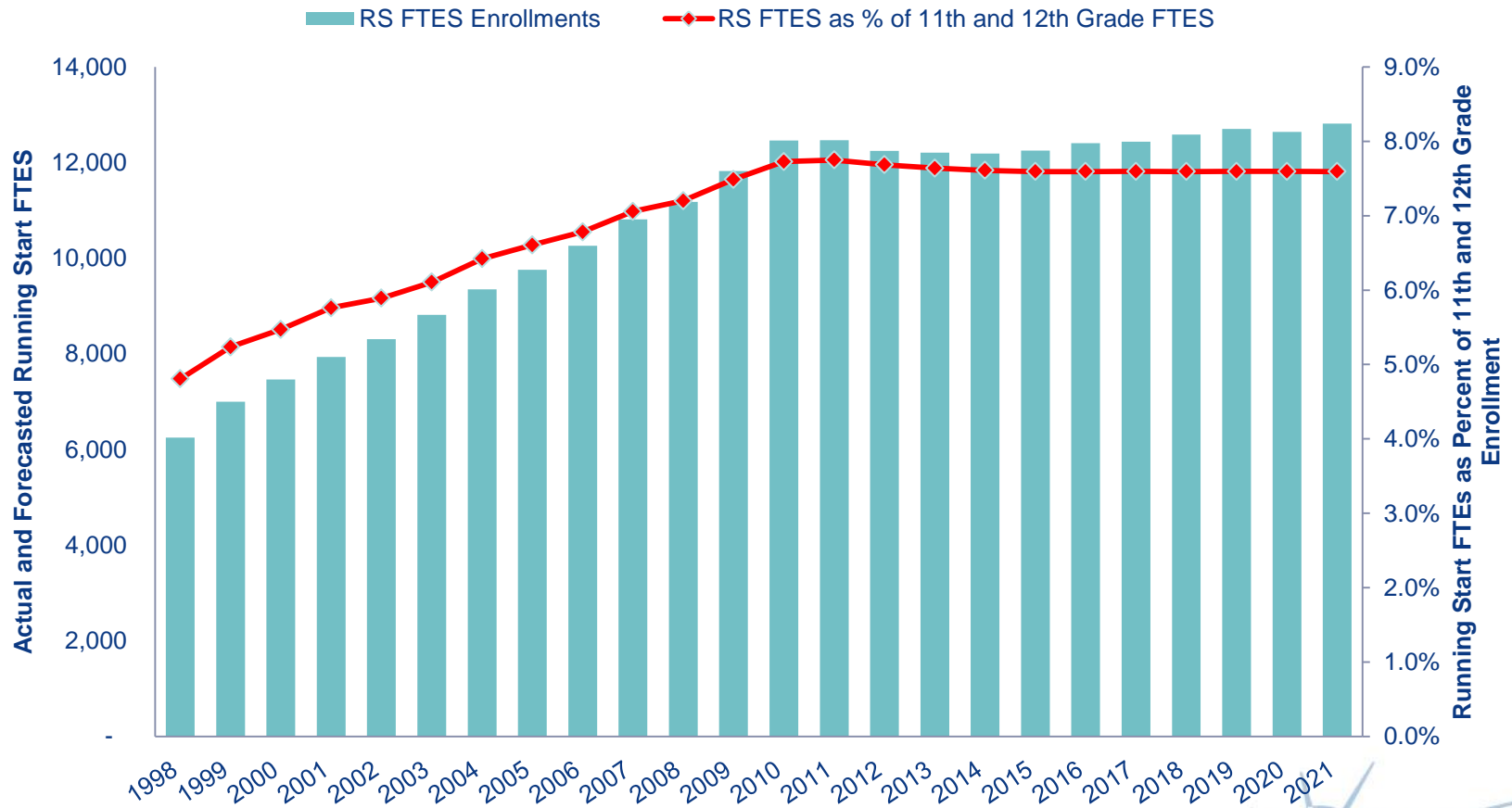
Running Start enrollments have grown steadily since the program began in the early 1990s.

History of Running Start FTE Enrollments

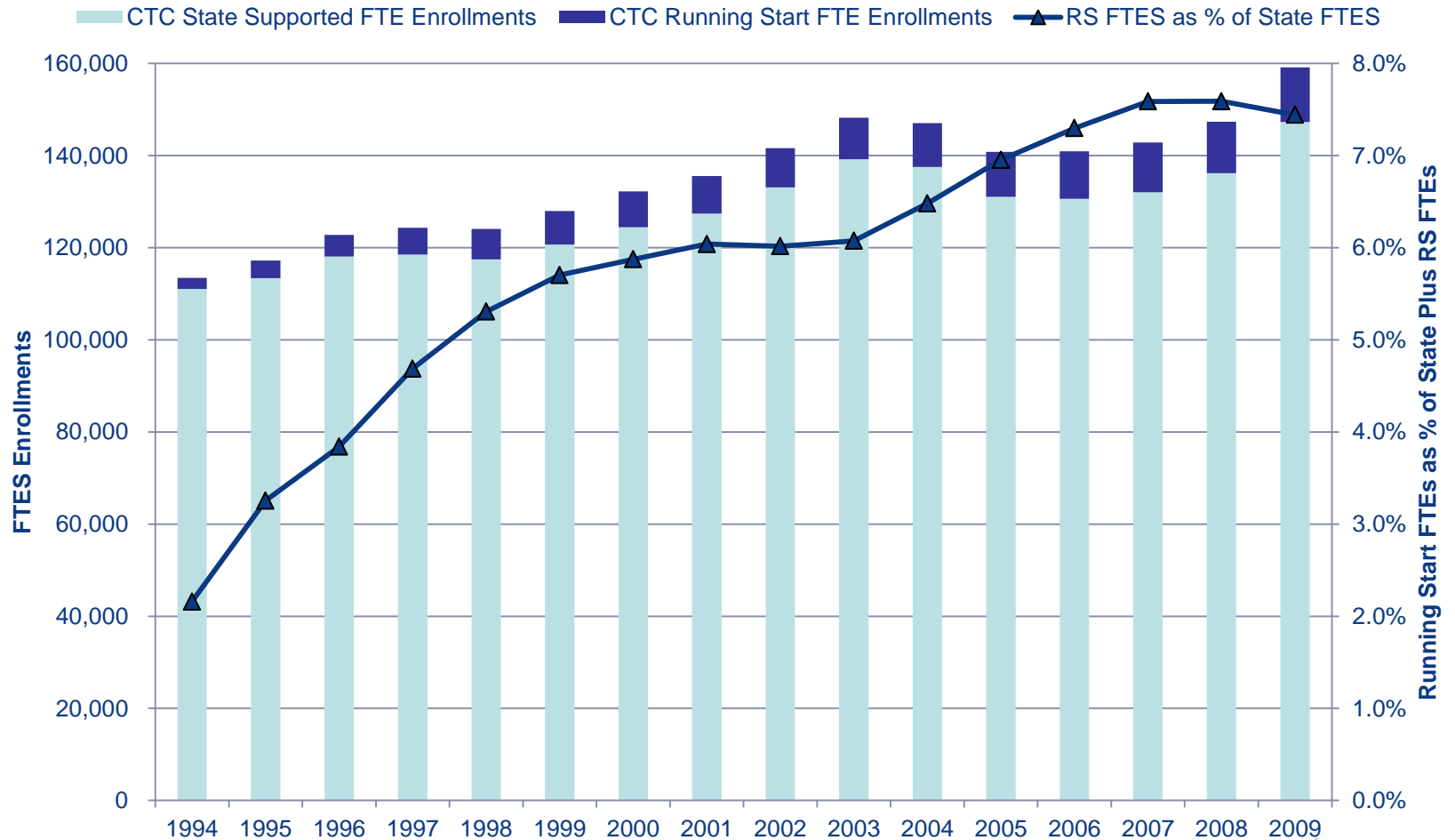


The Caseload Forecast Council provides the official K-12 and Running Start enrollment forecasts

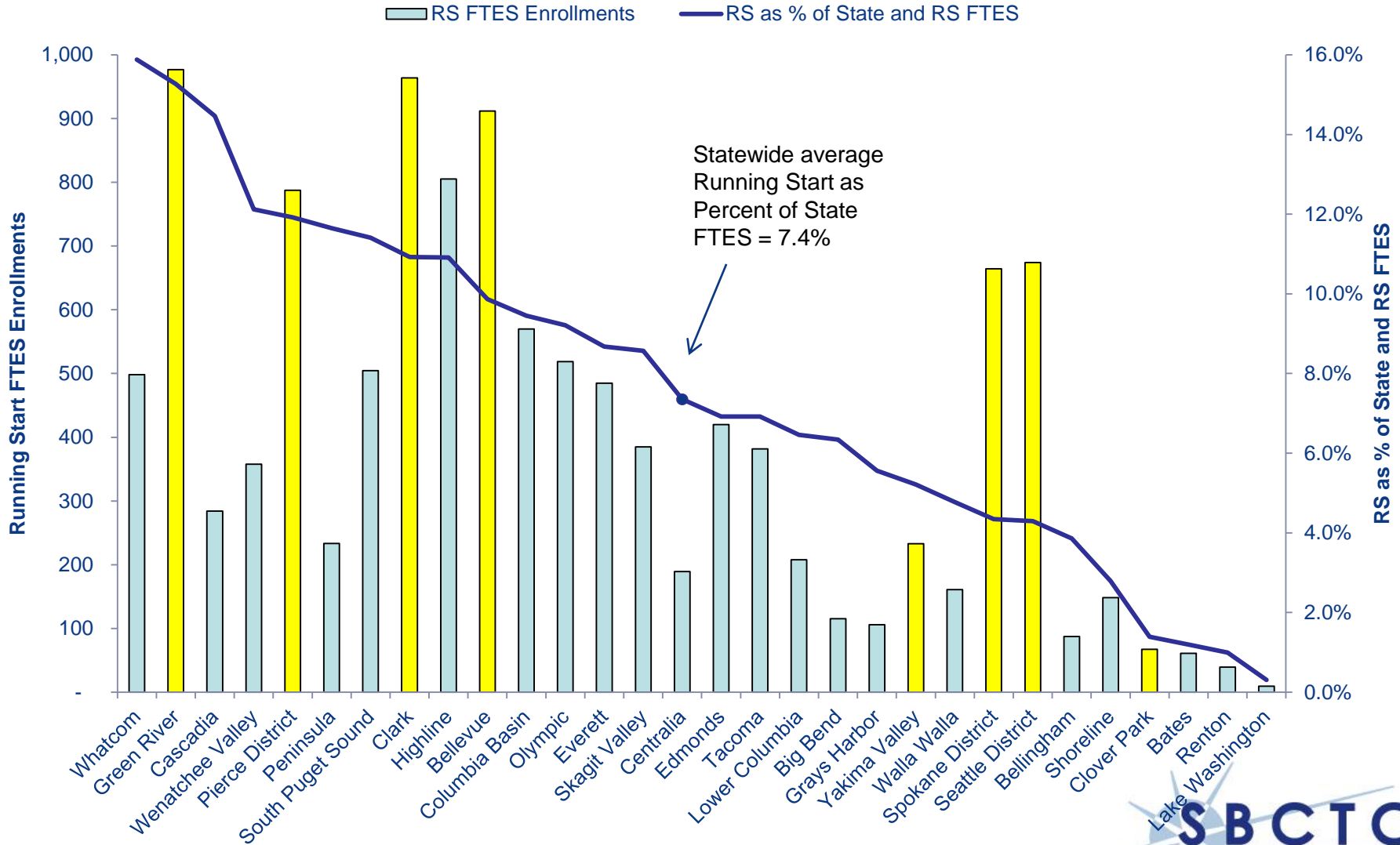
Actual and Forecasted Running Start Enrollments and Percent of 11th and 12th Grade Enrollments



CTC Running Start FTE Enrollments Have Tended to Grow at a Faster Rate than State Supported FTE Enrollments



FY 2009 Running Start Enrollments and Running Start FTES as a Percentage of State FTES Sorted by % RS FTES



The mix of students varies significantly across the CTC system, as this sampling of districts illustrates

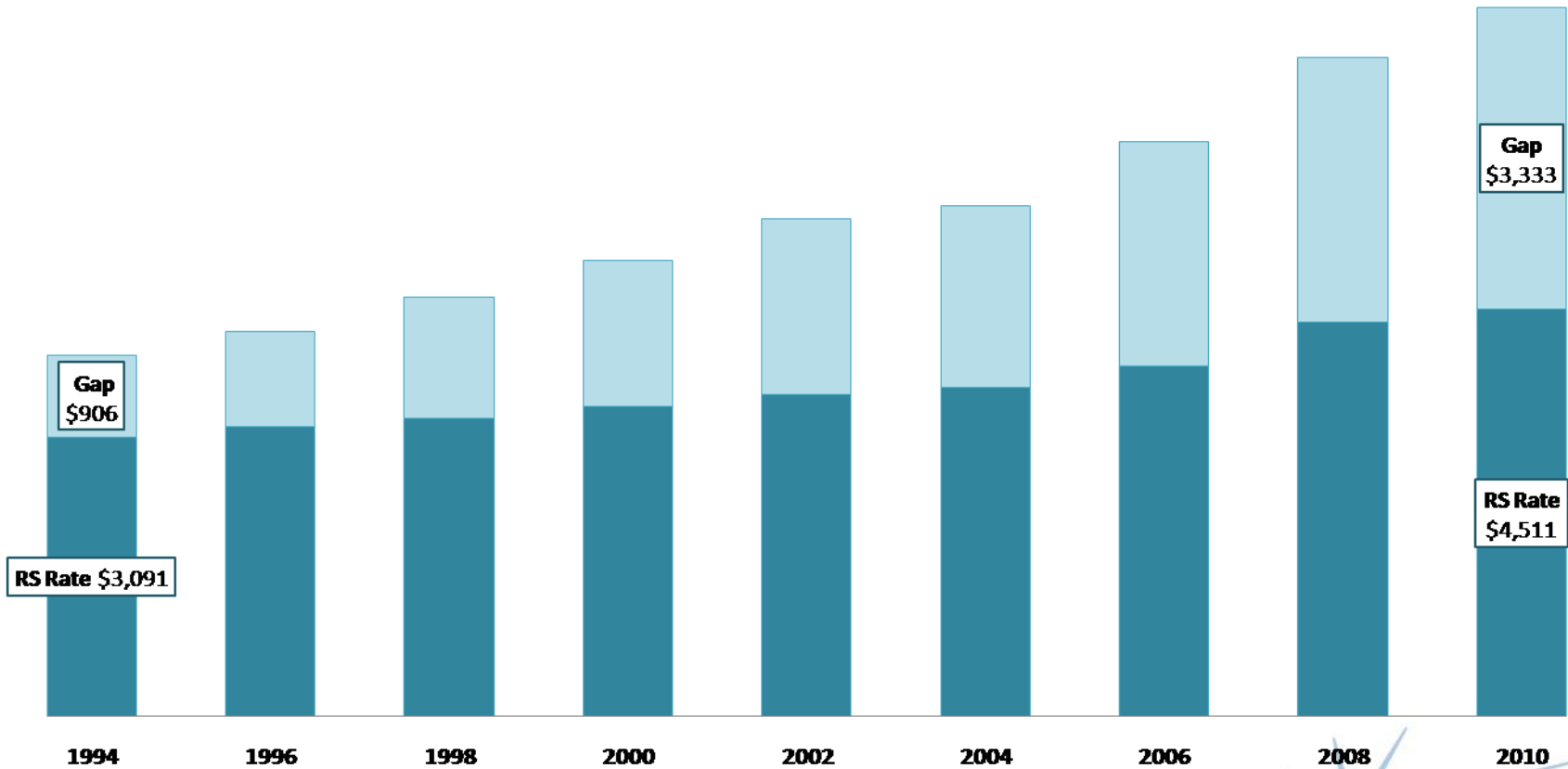
Percentage of Total State Supported FTES by Type of Student
FY 2009

Red highlights represent districts above the statewide average.

	Running Start	Transfer	Workforce	Basic Skills	Other	Total
Statewide Averages	7%	35%	43%	11%	3%	100%
Green River	15%	41%	28%	15%	1%	100%
Pierce District	12%	44%	39%	4%	2%	100%
Clark	11%	38%	38%	10%	3%	100%
Bellevue	10%	51%	28%	4%	6%	100%
Yakima Valley	5%	32%	39%	22%	2%	100%
Spokane District	4%	34%	49%	10%	3%	100%
Seattle District	4%	34%	43%	16%	3%	100%
Clover Park	1%	1%	83%	6%	9%	100%

Running Start Reimbursement vs. Community College Revenue from Tuition-Paying Student (FY 1995-FY 2010)

■ Running Start Rate (academic rate) ■ Reimbursement Gap



RUNNING START AND DUAL CREDIT OPTIONS

Kayeri Akweks, SBCTC and Mike Hubert, OSPI
June 9th, 2010

Running Start Students

- A typical Running Start student takes 12 credits a quarter, 29 credits during the year
- Over half were enrolled full-time in fall 2008
- Running Start students are less race and ethnically diverse than CTC students in general, less likely to be students with disabilities, and less likely to be enrolled in workforce courses than other students

Characteristics	Running Start Students	State and Contract Students
% Female	59%	56%
% Students of Color	23%	35%
% Full-Time Students	56%	45%
% With Disabilities	2%	4%
% Worked Part-Time	33%	22%
% Worked Full-Time	1%	27%

Source: SBCTC Fall Quarterly Report 2008

RS Constant Growth

- In 2008-2009, 18,167 Running Start students – high school students earning high school and college credit simultaneously – accounted for 11,845 college FTES, an increase of about 5 percent over the previous year of 17,327 students (11,845 FTES).
- The Running Start program, with 11,845 FTES this past year, has grown 21 percent over the past five years.
- In fall 2008, 15,580 Running Start students represented 9 percent of all Washington public high school juniors and seniors
- Following a national trend in online higher education, from 2007-2008 to 2008-2009, the number of online enrollments (6,580 HC) in the community and technical colleges by Running Start students has grown by almost 20 percent.

RS Program – Student/Family Savings in Tuition

- A student can receive up to two years of college credit tuition free

**Running Start Program
Potential Tuition Savings for Student**

	Tuition Rates		
	2008-09	2009-10	Total
University of Washington	\$6,574	\$7,464	\$14,038
Wash State University	\$6,720	\$7,600	\$14,320
Central Washington University	\$4,843	\$5,514	\$10,357
Eastern Washington University	\$4,701	\$5,340	\$10,041
The Evergreen State College	\$4,797	\$5,413	\$10,210
Western Washington University	\$4,788	\$5,397	\$10,185
Community and Technical Colleges	\$2,730	\$2,925	\$5,655

Running Start Program – Recent Legislation Chapter 450, Laws of 2009 (SHB 2119)

- Fees
 - ▣ Community and technical colleges are required to charge running start students all mandatory fees.
 - ▣ The four-year institutions are allowed to charge technology fees
- Waivers
 - ▣ Institutions must provide fee waivers for low-income Running Start students
 - ▣ Eligibility for the federal Free and Reduced-Price Lunch program qualifies a student for the waiver
- Enrollment Counting
 - ▣ Authorized counting Running Start students for the purposes of meeting enrollment targets “in accordance with the terms and conditions specified in the omnibus appropriations act.”

What do RS students pay as of 2010?

EXAMPLE: Edmonds CC

- Admissions Fee - New students will pay a \$28.00 admissions fee (one-time only, non-refundable).
- Quarterly and class fees: approximately \$125 for a full time Running Start student enrolled in 15 college credits
 - Technology Fee - All students pay \$2.40 (subject to change) per credit for student services, including computers for student use and wireless access
 - Student Union Building Fee - All students pay 27 cents (subject to change) per credit for support of the new Triton Student Center building
 - All students pay a \$31.60 fee for processing their graduation application
 - Athletic Field Fee \$1.50 per credit for all credits
 - Assessment Fee - All students pay \$5.40 per credit fee at registration
- Textbooks: approximately \$150 per class per quarter (3 classes = \$400)
- Class materials between \$50 and \$150
- Travel = \$200
- Approximate TOTAL = \$825 per quarter

EXAMPLE: Green River CC

- Application Fee - \$10.00 non-refundable fee beginning winter 2010
- COMPASS assessment fee - \$20.00
- Books and supplies: varies per quarter, average for a full time student: \$300 per quarter (or \$100 per course)
- Quarterly Registration Fees:
 - Facilities fee \$17.50 minimum and \$3.50 per credit after 5 credits, not to exceed \$35.00
 - Technology fee \$5.00 per credit to a maximum of 12 credits not to exceed \$60
 - Student Center fee a flat \$30.00
 - Special Services fee \$0.50 per credit applied to all credits
- Class supply fees: (varies per quarter, according to enrollment—see Quarterly Class Schedule for details)(ranges from \$10 - \$150 per course)
- Application for Graduation fee: \$10 (degree and/or certificate)
- Travel = \$200
- Approximate TOTAL = \$856 per quarter

Dual Credit Options in WA

- Advanced Placement Program (AP)
- International Baccalaureate (IB)
- College Level Exam Program (CLEP)
- Running Start (RS)
- College in the High School (CHS)
- Tech Prep
- Early College High Schools
- Gateway to College

Advanced Placement Program (AP)

- \$0 cost to high schools
- High Schools may elect to pay for exams
- \$86.00 - Cost for taking one AP Examination in May 2010
- -\$22.00 - The College Board reduces fees for qualified low-income students.
- -\$8.00 - The school/school district waives the \$8.00 fee it normally receives for administration.
- -\$51.00 - A federal grant managed through the OSPI reimburses The College Board -\$51.00 for each exam for qualified low-income students.
- =\$5.00 - The low-income eligible student pays \$5.00 for each exam.

Advanced Placement Program (AP)

Benefits to the Student

- Stand out in the Admissions Process – 89% of admissions directors cite grades in rigorous high school courses as determinants in admissions decisions
- Statistically, AP completers are more likely to graduate from college
- Lessens time to degree completion
- Improves quality of curriculum, as teachers syllabus are audited by college professors.
- AP Tests provide student with nationally recognized and normed feedback
- Provides student a chance to try college level coursework while still in high school with teacher and parent support

International Baccalaureate (IB)

- Costs to High Schools
 - Annual school fee - Diploma program - \$9,600.00
 - 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 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%.
 - Each eligible student then has a nominal 10% of the total fee.
- Schools may elect to pay for exams.

- Costs to students
 - Registration fee - \$135.00
 - Subject Fee per exam - \$92

International Baccalaureate (IB)

Benefits to the Student

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

College Level Exam Program (CLEP)

- \$0 cost to high schools
- High Schools may elect to pay for student exams
- One CLEP exam is \$77, usually this fee paid by the student

College Level Exam Program (CLEP)

Benefits to the Student

- The College-Level Examination Program® (CLEP) gives students the opportunity to receive college credit for what they already know by earning qualifying scores on any of 33 examinations.
- Save time - Depending on a college's CLEP policy, a satisfactory score on a CLEP exam can earn from 3 to 12 college credits enabling students to skip introductory-level courses and move directly into major-related coursework.
- Save money- The cost of a CLEP exam is a fraction of the tuition and fees for the corresponding course.
- Stay on track to graduate – CLEP students graduate at a higher rate than non-CLEP students.

College in the High School (CHS) Costs Range per HS Contract Type

- High School contract with their local community and/or technical colleges.
 - ▣ EXAMPLE: Pay to HS Instructors \$275 for every 25 students - \$50 training stipend sub-reimbursement
 - ▣ EXAMPLE: Pay to HS Instructors \$40 stipend per enrollment
 - ▣ EXAMPLE: Pay to HS Instructors \$2000-\$3000 per quarter class
 - ▣ EXAMPLE: Pay to HS Instructors - No – instructional costs part of basic education funds

College in the High School (CHS) Costs to Student

As of 9/30/09

- UW – per credit cost to student \$54, Additional Fees \$35 registration, Financing – self support model
- Bellevue College - The cost is \$115 per 5-credit class. Costs for classes are considerably less than 2-and-4-year institutions. The school district bears the cost of instruction, textbooks, materials and faculty professional development.
- EvCC – per credit cost to student \$36, Additional Fees \$NA, Financing – self support model. The cost for a 5-credit College in the High School course is \$190, textbooks included. The cost for an equivalent course taken at EvCC can be as much as \$410 not including textbooks. A significant savings to the student. You may also apply GET (Guaranteed Education Tuition) funds to this program.
- EWU – per credit cost to student \$0, Additional Fees student pays for book, Financing - Running Start model
- WSU – per credit cost to student \$75-100, Additional Fees \$35, Financing – self support model (75% of students receive financial assistance from Vancouver SD foundation)

College in the High School (CHS)

Benefits to Student

From Bellevue College

- Fees are hundreds of dollars less than college tuition for comparable credits.
- In contrast to Running Start, this program allows student to earn college credit without leaving high school campus.
- In contrast to AP courses, student earns college credit upon successful completion of the class instead of relying on test score.

From Everett Community College

- Students can accelerate their academic studies by earning college credit while attending high school without sacrificing their high school experience.
- Allows students the opportunity to experience college-level work in a familiar environment.
- 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 transcribed with the college's course title and number; just as it appears in the college catalog.
- Tuition for a CHS 5-credit course is typically 50% less than an equivalent EvCC course and the textbooks are included.

Tech Prep

AGENCY COSTS

- High schools contract with their local community or technical colleges.
- Costs to HS – Fee to participate in consortium; personnel needed to support the program
- Costs to College – Personnel needed to support the program

STUDENT COSTS

- No or minimal books and supplies costs
- No travel costs – students remain at the high school
- Tech Prep operates at no or minimal registration costs for families (dependent on local consortia), families in Washington saved nearly \$11.5 million in college tuition costs in 2007-2008. (Uses Carl D Perkins federal funding.)

Tech Prep

Benefits to the Student

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

Early College High Schools

- Early colleges are culturally relevant, academically rigorous, small high schools
- They blend high school, local cultural content, and college requirements in their curricula
- Students can earn up to two years of college credit free of charge while completing their high school diploma
- To date, private funding for the Early College High School Initiative totals more than \$130 million nationally
- While catalytic, these start-up grants are small in comparison to the operating budgets of schools, which are funded primarily by states and local districts

Early College High Schools

Benefits to the Student

- Early college high schools are small schools designed so that students can earn both a high school diploma and an Associate's degree or up to two years of credit toward a Bachelor's degree.
- Early college high schools have the potential to improve high school graduation rates and better prepare students for high-skill careers by engaging all students in a rigorous, college preparatory curriculum and compressing the number of years to a college degree.
- Early college high schools offer a much-needed alternative to traditional high school programs and emphasize academic preparation, support, and success in higher education.
- Based on research and practice about what helps underrepresented young people prepare for success in high school and postsecondary education, early college high schools have three key features that promote success for even the most struggling students:
 - Small size. Early college high schools enroll 100 or fewer students per grade. Students are well-known by adults.
 - Personalization and student supports. There is an emphasis on assessing students and providing supports based on the identified needs of individual students.
 - Power of place. Early colleges draw on the college environment and experience to build students' identity as college goers.

Gateway to College

- Lake Washington Technical College is proud to join the Gateway to College National Network which is funded in part by the Bill & Melinda Gates Foundation.

As of 9/30/09

- \$100 book and tool deposit.
- Books and tools are checked out to the student quarterly and are to be checked back in at the end of each quarter.
- Students are responsible for their transportation to and from the high school program

Gateway to College

Benefits to the Student

- Students complete their high school diploma within the community college setting, while simultaneously earning college credits leading to an Associate's degree or certificate. (Only at LWTC in WA and at Portland CC and Clackamas CC, OR)
- 25 students take all of their first term courses together.
- During the first quarter (foundation term) students take reading, writing, and math, plus a college survival and success class where students learn how to take effective notes, study for tests, and juggle school, work, and family life.
- Students spend time on career exploration to help them focus their goals and select a program of study.
- After successfully completing the learning community first term, students transition into a technical program of study at the college.
- Students will earn both high school and college credits starting in their first term.
- Students who had little chance of even graduating from high school are earning their diplomas and succeeding in college.

Conclusions

- Running Start is NOT the lowest cost alternative for students among dual credit options in the High Schools
- Running Start is primarily funded by state and student dollars
- Other programs are often funded by grant money and a variety of funding sources
- Like data not collected for ROI comparisons between dual credit programs in WA
- High schools and other dual credit programs cannot offer the range of options that college RS partners can offer

Recommendations

- Determine when RS price costs will stop RS growth
 - ▣ For students
 - ▣ For High Schools
 - ▣ For Colleges and Universities
- Determine when RS price costs impact participation by marginalized groups – it is believed that this is already happening
- Scale RS costs per income range

Questions

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Comparison of Dual Credit Programs in the State of Washington from a Student Perspective – 4/14/10

Dual Credit Program Title	Program Description	Cost to the Institutions	Costs to students	Benefits to the student
AP	<p>Through Advanced Placement Program (AP) college-level courses and exams, students can earn college credit and advanced placement in college courses. Participating high schools administer the AP exams each May according to a specific schedule. Most students take AP courses in 9th, 10th, 11th, or 12th grade. Students need not be enrolled in AP courses to take one of the 33 different examinations.</p> <p>http://www.collegeboard.com/student/testing/ap/about.html</p>	<p>\$0 cost to high schools Schools may elect to pay for exams</p>	<p>Costs for Low Income students in WA are reduced through a series of waivers: \$86.00 - Cost for taking one AP Examination in May 2010 -\$22.00 - The College Board reduces fees for qualified low-income students. -\$8.00 - The school/school district waives the \$8.00 fee it normally receives for administration. -\$51.00 - A federal grant managed through the OSPI reimburses The College Board -\$51.00 for each exam for qualified low-income students. =\$5.00 - The eligible student pays \$5.00 for each exam.</p>	<ol style="list-style-type: none"> 1) Stand out in the Admissions Process – 89% of admissions directors cite grades in rigorous high school courses as determinants in admissions decisions 2) Statistically, AP completers are more likely to graduate from college 4) Lessens time to degree completion 5) Improves quality of curriculum, as teachers syllabus are audited by college professors. 6) AP Tests provide student with nationally recognized and normed feedback 7) Provides student a chance to try college level coursework while still in high school with teacher and parent support
IB	<p>The International Baccalaureate® (IB) offers high quality programs of international education to a worldwide community of schools. There are more than 788,000 IB students at 2,849 schools in 138 countries. Washington State has 14 schools providing IB program courses to 1,740 students. 365 IB diplomas were issued in WA in 2009. WA students completed 4,622 IB exams with 79% scoring a 4 or higher.</p> <p>Students usually take IB exams in May.</p> <p>http://www.ibo.org</p>	<p>Annual school fee US Dollars - Diploma program - \$9,600.00 Supporting a robust IB program may require some instruction occur outside the regular school day, incurring additional costs to districts.</p> <p>Schools must cover initial training costs in IB for new instructors</p> <p>http://www.ibo.org/become/fees/ 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 fee. Schools may elect to pay for exams.</p>	<p>Spring 2010 costs to students Costs to students Registration fee - \$135.00 Subject Fee per exam \$92</p>	<ol style="list-style-type: none"> 1) Stand out in the Admissions Process – 89% of admissions directors cite grades in rigorous high school courses as determinants in admissions decisions 2) Lessens time to degree completion 3) Improves quality of curriculum, as syllabus are established via international collaboration 4) IB Tests provide student with internationally recognized and normed feedback 5) Provides student a chance to try college level coursework while still in high school with teacher and parent support 6) Students benefit by regular assessment of faculty by IB organization 7) Students are required to demonstrate knowledge via multiple means 8) IB Diploma candidates complete 150 hours of community service

CLEP	The College-Level Examination Program® (CLEP) gives students the opportunity to receive college credit for what they already know by earning qualifying scores on any of 33 examinations. http://www.collegeboard.com/clep	\$0 cost to high schools Schools may elect to pay for exams	A CLEP exam is \$72 paid by the student (\$77 as of July 1, 2010). Computer-based CLP exams are administered on college campuses	<p>1) Save time - Depending on a college's CLEP policy, a satisfactory score on a CLEP exam can earn from 3 to 12 college credits enabling students to skip introductory-level courses and move directly into major-related coursework.</p> <p>2) Save money- The cost of a CLEP exam is a fraction of the tuition and fees for the corresponding course.</p> <p>3) Stay on track to graduate – CLEP students graduate at a higher rate than non-CLEP students.</p>
Running Start	Public school juniors and seniors can earn tuition-free college credit while finishing high school. Classes are held on the colleges and some university campuses. http://www.sbctc.edu/college/s_runningstart.aspx	Initially, the gap between the academic Running Start FTES reimbursement rate and the actual cost of instruction was \$906. The gap between the Running Start rate and cost has grown to \$2,893 per FTES per year, costing colleges \$35 million a year. The current reimbursement rate covers around 60 percent of the cost of educating students, leaving an unfunded gap of about 40 percent. When the program started, the reimbursement covered 80 percent of the cost. Additionally, the enrollment growth in Running Start has coincided with a period when state funding for the colleges has been offset by a growing reliance on tuition revenue.	From GRCC website – http://www.greenriver.edu/enrollment/tuition/fees.shtm Application Fee - \$10.00 non-refundable fee (beginning winter 2010) COMPASS assessment fee - \$20.00 Books and supplies: varies per quarter, average for a full time student: \$300 per quarter (or \$100 per course). Running Start offers book assistance for qualifying students. Quarterly Registration Fees: (Facilities fee \$17.50 minimum and \$3.50 per credit after 5 credits, not to exceed \$35.00, Technology fee \$5.00 per credit to a maximum of 12 credits not to exceed \$60, Student Center fee a flat \$30.00, Special Services fee \$0.50 per credit applied to all credits). There is waiver of Quarterly Registration Fees for qualifying students. Class supply fees: (varies per quarter, according to enrollment—see Quarterly Class Schedule for details)(ranges from \$10 - \$150 per course) Application for Graduation fee: \$10 (degree and/or certificate)	<p>1) Up to two years of tuition-free college credit while finishing high school. The high school district pays the tuition. A maximum of 18 credits are funded per quarter.</p> <p>2) Students have the opportunity to take advanced courses and a greater variety of courses than those available at their local high schools.</p> <p>3) Students have an opportunity to experience post-secondary education while in high school. This experience can be helpful in making the transition from home to college away from home, and in making future educational plans.</p> <p>4) Students who find the traditional high school is not fitting their needs often flourish in a different educational setting.</p> <p>5) College classes are offered from 6:30am until 10:00pm. Weekend classes, online and telecourses are also available providing considerable flexibility in scheduling classes.</p> <p>6) The independence of students on the college campus affords the opportunity to develop personal responsibility.</p> <p>Running Start Annual Report 2008-2009</p> <p>1) Reduces amount of time spent in college and can reduce overall costs for student and their families.</p> <p>2) Serves 9 percent of the state’s high school juniors and seniors.</p> <p>3) Students perform well in program and upon</p>

				transferring to universities. 4) For 2008-2009, more than 1226 students completed an associate degree or certificate at the same time as they graduate from high school. 5) One in three Running Start students took at least one online course.
College in the High School	High school juniors and seniors can earn college and high school credit for specific classes at their high school.	<p>High School contract with their local community and/or technical colleges.</p> <p>1) Pay to HS Instructors \$275 for every \$25 students - \$50 training stipend sub-reimbursement 2) Pay to HS Instructors per enrollment stipend of \$40 3) Pay to HS Instructors \$2000-\$3000 per quarter class 4) Pay to HS Instructors - No – instructional costs part of basic education funds</p> <p>From Bellevue – http://bellevuecollege.edu/programs/highschool/collegeinhs/ Faculty-to-Faculty Collaboration The program’s success is based on collaboration and ongoing communication between college and high school faculty. Once a course is selected for the program, college faculty coordinators and high school faculty meet regularly to discuss educational issues as well as logistical tasks like student registrations, fee payments and grade reporting.</p>	<p>As of 9/30/09</p> <p>1) UW – per credit cost to student \$54, Additional Fees \$35 registration, Financing – self support model 2) EvCC – per credit cost to student \$36, Additional Fees \$NA, Financing – self support model, 3) EWU – per credit cost to student \$0, Additional Fees student pays for book, Financing - Running Start model 4) WSU – per credit cost to student \$75-100, Additional Fees \$35, Financing – self support model (75% of students receive financial assistance from Vancouver SD foundation)</p> <p>From Everett CC - http://www.everettcc.edu/ccec/collegeinhs/index.cfm?id=768&linkFrom=Search The cost for a 5-credit College in the High School course is \$190, textbooks included. The cost for an equivalent course taken at EvCC can be as much as \$410 not including textbooks. A significant savings to the student! You may also apply GET (Guaranteed Education Tuition) funds to this program.</p> <p>From Bellevue College - http://bellevuecollege.edu/programs/highschool/collegeinhs/ The cost is \$115 per 5-credit class. Costs for classes are considerably less than 2-and-4-year institutions. The school district bears the cost of instruction, textbooks, materials and faculty professional development.</p>	<p>From Bellevue College</p> <p>1) Fees are hundreds of dollars less than college tuition for comparable credits. 2) In contrast to Running Start, this program allows student to earn college credit without leaving high school campus. 3) In contrast to AP courses, student earns college credit upon successful completion of the class instead of relying on test score. From Everett CC</p> <p>1) Students can accelerate their academic studies by earning college credit while attending high school without sacrificing their high school experience. 2) Allows students the opportunity to experience college-level work in a familiar environment. 3) The courses included in the program are those most often required in the freshman coursework of Washington’s community colleges and universities. 4) Upon successful completion, the course is transcribed with the college’s course title and number; just as it appears in the college catalog. 5) Tuition for a CHS 5-credit course is typically 50% less than an equivalent EvCC course and the textbooks are included.</p>

<p>Tech Prep</p>	<p>Federally funded program allowing students to earn college credit by taking certain career and technical education courses in high school. Articulation agreements must be in place for those courses.</p> <p>Credits apply toward certificate or applied associate degree.</p>	<p>High schools contract with their local community or technical colleges.</p> <p>Costs to HS – Fee to participate in consortium; personnel needed to support the program</p> <p>Costs to College – Personnel needed to support the program</p>	<p>No or minimal books and supplies costs No travel costs – students remain at the high school</p> <p>Tech Prep operates at no or minimal registration costs for families (dependent on local consortia), families in Washington saved nearly \$11.5 million in college tuition costs in 2007-2008. (Uses Carl D Perkins federal funding.)</p>	<p>1) There is no charge for college tuition and students do not purchase textbooks or provide transportation. WaNIC or NEVAC classes excluded. WaNIC, the Washington Network for Innovative Careers, is a regional skills center cooperative of seven school districts in Northeast Puget Sound. Member districts include Bellevue, Issaquah, Lake Washington, Mercer Island, Northshore, Riverview and Snoqualmie Valley.</p> <p>2) Explore career options before making costly decisions. 3) Build marketable skills while remaining with high school peers. 4) Classes taught in a realistic, project-based approach. 5) Can save students time in completing their post-secondary education. 6) Can reduce the cost of post-secondary education.</p>
<p>Early College High Schools</p>	<p>Early college high schools blend high school and college in a rigorous program, compressing the time it takes to complete a high school diploma and the first two years of college – tuition free. http://www.earlycolleges.org Start-up funding for the schools and partner organizations in the Early College High School Initiative is from the Bill & Melinda Gates Foundation, Carnegie Corporation of New York, the Ford Foundation, the W.K. Kellogg Foundation, and Lumina Foundation for Education. To date, private funding for the Early College High School Initiative totals more than \$130 million. http://www.earlycolleges.org/schools.html#Washington</p>	<p>For Washington</p> <p>La Conner School District, La Conner, WA Year Opened: 2005 Postsecondary Partner: Skagit Valley College Intermediary: Center for Native Education Other: Swinomish Tribe http://lcsd.wednet.edu</p> <p>Medicine Wheel Academy, Spokane, WA Year Opened: 2003 Postsecondary Partner: Spokane Falls Community College Intermediary: Center for Native Education Other: N.A.T.I.V.E. Project</p> <p>Shelton High School, Shelton, WA Year Opened: 2005 Postsecondary Partner: Olympic Community College</p>	<p>Tuition - Do early college high school students pay college tuition to get credit for college courses? No. Early college high school courses, including college-level courses taken on the campuses of partner colleges, are free to students.</p>	<p>Early college high schools are small schools designed so that students can earn both a high school diploma and an Associate’s degree or up to two years of credit toward a Bachelor’s degree. Early college high schools have the potential to improve high school graduation rates and better prepare students for high-skill careers by engaging all students in a rigorous, college preparatory curriculum and compressing the number of years to a college degree.</p> <p>Early college high schools offer a much-needed alternative to traditional high school programs and emphasize academic preparation, support, and success in higher education. Based on research and practice about what helps underrepresented young people prepare for success in high school and postsecondary education, early college high schools have three key features that promote success for even the</p>

		<p>Intermediary: Center for Native Education Other: Squaxin Island Tribe and Skokomish Tribe http://www.sheltonschoools.org/shs/</p> <p>Suquamish Tribe School Suquamish, WA Year Opened: 2003 Postsecondary Partner: Olympic College Intermediary: Center for Native Education</p> <p>Tulalip Heritage School Marysville, WA Year Opened: 2004 Postsecondary Partner: Everett Community College Intermediary: Center for Native Education Other: Tulalip Tribes http://www.msvl.k12.wa.us/district/schools/heritage.htm</p>		<p>most struggling students:</p> <ul style="list-style-type: none"> • Small size. Early college high schools enroll 100 or fewer students per grade. Students are well-known by adults. • Personalization and student supports. There is an emphasis on assessing students and providing supports based on the identified needs of individual students. • Power of place. Early colleges draw on the college environment and experience to build students' identity as college goers.
Gateway to College	<p>Gateway to College serves youth, ages 16 to 20, who have dropped out of high school or are on the verge of dropping out. Students complete their high school diploma within the community college setting, while simultaneously earning college credits leading to an Associate's degree or certificate. (Only at LWTC in WA and at Portland CC and Clackamas CC, OR)</p>	<p>Lake Washington Technical College is proud to join the Gateway to College National Network which is funded in part by the Bill & Melinda Gates Foundation.</p>	<p>As of 9/30/09 \$100 book and tool deposit Books and tools are checked out to the student quarterly and are to be checked back in at the end of each quarter.</p> <p>Students are responsible for their transportation to and from the high school program</p>	<ol style="list-style-type: none"> 1) 25 students take all of their first term courses together. 2) 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. 3) Students spend time on career exploration to help them focus their goals and select a program of study. 4) After successfully completing the learning community first term, students transition into a technical program of study at the college. 5) Students will earn both high school and college credits starting in their first term. 6) Students who had little chance of even graduating from high school are earning their diplomas and succeeding in college.

WA Community and Technical Colleges Tuition Schedule FY2009-2010 <http://www.sbctc.ctc.edu/college/finance/2009-10tuitioncharts.pdf>
 Tech Prep information from Bellevue College website <http://bellevuecollege.edu/programs/highschool/>, the Washington Tech Prep website <http://www.techprepwa.org/index.html>, and The College Credit *and* Careers Tech Prep Network is a partnership of school districts, community and technical colleges, with business and community members serving North King and South Snohomish counties <http://www.collegecreditcareersnetwork.org/>.

RUNNING START WORKGROUP

Overview of K-12 funding
October 2010

Calvin W. Brodie,
Director - School Apportionment, Financial
Services, and Finance Reform
Office of Superintendent of Public Instruction

K-12 EDUCATION OVERVIEW

- Serving approximately 1,000,000 students.
- Provided by 295 school districts ranging in size from 46,500 students to less than 20.
- Subject to educational oversight and standards imposed by both state and federal laws and regulations as well as local community expectations.

HIGH SCHOOL FTE - BEA FUNDING

- ◉ State funding is generated based upon a student FTE standard of 5 hours of instruction.
- ◉ For each high school FTE, the state provides \$4,851 (on average for the 2009-10 school year.)
- ◉ An enhancement of approx. \$900 is also provided for each CTE FTE.
- ◉ This funding is for the classroom instruction, non-classroom support for students, and districtwide support and administration.

BEA FUNDING DETAILS

The funding amount is calculated based upon the following staff per 1,000 student FTE:

- CIS staffing - 46.0
- Classified Staffing - 58.75
- Administrative Staffing - 4.0

Other funding factors:

- PR taxes, benefits and insurance - on funded salaries generated for the above staff units.
- Non-employee related costs - \$508.95/HS student FTE.

OTHER MAJOR STATE FUNDING SOURCES

- **Special Education and Bilingual**
 - Generated by properly identified students.
- **Vocational/CTE**
 - Generated based upon identified student FTE in program.
- **Learning Assistance Program**
 - Generated based upon a percentage of the general education population.
- **All funds generated for the above must be spent in a state approved program.**

OTHER FUNDING SOURCES - LOCAL (2010 INFORMATION)

- Districts have the ability to run a local levy election to raise additional funding from their taxpayers.
- For 2010, the state limits districts' authority to 24% of a calculated base; however, only 48 districts (out of 295) passed a levy that achieved this level.
- On average, for 2010, school districts will raise an additional \$1,771 per student in local levies.

OTHER FUNDING SOURCES - STATE LOCAL EFFORT ASSISTANCE (LEA)

- School districts enjoy significantly different tax bases per student. This affects their ability to raise local levies.
- The state provides LEA funding which reduces the local burden for taxpayers.
- The funding is based upon a local tax rate/1,000 above the state average for a 12% levy (1/2 of levy limit.)
- 220 districts will receive LEA in 2010.
- The combined levy & LEA cannot exceed the levy cap.

FEDERAL FUNDING SOURCES

(2008-09 VALUES)

- School districts receive additional federal funds for education.
- Overall the amount per student is \$1,304; although actual funding varies widely by district.
- These funds are targeted funds that must be spent for stated purposes on the targeted populations.
- Generally, funding is based upon the census for the 5-17 year old population & poverty and historical special education populations.

FEDERAL FUNDING SOURCES - MAJOR PROGRAMS

- TITLE I - designated funds for student remediation programs. These funds are typically used below the high school level.
- IDEA - designated funds for the provision of special education services to students served under an Individualized Education Program (IEP).
- School Food Services (USDA) - reimbursement for the provision of meals to low income students.

K-12 EDUCATION FUNDING OVERVIEW

	Per Student*	% of Total
State Basic Education	4,809.55	48%
State Special Ed	640.64	6%
State Other Program	969.80	10%
State Local Effort Asst.	227.54	2%
Federal Restricted	1,228.85	12%
Federal Other	75.31	1%
Local Taxes	1,561.19	16%
Local Other	347.54	4%
Other Revenues	67.58	1%
Total	9,928	100%

* Based on reported values for school year ending August 31, 2009

STATE FUNDING ADEQUACY???

(2009-10 VALUES)

	State Formula Salary Per Unit	Districts Spend*	Shortfall Per Staff
Certificated Instructional Staff	\$ 53,445	\$ 61,548	\$ (8,103)
Classified Staff	\$ 32,294	\$ 50,797	\$ (18,503)
Administrative Staff	\$ 59,933	\$ 103,795	\$ (43,862)
Non-employee Related Costs (NERC) (2007- 08 values)	\$ 517.91 / student	\$ 1,082.76 / student	\$ (520.04) / student

* Preliminary S-275 reported salaries. Final reports typically higher.

DISTRICT EXPENDITURES - DISCRETIONARY FUNDS

- Total discretionary amount is \$2,160.5 Million or 22% of total.
- Local/LEA dollars make up 82.5% of this total.
- While discretionary funds come without spending restrictions, in practice there is limited flexibility.

DISCRETIONARY FUNDS - USAGE

Usage	Amount	Percentage
BEA -Additional Salaries for State Funded Basic Education Staff	\$ 989.2	45.8%
BEA - Non-employee Related Costs	502.6	23.2%
BEA - Additional Staff Hired	363.5	16.8%
Special Education	77.20	3.6%
Pupil Transportation	130.8	6.1%
Food Service	11.70	0.5%
Student/Community Activities	85.50	3.9%
Total	\$ 2,160.5	100.0%

STATE BUDGET CUTS

- “Basic Ed” encompasses the basic education program, special ed, CTE, bilingual, and learning assistance program. Also included is most transportation funding.
- “Basic Ed” is a paramount constitutional obligation of the state and is generally considered protected from cuts.

BASIC ED FUNDING

“Basic Ed” funding streams not subject to cuts:

- ⦿ Basic Education - \$5,048M
- ⦿ Special Education - \$650.9M
- ⦿ Transportation - \$295.9M
- ⦿ LAP - \$ 110.3M
- ⦿ Bilingual - \$ 77.7M

STATE BUDGET CUTS

- In practice all non-basic ed areas may be reduced.
- Current governor's cuts reduces these K-12 funding areas by 6.287% or \$36.4M

STATE BUDGET CUTS

- Funding areas that have already been reduced/eliminated:
 - \$ 36M - Smaller class size for Grade 4.
 - \$ 56M - Three learning improvement days for teachers.
 - \$ 22M - Targeted funding for math and science professional development.
 - \$ 490M - Initiative 728 - Under the initiative funding should be \$495 per student for 2010-11. No current funding provided.
 - Initiative 732 COLA - Provides Seattle CPI inflation in salary. Fiscal years 03-04,04-05,09-10 and 10-11 failed to provide COLA.

FEDERAL - EDU JOBS FUNDING

- ◉ An “additional” \$208 Million to K-12.
- ◉ Funding expected to cushion legislative cuts.
- ◉ Districts are being advised to restrain from incurring additional expenditures with these dollars until the spring 2011 Legislature acts.
- ◉ Spending period will be open this school year and next school year.

LOOMING STATE BUDGET CUTS

- ⦿ K-3 staffing enhancements for smaller class size are at risk.
- ⦿ Highly capable program funding is at risk.
- ⦿ LEA will be targeted for reduction.
- ⦿ Consideration of all other non-basic areas for K-12 cuts is anticipated.

STATE BUDGET CUTS - OTHER

Pension Contributions - While not a cut, it is a looming burden on the system.

- At some point in the future, pension rates must skyrocket to meet funding obligations.
- Districts will be financially strapped to provide pension contributions for federal and local funded staff, and the additional salaries paid for state funded staff.