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Running Start Coordinator's Guide

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Running Start 2005

October, 2005

Dear High School and College Colleagues,

The Running Start Coordinator's Guide is a compilation of background information and current resources to assist you in understanding the scope, intent, regulations and processes of Running Start. If you need further information regarding the contents or you have other questions about Running Start, please contact an Agency Representative or a member of the Running Start Coordinator's Executive Board, listed on the roster at the back of this Guide (page 57).

Thank you for your contributions to Running Start!

-Running Start 2005 Conference Planning Committee

Running Start 2005

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The information in this Guide is intended to be as accurate-to-date as possible. It is not approved as complete or official by the Office of the Superintendent of Public Instruction, the State Board of Education, or the State Board for Community and Technical Colleges. Much of the information provided is intended to be of general nature. Rules and policies regarding Running Start may vary at different institutions.



Progress Report

State of Washington
State Board for Community and Technical Colleges

Running Start 2003 - 04 Annual Progress Report

December 2004
State Board for Community and Technical Colleges



RUNNING START

ANNUAL PROGRESS REPORT 2003-04

This report provides an overview of the Running Start program; data about student participation rates and academic performance; updates on savings to families, taxpayers and the state; and new information about national trends in dual-credit programs.

Running Start is a program that allows 11th and 12th grade students to take college courses at Washington's 34 community and technical colleges, and at Washington State, Eastern Washington, and Central Washington Universities and The Evergreen State College. Students earn both high school and college credits for these courses. Running Start students and their families do not pay tuition, but they do buy their own books and provide their own transportation. Students receive both high school and college credit for these classes, thus accelerating their progress through the education system.

- Running Start reduces the amount of time students spend in school, and can reduce overall college costs for students and their families.
- Running Start continues to serve about 10 percent of the state's juniors and seniors.
- Running Start students perform well while they are in the program and upon transferring to universities. In 2003-04 Running Start students earned an average grade point of 3.14 after transferring to the University of Washington.

Running Start History

The 1990 Legislature created Running Start as a part of the "Learning by Choice" law, which was designed to expand educational options for students. To initiate the program in 1990, the Legislature authorized a two-year pilot program. Five community colleges were selected to participate during 1990-92 (Everett, Pierce, Skagit Valley, South Puget Sound and Walla Walla community colleges). The pilot program involved 358 students from 37 high schools.

The program began statewide in 1992-93, when approximately 3,350 students enrolled at the community and technical colleges. The 1994 Legislature expanded the program to include three state universities (Washington State, Central and Eastern) to provide Running Start access to communities where no two-year colleges are available. In 2003, The Evergreen State College was added to the list of universities eligible to offer Running Start.

Running Start Creates Options for Students

Running Start creates an alternative way for students to transition to college. Running Start and other dual-credit programs provide postsecondary schooling for many students, including those whose options may otherwise be limited. For high school students, Running Start is one of the most readily available college-level learning opportunities in the state.

Some high schools consider the college classes available to their students through Running Start to be part of the high school curriculum. National research indicates that dual-credit programs like Running Start offer high schools another option for motivating and challenging their students in their last two years of high school (Andrews, 2003). Running Start and other dual-enrollment programs have made progress on integrating the two systems. This integration allows students to more easily navigate the education system and meet their goals.

How Running Start Works

The “Learning by Choice” legislation clearly puts students and parents in the driver’s seat when it comes to deciding if a student will participate in Running Start. There is no state-mandated performance requirement in high school that prevents a junior or senior from participating. Families who decide that Running Start is a good option for their students can go directly to their local community or technical college to see if they qualify for participation. Each college determines if a student has the skills and knowledge needed to take college-level classes. Colleges use the regular admissions procedures that are used for all students. Typically, this means that colleges use a commercially developed, nationally normed placement test to determine if a student is prepared for college-level course work.

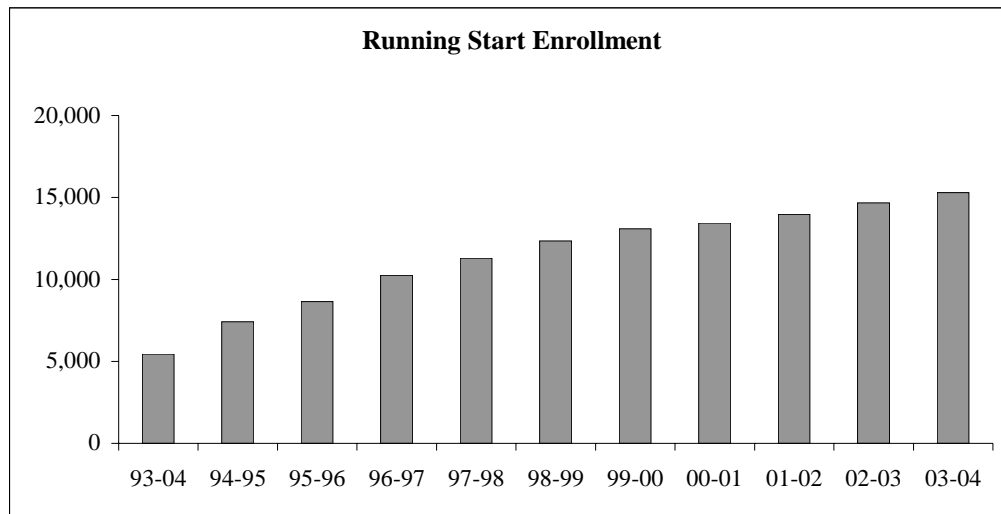
Running Start does not fund any pre-college course work. If students are not ready for college-level work, they are encouraged to return to their high school for further preparation.

Once it has been determined that students are prepared for college-level course work, students enroll for college courses that they attend in a class with other adult learners. Some Running Start students choose to take just one class at the college and do the rest of their work at the high school. Others elect to attend college full-time. Most students do some combination of these two options.

While in college, Running Start students earn both college and high school credits. The entire college catalog of courses is available to Running Start students, including electives, vocational, online and advanced course work.

Running Start Continues to Grow

In 2003-04, Running Start completed its 13th year as a successful and popular program for eligible high school juniors and seniors. Enrollment totaled 15,610 individual students (equal to 9,533 full-time students), an increase of about 6 percent over the previous year when 14,682 students (9,007 FTE) participated. The program continues to serve about 10 percent of the state’s juniors and seniors.



The Running Start program continues to enjoy positive public support. A 2002 statewide community perception analysis conducted by Market Research Services showed that 73 percent of adults support Running Start, up from 68 percent four years earlier.

Four-year universities in the state also have students participating in Running Start. In the 2003-04 school year, 53 students participated in Running Start at Central Washington University with an average GPA of 3.44. The 175 students who participated on campus at Eastern Washington University earned an average grade point of 3.25. At the end of the 2003-04 academic year, WSU had 26 running start high school students enrolled. They averaged a cumulative WSU GPA of 3.63 with an average of 16 total credit hours each. The Evergreen State College does not yet have any Running Start students.

Benefits for Students, Families and State Budgets are Evident

Students and Their Families

Running Start presents a challenging option for qualified students who may perform better in a college setting than in a traditional high school. Students report that taking classes with traditional college-age students and adults adds a new and demanding dimension to learning.

By allowing students to obtain high school and college credit simultaneously, Running Start reduces the amount of time students spend in school, and reduces college costs for students and their families. In some cases, the dual-credit nature of the program allows students to complete four years of higher education while only attending two years at a four-year campus. This saves money for the state and the students and their parents.

Flexibility in class scheduling allows Running Start students to meet other commitments for education, jobs or family responsibilities. In fall 2003, 33 percent of the students worked part-time and 1 percent worked full-time.

Budget

Colleges are reimbursed by the K-12 districts whose students participate in Running Start. For the 2003-04 academic year, colleges received a statewide standard rate of approximately \$87 per credit for academic programs, and \$104 per credit for vocational programs. K-12 districts retain 7 percent of the state funds for counseling and overhead.

When students earn credit for high school and college simultaneously, the state pays to support this education only once.

- With 9,533 FTE students in 2003-04, Running Start saved Washington taxpayers \$36.4 million.
- Students and their parents also save because Running Start classes are offered tuition-free. In the last academic year, this resulted in a savings of about \$23.1 million in tuition.
- The total amount saved by taxpayers, parents and students in 2003-04 is estimated at more than \$59 million.

Increasing Access to College

Running Start students do not take seats from other students. The state pays colleges to serve a specific number of students. The colleges serve those students and enroll Running Start students in addition to the state-supported students. Since Running Start enrollment has been increasing at a predictable rate, colleges are able to forecast their enrollment and plan for the appropriate number of class sections to be offered. In many cases, the funding that Running Start brings to a college (less than 4 percent of a college budget) is used to open additional class sections that are needed, and results in more seats being available for the entire community. In addition, accelerating students' progress toward degrees through programs like Running Start frees up space on college campuses to help meet the projected demand of new students coming to college.

Characteristics and Performance of Running Start Students – Fall 2003

Running Start students continue to perform well in two-year colleges and after transferring to universities. The grade point average for all Running Start students in two-year institutions is comparable to similar two-year college students of traditional college age. In 2003-04, after transferring to the University of Washington, students continued with solid performance, averaging a GPA of 3.14.

Running Start students complete more of the credits they attempt, with better grades, than other students of a comparable age who are attending college. In 2002-03, Running Start students enrolled for 347,565 credits and completed 87 percent (302,138) of those credits. The comparison cohort attempted 292,620 credits and completed 84 percent (247,127) of those credits. In the Running Start cohort, 86 percent of the students earned a C or better grade in their courses compared with 83 percent of the comparison cohort. The Running Start data about grades, completion rates, and degree attainment continues to show that Running Start students perform at a level that is comparable, and in some cases, exceeds that of similarly aged college students who are not in Running Start.

The demographics of Running Start students in fall 2003, as a group, were very similar to those of previous years:

- 59 percent of the students were female.
- 17 percent were students of color.
- The average credit load taken by the students was 11 credits per quarter; 76 percent took 10 or more credits during fall 2003. Many students took one five-credit course per quarter at college with the balance of classes taken in high school.
- 2 percent were students with disabilities.
- 33 percent of the students worked part-time; 1 percent worked full-time.
- 90 percent of the courses taken were in academic transfer (primarily courses in social science, English, speech and humanities), 10 percent of the courses were vocational (although 8 percent of the students attended with the goal of improving workforce skills).

Research Findings

Western Washington University's 2000 study about how Running Start students transition into the university showed:

- The study participants reported feeling well prepared academically for Western. Students found community college a good bridge to the four-year environment. As one student said, "Community college was very, very hard and it definitely prepared me academically." Having already learned to navigate the culture of one college system, they felt well prepared to tackle another.
- All students said their exposure to the broader range of courses at the community college had helped them choose their major field of study at Western.

A national study of dual-credit programs released in 2001 by the Pew Charitable Foundation lists a number of benefits of such programs, including savings in both costs and time, efficiency of learning (reduced repetition between grades 11-14), enhanced admission and retention rates in college, improved transitions from high school to college, allowing students to "test the waters" of college learning, improving students' access to college, and providing professional development for faculty in high schools and colleges. This study found that:

- By creating alternatives to traditional high-school-to-college transition, dual-credit programs provide additional points of entry into postsecondary schooling for students whose options would otherwise be much more limited.
- Dual-credit programs can blur the line between high school and college by integrating the two systems, and thereby create a continuum of learning from high school to college.

The Washington State Institute for Public Policy released a study in 2001 that indicated:

- Running Start is the most readily available college-learning option for high school students.
- About half of the state's public high schools report increases in enrollment and offerings of other college-learning opportunities in the last three years. High schools are trying to encourage students to stay on the high school campus by creating an array of learning options that augment Running Start.

Jump Start on College

A common misconception is that the purpose of Running Start is degree completion. In fact, in 2003-04, only 788 students earned a complete Associate of Arts degree at the same time they completed high school. It has been consistent over time that about 5 percent of Running Start students complete both high school and community college at the same time. It is much more common for students to take the credits earned through Running Start and continue at the two-year college or transfer to a university. In 2003-04, 11,085 students who previously participated in Running Start were continuing their studies at the two-year colleges. (Data about students who transfer to universities is not available at this time.)

Running Start gives students a taste of college, an experience that can help them develop the independence and study skills needed to succeed in college. Students also benefit from having some college credits earned when they transition into full-time college.

Workforce Students

During 2003-04, about 8 percent of Running Start students were attending college with the goal of increasing skills needed in the workforce. The largest portion of these workforce-oriented students completed information technology programs (some 13 percent). Other programs with significant numbers of completions included nursing, administrative support, and auto/diesel mechanics.

The most recent employment outcomes information is for students who left the community and technical college system in 2002-03. Former workforce Running Start students had an estimated placement rate of 83 percent, which is higher than the total population of workforce students exiting the colleges.

Updates

Running Start students study online

Following a national trend in higher education, Running Start students are utilizing more online instruction. In the last five years, the amount of online enrollment has grown by 440 percent. Most of the online courses are in social science, English composition and humanities. Washington's community and technical colleges offer two-year degrees online. Making the virtual campus available to Running Start students makes the program more accessible to students in remote areas and allows students to access college courses from their high school campus. (Some high schools have designated one free period a day so students can get into the computer labs to participate in a variety of online learning experiences.)

| Online | 1998-99 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 |
|-----------|---------|---------|---------|---------|---------|---------|
| FTE | 64 | 115 | 173 | 270 | 343 | 460 |
| Headcount | 427 | 814 | 1,152 | 1,652 | 2,008 | 2,665 |

Expanding Other Dual Enrollment Options

In the 2004 legislative session, two bills were considered that addressed the issue of expanding dual enrollment options for high school students. SB 6165 called for the State Board for Community and Technical Colleges, the Higher Education Coordinating Board, the Council of Presidents, the Workforce Training and Education Coordinating Board, the Superintendent of Public Instruction, public secondary school principals and public school district superintendents to strengthen and expand dual enrollment programs on high school campuses. This bill was vetoed because it so closely aligned with the language in SHB 3103. SHB 3103 calls for the Higher Education Coordinating Board to report to the legislature every two years, beginning in January 2005, on efforts to expand dual enrollment, increase articulation agreements and align curriculum between high schools and higher education.

The Office of the Superintendent for Public Instruction took the lead on convening a workgroup to identify the barriers to expanding dual enrollment and to identify strategies for expanding options for high school students. The major strategy that emerged is an expansion of College in the High School (CHS) programs. While CHS guidelines have been in place for several years, only four colleges are currently offering more than a handful of classes through CHS programs.

Efficiency to Degree

In addition to being viewed as an optional way for students to complete their high school requirements, Running Start is being evaluated more and more in terms of efficiency and cost savings for students earning college degrees. Data compiled in November 2004 indicate that Running Start students complete their bachelor's degree in Washington following a pattern similar to other transfer students. The Running Start experience reduces the net tuition costs for students as well as the cost to the state per bachelor's degree. Students who have earned Running Start credits while in high school complete their bachelor's degree with 33 fewer state supported credits than those who do not participate in Running Start and enter universities as freshmen.

Certificate of Achievement Pilot Projects

In early 2003, presidents of the community and technical colleges convened a committee to make recommendations about how WASL scores might be taken into account in the admissions process. The two-year college system is committed to finding ways of linking WASL performance to success in life after high school.

The committee recommended that rather than using the WASL standard as an eligibility requirement, colleges should be encouraged to use WASL scores in addition to, or in combination with, existing placement tests for the placement/advising process. To this end, several colleges around the state are piloting admissions/placement processes that take WASL scores into account. During the 2003-2004 academic year, four colleges – Wenatchee Valley, Skagit Valley, Everett and Columbia Basin – agreed to

participate in a pilot study examining students entering directly from high school in fall 2003 quarter by compiling the following data:

1. WASL scores (by area)
2. High school math/English courses/grades
3. Placement test scores by area
4. Grades in the first college-level math and English courses taken during the first term of enrollment at the colleges

Findings

- The strongest predictors of grades in first college math course were WASL Math score and Asset “number sense” score.
- The strongest predictors for first college English course were Asset reading, Asset writing, and WASL math.
- Other significant inter-correlations:
 - WASL math with all other variables except Asset algebra and intermediate algebra subtest scores (negatively correlated with Asset number sense).
 - WASL reading with WASL math, writing, English grades, and Asset college algebra.
 - WASL writing with all variables except Asset number sense, algebra, Intermediate algebra.
- Sample sizes were fairly small because in a number of cases the colleges had difficulty getting the necessary permission and cooperation from local area high schools in order to obtain the data (overall total N = 387).
- The process was time-consuming and difficult to implement, reinforcing the argument for a better and more coordinated statewide data system.

To draw larger conclusions about the results would require a study with a larger sample of colleges and high schools, but doing so on a piecemeal high school by high school basis would require considerable staff time and local persuasion or a clear and visible state-level commitment, preferably with some funding support.

National Dual-enrollment Trend Continues

Running Start is part of a national and statewide movement to offer more options for college-level learning to students while they are still in high school. States are increasingly implementing policies that encourage postsecondary institutions to offer dual/concurrent enrollment courses to high school students. This is due, in part, to the desire to provide advanced academic opportunities to high school students and also to smooth the transition from secondary to postsecondary education.

Dual enrollment has sparked national interest because it is seen to provide:

- Greater access to a wider variety of rigorous academic and technical courses;
- Savings in time and money on a college degree;
- Pathways for students to move “seamlessly” between the K-12 and postsecondary systems;
- Greater collaboration between high school and college faculty and programs; and
- Greater support for students’ college aspirations.

Research indicates that in 2001, 48 states were involved in offering dual-enrollment programs (Andrews, 2001).

The National Governors Association Center for Best Practices has proposed five steps that states can take to improve education outcomes, especially for students who have been traditionally underserved by higher education. Included in the five steps is a call for providing more options for students to have college-level learning opportunities while still in high school (Kazis, Varga, Hoffman 2004).

At the federal level, the Carl D. Perkins Vocational and Technical Education Act of 1998 provides funds to states for the expansion and improvement of Tech Prep programs, including the development of articulation agreements between high schools and colleges that link their course offerings and credit for programs in high-growth technical occupations.

In Washington State in 2003-04, 13,690 students earned 86,189 college credits through Tech Prep courses offered at high schools. Students in high school also earn credit through College in the High School, Advanced Placement and International Baccalaureate programs.

Summary

Serving 15,610 students in 2003-04, Running Start continues to be an excellent option for qualified juniors and seniors. Students and their parents strongly support the program because it expands their educational choices while reducing the time and expense of completing their education. Running Start students perform well while they are in the program and experience academic success when they transfer on to universities. The Running Start program has established itself as a significant success to date, and ongoing partnerships between high schools and colleges will ensure that Running Start continues to help students achieve high academic standards at a lower overall cost to their families and the state.

Running Start Enrollments

Academic Year 2003-04

| College | FTEs | Headcount |
|------------------------|--------------|---------------|
| Bates | 76 | 61 |
| Bellevue | 610 | 930 |
| Bellingham | 69 | 85 |
| Big Bend | 101 | 132 |
| Cascadia | 162 | 267 |
| Centralia | 198 | 270 |
| Clark | 450 | 843 |
| Clover Park | 73 | 82 |
| Columbia Basin | 330 | 462 |
| Edmonds | 321 | 635 |
| Everett | 351 | 534 |
| Grays Harbor | 114 | 191 |
| Green River | 757 | 1,077 |
| Highline | 586 | 906 |
| Lake Washington | 6 | 13 |
| Lower Columbia | 169 | 263 |
| Olympic | 465 | 683 |
| Peninsula | 278 | 417 |
| Pierce Fort Steilacoom | 239 | 472 |
| Pierce Puyallup | 268 | 474 |
| Renton | 64 | 76 |
| Seattle Central | 344 | 676 |
| Seattle North | 204 | 398 |
| Seattle South | 166 | 338 |
| Seattle Voc Institute | 0 | 0 |
| Shoreline | 169 | 321 |
| Skagit Valley | 424 | 796 |
| South Puget Sound | 365 | 631 |
| Spokane | 260 | 375 |
| Spokane Falls | 359 | 514 |
| Tacoma | 487 | 801 |
| Walla Walla | 115 | 232 |
| Wenatchee Valley | 220 | 363 |
| Whatcom | 501 | 915 |
| Yakima Valley | 233 | 377 |
| COLLEGE TOTAL | 9,533 | 15,610 |
| SYSTEM TOTAL | | 15,295 |

Source: SBCTC data warehouse.
 A few Running Start students took courses at more than one college.

University of Washington
Running Start Students' Transfer Performance
 Data for Students Entering Fall 2003

| | # of Students | % of Total |
|-------------------------------------|----------------------|--------------|
| Total Number of Students | 715 | |
| Gender | | |
| Male | 315 | 44.1% |
| Female | 400 | 55.9% |
| Entering College Class | | |
| Freshman | 553 | 77.3% |
| Sophomore | 91 | 12.7% |
| Junior | 71 | 9.9% |
| Ethnic Distribution | | |
| African-American | 14 | 2.0% |
| Asian-American | 237 | 33.1% |
| Hawaiian/Pacific Islander | 5 | 0.7% |
| Hispanic | 29 | 4.1% |
| Native American | 7 | 1.0% |
| White | 372 | 52.0% |
| Other/Not Indicated | 51 | 7.1% |
| | Mean | Range |
| High School GPA | 3.70 | 2.71-4.00 |
| SAT Verbal | 586 | 300-800 |
| SAT Math | 613 | 300-800 |
| SAT Total | 1,199 | 680-1,570 |
| ACT Score | 25.6 | 15-34 |
| Entering Transfer Credits | 46.5 | 2-90 |
| | # of Students | |
| Completing Associate Degrees | 51 | |
| Largest Feeder High Schools | | |
| 1. Roosevelt | 26 | |
| 2. Garfield | 20 | |
| 3. Edmonds/Woodway | 19 | |
| 4. Shorewood | 15 | |
| 5. Issaquah (tie) | 13 | |
| Skyline (tie) | 13 | |

Largest Feeder Community Colleges

| | |
|-----------------------|----|
| 1. Bellevue | 96 |
| 2. Edmonds | 42 |
| 3. No. Seattle | 41 |
| 4. Green River (tie) | 40 |
| Seattle Central (tie) | 40 |

UW Performance

| | Autumn 2003 | Winter 2004 | Spring 2004 |
|-------------------|--------------------|--------------------|--------------------|
| GPA | | | |
| Running Start | 3.15 | 3.10 | 3.18 |
| Freshman | 3.18 | 3.12 | 3.19 |
| Community College | 3.19 | 3.16 | 3.20 |

Credits Earned

| | | | |
|--------------------------|------|------|------|
| Running Start | 14.3 | 13.9 | 13.8 |
| Freshman | 14.8 | 14.1 | 14.2 |
| Community College | 12.4 | 12.7 | 12.8 |

Continuation Rate

| | |
|----------------------|-------------------|
| Running Start | Not Yet Available |
|----------------------|-------------------|

Source: Compiled by Jim Rawlins, University of Washington.

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Running Start Legislation

REVISED CODE OF WASHINGTON

RCW 28A.600.300

High school students' options -- Definition.

***** CHANGE IN 2005 *** (SEE 1708-S.SL) *****

For the purposes of RCW [28A.600.310](#) through [28A.600.400](#), "participating institution of higher education" or "institution of higher education" means:

- (1) A community or technical college as defined in RCW [28B.50.030](#); and
- (2) Central Washington University, Eastern Washington University, Washington State University, and The Evergreen State College, if the institution's governing board decides to participate in the program in RCW [28A.600.310](#) through [28A.600.400](#).

[2002 c 80 § 1; 1994 c 205 § 1; 1990 1st ex.s. c 9 § 401.]

NOTES:

Finding -- Severability -- 1990 1st ex.s. c 9: See notes following RCW [28A.225.220](#).
[28A.600.010](#) << [28A.600.020](#) >> [28A.600.025](#)

RCW 28A.600.020

Government of schools, pupils, and employees -- Exclusion of student by teacher -- Written disciplinary procedures -- Appropriate disciplinary action.

- (1) The rules adopted pursuant to RCW [28A.600.010](#) shall be interpreted to insure that the optimum learning atmosphere of the classroom is maintained, and that the highest consideration is given to the judgment of qualified certificated educators regarding conditions necessary to maintain the optimum learning atmosphere.
- (2) Any student who creates a disruption of the educational process in violation of the building disciplinary standards while under a teacher's immediate supervision may be excluded by the teacher from his or her individual classroom and instructional or activity area for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. Except in emergency circumstances, the teacher first must attempt one or more alternative forms of corrective action. In no event without the consent of the teacher may an excluded student return to the class during the balance of that class or activity period or up to the following two days, or until the principal or his or her designee and the teacher have conferred.
- (3) In order to preserve a beneficial learning environment for all students and to maintain good order and discipline in each classroom, every school district board of directors shall provide that written procedures are developed for administering discipline at each school within the district. Such procedures shall be developed with the participation of parents and the community, and shall provide that the teacher, principal or designee, and other authorities designated by the board of directors, make every reasonable attempt to involve the parent or guardian and the student in the resolution of student discipline problems. Such procedures shall provide that students may be excluded from their individual classes or activities for periods of time in excess of that provided in subsection (2) of this section if such students have repeatedly disrupted the learning of other students. The procedures must be consistent with the rules of the state board of education and must provide for early involvement of parents in attempts to improve the student's behavior.

(4) The procedures shall assure, pursuant to RCW 28A.400.110, that all staff work cooperatively toward consistent enforcement of proper student behavior throughout each school as well as within each classroom.

(5) A principal shall consider imposing long-term suspension or expulsion as a sanction when deciding the appropriate disciplinary action for a student who, after July 27, 1997:

(a) Engages in two or more violations within a three-year period of RCW 9A.46.120, 28A.320.135, 28A.600.455, 28A.600.460, 28A.635.020, 28A.600.020, 28A.635.060, 9.41.280, or 28A.320.140; or

(b) Engages in one or more of the offenses listed in RCW 13.04.155.

The principal shall communicate the disciplinary action taken by the principal to the school personnel who referred the student to the principal for disciplinary action.

[1997 c 266 § 11; 1990 c 33 § 497; 1980 c 171 § 1; 1972 ex.s. c 142 § 5. Formerly RCW 28A.58.1011.]

NOTES:

Findings -- Intent -- Severability -- 1997 c 266: See notes following RCW 28A.600.455.

RCW 28A.600.330

High school students' options -- Maximum terms of enrollment for high school credit.

A pupil who enrolls in an institution of higher education in grade eleven may not enroll in postsecondary courses under RCW 28A.600.300 through 28A.600.390 for high school credit and postsecondary credit for more than the equivalent of the course work for two academic years. A pupil who first enrolls in an institution of higher education in grade twelve may not enroll in postsecondary courses under this section for high school credit and postsecondary credit for more than the equivalent of the course work for one academic year.

[1994 c 205 § 4; 1990 1st ex.s. c 9 § 404.]

NOTES:

Finding -- Severability -- 1990 1st ex.s. c 9: See notes following RCW 28A.225.220.

RCW 28A.600.340

High school students' options -- Enrolled students not displaced.

Once a pupil has been enrolled in a postsecondary course or program under RCW 28A.600.300 through 28A.600.400, the pupil shall not be displaced by another student.

[1994 c 205 § 5; 1990 1st ex.s. c 9 § 405.]

NOTES:

Finding -- Severability -- 1990 1st ex.s. c 9: See notes following RCW 28A.225.220.

REVISED CODE OF WASHINGTON

RCW 28A.600.340

High school students' options -- Enrolled students not displaced.

Once a pupil has been enrolled in a postsecondary course or program under RCW [28A.600.300](#) through [28A.600.400](#), the pupil shall not be displaced by another student.

[1994 c 205 § 5; 1990 1st ex.s. c 9 § 405.]

NOTES:

Finding -- Severability -- 1990 1st ex.s. c 9: See notes following RCW [28A.225.220](#).

RCW 28A.600.350

High school students' options -- Enrollment for secondary and postsecondary credit.

A pupil may enroll in a course under RCW [28A.600.300](#) through [28A.600.390](#) for both high school credit and postsecondary credit.

[1994 c 205 § 6; 1990 1st ex.s. c 9 § 406.]

NOTES:

Finding -- Severability -- 1990 1st ex.s. c 9: See notes following RCW [28A.225.220](#).

RCW 28A.600.360

High school students' options -- Enrollment in postsecondary institution -- Determination of high school credits -- Application toward graduation requirements.

A school district shall grant academic credit to a pupil enrolled in a course for high school credit if the pupil successfully completes the course. If no comparable course is offered by the school district, the school district superintendent shall determine how many credits to award for the course. The determination shall be made in writing before the pupil enrolls in the course. The credits shall be applied toward graduation requirements and subject area requirements. Evidence of the successful completion of each course in an institution of higher education shall be included in the pupil's secondary school records and transcript. The transcript shall also note that the course was taken at an institution of higher education.

[1994 c 205 § 7; 1990 1st ex.s. c 9 § 407.]

NOTES:

Finding -- Severability -- 1990 1st ex.s. c 9: See notes following RCW [28A.225.220](#).

REVISED CODE OF WASHINGTON

RCW 28A.600.370

High school students' options -- Postsecondary credit.

Any state institution of higher education may award postsecondary credit for college level academic and vocational courses successfully completed by a student while in high school and taken at an institution of higher education. The state institution of higher education shall not charge a fee for the award of the credits.

[1994 c 205 § 8; 1990 1st ex.s. c 9 § 408.]

NOTES:

Finding -- Severability -- 1990 1st ex.s. c 9: See notes following RCW [28A.225.220](#).

RCW 28A.600.380

High school students' options -- School district not responsible for transportation.

Transportation to and from the institution of higher education is not the responsibility of the school district.

[1994 c 205 § 9; 1990 1st ex.s. c 9 § 409.]

NOTES:

Finding -- Severability -- 1990 1st ex.s. c 9: See notes following RCW [28A.225.220](#).

RCW 28A.600.385

High school students' options -- Cooperative agreements with community colleges in Oregon and Idaho.

(1) School districts in Washington and community colleges in Oregon and Idaho may enter into cooperative agreements under chapter [39.34](#) RCW for the purpose of allowing eleventh and twelfth grade students who are enrolled in the school districts to earn high school and college credit concurrently.

(2) Except as provided in subsection (3) of this section, if a school district exercises the authority granted in subsection (1) of this section, the provisions of RCW [28A.600.310](#) through [28A.600.360](#) and [28A.600.380](#) through [28A.600.400](#) shall apply to the agreements.

(3) A school district may enter an agreement in which the community college agrees to accept an amount less than the statewide uniform rate under RCW [28A.600.310\(2\)](#) if the community college does not charge participating students tuition and fees. A school district may not pay a per-credit rate in excess of the statewide uniform rate under RCW [28A.600.310\(2\)](#).

(4) To the extent feasible, the agreements shall permit participating students to attend the community college without paying any tuition and fees. The agreements shall not permit the community college to charge participating students nonresident tuition and fee rates.

(5) The agreements shall ensure that participating students are permitted to enroll only in courses that are transferable to one or more institutions of higher education as defined in RCW [28B.10.016](#). [1998 c 63 § 2.]

NOTES:

Finding -- 1998 c 63: "The legislature finds that students may have difficulty attending community college for the purpose of the running start program due to the distance of the nearest community college. In these cases, it may be more advantageous for students in border counties to attend community colleges in neighboring states. The legislature encourages school districts to pursue interagency agreements with community colleges in neighboring states when it is in the best interests of the student's educational progress." [1998 c 63 § 1.]

RCW 28A.600.390

High school students' options -- Rules.

The superintendent of public instruction, the state board for community and technical colleges, and the higher education coordinating board shall jointly develop and adopt rules governing RCW 28A.600.300 through 28A.600.380, if rules are necessary. The rules shall be written to encourage the maximum use of the program and shall not narrow or limit the enrollment options under RCW 28A.600.300 through 28A.600.380.

[1994 c 205 § 10; 1990 1st ex.s. c 9 § 410.]

NOTES:

Finding -- Severability -- 1990 1st ex.s. c 9: See notes following RCW 28A.225.220.

RCW 28A.600.400

High school students' options -- Existing agreements not affected.

RCW 28A.600.300 through 28A.600.390 are in addition to and not intended to adversely affect agreements between school districts and institutions of higher education in effect on April 11, 1990, and in the future.

[1994 c 205 § 11; 1990 1st ex.s. c 9 § 412.]

NOTES:

Finding -- Severability -- 1990 1st ex.s. c 9: See notes following RCW 28A.225.220.

RCW 28A.230.090

High school graduation requirements or equivalencies -- Reevaluation and report by state board of education -- Credit for courses taken before attending high school -- Postsecondary credit equivalencies.

***** CHANGE IN 2005 *** (SEE 1495-S.SL) *****

(1) The state board of education shall establish high school graduation requirements or equivalencies for students.

(a) Any course in Washington state history and government used to fulfill high school graduation requirements is encouraged to include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state.

(b) The certificate of academic achievement requirements under RCW 28A.655.061 or the certificate of individual achievement requirements under RCW 28A.155.045 are required for graduation from a public high school but are not the only requirements for graduation.

(c) Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level.

(2) In recognition of the statutory authority of the state board of education to establish and enforce minimum high school graduation requirements, the state board shall periodically reevaluate the graduation requirements and shall report such findings to the legislature in a timely manner as determined by the state board.

(3) Pursuant to any requirement for instruction in languages other than English established by the state board of education or a local school district, or both, for purposes of high school graduation, students who receive instruction in American sign language or one or more American Indian languages shall be considered to have satisfied the state or local school district graduation requirement for instruction in one or more languages other than English.

(4) If requested by the student and his or her family, a student who has completed high school courses before attending high school shall be given high school credit which shall be applied to fulfilling high school graduation requirements if:

(a) The course was taken with high school students, if the academic level of the course exceeds the requirements for seventh and eighth grade classes, and the student has successfully passed by completing the same course requirements and examinations as the high school students enrolled in the class; or

(b) The academic level of the course exceeds the requirements for seventh and eighth grade classes and the course would qualify for high school credit, because the course is similar or equivalent to a course offered at a high school in the district as determined by the school district board of directors.

(5) Students who have taken and successfully completed high school courses under the circumstances in subsection (4) of this section shall not be required to take an additional competency examination or perform any other additional assignment to receive credit.

(6) At the college or university level, five quarter or three semester hours equals one high school credit.

[2004 c 19 § 103; 1997 c 222 § 2; 1993 c 371 § 3. Prior: 1992 c 141 § 402; 1992 c 60 § 1; 1990 1st ex.s. c 9 § 301; 1988 c 172 § 1; 1985 c 384 § 2; 1984 c 278 § 6. Formerly RCW 28A.05.060.]

NOTES:

Part headings and captions not law -- Severability -- Effective date -- 2004 c 19: See notes following RCW 28A.655.061.

Intent -- 1997 c 222: "In 1994, the legislature directed the higher education board and the state board of education to convene a task force to examine and provide recommendations on establishing credit equivalencies. In November 1994, the task force recommended unanimously that the state board of education maintain the definition of five quarter or three semester college credits as equivalent to one high school credit. Therefore, the legislature intends to adopt the recommendations of the task force." [1997 c 222 § 1.]

Findings -- Part headings -- Severability -- 1992 c 141: See notes following RCW 28A.410.040.

Finding -- Severability -- 1990 1st ex.s. c 9: See notes following RCW 28A.225.220.

Severability -- 1984 c 278: See note following RCW 28A.320.220.

WASHINGTON ADMINISTRATIVE CODES

Chapter 392-169 WAC

SPECIAL SERVICE PROGRAMS RUNNING START PROGRAM

Last Update: 4/14/95

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WAC 392-169-005 Authority. The authority for this chapter is RCW 28A.600.390, which authorizes the superintendent of public instruction, the state board for community and technical colleges, and the higher education coordinating board to jointly develop and adopt rules governing RCW 28A.600.300 through 28A.600.380, and 28A.150.260 and 28A.150.290 which authorize the superintendent of public instruction to adopt rules governing basic education allocation moneys. The rules set forth in this chapter have been jointly developed and agreed upon by the three agencies, and adopted and codified in separate chapters of the Washington Administrative Code by each of the three agencies. The rules may be modified only by agreement of all three agencies.

WAC 392-169-010 Purpose. The purpose of this chapter is to set forth policies and procedures governing the running start program.

DEFINITION OF TERMS

WAC 392-169-015 Running start program -- Definition. As used in this chapter, the terms "running start" and "running start program" mean the part-time to full-time equivalent enrollment under this chapter of eligible eleventh and twelfth grade high school students in an institution of higher education for the purpose of earning at least high school credit to be awarded by a school district, and such additional college level or university level credit as may be awarded by the institution of higher education.

WAC 392-169-020 Eligible student -- Definition. As used in this chapter, the term "eligible student" means any person, including a person who is otherwise attending a private school or receiving home-based instruction, who meets each of the following conditions:

(1) The person is under the age of twenty-one years of age as of September 1 of the school year.

(2) The person is eligible by reason of his or her residence or other criterion established by law to enroll in the school district through which the person seeks to obtain the award of running start program high school credit. See RCW 28A.225.160 (residents of a school district), RCW 28A.225.170 (residents of the United States and Indian Reservations), RCW 28A.225.210 (residents of "nonhigh" school districts), and RCW 28A.225.220 ("choice" students). Note: A running start student who changes his or her school district of residence, following enrollment in running start, solely for the purpose of attending an institution of higher education under this chapter shall be deemed to have retained his or her residence in the school district of initial running start enrollment for high school graduation, funding and other purposes under this chapter.

(3) The person is eligible under the grade placement policies of the school district through which the person seeks to obtain running start program high school credit to be in the eleventh or the twelfth grade.

(4) The person has not as of the beginning of the school year earned the credits required for the award of a high school diploma by the school district through which the person seeks to obtain the award of running start program high school credit.

(5) The person has not as of the beginning of the school year received a high school diploma or its equivalent. Note: A general education development certificate is not considered to be the equivalent of a high school diploma for purposes of this subsection.

(6) The person's running start program enrollment to date is below the applicable eleventh or twelfth grade running start enrollment limitations established under WAC [392-169-055](#).

WAC 392-169-022 Running start student -- Definition. For the purposes of this chapter and chapter [392-121](#) WAC, the term "running start student" means an eligible student:

(1) Who is enrolled in the running start program in accordance with this chapter;

(2) Whose enrollment has not been suspended or terminated by withdrawal, transfer, suspension or expulsion; and

(3) Who has participated in one or more instructional activities conducted by college or university staff (e.g., classroom or laboratory instruction, course work testing, post enrollment/registration academic counseling, and similar other instructional activities) on at least one college or university day during the current quarter or semester since the last enrollment count date.

WAC 392-169-023 College or university day -- Definition. For the purposes of this chapter, the term "college or university day" means a day on which running start students are afforded the opportunity to be engaged in instructional activity which is planned and conducted by or under the supervision of college or university instructional staff, and on which day all or any portion of the enrolled running start students actually participate in such instructional activity.

WAC 392-169-025 Full-time equivalent (FTE) running start enrollment -- Definition. For the purposes of this chapter and chapter [392-121](#) WAC, "full-time equivalent (FTE) running start enrollment" (i.e., college or university enrollment) means the FTE of running start students on an enrollment count date when each student's FTE is determined subject to the limitations of WAC [392-169-022](#), [392-169-055](#) and [392-169-115](#) as follows:

(1) For college or university courses denominated in quarter credits, the quotient of an eligible student's quarter credits of running start enrollment divided by fifteen.

(2) For college or university courses denominated in semester credits, the quotient of an eligible student's semester credits of running start enrollment divided by fifteen.

(3) For college or university courses not denominated in quarter or semester credits, the quotient of an eligible student's average hours of running start enrollment per week divided by twenty-five. Hours of enrollment shall be determined pursuant to WAC [392-121-106](#) through [392-121-183](#).

(4) The sum of the results of running start enrollment under subsections (1), (2) and (3) of this section shall not exceed 1.00 FTE per student on any count day or in any school year.

WAC 392-169-030 Annual average full-time equivalent (AAFTE) running start enrollment -- Definition. For purposes of this chapter and chapter [392-121](#) WAC, "annual average full-time equivalent (AAFTE) running start enrollment" means the sum of the AAFTE of all running start students for a school year when each running start student's AAFTE equals the sum of the student's running start FTE enrollment on the nine running start count dates divided by nine

WAC 392-169-033 Institution of higher education -- Definition. As used in this chapter, the term "institution of higher education" means:

- (1) A Washington community college established under chapter 28B.50 RCW;
- (2) A Washington technical college established under chapter 28B.50 RCW;
- (3) Central Washington University, Eastern Washington University and Washington State University if:
 - (a) The university has decided to participate in the running start program; and
 - (b) The board of directors of the school district through which an eligible student seeks to obtain running start program high school credit has decided to participate in the universities' running start program.

WAC 392-169-040 School district -- Definition. As used in this chapter, the term "school district" means a Washington public school district established under Title 28A RCW.

ENROLLMENT RIGHTS, REQUIREMENTS AND LIMITATIONS

WAC 392-169-045 Enrollment -- General requirements and conditions. The enrollment of an eligible student in the running start program shall be governed as follows:

- (1) An eligible student is responsible for applying for and pursuing admission to an institution of higher education on or before the deadline for enrollment established by the college or university.
- (2) It shall not be necessary for an eligible student to obtain a release of attendance from his or her resident school district in order for the student to enroll in an institution of higher education.
- (3) An eligible student is entitled to enroll in an institution of higher education for running start program purposes subject to each of the following conditions and limitations:
 - (a) Enrollment is limited to college and university level courses.
 - (b) Prior confirmation pursuant to WAC 392-169-050 by the school district through which the student seeks to obtain the award of running start program high school credit of the amount of high school credit to be awarded on or before the deadline for enrollment established by the institution of higher education.
 - (c) Acceptance of the student by the institution of higher education subject to generally applicable admission and enrollment requirements and limitations established by the institution, including a determination that the student is competent to profit from the college or university level course(s) the student seeks to enroll in: Provided, That a technical college shall not deny admission or continued attendance to a person under twenty-two years of age with a disability based upon impaired competency or the creation of a disruptive atmosphere associated with the person's disability.
 - (d) The limitations upon the duration and extent of institution of higher education course enrollment set forth in WAC 392-169-055 and 392-169-057

WAC 392-169-050 Enrollment -- High school credit -- Prior confirmation. As a condition to an eligible student's enrollment in college or university courses under this chapter, the eligibility of the courses which the student intends to take for the award of high school credit and the amount of such credit shall first be established, as follows:

(1) The student shall notify the school district through which the student seeks to obtain the award of running start program high school credit of the specific college or university courses he or she intends to take and shall request confirmation of the amount of high school credit that will be awarded upon successful completion of the courses.

(2) The school district shall establish on a course by course basis the amount of high school required or elective credit, or combination thereof, that shall be awarded for each college or university course successfully completed by the student based upon the conversion rate set forth in WAC 180-51-050.

(3) If a college or university course is not comparable to a school district course required for high school graduation, the school district superintendent shall determine the amount of required high school credit which shall be awarded following consultation with a representative of the institution of higher education designated for that purpose. The difference between the amount of required credit and the amount of credit earned at the conversion rate set forth in WAC 180-51-050 shall be awarded as elective credit.

(4) Within twenty school district business days of a student's request for confirmation of credit the school district superintendent or other designated school district representative shall confirm in writing the amount of high school required or elective credit, or combination thereof, which shall be awarded upon successful completion of the courses.

WAC 392-169-055 Enrollment -- Extent and duration of running start enrollment. Running start program enrollment under this chapter is limited as follows (and as may be further limited for academic reasons under WAC 392-169-057):

(1) An eligible student who enrolls in grade eleven may enroll in an institution of higher education while in the eleventh grade for no more than the course work equivalent to one academic year of enrollment as an annual average full-time equivalent running start student (i.e., three college or university quarters as a full-time equivalent college or university student, or two semesters as a full-time equivalent college or university student or nine months as a full-time equivalent technical college student).

(2) An eligible student who enrolls in grade twelve may enroll in an institution of higher education while in the twelfth grade for no more than the course work equivalent to one academic year of enrollment as an annual average full-time equivalent running start student (i.e., three college or university quarters as a full-time equivalent community college or university student, or two semesters as a full-time equivalent college or university student and nine months as a full-time technical college student).

(3) Enrollment in an institution of higher education is limited to the fall, winter and spring quarters, and the fall and spring semesters.

(4) As a general rule a student's eligibility for running start program enrollment terminates at the end of the student's twelfth grade regular academic year, notwithstanding the student's failure to have enrolled in an institution of higher education to the full extent permitted by subsections (1) and (2) of this section: Provided, That a student who has failed to meet high school graduation requirements as of the end of the student's twelfth grade regular academic year (September-June) due to the student's absence, the student's failure of one or more courses, or another similar reason may continue running start program enrollment for the sole and exclusive purpose of completing the particular course or courses required to meet high school graduation requirements, subject to the enrollment limitation established by subsection (2) of this section.

WAC 392-169-057 Enrollment -- Extent of combined high school and running start enrollment.

Concurrent or combined regular high school program and running start program enrollment by a student may exceed the equivalent of full-time enrollment as follows:

(1) An eligible student's concurrent enrollment in both the regular high school program, and in running start or an institution of higher education under this chapter, may exceed the equivalent of full-time enrollment: Provided, That a designated school district representative and a designated college or university representative may jointly limit a student's concurrent high school and institution of higher education enrollment, but not to less than the equivalent of full-time enrollment, for bona fide academic reasons based upon a joint evaluation of the student's capabilities and the total course work the student seeks to enroll in.

(2) For purposes of limiting a student's combined regular high school and running start program enrollment for bona fide academic reasons under subsection (1) of this section thirty hours per week shall constitute full-time high school or technical college enrollment, and fifteen quarter credit hours or fifteen semester hours shall constitute full-time college or university enrollment. Thus, for example, a student enrolled in the regular high school program for ten hours per week (one-third FTE) and in a college for ten quarter credit hours (two-thirds FTE) is enrolled the equivalent of full-time.

WAC 392-169-060 Enrollment -- Exception from tuition and fees. A running start student shall not be required by an institution of higher education to pay any tuition or other fee as a condition to the student's full participation in running start college or university course work and related activities, or as a condition to the award of credit therefor: Provided, That requiring a running start student to provide and pay for consumable supplies, textbooks, and other materials to be retained by the student does not constitute the assessment of tuition or a fee for purposes of this section: Provided further, That this limitation on the assessment of tuition and fees does not apply to a student's enrollment above and beyond running start program enrollment limitations under this chapter (i.e., college and university enrollment in excess of one FTE and college and university summer enrollment may be conditioned upon the payment of regular tuition and fees).

WAC 392-169-065 Enrollment -- Continuing eligibility. Once an eligible student has been enrolled in one or more running start or institution of higher education courses under this chapter, the student shall not be displaced by another student: Provided, That a student's continued enrollment in a course or program and enrollment in other courses or programs shall be subject to generally applicable enrollment requirements and limitations established by the institution of higher education: Provided further, That a technical college shall not deny continued attendance to a person under twenty-two years of age with a disability based upon impaired competency or the creation of a disruptive atmosphere associated with the person's disability.

MISCELLANEOUS REQUIREMENTS

WAC 392-169-070 Annual notice to students and parents. Each school district shall annually provide general information respecting the running start program to all tenth and eleventh grade students of the school district and their parents or guardians.

WAC 392-169-075 Academic standards and discipline -- Jurisdiction of educational agencies. Each school district and institution of higher education shall independently have and exercise exclusive jurisdiction over academic and discipline matters involving a student's enrollment and participation in courses of, and the receipt of services and benefits from, the school district or the institution of higher education.

WAC 392-169-080 Compliance with federal and state requirements of law -- Special education program requirements -- Necessary cooperative agreements. As a general rule, a school district and an institution of higher education are independently responsible for assuring compliance with federal and state requirements of law which are applicable to the provision of services and benefits by the school district or the institution of higher education under this chapter. If, however, the individualized education program of a

special education student established under chapter 392-171 WAC provides for running start enrollment in an institution of higher education, the school district which established the individualized education program shall also be responsible for assuring compliance with chapter 392-171 WAC in connection with the student's running start enrollment in the institution of higher education. School districts and institutions of higher education shall enter into cooperative agreements as necessary to assure compliance with their respective duties under federal and state law, including agreements which substantiate a school district's claim to necessary federal and state funding.

WAC 392-169-085 High school credit -- Award by school districts. Upon confirmation by an institution of higher education of a student's successful completion of running start program courses under this chapter, the school district shall record on the student's secondary school records and transcript the high school credit previously confirmed under WAC 392-169-050 together with a notation that the courses were taken at an institution of higher education.

FINANCIAL REPORTS, CLAIMS AND PAYMENTS

WAC 392-169-090 Finance -- Generation and apportionment of state basic education moneys. (1) Each running start student shall generate state running start basic education moneys based upon the student's enrollment under this chapter in institution of higher education courses or programs in accordance with the definitions of FTE and AAFTE students set forth in WAC 392-169-025 and 392-169-030, the enrollment and enrollment count limitations set forth in WAC 392-169-055 and 392-169-115, rules of the superintendent of public instruction set forth in Title 392 WAC which supplement and do not conflict with this chapter, and the Biennial Operating Appropriations Act.

(2) The superintendent of public instruction shall apportion running start basic education moneys to school districts reporting running start enrollments based upon AAFTE nonvocational and vocational running start enrollments and uniform statewide rates for nonvocational and vocational students as determined pursuant to WAC 392-169-095.

(3) School districts may retain and expend for running start program counseling or other school district purposes up to seven percent of the running start basic education moneys apportioned by the superintendent of public instruction.

(4) School districts shall apportion each institution of higher education's share of running start basic education moneys received under this chapter to each institution on at least a modified quarterly basis on or before December 31, March 31, June 30, and August 31 each school year.

WAC 392-169-095 Determination of uniform statewide rates for nonvocational and vocational students. Prior to September 1 of each school year, the superintendent of public instruction shall calculate estimated uniform statewide rates for allocating state basic education moneys for nonvocational and vocational running start student enrollment in consultation with state board for community and technical college staff. Calculations shall be based on assumptions used in the state Operating Appropriations Act for the school year. Rates shall equal the estimated average basic education formula generated amount per nonvocational and vocational AAFTE ninth through twelfth grade student for the school year excluding enhancements provided for small schools.

WAC 392-169-100 Running start enrollment count dates. Enrollment count dates for the running start program shall be as follows:

(1) For community and technical colleges and for Central Washington University and Eastern Washington University, the first college or university day of each of the months of October through June; and

(2) For Washington State University the first university day of each of the months of September through May.

WAC 392-169-105 Finance -- Institution of higher education reporting requirements. Each institution of higher education that enrolls an eligible student under this chapter shall periodically report enrollment information as follows:

(1) Within ten calendar days of enrollment of the student, provide written notice to the student, and the school district through which the student seeks to obtain running start program high school credit of the courses and the credit hours or instructional/clock hours of enrollment.

(2) After each monthly count date the institution of higher education shall report running start student enrollments by the eighth day of the month to the school district through which the student seeks to obtain the award of running start program high school credit as is necessary for the school district to claim state running start basic education program moneys under this chapter and chapter 392-121 WAC.

(3) The monthly report shall be prepared in accordance with instructions provided by the superintendent of public instruction, and shall include, but not necessarily be limited to, the following:

(a) The total number of enrolled running start students on the count date (see the definition of a "running start student" in WAC 392-169-022);

(b) Total nonvocational running start FTE enrollment;

(c) Total vocational running start FTE enrollment; and

(d) The name of each running start student and the nonvocational and vocational running start FTE reported for the student.

WAC 392-169-110 Finance -- School district reporting requirements. Each school district through which a running start student seeks to obtain running start program high school credit shall make all reports to the superintendent of public instruction in accordance with this chapter and chapter 392-121 WAC as are necessary to substantiate the district's entitlement to the receipt of moneys based upon the student's institution of higher education enrollment under this chapter. Running start students shall be so reported as full-time equivalent vocational and nonvocational students, or fractions thereof, in accordance with the definition of full-time equivalent students set forth in WAC 392-169-025.

WAC 392-169-115 Finance -- Limitations on enrollment counts. No running start student enrolled in one or more institutions of higher education reported under WAC 392-169-105 and 392-169-110 shall exceed one full-time equivalent running start student on any enrollment count date or more than one annual average full-time equivalent student in any school year.

WAC 392-169-120 Finance -- Documentation requirements. School districts and institutions of higher education shall maintain documentation supporting running start student enrollment and state funding claims, including the following:

(1) Institution of higher education documentation shall show each student's college or university enrollment status on each enrollment count date and evidence of the student's participation in college or university instructional activities conducted by college or university staff on at least one college or university day since the last enrollment count date. See WAC 392-169-022(3) for a description of required "instructional activities."

(2) School district documentation shall show each student's school district enrollment status on each enrollment count date and evidence that the student is earning high school graduation credit for running start enrollment reported for state funding.

ALTERNATIVE CONTRACTUAL ARRANGEMENTS

WAC 392-169-125 Current and future institution of higher education enrollment alternatives not affected. This chapter shall not affect the alternative enrollment, and arrangements, therefor, of a secondary student in an institution of higher education pursuant to a contractual agreement entered into pursuant to RCW 28B.50.530 (interschool district/college district cooperative programs) or chapter 39.34 RCW (the Interlocal Cooperation Act). See WAC 392-121-183 (Contracting with a higher education institution).

GENERAL PROVISIONS

WAC 392-121-107 Definition -- Course of study. As used in this chapter, "course of study" means those activities for which students enrolled pursuant to chapters 180-16, 180-50, 180-51, 392-169 and 392-134 WAC may be counted as enrolled students for the purpose of full-time equivalent student enrollment counts.

(1) Course of study includes:

(a) Instruction - teaching/learning experiences conducted by school district staff as directed by the administration and the board of directors of the school district, inclusive of intermissions for class changes, recess and teacher/parent-guardian conferences that are planned and scheduled by the district for the purpose of discussing students' educational needs or progress, and exclusive of time for meals.

(b) Alternative learning experience - alternative learning experience provided by the school district in conformance with WAC 392-121-182.

(c) Instruction provided by a contractor - instruction provided by a contractor in conformance with WAC 392-121-188.

(d) National guard - participation in a national guard high school career training program for which credit is being given toward either required or elective high school credits pursuant to RCW 28A.305.170 and WAC 180-50-320. Such participation may be counted as a course of study only by the school district which the individual last attended.

(e) Ancillary service - any cocurricular service or activity, any health care service or activity, and any other services or activities, for or in which enrolled students are served by appropriate school district staff. The term shall include, but not be limited to, counseling, psychological services, testing, remedial instruction, speech and hearing therapy, health care services, and if such service is provided by the district, certificated contact time pursuant to RCW 28A.225.010 (4)(a) with students who are in a home-based instruction program. The term shall exclude all extracurricular activities and all other courses of study defined in this section. In conformance with WAC 392-134-025, school districts report the actual number of student contact hours of ancillary service for part-time, private school, and home-based students to the superintendent of public instruction.

(f) Work based learning - training provided pursuant to WAC 180-50-315 and reported as provided in WAC 392-121-124.

(g) Running start - attendance at an institution of higher education pursuant to RCW 28A.600.300 through 28A.600.400, chapter 392-169 WAC.

(h) Transition school - participation in the University of Washington's transition school and early entrance program pursuant to RCW 28A.185.040, and chapter 392-120 WAC. Such participation shall be reported by the University of Washington and shall not be reported by a school district.

(i) Technical college direct funding - enrollment at a technical college pursuant to RCW 28A.150.275 and WAC 392-121-187. Such participation shall be reported by the technical college and shall not be reported by a school district unless the technical college and the school district agree to have the school district report such enrollment.

(2) Course of study does not include:

- (a)** Home-based instruction pursuant to RCW 28A.225.010(4): Education programs provided by a parent which do not meet the requirements of WAC 392-121-182 cannot be claimed for state funding;
- (b)** Private school instruction pursuant to chapter 28A.195 RCW;
- (c)** Adult education as defined in RCW 28B.50.030(12);
- (d)** Instruction provided to students who do not reside in Washington state (RCW 28A.225.260);
- (e)** Enrollment in state institutions, i.e., state operated group homes, county juvenile detention centers, state institutions for juvenile delinquents, and state residential habilitation centers;
- (f)** Instruction preparing a student for the general education development (GED) test if such instruction generates state or federal moneys for adult education;
- (g)** Enrollment in education centers except as provided under contract with a school district pursuant to RCW 28A.150.305 and WAC 392-121-188;
- (h)** Enrollment in the Washington state school for the deaf and the Washington state school for the blind;
- (i)** Extracurricular activities including but not limited to before and after school activities such as classes, sports and other activities offered outside the regular curriculum or for which credit is not earned; or
- (j)** Attendance at universities, colleges, community colleges, or technical colleges of students not earning high school credit.

[Statutory Authority: 1997 c 265 § 6 and RCW 28A.150.290, 99-08-008 (Order 99-01), § 392-121-107, filed 3/25/99, effective 4/25/99. Statutory Authority: RCW 28A.150.290, 97-22-013 (Order 97-06), § 392-121-107, filed 10/27/97, effective 11/27/97; 95-18-097, § 392-121-107, filed 9/6/95, effective 10/7/95; 95-01-013, § 392-121-107, filed 12/8/94, effective 1/8/95. Statutory Authority: 1990 c 33, 90-16-002 (Order 18), § 392-121-107, filed 7/19/90, effective 8/19/90. Statutory Authority: RCW 28A.41.055 and 28A.41.170, 88-03-013 (Order 88-8), § 392-121-107, filed 1/11/88.]

ENROLLMENT

WAC 392-121-122 Definition -- Full-time equivalent student. As used in this chapter, "full-time equivalent student" means each enrolled student in the school district as of one of the enrollment count dates for at least the minimum number of hours set forth in subsection (1) of this section, inclusive of class periods and normal class change passing time, but exclusive of noon intermissions: Provided, That each hour counted shall contain at least 50 minutes of instruction or supervised study provided by appropriate instructional staff. The purpose of recognizing "50 minute hours" is to provide flexibility to school districts which utilize block periods of instruction so long as students are ultimately under the jurisdiction of school staff for the equivalent of 60 minute hours: Provided further, That the hours set forth below shall be construed as annual average hours for the purposes of compliance with this chapter.

(1) The minimum hours for each grade are as follows:

(a) Kindergarten (full-day): 20 hours each week, or 4 hours (240 minutes) for 90 scheduled school days;

(b) Kindergarten (half-day): 10 hours each week, or 2 hours (120 minutes) each scheduled school day;

(c) Primary (grades 1 through 3): 20 hours each week, or 4 hours (240 minutes) each scheduled school day;

(d) Elementary (grades 4 through 6): 25 hours each week, or 5 hours (300 minutes) each scheduled school day;

(e) Secondary (grades 7 through 12): 25 hours each week, or 5 hours (300 minutes) each scheduled school day.

(2) A student enrolled for less than the minimum hours shown in subsection (1) of this section shall be counted as a partial full-time equivalent student equal to the student's hours of enrollment divided by the minimum hours for the student's grade level set forth in subsection (1) of this section.

(3) The full-time equivalent of a student's running start enrollment pursuant to RCW 28A.600.300 through 28A.600.400 shall be determined pursuant to chapter 392-169 WAC. If a running start student is enrolled both in high school courses provided by the school district and in running start courses provided by the college, the high school full-time equivalent and the running start full-time equivalent shall be determined separately.

(4) The full-time equivalent of University of Washington transition school students shall be determined pursuant to chapter 392-120 WAC.

(5) The full-time equivalent of a student's alternative learning experience shall be determined pursuant to WAC 392-121-182.

[Statutory Authority: RCW 28A.150.290. 97-22-013 (Order 97-06), § 392-121-122, filed 10/27/97, effective 11/27/97; 95-01-013, § 392-121-122, filed 12/8/94, effective 1/8/95. Statutory Authority: RCW 28A.41.055 and 28A.41.170. 88-03-013 (Order 88-8), § 392-121-122, filed 1/11/88.]

WAC 392-121-123 Nonstandard school year programs. Notwithstanding the count dates in WAC 392-121-122, a student who is participating in a course of study, other than running start and transition school, on a tuition-free basis and who has not been counted as a full-time equivalent student for all of the first nine months of the school year may be counted in any of the last three months of the school year as long as enrollment counts for such student do not exceed the limitation on enrollment counts set forth in WAC 392-121-136.

[Statutory Authority: RCW 28A.150.290. 95-01-013, § 392-121-123, filed 12/8/94, effective 1/8/95. Statutory Authority: RCW 28A.41.055 and 28A.41.170. 88-03-013 (Order 88-8), § 392-121-123, filed 1/11/88.]

WAC 392-121-136 Limitation on enrollment counts. Enrollment counts pursuant to WAC 392-121-106 through 392-121-133 are subject to the following limitations:

(1) Except as provided in (a) and (b) of this subsection, no student, including a student enrolled in more than one school district, shall be counted as more than one full-time equivalent student on any count date or more than one annual average full-time equivalent student in any school year.

(a) School districts operating approved vocational skills center programs during the summer vacation months may claim additional full-time equivalent students based upon actual enrollment in such vocational skills centers on the first school day of July of each year. Each district operating an approved vocational skills center program shall be entitled to claim one annual average full-time equivalent student for each 900 hours of planned student enrollment for the summer term based upon the July enrollment data.

(b) Enrollment count limitations apply separately to a student's running start and high school enrollments.

(2) Running start enrollment counts are limited as provided in chapter 392-169 WAC and specifically as provided in WAC 392-169-060.

(3) The full-time equivalent reported for a five year old preschool student with a disability is limited as provided in WAC 392-121-137.

(4) No kindergarten student, including a student enrolled in more than one school district, shall be counted as more than one-half of an annual average full-time equivalent student in any school year.

(5) A student reported as full-time on Form SPI E-672 pursuant to WAC 392-122-275 for institutional education funding shall not be reported by a school district for basic education funding on that enrollment count date.

(6) A student reported as part-time on Form SPI E-672 shall not be reported by a school district for more than part-time basic education funding on that enrollment count date and the total enrollment reported by one or more school districts for basic education and on Form SPI E-672 must not exceed one full-time equivalent.

WAC 392-121-184 Running start program requirements. The provisions of this chapter shall govern the substantiation of claims for running start program basic education allocation moneys to the extent the provisions of this chapter supplement and do not conflict with the provisions of chapter 392-169 WAC.

[Statutory Authority: RCW 28A.150.290, 95-01-013, § 392-121-184, filed 12/8/94, effective 1/8/95. Statutory Authority: RCW 28A.600.390, 91-08-038 (Order 91-07), § 392-121-184, filed 3/29/91, effective 4/29/91.]

WAC 180-51-050 High school credit -- Definition. As used in this chapter the term "high school credit" shall mean:

(1) Grades nine through twelve or the equivalent of a four-year high school program, and grades seven and eight under the provisions of RCW 28A.230.090 (4) and (5):

(a) One hundred fifty hours of planned instructional activities approved by the district; or

(b) Satisfactory demonstration by a student of clearly identified competencies established pursuant to a process defined in written district policy. Districts are strongly advised to confirm with the higher education coordinating board that the award of competency-based high school credit meets the minimum college core admissions standards set by the higher education coordinating board for admission into a public, baccalaureate institution.

(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal 1.0 high school credit: Provided, That for the purpose of this subsection, "college and

university course work" means course work that generally is designated 100 level or above by the college or university.

(3) Community college high school completion program - Diploma awarded by community college. Five quarter or three semester hours of community college high school completion course work shall equal 1.0 high school credit: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(4) Community college high school completion program - Diploma awarded by school district. A minimum of .5 and a maximum of 1.0 high school credit may be awarded for every five quarter or three semester hours of community college high school completion course work: Provided, That for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(5) Each high school district board of directors shall adopt a written policy for determining the awarding of equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

(7) A student must first obtain a written release from their school district to enroll in a high school completion program under subsection (3) of this section if the student has not reached age eighteen or whose class has not graduated.

(8) The state board of education shall notify the state board for community and technical colleges and the higher education coordinating board of any school or school district that awards high school credit as authorized under subsection (1)(b) of this section.

[Statutory Authority: Chapter 28A.230 RCW and RCW 28B.50.915. 04-20-093, § 180-51-050, filed 10/5/04, effective 11/5/04. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130 (6). 04-04-093, § 180-51-050, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.230.090. 00-23-032, § 180-51-050, filed 11/8/00, effective 12/9/00; 99-10-093, § 180-51-050, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.230.090 and 28A.305.130. 97-08-020, § 180-51-050, filed 3/25/97, effective 4/25/97; 96-09-027, § 180-51-050, filed 4/9/96, effective 5/10/96. Statutory Authority: RCW 28A.230.090, 28A.305.130 and 1994 c 222. 95-16-063, § 180-51-050, filed 7/27/95, effective 8/27/95. Statutory Authority: RCW 28A.230.090(1) and 28A.305.130 (8) and (9). 94-13-017, § 180-51-050, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW 28A.230.090. 94-03-100 (Order 1-94), § 180-51-050, filed 1/19/94, effective 9/1/94. Statutory Authority: RCW 28A.05.060. 85-12-041 (Order 12-85), § 180-51-050, filed 6/5/85. Statutory Authority: Chapter 28A.05 RCW. 84-11-049 (Order 7-84), § 180-51-050, filed 5/17/84.]



Progress Report

MEMORANDUM

DATE: September 2005

TO: Interested Parties

FROM: Office of the Attorney General (AGO)
Office of Superintendent of Public Instruction (OSPI)
State Board for Community and Technical Colleges (SBCTC)
Higher Education Coordinating Board (HECB)
State Board of Education (SBE)

SUBJECT: Running Start Program — Questions and Answers

The Running Start Program was initiated by the Legislature as a component of the 1990 parent and student “Choice” Act (Chapter 9, Laws of 1990, 1st Ex. Sess.). It is intended to provide students a program option consisting of attendance at certain institutions of higher education and the simultaneous earning of high school and college/university credit.

Eleventh and twelfth grade students have a right granted by the Legislature to participate in Running Start at public expense. The exercise of that right is subject only to minimal eligibility and procedural requirements, which are spelled out, in state administrative rules.

This document is the 2005 updated version of the “brochure” first printed in April 1997. The answers have been developed in collaboration with a variety of K-12 and higher education representatives and the Office of the Attorney General. The answers reflect how schools, school districts, and higher education institutions need to implement or administer various elements of Running Start in order to be in compliance with state statutes. There are a total of 59 questions distributed among the following categories:

| | | | |
|---|---|--------------|------------|
| ➤ | Running Start Eligibility | 23 questions | (p. 35-38) |
| ➤ | Homeschool/private school students | 3 questions | (p.38) |
| ➤ | Graduation Requirements | 2 questions | (p. 39) |
| ➤ | Transcript Information | 5 questions | (p. 40) |
| ➤ | Student Activities | 2 questions | (p. 41) |
| ➤ | Credit | 8 questions | (p. 42-44) |
| ➤ | Fees | 4 questions | (p. 45) |
| ➤ | Parental Rights and Responsibilities | 2 questions | (p. 46) |
| ➤ | Foreign Exchange/International Students | 1 question | (p. 46) |
| ➤ | Other | 7 questions | (p. 47) |

The applicable statutes are RCW 28A.600.300 through 28A.600.380, RCW 28A.150.260, and RCW 28A.150.290 (see Appendix A).

The applicable implementing rules are found in Chapter 392-169 WAC (OSPI rules) (see Appendix B).

RUNNING START PROGRAM

Questions and Answers

September 2005

- Office of the Attorney General (AGO)
- Office of the Superintendent of Public Instruction (OSPI)
- State Board for Community and Technical Colleges (SBCTC)
- Higher Education Coordinating Board (HECB)
- State Board of Education (SBE)

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QUESTIONS & ANSWERS

Eligibility

- Q-1. May a school district condition a student's eligibility for enrollment of a student in the Running Start Program upon a determination by school district personnel that the student is academically qualified to take college or university course work?**
- A. No. The determination of whether or not a student is competent to profit from college or university course work is within the jurisdiction and authority of the college or university to make.
- Q-2. May a school district condition a student's eligibility for enrollment in the Running Start Program upon the maintenance of a particular grade point average?**
- A. No. The eligibility requirements for participation in the Running Start Program are set forth in statute and rule to the exclusion of any GPA requirement. Nothing in statute or rule implies any authority for school districts to impose additional requirements or conditions upon a student who meets the minimum requirements imposed by law.
- Q-3. May a second year senior enroll in the Running Start Program? (WAC 392-169-055)**
- A. A second year senior is generally understood as being a student who has failed to meet high-school graduation requirements as of the end of the student's 12th grade academic year. A second year senior may enroll in the Running Start Program, but may enroll only for those specific courses needed to graduate from high school.
- Q-4. May a high school deny Running Start participation to students under the age of 21?**
- A. No, not if the student meets eligibility requirements.
- Q-5. How is junior/senior standing determined?**
- A. It is the responsibility of the common school district to establish junior/senior standing. Any criteria used to establish grade placement must be applied uniformly to all students.
- Q-6. Are Running Start students subject to the compulsory attendance laws?**
- A. Yes, Running Start students are subject to the compulsory attendance law, as set out in RCW 28A.225.010.
- Q-7. May a student expelled from high school for a serious offense enroll in Running Start?**
- A. Yes, if an institution of higher education is willing to enroll the student. The high school and the higher education institution handle violations of their respective student conduct rules separately. That is to say, a student could be expelled by a high school for a violation of school district rules and continue to participate in college classes. The reverse is also true.

- Q-8. If a currently enrolled Running Start student moves out of the high school district, can the student continue Running Start through the original district?**
- A. Yes. A Running Start student who changes his or her school district of residence, following enrollment in Running Start, solely for the purpose of attending an institution of higher education, shall be deemed to have retained his or her residence in the school district of initial Running Start enrollment for high school graduation, funding, and other purposes under the Running Start Program.
- Q-9. May a district require that a student attend the high school for the purpose of completing a culminating requirements project?**
- A. Yes, if the project is required for high school graduation and the requirement cannot be met otherwise. See the answer to Q-27 below.
- Q-10. Do Running Start students need to meet the new graduation requirements including the cumulating project and high school plus education plan?**
- A. Yes, otherwise the student does not qualify for a high school diploma. Running Start does not exempt students from meeting graduation requirements.
- Q-11. May a Running Start student be enrolled full-time at the college or university and also enroll in classes at the high school?**
- A. Yes. A student may be counted up to two FTEs between the high school and the college or university with a maximum of one FTE at each institution. This change was to accommodate the student who was jointly enrolled for a total of 1.2 or 1.3 FTEs, for example. This requires very close counseling and agreement by representatives of both institutions. The student is reported on the high school's enrollment report, as well as the enrollment report at the college or university.
- Q-12. May Running Start students be excused from the statewide testing required by OSPI because the testing conflicts with college classes?**
- A. Generally speaking, no. Arrangements should be made at the college to accommodate the student who is taking the high school test required by the state.
- Q-13. If a Running Start student withdraws from the college, can the high school prohibit the student from returning to the high school?**
- A. No. It is the duty of the high school to provide an education for students residing in the district.
- Q-14. How do potential Running Start students learn about the program?**
- A. The school district is required to inform all 10th and 11th graders and their parents/ guardians about the program.
- Q-15. Who determines which college or technical school the students will attend?**
- A. The student and their parents. Normally the student will attend the institution closest to their high school district.

Q-16. Is a school district required to provide transportation to a student with disabilities who wants to take classes through Running Start?

A. A school district would be responsible for necessary transportation of a Running Start student to and from college if the student's Individualized Education Plan (IEP) provides for Running Start enrollment in an institution of higher education.

Q-17. Can a school district deny a student from applying for Running Start enrollment if the student does not want a diploma from the district or the high school?

A. No. If the student meets all eligibility requirements, the school district cannot keep a student from participating. However, a student who is not attempting to make progress toward graduation requirements would not be eligible beyond the regular 12th grade school year (second year senior eligibility). See Q-3, above.____

Q-18. Is there any legal authority that allows a community college to limit the proportion of Running Start students in any individual class?

A. A policy placing a blanket restriction on Running Start enrollment to a fixed percentage of any class is unlikely to fit within authorized community or technical college enrollment restrictions. The burden would be on the college to establish a sufficient rationale for any policy adopted to limit Running Start enrollment. Any such policy: 1) must be generally applicable; and 2) must be related to: physical facility limitations, or operating funds limitations, or academically efficient class size, or a student's ability to benefit from a particular class, course or program.

Q-19. Can a school district impose a registration deadline for Running Start?

A. No. However, the college can impose a registration deadline. It is recommended that the high schools and colleges work together to define a mutually agreeable deadline for registration.

Q-20. Can high schools limit registration times so that students have restricted periods during which they can declare their intent to do Running Start (to accommodate the district's review of the proposed course for high school credit) OR since campuses have rolling admissions (and open admission for some courses) are districts required to accommodate the campus schedule?

No, high schools may not limit registration times. However, the college can impose a registration deadline. It is recommended that the high schools and colleges work together to define a mutually agreeable deadline for registration. High schools may establish a schedule for reviewing course equivalencies. Schedules must include enough flexibility to not impeded students' Running Start participation.

Q -21. Can colleges ask for students' immigration and/or residency status on RS application forms?

No. Residency and immigration status are not a factor for Running Start students. Students' residency is established by their eligibility to enroll in their home high school. Colleges have been asked to remove this question from their Running Start application forms.

Q- 22. Can schools that have accepted non-resident students under the "choice" legislation send a student back to their home high school if they want to participate in RS?

School districts must have a policy establishing rational, fair, and equitable standards for acceptance and rejection of applications for nonresident attendance. If a student meets the districts criteria for acceptance, we are unable to see how participation in the Running Start program thereafter renders the student no longer acceptable. If a district were to attempt to revoke

an acceptance of a nonresident student mid-year, the student would have an appeal right to OSPI under RCW 28A.225.230 and WAC 392 137-230. Running Start participation is not among the rejection criteria for non-resident students specified in RCW 28A.225.225(3).

Q- 23. How long is a student with an IEP eligible for RS?

Running Start is intended to provide the equivalent of two academic years of eligibility for dual credit. An IEP, however, may indicate a student's need to extend the length of time required to complete his or her secondary education. It is also possible that the academic and calendar year may not coincide under the IEP. Eligibility for Running Start may continue, if appropriate to the IEP, while the student continues work toward the diploma so long as the courses being taken continue to earn credit in both the secondary and postsecondary system and the student is otherwise eligible.

QUESTIONS & ANSWERS

Homeschool/Private School Students

Q-24. What is the impact of SB 5289?

Senate Bill 5289 was passed by the 2005 legislature and resulted in the following language changes to the Running Start enabling statute:

Sec. 1 RCW 28A.600.310 and 1994 c 205 s 2 are each amended to read as follows:

Eleventh and twelfth grade students or students who have not yet received **the credits required for the** award of a high school diploma (~~(or its equivalent)~~) and are eligible to be in the eleventh or twelfth grades may apply to a participating institution of higher education to enroll in courses or programs offered by the institution of higher education. **A student receiving home-based instruction enrolling in a public high school for the sole purpose of participating in courses or programs offered by institutions of higher education shall not be counted by the school district in any required state or federal accountability reporting if the student's parents or guardians filed a declaration of intent to provide home-based instruction and the student received home-based instruction during the school year before the school year in which the student intends to participate in courses or programs offered by the institution of higher education. Students receiving home-based instruction under chapter 28A.200 RCW and students attending private schools approved under chapter 28A.195 RCW shall not be required to meet the student learning goals, obtain a certificate of academic achievement or a certificate of individual achievement to graduate from high school, or to master the essential academic learning requirements.**

The three agencies responsible for Running Start regulations will be reviewing the statutory change to determine whether the changes require any revisions to the Running Start WACs.

Q-25. May home schooled and private schooled students enroll in the Running Start Program?

- A.** Yes. If seeking dual credit, the students must enroll through the local public high school and have obtained junior or senior standing. The home school student so enrolled does not have to attend classes in the public high school in order to participate in Running Start.

Q-26. How is junior/senior standing determined for private schools and home schooled students who wish to participate in running start?

- A.** For students seeking dual credit, it is the responsibility of the common school district to establish grade placement criteria. Some schools consider age appropriateness; others review credits and prior learning. In other cases, a standardized achievement test may be used in the absence of adequate documentation of a student's home-based education.

QUESTIONS & ANSWERS

Graduation Requirements

Q-27. Can the district require "progress toward the diploma" and require that students not only earn credits, but complete the other requirements for graduation, such as portfolios and plans?

- A.** Yes. Districts are reminded that the statute prohibits them from impeding a student's participation in Running Start. Thus, they should not create procedures for those requirements that cannot be reconciled with Running Start participation. Requiring daily attendance at a portfolio class, for example, would logically hinder participation, but students should be able to accommodate a monthly meeting or class required to demonstrate evidence of progress.

Q-28. Can a student have all the credits for a diploma and still attend RS if they do not take the step of graduating?

- A.** No. This was clarified by the 2005 legislature passing Senate Bill 5289. Students who have completed all the credits needed for graduation are no longer eligible to participate in RS. It must be noted that student eligibility is determined at the beginning of each school year and does not change mid-year (WAC 392-169-020)

QUESTIONS & ANSWERS

Transcripts

- Q-29. When a student in Running Start drops a class at the college, and receives a "W" on their college transcript, should the high school post the grade as an "F" on the high school transcript?**
- A.** It must be posted as a "W" on the high school transcript.
- Q-30. If a Running Start student fails to pay his fees to a college, but otherwise completes the coursework satisfactorily, can the college withhold his grades? Can the student be prevented from graduating from high school?**
- A.** The answer to the first question lies in the applicable policy of the particular institution. The answer to the second question is no. The failure to pay college fees related to the earning of college credit via Running Start is separate from the issue of whether the student satisfactorily met the course requirements to pass and apply the earned credits toward high school graduation. The college is limited to withholding the student's grades only pertaining to issuing the student's college transcript. In the situation described above, the high school counselor and the Running Start coordinator at the college must communicate with one another in order for the high school to be apprised of the student's grade. It is possible for a student to receive high school credit, but not college credit, in the situation described.
- Q-31. Are all Running Start courses shown on the high school transcript?**
- A.** Yes. Running Start courses need to be recorded on the transcript. Beginning with 9th grade students in 2005, the standardized transcript will contain a designation of "R" for courses completed and credit earned through Running Start. See WAC 180-57-070(2)(b)(i)
- Q-32. How does the high school transcribe a grade from a college class through Running Start if the college uses a different grading scale than the high school? (e.g., the college bases a B- on a 2.6 and the high school uses 2.7). Will the student have different grades on the high school and college transcripts?**
- A.** It is possible that the respective transcripts will show different grades. However, the high school transcript needs to record the grade in compliance with WAC 180-57-050. The high school would transcribe the grade appropriate to the rules for K-12 and the college would transcribe the grade appropriate to its policy.
- Q-33. Should a school/district award dual credit to a student who successfully completes a College in the High School class?**
- A.** "Yes." If the student passes the class and earns the credits, the transcript must record the high school credit earned. The college credit that is earned is recorded on the transcript of the college the student will attend, subject to that institution's credit recognition policy.

QUESTIONS & ANSWERS

Student Activities

- Q-34. May Running Start students participate in college or university campus activities, such as student government, organizations, and clubs?**
- A.** Yes. Running start students may participate in any activities on the college/university campus, except intercollegiate sports. Running Start students may also participate in any high school activities, but may not compete in the same activity at both the high school and college level. Example: a debate student may not participate in high school and college debate teams. The students must choose one level for competition.
- Q-35. Can a school district or high school preclude a student from being eligible to be senior class valedictorian or senior class salutatorian if the student enrolls in one or more classes via Running Start?**
- A.** Such preclusion could violate equal protection principles. A 12th grade Running Start student and a 12th grade regular high school student are each entitled to participate equally in a high school graduation ceremony. A school should have criteria, other than mere status as a Running Start student, for these honors. For example, if the sole criterion for being selected were a high grade point average (GPA), a Running Start student with a high GPA would be just as eligible as a non-Running Start student with a high GPA. On the other hand, if the eligibility threshold is a high GAP, coupled with a certain level of participation in class or school activities (e.g., serving as class officer or other leadership activity), it is possible that a Running Start student would have a more difficult time qualifying.

QUESTIONS & ANSWERS

Credit

Q-36. May a high school district elect to reduce the rate of credit granted a Running Start student for five-quarter (credit) hours of college work to less than one credit?

A. No. State law has established that five-quarter (credit) hours shall equal one high school credit. School districts therefore, are required to grant one full high school credit for every five-quarter credit hours of work successfully completed by a Running Start student.

Q-37. May high school districts split the credits between required and elective courses?

A. Yes, but not on a uniform rate basis, but rather on a case by case evaluation of the extent to which a college course is the equivalent of required high school course work. An arbitrary uniform rate is squarely at odds with the course-by-course comparison and judgment required by WAC 392-169-050. It is permissible for the common school district superintendent, on an individual course basis, to split the credit for a course that is not comparable, following consultation with a college representative. The total credit awarded must still equate to the five-quarter credits equals one high school credit basis.

Q-38. May a high school restrict Running Start students from taking two like subjects in the same academic year? (example: English 101 and 102).

A. No.

Q-39. Are Running Start students allowed to take on-line and telecourse classes?

A. It depends on local School Board policy applicable to all students. If School Board policy states that credit will not be granted for Distance Ed courses and the policy applies to all students, not just Running Start students, the District can deny the credit.

Q-40. May a Running Start student "challenge" a course and have the high school pay for the credits?

A. No.

Q-41. Do credits earned in private school count toward a public high school diploma?

A. Credits earned in a private school may count toward a public high school diploma. It is up to the district and/or high school to determine if a private school student's credits satisfy the district and/or high school graduation requirements.

Q-42. May a school district or school award a diploma to a private school student who enrolls in the public district, but takes classes only through Running Start?

A. The general rule is that a district's high school graduation policy must apply equally to all students. Thus, if a public school student is enrolled in Running Start and is completing remaining graduation requirements solely via Running Start, and is otherwise eligible to be awarded a diploma, it is fundamentally no different from the private school student who does the same thing by enrolling in the district, but attending classes only through Running Start.

Q-43. How do credits earned through dual enrollment programs impact a student's financial aid eligibility?

A. Financial aid eligibility of students while in running start A student who does not have a high school diploma or a GED and who is still associated with his or her high school is not eligible for either federal or state need-based financial aid.

Financial aid eligibility of former running start students Basic eligibility for federal and state need based aid is dependent on the student and family's financial strength, not participation in running start. Having earned credits as a running start student will not affect that basic eligibility.

There are, however, certain "maximum timeframe" and class level considerations that will impact the length of time a student can continue to receive aid as well as the annual maximum award amounts for federal student loan programs.

Tip: Students with questions about the effect of running start on their student aid or scholarship packages should always check directly with the school's admissions, financial aid, and scholarship offices.

Maximum Timeframe

For federal aid, otherwise eligible students may earn up to 150 percent of the minimum number of credits necessary for a degree before jeopardizing student aid eligibility. Many schools have adopted a stricter 125 percent standard for their federal and institutional aid programs.

The maximum timeframe for the State Need Grant program is 125 percent. For all other state aid programs, the limit is based on the institution's policy.

For Example:

| Student Has 90 Credits From Running Start Accepted By the School | | | |
|---|---------------------------------------|---|--|
| Maximum Timeframe policy | Minimum Needed For a BA Degree | Maximum credits that can be earned before losing student aid eligibility is: | Remaining credits that can be earned without jeopardizing student aid is: |
| 150% | 180 | 270 | 180 |
| 125% | 180 | 225 | 135 |

Appeals of the Timeframe

Depending on the school, individual students may be allowed to appeal the limit. Appeals, if accepted, are based on each student's individual circumstances. Appeals often revolve around changes to the student's major, reconsideration of earlier remedial coursework, or unavoidable circumstances that extend the student's course of study.

Maximum Annual Federal Student Loan Amounts

The federal student loan programs permit higher awards for second and third year students than for first year students. Running start students who achieve third year status at the end of their running start program will qualify for the higher loan amounts right out of high school.

There are several federal student loan programs and various loan limits. The most common program is the federal subsidized Stafford and Direct student loan programs. For 2005-2006 maximum annual loan limits are:

| Federal Subsidized Student Loans Limits for Dependent Students | |
|---|--------------------|
| Undergraduate Class Level | Annual Loan Amount |
| First Year | \$2,625 |
| Second Year | \$3,500 |
| Third Year and Beyond | \$5,500 |

The federal loan limits may be raised for the 2006-2007 academic year.

Scholarships

Private Donor and Institutional Scholarships

Policies surrounding private scholarships rest with the donor. The awarding of institutional scholarships is controlled by each college.

It is up to each private donor or each institution to determine how running start credits impact consideration for scholarships that are reserved for freshmen.

Running start students should check with the scholarship office of the school they are transferring to for an understanding of the school's policy.

State Sponsored Scholarships

Both the Washington Scholars and Washington Award for Vocational Excellence (WAVE) accept applications from running start students. For Washington Scholars the application must come through the student's high school. For WAVE, the application may come through either the student's high school or community college.

QUESTIONS & ANSWERS

Fees

Q-44. May a high school seek reimbursement from a Running Start student for failure of a course?

A. No.

Q-45. How can colleges determine which fees RS students can be charged?

A college may not require a Running Start student to pay any tuition or fee as a condition to the student's full participation in college or university course work and related activities, or as a condition to the award of credit. A useful way of approaching a question about any particular fee is to ask whether the Running Start student can participate as fully and effectively in the educational program as other students if the Running Start student were not to receive the services/materials supported by the fee. Each fee must each be evaluated individually for its impact on course work and related activities and charged (or not) based on that determination. Fees subject to this analysis include, but are not limited to the following: Mandatory, student approved fees, such as transportation demand management fees; facility use fees; other optional use fees, such as those required for participation in student activities not directly related to the course work; fees for parking, student I.D. cards, recreation center access fees; and computer lab fees (unrelated to course work).

Students may be charged for consumable supplies, texts, or other materials to be retained by the student. If the fee can be legitimately characterized as a consumable cost and does not restrict access to the student's full participation in course work and instruction-related activities, it is likely allowable. Colleges should consult with their assigned assistant attorney general before deciding to pass any new fee along to Running Start students.

Colleges may also internally charge costs to the Running Start income received from the school district for the Running Start enrollments.

Q-46. What is the credit maximum for student tuition and when do colleges charge extra tuition for overloads taken by students?

A. With the exception of vocational program enrollments, the first credit beyond the 18 credit maximum allowed in the Running Start rules, as amended, should be charged as the first state credit at appropriate per-credit rates and the two-credit minimum would apply. For students enrolled in vocational programs, where program requirements necessitate enrollment for more than 18 credits per quarter (or five clock hours for technical colleges), the college can waive the credits above 18. Student enrollment in classes beyond program requirements should be charged at regular state rates.

Q-47. Can school districts assess a fine or fee against students for failing running start courses, or withdrawing from RS courses or never showing up for RS courses.

A. There is no basis for such a fee, particularly for academic failure. Assessing a penalty against one subset of students for failing academically is inequitable and raises an equal protection question. Under RCW 28A.225.210, each district is to admit all students residing within its borders on a tuition free basis. Under RCW 28A.600, participation in Running Start is an option open to all student who attain junior or senior status. Thus, assessing a financial penalty for poor academic performance is contrary to the tuition-free provision of basic ed services.

Regarding assessment of a fee for withdrawing or not attending RS classes, there is a general rule regarding government's imposition of fees that holds fees are collectible only when and to the extent authorized by law. There is no express authority to assess such fees. Further, the running start legislation makes it clear that schools cannot condition running start participation in any way on payment of fees.

QUESTIONS & ANSWERS

Parental Rights and Responsibilities

- Q-48. Is the parent of a Running Start student entitled to review attendance and grade information held by the college or university?**
- A.** A parent of a Running Start student is likely to be entitled to review this information. However, it depends in each case on whether the parent claims the student as a dependent for income tax purposes. Students attending postsecondary educational institutions hold the confidentiality rights in their education records. They have the right to consent prior to any disclosure of information from education records held by the postsecondary institution. However, an exception to the consent requirement allows the parents of dependent children to review their child's education records without consent of the student.
- Q-49. May Running Start students participate in field trips that are scheduled as a part of the college course?**
- A.** Yes, but written parental permission should be obtained for all field trips. If parents do not give permission, alternative options must be arranged by faculty.

QUESTIONS & ANSWERS

Foreign Exchange/International Students

- Q-50. Are foreign exchange students eligible to participate in Running Start?**
- A.** Yes, Running Start satisfies high school credit and attendance requirements. The exception is that students with an F-1 visa who are paying full tuition to attend high school are not eligible to participate.

QUESTIONS & ANSWERS

Other

- Q-51. If a student has completed graduation requirements, but has not yet graduated, and drops out of any courses being taken through Running Start, is the student considered truant? (See also Eligibility Q-9)**
- A. Technically, meeting graduation requirements with or without a diploma satisfies the compulsory attendance requirement.
- Q-52. Can a student withdraw from a class taken through Running Start without the permission of the high school or school district?**
- A. Technically, yes, but there needs to be coordination, and perhaps enrollment in high school to avoid being truant.
- Q-53. Can a high school or school district impose a sequence requirement on Running Start students?**
- A. A rational course sequence requirement could be imposed as long as it applied to all high school students.
- Q-54. Can a high school that operates a seven-period schedule convert one period to allow the offering of college courses under Running Start and still claim a full FTE amount of funding under the basic education funding formula, and can the participating college claim a full or partial FTE for students enrolled in a course through Running Start under this scenario?**
- A. The course cannot, for funding purposes, be both a basic education offering and a college course for Running Start. It is conceivable that both regular high school courses, and Running Start courses, could be offered at different times on a high school campus, and separately generate basic education allocation (BEA) and Running Start funding. However, the conduct of the courses by the high school and by a college or university should be demonstrably separate and distinct.
- Q-55. Who is responsible for covering the costs associated with ADA / section 504 accommodations for Running Start students?**
- A. The college.
- Q-56. Who is responsible for covering the costs associated with special education services that are outlined in a student's Individualized Education Plan (IEP)?**
- A. Generally, high schools are responsible for providing or paying for the services outlined in an IEP. Colleges and high schools should work together to ensure that students' needs are being met.



Funding Procedures

Running Start Reimbursement Rates FY2005-06

| | |
|--------------------------|---------|
| * Annual Academic Rate | \$4,166 |
| * Annual Vocational Rate | \$4,935 |

* Rates are prior to deduction for 7% allowable overhead retained by the high school.

1. Quarter or semester billing periods per CREDIT HOUR

(If a daily rate is needed, divide the rate below by the number of days in the quarter or semester.)

| | | Per Quarter | | Per Semester | |
|--------------|------|-------------|------------|--------------|------------|
| | | Academic | Vocational | Academic | Vocational |
| Credit hours | | | | | |
| Enrolled | FTE | \$ 1,389 | \$ 1,645 | \$ 2,083 | \$ 2,468 |
| 1 | 7% | \$ 93 | \$ 110 | \$ 139 | \$ 165 |
| 2 | 13% | \$ 185 | \$ 219 | \$ 278 | \$ 329 |
| 3 | 20% | \$ 278 | \$ 329 | \$ 417 | \$ 494 |
| 4 | 27% | \$ 370 | \$ 439 | \$ 555 | \$ 658 |
| 5 | 33% | \$ 463 | \$ 548 | \$ 694 | \$ 823 |
| 6 | 40% | \$ 556 | \$ 658 | \$ 833 | \$ 987 |
| 7 | 47% | \$ 648 | \$ 768 | \$ 972 | \$ 1,152 |
| 8 | 53% | \$ 741 | \$ 877 | \$ 1,111 | \$ 1,316 |
| 9 | 60% | \$ 833 | \$ 987 | \$ 1,250 | \$ 1,481 |
| 10 | 67% | \$ 926 | \$ 1,097 | \$ 1,389 | \$ 1,645 |
| 11 | 73% | \$ 1,019 | \$ 1,206 | \$ 1,528 | \$ 1,810 |
| 12 | 80% | \$ 1,111 | \$ 1,316 | \$ 1,666 | \$ 1,974 |
| 13 | 87% | \$ 1,204 | \$ 1,426 | \$ 1,805 | \$ 2,139 |
| 14 | 93% | \$ 1,296 | \$ 1,535 | \$ 1,944 | \$ 2,303 |
| 15 | 100% | \$ 1,389 | \$ 1,645 | \$ 2,083 | \$ 2,468 |

Note: A maximum of fifteen credit hours per quarter can be claimed for each student.

2. Quarter or semester billing periods per CLOCK HOUR

(If a daily rate is needed, divide the rate below by the number of days in the quarter or semester.)

| | | Per Quarter | | Per Semester | |
|-------------------|------|-------------|------------|--------------|------------|
| | | Academic | Vocational | Academic | Vocational |
| Daily clock hours | | | | | |
| enrolled | FTE | \$ 1,389 | \$ 1,645 | \$ 2,083 | \$ 2,468 |
| 1 | 20% | \$ 278 | \$ 329 | \$ 417 | \$ 494 |
| 2 | 40% | \$ 556 | \$ 658 | \$ 833 | \$ 987 |
| 3 | 60% | \$ 833 | \$ 987 | \$ 1,250 | \$ 1,481 |
| 4 | 80% | \$ 1,111 | \$ 1,316 | \$ 1,666 | \$ 1,974 |
| 5 | 100% | \$ 1,389 | \$ 1,645 | \$ 2,083 | \$ 2,468 |

Note: A maximum of 5 clock hours per quarter can be claimed for each student.

Each student cannot exceed 1.0 FTE in the Community & Technical College System.



SUPERINTENDENT OF PUBLIC INSTRUCTION

DR. TERRY BERGESON OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 • <http://www.k12.wa.us>

July 26, 2004

(X) Action Required
(X) Informational

MEMORANDUM NO. 52-04M SCHOOL APPORTIONMENT AND FINANCIAL SERVICES

TO: Educational Service District Superintendents
Community and Technical College Presidents
Community and Technical College Running Start Administrators
Presidents, Central Washington University, Eastern Washington University, and
Washington State University
Business and/or Financial Officers, Central Washington University, Eastern
Washington University, and Washington State University

FROM: Dr. Terry Bergeson, State Superintendent of Public Instruction

RE: Running Start Enrollment Reporting for 2004–05 School Year

PURPOSE

This memorandum provides instructions to community and technical colleges and to Central Washington University, Eastern Washington University, and Washington State University, if participating, for reporting high school students enrolled under the Running Start program (RCW 28A.600.300 through 28A.600.400). Out-of-state colleges and universities are also required to use these instructions if participating in an agreement with a Washington school district pursuant to RCW 28A.600.385. Colleges/universities use the attached Form P-223RS to report the Running Start enrollments to the school districts from which students earn high school graduation credit. The school districts report Running Start enrollments to the Office of Superintendent of Public Instruction (OSPI).

CHANGES THIS YEAR

Aside from rate changes, there are no changes from the 2003–04 school

FUNDING

The funding provided to school districts is based upon the Running Start enrollments reported to OSPI. Funding for Running Start students is provided at the rate of **\$4,033** per nonvocational annual average FTE (AAFTE) and **\$4,781** per vocational AAFTE. School districts may retain up to 7 percent of allocations to offset Running Start program-related costs. A school district may enter an agreement in which an out-of-state community college agrees to accept an amount less than the Washington State uniform rate if the community college does not charge tuition and fees to participating students. Refer to RCW 28A.600.385 for further guidance.

FORM DUE DATES

Form P-223RS is due at school districts on the 8th calendar day of each month, October through June. Exception: For Washington State University Running Start students, Form P-223RS is due at school districts on the 8th calendar day of each month, September through May. Refer to WAC 392-169-105 for detailed reporting requirements. Colleges and participating universities should submit completed Form P-223RS to the school district business office (**not** to OSPI). If actual enrollments are not available by the due date, the college/university should submit estimated enrollments by the due date and then submit a revised form when actual enrollments are known. School districts must report Running Start enrollment to educational service districts (ESDs) by the 10th calendar day of the month. The provisions of chapter 392-117 WAC, Timely Reporting, apply to state funding for Running Start enrollments. Failure of a school district to report to the ESD by the due date can result in reduction or delay of state apportionment payments to the district. This in turn may delay payment by school districts to colleges/universities.

RULES

Rules governing enrollment reporting and state funding for Running Start students are contained in chapter 392-169 WAC and on the web at <http://leg.wa.gov/pub/WAC/>.

VERIFICATION OF VOCATIONAL APPROVAL REQUIRED

Vocational funding is only provided for classes within the vocational program or track at the community or technical college that are taught by a certificated vocational instructor. School districts should verify with the college that all classes claimed for vocational funding meet this criteria. Note: Classification of instructional programs (CIP) codes are required MEMORANDUM NO. 52-04M SAFS on Form P-223RS. A listing of CIP codes is available on the OSPI Career and Technical Education website at

<http://www.k12.wa.us/careerTechEd/courseapproval.aspx> or the State Board for Community and Technical Colleges website at <http://www.sbctc.ctc.edu/Workforce/cipcodes.asp>.

DOCUMENTATION REQUIRED FOR AUDIT

Community and technical colleges and participating universities are to retain documentation of enrollments reported on Form P-223RS for audit. Enrollment is audited by the Washington State Auditor's Office. Audit findings can result in recovery of state moneys.

ATTACHMENTS AND ALTERNATIVE REPORT FORMS

A copy of the Monthly Report of Running Start Enrollment, Form SPI P-223RS, is attached to this memorandum. Enrollment definitions and instructions for completing Form SPI P-223RS are printed on the back of the form. Please use the attached form to make copies as needed. Running Start rules found in chapter 392-169 WAC are also attached. The basic enrollment bulletin, SPI Bulletin No. 45-04 School Apportionment and Financial Services, will be issued in August 2004 and will be available by choosing Instructions/Enrollment/2004-05 on our website at <http://www.k12.wa.us/safs/>. Colleges/universities may use alternative monthly report forms if the information required on attached Form P-223RS is included and the report is signed by the authorized college/university official. Faxed reports are permitted if acceptable to the school district.

QUESTIONS

Questions regarding Running Start enrollment reporting and Form P-223RS should be directed to **Kim Thompson**, School Apportionment and Financial Services
(360) 725-6306.

Questions about program aspects of Running Start should be directed to **Brian Jeffries**, Secondary Education
(360) 725-6239

The agency TTY number is **(360) 664-3631**. This information is also available on our website at <http://www.k12.wa.us/safs/>.

K-12 FISCAL SERVICES AND POLICY

Jennifer Priddy, Assistant Superintendent
K-12 Fiscal Services and Policy

Calvin W. Brodie, Director
School Apportionment and Financial Services

TB:rld
Attachment



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
 School Apportionment and Financial Services
 Old Capitol Building
 PO Box 47200
 OLYMPIA WA 98504-7200
 (360) 725-6300 TTY (360) 664-3631

| | | |
|-----|----|------|
| ESD | CO | DIST |
|-----|----|------|

MONTHLY REPORT OF RUNNING START ENROLLMENT

(See reverse side for instructions)

| | | |
|-------------------------|---|--------------|
| COLLEGE/UNIVERSITY NAME | COLLEGE QUARTER <small>(if applicable)</small> | REPORT MONTH |
| SCHOOL DISTRICT NAME | SCHOOL DISTRICT NO. | REPORT YEAR |

COLLEGE/UNIVERSITY RUNNING START ENROLLMENT

| | Headcount of Individual Students | Full-Time Equivalent (FTE) Students | |
|-----------------------|------------------------------------|-------------------------------------|------------|
| | Total Nonvocational and Vocational | Nonvocational | Vocational |
| Eleventh Grade | | | |
| Twelfth Grade | | | |
| Totals | | | |

ENROLLED STUDENTS

(Attach additional pages as needed.)

| Student Name | Nonvocational Enrollment | | Vocational Enrollment | | |
|----------------------------|---|--------------------------------------|---|--------------------------------------|-------------|
| | Quarter Credits or Hours Per Week ¹ | Full-Time Equivalent ² | Quarter Credits or Hours Per Week ¹ | Full-Time Equivalent ² | CIP Code |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |
| 16. | | | | | |
| Totals ³ | | | | | |

¹ If college/university quarter credits are awarded, report credits; otherwise, report hours per week of student enrollment.

² Fifteen or more college/university quarter credits equals 1.00 full-time equivalent (FTE). Twenty-five or more hours per week of enrolled class time equals 1.00 FTE. A student's combined nonvocational and vocational FTE cannot exceed 1.00.

³ Total FTEs must agree with totals reported at the top of this form.

CERTIFICATION

| | |
|---|--|
| I hereby certify that students are reported in accordance with enrollment reporting rules and instructions and that supporting student records are available for audit. | The college/university and the school district should retain this form for audit purposes. |
|---|--|

ORIGINAL SIGNATURE OF AUTHORIZED COLLEGE/UNIVERSITY OFFICIAL

DATE

FORM SPI P-223RS (Rev. 7/2003)

INSTRUCTIONS FOR COMPLETING FORM SPI P-223RS

GENERAL INSTRUCTIONS

Count Dates

Calculate and report enrollments as of the first school day of each month, October through June.

Due Dates and Routing of Form SPI P-223RS (Form P-223RS)

Submit forms to school district business offices on or before the 8th day of each month, October through June. Submit a separate form to each school district sending Running Start students to the college/university. If actual enrollments are not available by the due date, submit estimates and submit a revised form when actual enrollments are known. Submit revised forms whenever errors are discovered.

School districts must report enrollments to the ESD by the 10th of each month.

The provisions of chapter 392-117 WAC, Timely Reporting, apply to this form. Failure to report by the due date or in the form required can result in the reduction or delay of state apportionment payments.

Purpose

Community and technical colleges, as well as Central Washington University, Eastern Washington University, and Washington State University, if participating, use this form to report Running Start students to school districts. Running Start students earn both high school and college credit for college courses. Running Start enrollment generates state basic education moneys, which are paid to the school district for transmittal to the college/university (less a 7 percent administrative fee).

Enrollment Counts

To be counted, a student must:

- Be under 21 years of age at the beginning of the school year.
- Be enrolled tuition-free.
- Be enrolled in a school district in Grade 11 or 12.
- Not have earned the credits required for a high school diploma or received the high school diploma prior to the beginning of the school year.
- Be enrolled in college-level courses on the count date for which the student is earning high school graduation credit.

Limitations on Enrollment Counts

Do not report:

- A student who has dropped out, transferred to another college, been suspended or expelled, or not participated in instructional activities on at least one college day during the current college quarter since the last enrollment count date.
- Enrollment that generates state money for higher education or adult education for the college.
- Summer enrollment. Pursuant to Running Start rules (chapter 392-169 WAC), enrollment in a community or technical college or a participating university is limited to the fall, winter, and spring quarters.

Applicable Laws and Regulations

Funding for Running Start students is provided pursuant to RCW 28A.600.310 (as amended by Chapter 222, Laws of 1993). Rules governing the Running Start program are contained in chapter 392-169 WAC.

Documentation for Audit Purposes

Retain P-223RS reports for six years. Retain supporting documentation until completion of the Washington State Auditor's Office examination of the school year. Documentation should show the student's enrolled status on the count date and evidence of participation in college/university instruction since the last enrollment count date.

References

- See WAC 392-121-187 for rules governing technical college direct-funded enrollment.
- See SPI Bulletin No. 49-03 School Apportionment and Financial Services for additional guidelines and instructions on enrollment reporting.

Questions

For additional information contact Kim Thompson, OSPI, School Apportionment and Financial Services, at (360) 725-6306.

DETAILED INSTRUCTIONS

On the lines provided, enter the college name, college quarter (if applicable), school district name, school district number, and month and year of the enrollment count (e.g., October 2003). Prepare a separate form for each resident school district.

Enrollments

In the boxes provided, enter the number of eleventh and twelfth grade enrolled Running Start students and full-time equivalent (FTE) nonvocational and vocational enrollments on the count date.

Individual Enrolled Students

Report the name of each enrolled Running Start student on the monthly count date.

Nonvocational and Vocational Enrollment

Report nonvocational and vocational enrollments separately in the columns provided. Report vocational enrollment only for courses in a vocational approved program or track taught by a vocationally certified instructor. Report the classification of instructional programs (CIP) codes in the appropriate column.

Quarter Credits or Hours of Enrollment

If classes are offered on a college quarter or semester hour basis, enter the number of college quarter credits in which the student is enrolled on the count date. Convert semester credits to quarter credits for reporting purposes where two semester credits convert to three quarter credits.

Otherwise, enter the number of hours per week that the student is scheduled to attend. See WAC 392-121-107 through 392-121-183 for guidelines for counting enrolled hours. Enrolled hours include reasonable class change passing time and exclude meal times.

Determining Full-Time Equivalent (FTE)

Determine FTE based on college credits as follows:

Report 1.00 FTE for a student enrolled for 15 quarter credit hours or more on the count date. Report a partial FTE for a student enrolled as a Running Start student for less than 15 quarter credit hours. For example: A student enrolled for 5 credit hours is counted as 0.33 FTE (5/15).

Determine FTE based on hours of enrollment as follows:

Report 1.00 FTE for a student enrolled for 25 hours or more per week on the count date. Report a partial FTE for a student enrolled for less than 25 hours. For example: A student enrolled for 20 hours is reported as 0.80 FTE (20/25).

Report FTE rounded to two decimal places (e.g., 0.33, or 0.80).

Limitation on FTE Counts

Count no student as more than 1.00 FTE in any month (including combined nonvocational and vocational FTE). For example: A student enrolled for 18 quarter credits is reported as 1.00 FTE.

Three Count Dates per Quarter

State funding is based on three count dates per college quarter. If a college quarter does not span three enrollment count dates, please contact Kim Thompson, OSPI, School Apportionment and Financial Services at (360) 725-6306.

Alternative Report Forms

A college/university may submit alternative (computer-generated) P-223RS reports in lieu of the paper form provided if the report:

- Displays all of the information required on Form P-223RS.
- Is signed by the authorized college/university official.
- Is acceptable to the school district.

Faxed reports are permitted if acceptable to the school district.



Advising

ADVISING GUIDELINES

When high school students are considering the Running Start program, high school and college counselors should take particular care in advising students fully about their options. Running Start is not the only dual-credit option available to students. The array of options available to students should be discussed as part of advising on Running Start.

Students and their families should give careful consideration to the appropriateness of the program before enrolling. Counselors should discuss the suggested strengths and limitation below with students and their families before students enroll and participate in the Running Start program:

Strengths

- Students have the opportunity to take courses that may not be offered at their local high schools.
- Academically prepared students to have an opportunity to take advanced level courses.
- Students have an opportunity to experience post-secondary education while in high school. This experience may be helpful in making the transition from home to college, and in making future education plans.
- Students can earn up to two years of tuition-free college credit, saving many dollars in college education.
- 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.
- You may have the opportunity to take more diverse elective classes than those provided at your high school.
- As a running start student, you will be eligible to take part in all college activities with the exception of intercollegiate athletics. These activities include student government, interest groups, special events, student newspaper, and the college radio station.
- Students can get a "Running Start" on completing a college degree by taking general education requirements and prerequisites to a college major or technical/professional program.
- Students may still participate in any high school extracurricular activity, if time permits.
- Students who have transferred between high schools and have incurred credit difficulties find that Running Start can help them meet graduation requirements on time.
- Financially, this is the best scholarship a student can earn. Consider the worth of each college class completed.
- Some of these college courses may be dual-credited with our high school to enable students to work toward high school graduation while receiving college credit. To receive high school credit, prior approval of the equivalency credit is required from the high school counselor.

Limitations

- Some students who are academically qualified may not be ready socially or emotionally for the college environment. They may find the independence and the speed of college classes overwhelming. Maturity is the key ingredient needed for success in Running Start.
- High schools provide a social network and social development experiences for teenagers. This network is not as readily available at the college level as it is in the high schools. However, Running Start students may participate in all student activities, such as college clubs and student government.
- Students are not guaranteed space in preferred college classes, and college schedules may conflict with high school classes or extracurricular activities (sports, drama, music, etc.)
- Most colleges operate on a quarter system, which is different from the high school academic calendar. Holidays and vacation periods are frequently different. Students are expected to attend classes at the college even though their high schools may not be in session. Careful planning must occur in order to avoid conflicts in family and school activities.
- The high school is the final authority on high school graduation requirements. It is important to work closely with a high school counselor to insure graduation requirements will be met. Some schools may not allow students to participate in graduation ceremonies if their college classes are not completed by the date of graduation. Check with the high school for their policies.
- College classes are designed for adult learners. Contemporary issues of our society will be actively discussed in our classrooms. The content of classes will not be censored for younger students.
- The high school determines students' eligibility to be involved in high school activities. Being away from the high school might mean that students are out of the loop for some things, such as activity requirements or scholarship application deadlines.
- Students pay all costs except tuition. Students must pay for books, computer fees, campus parking, gas, supplies, and other related costs.
- 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.
- Typically there is much less contact between colleges and parents than the high schools and parents.
- College offers a much less structured environment with more independent study required. The speed at which college classes are taught is much faster than classes in high school. College classes demand approximately 2 hours of homework for each hour of class, with no classroom time for homework.
- Communication concerning grades and attendance is more frequent in high schools.



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| Paul Sevig psevig@mail.bethel.wednet.edu | Spanaway Lake High School 1305 168 th St E Spanaway, WA 98387 | (253) 683-6576 | |
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| Gretchen Licata Mail Stop 2151 glicata@scc.spokane.edu | Spokane Community College 1810 North Greene St Spokane, WA 99217-5399 | (509) 533-8620 | (509) 533-8620 |
| Doug Morgan Mail Stop 3011 dougm@spokanefalls.edu | Spokane Falls Community College 3410 W Fort George Wright Drive Spokane, WA 99224-5288 | (509) 533-3524 | (509) 533-3547 |
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| Joe Dyczkowski jdyczko@tacoma.k12.wa.us | Stadium High School 111 North E Street Tacoma, WA 98466 | (253) 571-1341 | (253) 571-1373 |
| Mike Milnes mmilnes@stanwood.wednet.edu | Stanwood High School 7400 272 nd St NW Stanwood, WA 98292 | (360) 629-1330 | (306) 629-1331 |
| Penny Lee plee@stanwood.wednet.edu | Stanwood High School 7400 272 nd NW Stanwood, WA 98292 | (360) 629-1346 | |

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| Larry Davis ldavis@ospi.wednet.edu | State Board of Education PO Box 47206 Olympia, WA 98504-7206 | (360) 753-6715 | (360) 586-2357 |
| Christy Perotti cperotti@tcc.ctc.edu | Tacoma Community College 6501 S 19 th Bldg. 18 Tacoma, WA 98466-6100 | (253) 566-5320 | (253) 460-4322 |
| Tina Celentano tcelentano@tcc.ctc.edu | Tacoma Community College 6501 S 19 th Bldg. 18 Tacoma, WA 98466-6100 | (253) 460-4334 | (253) 460-4322 |
| DeAndrea Harris dharris@tcc.ctc.edu | Tacoma Community College 6501 S 19 th Bldg. 18 Tacoma, WA 98466-6100 | (253) 566-6096 | (253) 460-4322 |
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| Kristen Leon KLeon@fwps.org | Thomas Jefferson High School 4248 S 288 St Auburn, WA 98001 | (253) 945-5600 | (253) 945-5723 |
| Janet Bliss janet-bliss@fwsd.wednet.edu | Truman High School 31455 Ave S Federal Way, WA 98003 | (253) 945-5808 | (253) 945-5858 |
| Jill Rotter Jrotter@tumwater.k12.wa.us | Tumwater High School 700 Israel Rd Tumwater, WA 98501 | (360) 709-7612 | |
| Shauna Pierson piersosc@hsd401.org | Tyee High School 4424 S 188 th St SeaTac, WA 98188 | (206) 433-2341 | (206) 433-2520 |
| Kathy Lingren Kathy.lindgren@wwcc.edu | Walla Walla Community College 500 Tavsick Way Walla Walla, WA 99362 | (509) 527-3679 | (509) 524-4795 |
| Mira Gobel mkgobel@wwps.org | Walla Walla High School 800 Abbott Road Walla Walla, WA 99362 | (509) 527-3020 | (509) 527-3034 |
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| Nancy Thompson Nthompson@sw.wednet.edu | South Whidbey School Dist PO Box 346 Langley, WA 98260 | | |
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Running Start Listserv

An official Running Start listserv has finally been created. Anyone can subscribe and participate in the listserv discussions. To send a message to the listserv, address your e-mail message to rstart@ctc.ctc.edu. To subscribe to the listserv, please follow the directions below.

To subscribe to the Running Start Listserv:

1. In your e-mail application, create a new message.
2. In the To: line of your message, type the address of the ListProcessor program:
listserv@ctc.ctc.edu
3. Leave the Subject: line blank.
4. In the body of the message, type the keyword request:
subscribe rstart first-name last-name
Where *list-name* is the name of the WCTC list, *first-name* is your first name, and *last-name* is your last name. You must let the list know who you are. For example:
subscribe rstart Jane Doe

Do not type anything else.

For example, to subscribe, the message would look something like this:

To: listserv@ctc.ctc.edu

From:

Subject:

subscribe rstart Jane Doe

5. Send the message
Within a few minutes, you will receive an e-mail message welcoming you to the rstart list.

