

SB

112

FISCAL NOTE

STATE OF ALASKA
1999 LEGISLATIVE SESSION

BILL NO. SB 112

Revision Date/Time _____	Dept. Affected <u>Education</u>	
Title <u>An Act relating to a program of postsecondary education for high school students</u>	BRU	<u>K-12 Support</u>
Sponsor <u>Senator Elton</u>	Component	<u>Foundation Program</u>
Requester <u>HESS</u>	Component Serial No.	<u>141</u>

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	.	.	.	.	.	.
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	.	.	.	.	.	.

Estimate of any current year (FY99) cost: 0.0

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This is not a zero fiscal note. There will be a cost associated with this program but the department is unable to determine the amount at this time.

SB 112 will establish a program that will allow high school students in grades 11 and 12 and students that have not passed the high school qualifying exam to attend a postsecondary school free of tuition. This legislation will require school districts to use existing foundation funds to pay for postsecondary courses for students who qualify for this program.

Prepared by <u>Eddy Jeans, School Finance Manager</u>	Phone <u>465-8679</u>
Division <u>Education Support Services</u>	Date/Time <u>4/16/99 3:39 PM</u>
Approved by Commissioner: <u>Richard S. Cross</u>	Date <u>4-19-1999</u>
Agency <u>Department of Education</u>	

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Hargrove

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 3/19/99

FURTHER: Finance

Date of 5-Day Notice: 4/8/99
 (in accordance with Uniform Rule 23)

DATE TURNED
 IN TO OFFICE: 4/28/99

HESS Committee considered

SENATE BILL NO. 112

"An Act relating to a program of postsecondary education for high school students."

and recommends:

- be replaced with CS-SB112(1/SC552)I (HES)
- adopt previous CS _____ (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to the _____ Committee

- Senate Bill: same title
- new title
- House Bill: same title
- technical title
- new: SCR# _____

SIGNING <u>DO</u> PASS	DP	OTHER RECOMMENDATIONS	NR	DNP	AM
<i>Erin Weller</i>	<input checked="" type="checkbox"/>	<i>Finance</i>			
<i>[Signature]</i>	<input checked="" type="checkbox"/>				
<i>[Signature]</i>	<input checked="" type="checkbox"/>				
<i>[Signature]</i>	<input checked="" type="checkbox"/>				
<i>[Signature]</i>	<input checked="" type="checkbox"/>				
<i>CHAIR: Mike Miller</i>	<input checked="" type="checkbox"/>	<i>CHAIR:</i>			

NEW FISCAL NOTE(S):

Department Date Zero Fiscal

Department	Date	Zero	Fiscal

PREVIOUS FISCAL NOTE(S):*

Department Date Zero Fiscal

Department	Date	Zero	Fiscal

APPROPRIATION -- no fiscal note

*include fiscal notes accompanying Governor's bill

SENATOR KIM ELTON

MEMORANDUM

April 26, 1999

TO: Senator Mike Miller, Chair
Senate HESS Committee

FROM: Senator Kim Elton

RE: Draft CS for SB 112

Attached is a draft committee substitute for SB 112. There are two changes to the bill:

- 1) **GPA:** Page 2, lines 5-6. The GPA requirement for eligible students is raised from 2.25 to 2.75 with the provision that the school principal may authorize a student to participate who does not meet the GPA requirement. Allowing the principal the discretion to authorize participants allows for greater individualization of the program and may be especially important for students who are gifted in one area, but without the cumulative GPA.

- 2) **Existing agreements between high schools and colleges:** Page 3, lines 21-23. This provision allows the existing agreements between high schools and colleges to continue as long as they are in agreement with the provisions of SB 112.

These proposed changes reflect the most commonly suggested changes to the bill. I believe they enhance the underlying purpose of the bill and urge your support.



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1-LS0552H

Ford ✓

4/23/99

CS FOR SENATE BILL NO. 112()
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-FIRST LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): SENATOR ELTON

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to a program of postsecondary education for high school
2 students."

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 * Section 1. SHORT TITLE. This Act may be known as the Running Start Education
5 Program of 1999.

6 * Sec. 2. FINDINGS. The legislature finds that

7 (1) secondary student academic achievement can be improved with more
8 opportunities for study;

9 (2) offering opportunities for secondary students to take postsecondary courses
10 will help students make a successful transition between secondary school and postsecondary
11 classes; and

12 (3) providing a program for public school students to attend a state
13 postsecondary institution will help parents achieve academic goals for their children in a
14 manner that also provides assets to the entire state.

1 * Sec. 3. AS 14.30 is amended by adding new sections to read:

2 Article 10. Postsecondary Enrollment Options Program.

in good standing

3 Sec. 14.30.760. Postsecondary enrollment program. (a) A student enrolled
4 in the 11th or 12th grade in a school district and who maintains a grade point average
5 of at least 2.75 or the equivalent, or who receives permission from that student's school
6 principal, may also apply for enrollment in courses at a postsecondary institution
7 operated by the state. If a postsecondary institution accepts a secondary school
8 student, the institution shall send written notice of the acceptance to the student, the
9 student's school district, and the department within 10 days after acceptance. The
10 notice must include the student's courses and hours of enrollment.

11 (b) A school district shall provide general information regarding enrollment
12 in postsecondary courses to students and to parents or guardians of students.

13 (c) A student may not enroll in postsecondary courses for secondary credit for
14 more than the equivalent of two school years. A student who has graduated from high
15 school may not participate in the postsecondary enrollment program established under
16 this section, but a student who has completed course requirements for graduation but
17 has not received a diploma may participate.

18 (d) A postsecondary institution may provide program information but may not
19 recruit or solicit secondary school student participation. A governing body may not
20 prohibit a secondary school student from participating in extracurricular activities if
21 the prohibition results from enrollment in a postsecondary course as described under
22 this section.

23 Sec. 14.30.770. Calculation of academic credit. (a) The district shall
24 determine the secondary school academic credit to be granted to a student who
25 successfully completes a postsecondary course. As determined by the governing body,
26 a district shall grant academic credit for graduation requirements and subject area
27 requirements. The completion of a postsecondary course must be included in the
28 student's academic record.

29 (b) If a secondary school student successfully completes a postsecondary
30 course, the postsecondary institution shall provide academic credit for graduation
31 requirements. A postsecondary institution may not charge a tuition fee for the award

1 of credit described in this subsection.

2 **Sec. 14.30.780. Funding for postsecondary institutions.** (a) Subject to
3 appropriation, the district shall make payments required under this section for
4 postsecondary courses taken for secondary school credit. The district may not make
5 payments for a course from which a student withdraws during the first 14 days of the
6 quarter or semester, or a course taken by a student who is a full-time secondary school
7 student.

8 (b) The district shall pay a postsecondary institution operated by the state that
9 enrolls a secondary school student the lesser of the following amounts:

10 (1) the tuition fee for the student; or

11 (2) the per student amount represented by that student in that school
12 district under AS 14.17, multiplied by a percentage equal to the number of hours of
13 instruction at the postsecondary institution in proportion to the total number of hours
14 of secondary and postsecondary school instruction that the student receives.

15 (c) The district shall pay the amounts described under (b) of this section within
16 30 days after receiving initial enrollment information for each quarter or semester.
17 The postsecondary institution shall report any changes in enrollment information at the
18 time for reporting enrollment information in the following quarter or semester. If the
19 district determines that an overpayment has occurred, the institution shall promptly
20 remit the amount overpaid to the district.

21 (d) Nothing in this section prohibits a district and a postsecondary institution
22 from entering into an agreement regarding educational classes or programs if the
23 agreement does not conflict with AS 14.30.760 - 14.30.799.

24 **Sec. 14.30.790. Prohibited fees.** A postsecondary institution that receives
25 reimbursement under AS 14.30.780 may not charge that student for fees, textbooks,
26 materials, or support services except for items that become the property of the student.

27 **Sec. 14.30.799. Definitions.** In AS 14.30.760 - 14.30.799,

28 (1) "district" has the meaning given in AS 14.17.990;

29 (2) "postsecondary institution" means a school, college, or university
30 primarily offering academic, vocational or technical education to a person who has
31 completed secondary school.



SENATOR KIM ELTON

MEMORANDUM

April 27, 1999

TO: Senator Drue Pearce

FROM: Senator Kim Elton

RE: Amendment to SB 112, the Running Start Program

In response to the concerns you raised at Monday's Senate HESS Committee meeting regarding SB 112, I have consulted with the Department of Education and the Association of Alaska School Administrators. They have advised us to grant the discretion to local school principals to determine who is "on-track" for graduation and thus eligible to participate in the Running Start Program. Every school will face a wide variation in student circumstances and therefore should have the ability to individualize the academic program as much as possible for those students. They counsel that, as the personnel in the best position to make an informed judgement, the principal and counselors should make the final determination regarding student eligibility.

In light of these comments, I suggest we amend SB 112 to allow school principals to determine who is a "student in good standing" in order to participate in the program. If you feel other language is preferable, I hope you will let me know.

Post-It™ brand fax transmittal memo 7671 # of pages 1

To Sharon	From Dianna
Co. Sen Miller	Co. Sen. Elton
Dept.	Phone #
Fax # 3983	Fax #

1-LS0552N
Ford ✓
4/27/99

CS FOR SENATE BILL NO. 112()
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-FIRST LEGISLATURE - FIRST SESSION

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3 **Sec. 14.30.760. Postsecondary enrollment program.** (a) A student in good
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5 grade point average of at least 2.75 or the equivalent, or who receives permission from
6 that student's school principal, may also apply for enrollment in courses at a
7 postsecondary institution operated by the state. If a postsecondary institution accepts
8 a secondary school student, the institution shall send written notice of the acceptance
9 to the student, the student's school district, and the department within 10 days after
10 acceptance. The notice must include the student's courses and hours of enrollment.
11 For purposes of this subsection, "good standing" shall be determined by the governing
12 body of the district.

13 (b) A school district shall provide general information regarding enrollment
14 in postsecondary courses to students and to parents or guardians of students.

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16 more than the equivalent of two school years. A student who has graduated from high
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1
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SENATOR KIM ELTON

SB 112 • The Running Start Education Program

Sponsor Statement

SB 112 establishes the "Running Start" program which offers high school students and their families new academic choices and opportunities. In this program, 11th and 12th grade high school students get dual credit for courses taken at a publicly funded Alaska college or vocational school. Tuition fees are paid by the student's home school district.

The Running Start program offers new challenges and choices to high school students. Students are drawn to this opportunity for several reasons. Some high school students are ready for advanced placement classes which may not be offered in their own high school. This includes both the traditional academic courses such as foreign language and mathematics, and vocational offerings such as diesel mechanics and computer technology. In addition, students who feel alienated from the high school arena may find new opportunities for success in a more academically focused setting.

The Running Start program ensures a more successful transition to college after high school graduation. Students who enter the job market directly after high school will find better job opportunities if they have completed advanced vocational training prior to high school graduation. For both kinds of students, the additional education and training is at no cost to their families. Program participants may graduate from high school with up to two years of completed college credits or vocational courses.

SB 112 is patterned on a program of the same name begun in the State of Washington in 1990. Initially a pilot project which went on to win acclaim on a statewide basis, the "Running Start" program allows 11th and 12th grade high school students to take college-level courses, tuition-free, at community and technical colleges in that state. Students receive dual credit at both the secondary and postsecondary level. Payment is provided to the postsecondary institutions by the school districts in which the students live.

More than 10,000 high school students in Washington participated in the Running Start program in the 1996-97 school year. By allowing them to earn high school and college credits simultaneously, the program reduced the amount of time they have to spend in college, and held down college costs for students and their families. Washington reports that taxpayers saved about

\$13 million as a result of the program's operation in 1996-97, and that students saved \$9 million in college tuition costs. Best of all, reports also indicate Running Start students do better academically when they enter college after high school graduation.

In order to participate, students must possess a high school GPA of 2.25, and must apply to the colleges or vocational schools they wish to attend. Colleges in Washington have made an effort to balance the number of Running Start students with adult students in class, and prevent Running Start participants from displacing adults in class. The average credit load taken by the students was 10-11 credits per quarter, but many students took just one course per quarter with the balance of classes taken in high school.

SB 112 includes all the elements of the Washington program, including the provision in which colleges receive payment from the school districts in which the Running Start students reside, in proportion to the amount of college credits taken. SB 112 requires school districts to pay either the regular tuition fee, or a percentage of the per-student foundation formula in proportion to the number of hours of college instruction. SB 112 provides no reimbursement to a postsecondary institution for students who take a full load at their high school and attend postsecondary classes in addition.

Several Alaska school districts currently enjoy cooperative arrangements with the University of Alaska, similar to the Running Start program, which allow students to receive dual credit for college classes. In most of these districts, students must pay for those classes themselves, a circumstance which creates a barrier for students who cannot afford the fees. This legislation creates new opportunities for all Alaska students by removing those financial barriers.

SB 112 • Running Start Program

Sectional Analysis

Sec. 1. Establishing the "Running Start" program

Enrollment requirements:

(a) Allows 11th and 12th grade students with a GPA of at least 2.25 to enroll in courses at a college, university or vocational school operated by the state. The postsecondary school shall send written notice to the student's school district within 10 days of accepting the student.

(b) Requires school districts to provide general information about the Running Start program to student and parents.

(c) Prohibits a student from enrolling in the Running Start program for more than the equivalent of two school years; prohibits a student who has graduated from high school from participating in the program; allows participation by students who have completed course requirements for graduation but have not received a diploma.

(d) Allows a postsecondary institution to provide program information to students but prohibits the solicitation or recruitment of students. Prohibits a school from refusing to allow a student to participate in extracurricular activities if the refusal results from enrollment in the Running Start program.

Calculation of academic credit.

(a) Requires a school district to grant academic credit toward graduation and subject area requirements for a successfully completed postsecondary course. The school district shall determine the academic credit to be granted and shall note in the student's record the postsecondary course which was completed.

(b) Requires a postsecondary institution to award academic credit for a postsecondary course successfully completed by a high school student. The college or vocational school may not charge the student tuition fees.

Funding for postsecondary institutions.

(a) Requires a school district to pay a postsecondary institution for courses taken by Running Start participants; prohibits a district from paying for a course from which a student withdraws during the first 14 days; prohibits a school district from paying for a course taken by a student who is a full-time secondary school student.

(b) Requires a school district to pay a postsecondary institution for courses taken by Running Start participants; the payment shall be either the regular tuition fee, or the per student amount of the foundation formula in proportion to the number of hours of instruction at the postsecondary institution, whichever is less.

(c) Requires a school district to pay the student's tuition fees within 30 days after receiving enrollment information at the beginning of each quarter or semester. Requires postsecondary institutions to report changes in enrollment; overpayment must be repaid promptly to the school district.

Prohibited financial aid and fees.

Prohibits a postsecondary institution from charging a Running Start student for fees, textbooks, materials or support services, except for items, like textbooks, which become the property of the student.

Definitions.

Defines "school district" and "postsecondary institution".

After-school activity? Try college.

By Mark Clayton
Staff writer of The Christian Science Monitor

Each day, Jeremy Hoge bounds out of bed at 5:30 a.m. for an early band practice at Richfield High School near Minneapolis. Later, after advanced algebra, he dashes home for lunch. Then he grabs a different pile of textbooks and heads off to college.

The high school junior admits to feeling edgy last fall when he filed into an auditorium with 400 freshmen at the University of Minnesota. "They started handing out the syllabus with all the reading," he says. "I never imagined that much." Still, he pulled A's at high school and B's at the university.

Jeremy is not all that unusual. There are 850 high-schoolers attending the University of Minnesota alone, and 6,200 others in colleges statewide. And it looks as if many more motivated high-schoolers may be headed to college part time in coming years, experts say.

Driving them is frustration with schools that offer few enrichment programs. How to best serve such students is the subject of a US Department of Education study due out this fall. A bill pending in the US House of Representatives envisions \$160 million to bolster gifted and talented programs. But in the interim, many say college can keep these students engaged.

Colleges are eagerly opening their doors to high-schoolers in search of bigger challenges.

See YOUNG page 18

CHRISTIAN SCIENCE MONITOR, Vol. 91, #46
Feb. 22nd 1999 - pg. 15

Resources

National Association for Gifted Children
1707 L Street, NW Suite 550
Washington, DC 20036
202-785-4268
www.nagc.org/
For state associations and resources:
www.nagc.org/01bar/index.html

The National Research Center of the
Gifted and Talented
University of Connecticut
362 Fairfield Road, U-7
Storrs, CT 06269-2007
Tel: (860) 486-4676
Fax: (860) 486-2900
www.gifted.uconn.edu/

Institute for the Academic Advancement
of Youth
3400 North Charles Street
Baltimore, Maryland 21218
Phone: 410 516-0337 / Fax: 410 516-0804
Email: iaay.programs@iaay.edu
www.iaay.edu/~gifted/

Hoagies' Gifted Education Page
www.acec.com/hoagies/gift.htm

Mixing high school and college

YOUNG from page 15

Gifted students can find the more-challenging classes they crave. Other young people can locate sought-after specialized fare. Still others, with an eye to saving money, will get a jump-start on college with credits that are often bankrolled by state funds.

And just as young students are pursuing more options, colleges are rolling out the welcome mat. The result is a flowering of programs geared for the estimated 3 million gifted or talented students that make up 5 percent of the K-12 population.

The dual approach

Twenty-one states offer "dual-enrollment" options to high-schoolers, according to the Education Commission of the States in Denver. In 11 states that have "comprehensive" dual-enrollment programs, states pay tuition for college courses taken by high-schoolers - and the credits go both toward college and high school graduation.

Colleges view such programs as a "re-

ruitment device" to lure top students, says Darryl Sedio, coordinator of enrollment options for the Minnesota Department of Children and Learning. The criteria for admission to such programs are left to the high school and college.

Yet the rush to help talented kids reach new heights academically and save on college means that parents sometimes vault kids into social environments beyond their years. "It's not for everyone," Mr. Sedio and others warn. "A lot of the kids just don't want to work that hard."

For students, some benefits are clear. Jeremy expects his accelerated approach to shave at least \$10,000 and two years off his undergraduate years. A good idea, he says, since he plans to attend graduate school.

"I wasn't being challenged enough in my high school," he says. "When I heard about it I thought 'Wow, what a great idea - I can get free college and get some of it out of the way.'"

A popular option for motivated students is independent summer programs. Among the best known is the

"Talent Search" program at Johns Hopkins University in Baltimore, which is open to even younger prodigies. Typically, for-credit courses covering a year's worth of biology or chemistry or math are squeezed into a single three-week session.

"Twice as many campuses are offering either summer or enrichment programs for gifted kids" compared with five years ago, says Peter Rosenstein, executive director of the National Association for Gifted Children in Washington, a nonprofit advocacy group. "Kids want them because there still is no program in most public schools for gifted kids."

Academic and social needs

In addition, at least 10 other full-time early-entrance programs - from the University of Washington in Seattle to Duke University in Durham, N.C. - are geared to meet the social as well as academic needs of talented youths. The early-entrance program at California State University at Los Angeles has more than 80 young students enrolled full time, one just 11 years old.

One of the earliest and most innovative programs lies deep in the heart of the University of North Texas campus in Denton at the Texas Academy of Mathematics and Science. Created in 1988, the two-year program has about 380 students who would normally be juniors and seniors in high school.

Each year, about 500 apply and 200 are accepted at the academy. Tenth-graders must have a combined math and verbal SAT score of at least 1,100, with at least a 600 score in math. Grades need to be "mostly A's." Eighty percent of graduates major in math, science, or engineering.

Like college - but with rules

When they graduate, academy students will have earned both a high school degree and their first two years of college. They take regular college courses, but must live on campus on separate floors in a single dormitory building. Rules include no alcohol or tobacco in the dorms, limited visitation, and doors locked after 11 p.m. Sunday through Thursday - and after 1 a.m. on Friday and Saturday.

"One of the big advantages here is the emphasis on developing social skills," says Richard Sinclair, dean of the Texas Academy of Mathematics and Science. "They study together, put down roots ... rather than just being at home in front of a computer."

It's a popular and pricey program. Texas spends \$2.3 million annually, which covers tuition (about \$3,000 each), fees, and books. Students pay room and board of about \$3,900 each.

Katy Bokl, a junior, says the \$7,800 investment will save \$30,000 - a year's tuition at a top college. Also, she can take courses in philosophy and linear algebra - several steps beyond basic calculus. "I really like the social aspect of it, too, because it's acceptable to be smart and to want to learn," she says.

That is key, according to Sedio in Minnesota. His state's program has grown from 100 students a decade ago to 7,000 students this year. And he thinks the program could expand fur-



UNIVERSITY OF NORTH TEXAS

ther. Academically, "a lot of these kids are ready to rock," he says, noting that 41 percent of all grades earned by high-schoolers on Minnesota college campuses were A's. As a group, dual-enrollees also beat the averages with a B-plus grade point average compared

with a B-minus for a typical freshman.

But even if they are ready to rock academically, they may not be socially prepared, critics say.

"I'm not in favor of putting a very young child in college," says Ellen Winner, a professor of psychology at

WORLD IN A WORLD: Young students chat at the Texas Academy of Mathematics and Science, located on the University of North Texas campus.

Boston College and author of "Gifted Children: Myths and Realities."

"For a sophomore or junior [in high school] that's fine," she says. "But for a 10-year-old, no, I wouldn't do it. I would find other ways to keep that kid challenged."

Jeremy admits he had adjustments to make. He was staying up too late (2 a.m.) doing homework, so he quit his 20-hour a week job. And his B's weren't up to his own high standards. So he's just taking two university classes now. But the biggest adjustment was social.

"I still come home and my friends call and say ... 'too bad you weren't there,'" he says. "I do miss out on stuff. But in 30 years it's not going to matter whether I missed my freshman dance or not. Instead of flipping burgers, I'll be out making a difference."

■ Send e-mail comments to clayton@ccps.com

Early pioneer of gifted-student programs

One of the first educators to recognize the need to identify gifted youths and then get them into college-level instruction was Julian Stanley, professor emeritus of psychology at Johns Hopkins University in Baltimore.

Since 1967, he has worked with more than 1 million kids he calls "my prodigies." Dr. Stanley may be best known for creating "Talent Search" in 1972, a prospecting tool to locate talented youths. In a phone interview, he shared his thoughts on educating gifted youths:

Dual-enrollment (high school and college simultaneously) and early enrollment (full-time) programs:

"I think they [dual enrollment] are excellent and badly needed. Every state also ought to have a state-supported early-entrance program.... The cost of not doing this is our brightest kids getting bored.... Then, because they've been slacking off, they aren't as well prepared for college when they do go."

Putting kids into college full time before age 16:

"I wouldn't want a kid to be a resident student under the age of 16.... It's hard to pretend you're 18 when you are 16. So I think it's generally better to wait."

The importance of a social life for gifted youths in college:

"In some of these programs there is no social element. They're for local people. They come in, the college lets them take the course, and they go home. Students will tell you that what's happening socially is at least as important as the academic component."

Summer courses and programs for the gifted:

"Many emphasize thinking skills and creativity, but do not focus on academic subjects. It's what I derisively call 'creativity in a vacuum,' - it's not tied to a subject. I believe it needs to be very academic and give them something to really learn."

What parents should do if they think their child is gifted:

"Advanced-placement courses [in high school] should be challenging enough for most kids. If they are bored with that, then look into one of the early-entrance college programs if the kid is eager to do that. Sometimes, of course, it is not the child - it really is the parents who don't want 'my baby' to leave home."

- M.C.

College courses for high school students

Twenty-one states have implemented programs to give high school students access to more-challenging postsecondary classes.

COMPREHENSIVE PROGRAMS

- Minimal or no cost to students.
- Credit received applies toward high school graduation and postsecondary institutions.
- Few course restrictions.

Colorado	New Jersey
Florida	Ohio
Georgia	Utah
Maine	Washington
Massachusetts	Wisconsin
Minnesota	

MODERATELY COMPREHENSIVE PROGRAMS

- Minimal or no cost to students, but credit received applies toward high school graduation only.

Iowa

LIMITED PROGRAMS

- Students pay tuition costs of postsecondary classes.
- More academic credit restrictions.
- Stringent criteria on eligible courses.

Arizona	Kansas
Arkansas	Louisiana
Indiana	North Dakota

OTHER

- Recently implemented programs of which little is known yet.

Nevada
Oklahoma

- College courses taught for credit in high schools.

Oregon

Source: Education Commission of the States

Learning

COLLEGES AND UNIVERSITIES

Parents: standing back, stepping in with a bright student

Some proud parents with gifted children might decide in a flash to send their young Einstein to college a year or two early. Why not? After all, he or she is smart enough.

That's not good enough for Patricia Hoge. When Mrs. Hoge's 16-year-old son Jeremy announced one day last year that he wanted to use the state's dual-enrollment plan to attend the University of Minnesota - not in two years after graduating from high school, but right away - it was not excitement but concern his mother felt first.

"We worried whether Jeremy was giving up time he would never recapture," she says in a phone interview. "His maturity level has always been a couple of years ahead. He fits in much better with young adults than kids his own age. Our concern was, could he handle the emotional stress. We knew he qualified academically."

So instead of rushing right over to the university to help him enroll, Patricia and her husband Richard told Jeremy that if he was serious he would have to do his entire enrollment by himself - all the necessary paperwork and whatever else was required. That was Step 1.

"A child has to understand that he has to be his own advocate," she says, "and that unlike high school, Mom and Dad aren't going to be as welcome a voice once he gets on campus if he has problems."

Jeremy did it all "in fine form," she says, indicating that he had some understanding of his own responsibility.

Still, the Hoges tracked Jeremy's progress closely. Within weeks, they realized there was a problem. Their son was carrying 14 college-credit hours - 12 is full load. In addition he was taking two early morning classes at his high school and working 20 hours a week. "He had no social life," Hoge says. "So other things started to suffer and there were a few performance problems in college. Nothing bad. But that was when his dad and I stepped in and said: 'OK, the experiment is over. The plate is full. Now pick.'"

So Jeremy dropped his job, which meant he no longer had to stay up until after midnight doing homework. This quarter he cut back to two rather than three college classes.

"He's socializing again and acting as a 16-year-old should act," Hoge says. "You walk a fine line - how much is too much? You want them to take responsibility and have some say in their lives, but at some point you realize they are 16, they are still young adults."

Another part of the bargain: The Hoges are requiring Jeremy to attend high school classes for the next two years, even though he could probably graduate early, because "he needs that connection" with his peers. Now his parents are thinking further down the road. "Jeremy has a real strong interest in going on to graduate school," Hoge says. "Both his dad and I think a tradeoff might be to take some time off to travel between undergraduate and grad school."

Still, Hoge, who works in the local public schools, is not entirely settled and is keeping vigilant watch. She offers blunt words of warning to other parents of gifted high schoolers.

"I've seen some good results and some bad results from these programs," she says. "The grades they get follow these kids for the rest of their lives, so this is not something to be taken lightly. It isn't like Mom or Dad can get on the phone and say, 'Oops we made a mistake, could you erase this record?' I think for Jeremy it's been a good call. But want to see what happens at the end of one full year before we make any strong judgment."



STEVE WOLFE/SPECIAL TO THE CHRISTIAN SCIENCE MONITOR

THE DEAL: Jeremy Hoge takes college classes but still attends high school at his parents' request.

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Running Start

A progress report from the State Board for Community and Technical Colleges

January 1998

Background

The Running Start program was created by the 1990 Legislature to expand educational options for public school students. Running Start allows 11th and 12th grade high school students to take college-level courses, tuition-free, at the 32 community and technical colleges. Students earn both high school and college credits, with five college quarter credits equal to one high school credit.

The Legislature initiated Running Start with a two-year pilot program from 1990-92. Statewide operation began in 1992-93. In the first full year of statewide operation, about 3,508 high school students enrolled full- or part-time at the community

Taxpayers saved about \$18 million through the Running Start program last year, and the students who participated saved \$9 million in college tuition costs.

and technical colleges. That number increased to 10,250 for the 1996-97 year. Running Start is also available through several of the state's four-year universities.

Running Start students represent about 5 percent of Washington's public high school students. While students attend the colleges free of tuition charges, they must provide their own transportation, books, and supplies.

The Running Start Option

More than 10,000 high school students around Washington state participated in Running Start in 1996-97. By allowing them to earn high school and college credits simultaneously, Running Start has reduced the amount of time they have to spend in school and has held down college costs for students and their families.

To participate in Running Start at most colleges, students must pass a standardized test to determine whether they have the skills needed to succeed at college.

To preserve the college environment for adults while accommodating the younger students, colleges balance the number of Running Start students and adults who may take any one class. Also, colleges have worked to ensure that their registration procedures do not result in Running Start students displacing adults at community and technical colleges.

Running Start Enrollments Academic Year 1996-97

College	Headcount
Bates*	92
Bellevue	524
Bellingham	93
Big Bend	176
Centralia	181
Clark	515
Clover Park*	97
Columbia Basin	397
Edmonds	419
Everett	376
Grays Harbor	108
Green River	498
Highline	407
Lake Washington*	21
Lower Columbia	244
North Seattle	181
Olympic	228
Peninsula	328
Pierce	506
Renton	107
Seattle Central	370
Shoreline	267
Skagit Valley	676
South Puget Sound	511
South Seattle	216
Spokane	245
Spokane Falls	530
Tacoma	427
Walla Walla	315
Wenatchee Valley	253
Whatcom	635
Yakima Valley	307
Total	10,250

* Bates, Clover Park, and Lake Washington also offer alternative programs for high school students in addition to Running Start.

For more information:
 State Board for Community
 and Technical Colleges,
 Bruce Botha, 360-753-3656
 Ron Crossland, 360-753-3674

Running Start

In fact, the enrollment of new Running Start students has enabled colleges to add sections of existing classes, expanding enrollment opportunities for adults as well as Running Start participants.

Funding for Running Start is designed to compensate colleges for the cost of educating K-12 students. Colleges are reimbursed about \$79 per credit for academic programs and \$95 per credit for vocational programs by K-12 districts whose students participate in Running Start. The K-12 districts retain 7 percent of those funds for administrative overhead and student counseling.

By allowing students to earn high school and college credits simultaneously, Running Start has reduced the amount of time they have to spend in school and has held down college costs for students and their families.

Who participates in Running Start?

Research by the State Board for Community and Technical Colleges (SBCTC) indicates that about 70 percent of Running Start students take 10 or more credits per quarter; 59 percent are female; 14.4 percent are students of color; 41 percent work part-time while attending college; and 1.2 percent are disabled.

The academic performance of Running Start students — and the support for the program among students and parents — has been

very positive. The average grade point of Running Start students is 2.80, about the same as the average of regular community and technical college students.

Are students successful after transferring to the universities?

The University of Washington (UW) graduation follow-up study on the original 88 Running Start transfer students who entered in fall 1993 reports that Running Start students graduated with a 3.42 GPA as compared to 3.14 for students who began their college education at the UW. Running Start students also graduated at a higher rate in four years, 41 percent as compared to 31 percent.

The UW reports that the 479 Running Start students who transferred to the University during fall 1996 have an average grade point of 3.04 and are averaging 14 credits per quarter. In fall 1997, 504 students entered and 44 had achieved their two-year degree. And 89 percent of all Running Start students surveyed in 1992 said they would participate again.

Ongoing issues in Running Start

The Running Start program represents a major departure from traditional educational practices, and has raised the visibility of several issues related to educational funding and students' movement between the K-12 and college systems.

■ One of the most significant financial impacts is the savings that result from students earning college and high school credits at the same time. Because K-12 basic

education funds are used for Running Start (the K-12 funds "follow the student" to his or her college), high school students are able to attend college tuition-free. Last year, the program saved students and their families \$9.2 million in college tuition costs. In addition, taxpayers pay only one time to support Running Start students in both the high school and college systems. This "two-for-one" aspect of Running Start saved taxpayers about \$18.3 million in 1996-97.

■ K-12 administrators have expressed concerns that the transfer of students and the shift of funds to the colleges — reflecting the popularity of Running Start — have made it more difficult for some high schools to maintain comprehensive programs, especially in college preparatory courses.

■ The community and technical college system continues to support a request to the Legislature to improve funding for Running Start. This additional funding would be used to address the financial impact in certain K-12 districts where movement of students has caused clearly-identified financial problems. Of particular importance are counseling programs, where the impact of advising Running Start students has caused increased workloads, and for high schools where the Advanced Placement classes have experienced declining enrollments or cutbacks.

Running Start is only one of the programs which articulate high schools and the two-year colleges. In a 1996 survey by the SBCTC, other programs include advanced placement, college in the high school, the international baccalaureate diploma, tech-prep, as well as many other services implemented at the local level. Further information about the survey is available at the SBCTC.

RUNNING START ENROLLMENTS
Fiscal Year 1996-97

College	Headcount	FTEs
010 Peninsula	328	247.97
020 Grays Harbor	108	68.02
030 Olympic	228	162.85
040 Skagit Valley	676	320.25
050 Everett	376	252.58
060 District		
Seattle Central	370	182.54
Seattle North	181	97.56
Seattle South	216	109.54
Seattle Voc Institute		
070 Shoreline	267	150.77
080 Bellevue	524	326.49
090 Highline	407	246.16
100 Green River	498	272.67
110 Pierce	506	262.44
120 Centralia	181	128.98
130 Lower Columbia	244	136.94
140 Clark	515	241.63
150 Wenatchee Valley	253	146.73
160 Yakima Valley	307	167.35
170 District		
Spokane	245	147.78
Spokane Falls	530	311.97
180 Big Bend	176	117.50
190 Columbia Basin	397	274.71
200 Walla Walla	315	139.28
210 Whatcom	635	288.40
220 Tacoma	427	245.90
230 Edmonds	419	228.57
240 So Puget Sound	511	215.34
250 Beilingham	93	74.93
260 Lake Washington	21	4.85
270 Renton	107	50.48
280 Bates	92	107.81
290 Clover Park	97	97.73
TOTAL	10,250	5,826.72

Source: SBCTC MIS Report SR3105.

RUNNING START ENROLLMENTS
Fall Quarter 1997

College	Headcount	FTEs
010 Peninsula	273	237.87
020 Grays Harbor	112	88.11
030 Olympic	239	207.31
040 Skagit Valley	531	357.56
050 Everett	399	308.13
060 District		
Seattle Central	261	202.79
Seattle North	136	92.70
Seattle South	186	140.25
Seattle Voc Institute		
070 Shoreline	250	182.52
080 Bellevue	382	301.72
090 Highline	319	250.39
100 Green River	495	376.56
110 Pierce	443	314.14
120 Centralia	177	151.01
130 Lower Columbia	235	162.10
140 Clark	432	294.54
150 Wenatchee Valley	241	179.39
160 Yakima Valley	291	206.66
170 District		
Spokane	181	151.57
Spokane Falls	444	358.82
180 Big Bend	114	88.95
190 Columbia Basin	389	305.21
200 Walla Walla	199	120.80
210 Whatcom	558	350.23
220 Tacoma	385	288.48
230 Edmonds	386	287.00
240 So Puget Sound	422	260.84
250 Bellingham	62	64.06
260 Lake Washington	10	6.07
270 Renton	38	34.42
280 Bates	99	164.29
290 Clover Park	46	65.35
TOTAL	8,785	6,599.84

Source: SBCTC MIS Report SR3105.

**University of Washington
Running Start Students
Entering Autumn 1997**

Number of Students		504	
Gender			
	Male.	228	45.2%
	Female	276	54.8%
College Class			
	Freshman	443	87.9%
	Sophomore	27	5.4%
	Junior	34	6.7%
Ethnic Distribution			
	African-American	6	1.2%
	Asian-American	131	26.0%
	Hispanic	17	3.4%
	Native American	9	1.8%
	White	284	56.3%
	Other	57	11.3%
High School GPA			
	Mean	3.62	
	Range	2.49 - 4.00	
SAT Verbal			
	Mean	585	
	Range	330 - 800	
SAT Math			
	Mean	594	
	Range	390 - 800	
SAT Total			
	Mean	1179	
	Range	730 - 1570	

University of Washington
Running Start Students
Entering Autumn 1997

ACT Score

Mean	25
Range	15 - 35

Entering Transfer Credits

Mean	38
Range	1 - 94
AA Degrees	44

Largest Feeder High Schools

1.	Sammamish	13
2.	Shorewood	11
3.	Decatur	10
4.	Sehome (tie)	9
	Nathan Hale (tie)	9
6.	Moses Lake (tie)	8
	Garfield (tie)	8

Largest Feeder Community Colleges

1.	Bellevue	43
2.	Edmonds	29
3.	Shoreline	24
4.	Seattle Central	23
5.	Ft. Steilacoom	19
6.	South Seattle (tie)	17
	Spokane Falls (tie)	17

**University of Washington
Running Start Students
Entering Autumn 1996**

Number of Students		479	
Gender			
	Male	227	47.4%
	Female	252	52.6%
College Class			
	Freshman	457	95.4%
	Sophomore	11	2.3%
	Junior	11	2.3%
Ethnic Distribution			
	African-American	9	1.9%
	Asian-American	111	23.2%
	Hispanic	15	3.1%
	Native American	7	1.5%
	White	300	62.6%
	Other	37	7.7%
High School GPA			
	Mean	3.64	
	Range	2.48 - 4.00	
SAT Verbal			
	Mean	581	
	Range	230 - 800	
SAT Math			
	Mean	599	
	Range	260 - 800	
SAT Total			
	Mean	1181	
	Range	620 - 1570	

University of Washington
Running Start Students
Entering Autumn 1996

ACT Score

Mean	25
Range	5 - 35

Entering Transfer Credits

Mean	35
Range	1.5 - 90
AA Degrees	40

Largest Feeder High Schools

1.	Sehome	15
2.	Inglemoor	13
3.	Mountlake Terr.	11
4.	Mount Rainier (tie)	10
	Issaquah (tie)	10
	Shorewood (tie)	10
7.	Kentridge	9

Largest Feeder Community Colleges

1.	Bellevue	60
2.	Shoreline	35
3.	Edmonds	28
4.	Green River	26
5.	Clark (tie)	21
	Highline (tie)	21
7.	Everett	20

University of Washington
Running Start Students
Entering Autumn 1996

UW Performance

GPA	Autumn 1996	Winter 1997	Spring 1997
Running Start	3.04	3.05	3.04
Freshmen from HS	3.01	3.05	3.04
CC Transfer	3.02	3.05	3.08
Credits Earned			
Running Start	13.8	13.6	13.6
All Freshmen	13.9	14.0	13.8
CC Transfer	11.4	11.6	11.6

Continuation Rate

88.9% (426/479 registered Autumn 1997 for 14.7 average credit load)

**University of Washington
Running Start Students
Entering Autumn 1993**

Number of Students	88
Average Transfer Credits	24.0
Average 10 th Day Credits per Quarter	14.1
Average Completed Credits per Quarter	12.8
Average Quarters Attended	10.2
Average Quarterly GPA Earned	3.11
% Graduated (through Spring 1997)	40.91% (36 of 88)
% Attrited (Last Enrollment < Autumn 1996)	23.86% (21 of 88)
Still Attending (Last Enrollment > Summer 1996)	35.23% (31 of 88)
GPA of Graduates	3.42
Average UW Credits Earned by Graduates	166.3
Average Total Credits Earned by Graduates	200.5
Average GEI of Graduates*	95.1

* GEI computed only for single-degree, single-major students.