Welcome to EWU Running Start and Concurrent Enrollment Programs

We are pleased that you are considering offering Eastern Washington University courses on your high school campus! Eastern, a four-year accredited university offers 135 fields of study, 9 master's degrees, 12 graduate certificates and 39 graduate programs. Here at Eastern we pride ourselves on starting something BIG, and it is our desire that your journey here will be the beginning of many BIG things to come.

Running Start was initiated in 1990 by the Washington State Legislature to provide verified juniors or seniors enrolled in a Washington State public high school the opportunity to take college courses as part of their high school education. Students earn tuition-free college credit while completing their high school graduation requirements. As a result, EWU Running Start students can earn their high school diploma and complete the General University Core Requirements (GECRs) at the same time.

The decision to start college early is an important one. Frequently, a student may be academically prepared for college-level courses, but may find social or emotional demands overwhelming. The most successful college students are highly motivated, work independently, take initiative, have good study skills, self-disciplined and are able to complete a variety of assignments with little direction from instructors. Students, parents and counselors should carefully consider whether Running Start appropriately meets the student’s needs.

EWU offers four distinct programs to help high school students get a Running Start on their academic careers.

- Running Start On-Campus enables students to take up to two years of free college credit while attending classes on Eastern's campus.
- Running Start Online is designed for a long-distance student who cannot attend classes on the EWU campus.
- Running Start in the High School (RSHS) gives a student the opportunity to take one college class a semester/quarter for free in the comfort and familiarity of their high school.
- College in the High School (CiHS) allows a student to take additional college courses in their high school, some potential tuition is required.

Running Start is an opportunity for students who are self-motivated, responsible, and excited to get a Running Start on their academic career. We look forward to working with you!

Sincerely,

High School Partner

Handbook

Running Start On-Campus & Online
Running Start in the High School
College in the High School

Abstract

Eastern Washington University’s Running Start programs are here to help make your concurrent enrollment programs be the most successful they can be. You are part of a network of over 55 high schools, 136 high school instructors and over 3000 students. We currently offer 43 EWU courses in 24 disciplines. We follow the National Alliance of Concurrent Enrollment Partnerships (NACEP) standards.

Dr. Melinda Bowman, Ed.D.
Director, Running Start
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WELCOME TO EWU RUNNING START AND CONCURRENT ENROLLMENT PROGRAMS

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- **Running Start On-Campus** enables students to take up to two years of free college credit while attending classes on Eastern’s campus.
- **Running Start Online** is designed for a long-distance student who cannot attend classes on the EWU campus.
- **Running Start in the High School** (RSHS) gives a student the opportunity to take one college class a semester/quarter for free in the comfort and familiarity of their high school.
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Running Start is an opportunity for students who are self-motivated, responsible, and excited to get a Running Start on their academic career. We look forward to working with you!

Sincerely,

Running Start Team
EASTERN WASHINGTON UNIVERSITY RUNNING START
VALUES, MISSION, AND VISION

Our Values
Eastern Washington University Running Start is dedicated to the following key values both in our on campus programs and off campus programs:

- **Student-centered learning environment**
  Students are the reason why we exist.

- **Quality**
  We strive for excellence in everything we do.

- **Access**
  We expand access to opportunity and success for students.

- **Inclusiveness**
  Our diversity makes EWU a stronger community.

- **Integrity**
  We foster a culture of respect, commitment and honesty.

Our Mission
Eastern Washington University expands opportunities for personal transformation through excellence in learning in both our on campus programs and off campus programs.

EWU Running Start achieves this mission by:

- Fostering excellence in learning through quality academic programs and individual student-faculty/instructor interaction and faculty-instructor interaction. Students extend their learning beyond the classroom through co-curricular programs, life skills development, volunteering and service learning.

- Creating environments for personal transformation that enrich the lives of individuals, families, communities and society at large.

- Expanding opportunity for all students by providing critical access to first generation students, underserved populations, place-bound students, and other students who may not have the opportunity for higher education.

- Developing faculty, staff and instructors by growing and strengthening and intellectual community and supporting professional development.

Our Vision
Eastern Washington University Running Start on campus and off campus programs envisions a future of professionally, socially and culturally engaged leaders, citizens and communities.

EWU Running Start is a driving force for the future culture, economy, workforce and vitality of Washington State. Our students learn to think critically and make meaningful contributions to both their high schools and their communities.
CONTACTS

Running Start

- Dr. Melinda Ackerman. Director Running Start
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- Julie Thayer, Advisor
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  509-359-2814; jthayer@ewu.edu

- Facebook: Stay connected and show your support for EWU Running Start on campus and at your high school through Facebook. Find us on Facebook by searching “Running Start EWU” or https://www.facebook.com/RunningStartEWU

- Twitter: Stay connected and show your support for EWU Running Start on campus and at your high school through Twitter. Find us on Twitter by using @runningstartewu

- Website: Find all of your Running Start information on our website: http://outreach.ewu.edu/
ROLE OF EASTERN WASHINGTON UNIVERSITY PERSONNEL IN RUNNING START IN THE HIGH SCHOOL/COLLEGE IN THE HIGH SCHOOL

In order to more easily facilitate issues facing our Partnering High Schools the following should be noted:

1. All academic issues should be directed to the Faculty Coordinator for the course or the Running Start office. Academic issues are deemed to include but not limited to: questions about course content and delivery methods, syllabus content, professional development program opportunities, and grade congruence.

2. Applications for new instructors and new course offerings should be made by the high school to the Running Start office.

3. All administrative issues should be directed to the Running Start office. Administrative issues can be deemed to include but not limited to: student/parent/counselor information, admission/registration of students, information regarding transferability of courses, delivery of rosters, adding or dropping students, and grade submission.
Contact the following people if you have questions about running start in the high school:

EWU Running Start Contact Tree
PROGRAM OVERVIEW: THE FOUR OPTIONS

Running Start

Running Start (RS) at EWU is the opportunity for eligible high-school juniors and seniors to take college courses as part of their high school education on the Eastern Campus.

BENEFITS

- Students can earn up to 15 **FREE** college credits per quarter while completing high school graduation requirements.
- Students have the opportunity to take advanced level courses on topics that may not be available in the high school.
- EWU Running Start students start working on EWU’s General University Core Requirements (GECRs)
- Students will obtain Eaglecard and have access to EWU campus activities and STA Busses

ELIGIBILITY

- Students who are verified juniors or seniors in high school by the start of EWU’s Fall quarter.
- Students who have a cumulative GPA of 3.3 or above can be admitted without submitting standardized test scores.
- Those who do not have a cumulative GPA of at least a 3.3 must submit an ACT, PSAT, or SAT test score for admission consideration.

HOW DO I SIGN UP?

- Talk to your parent/guardian to make sure that RS is right for you.
  Attend a Running Start Information Night
- Fill out the RS Application (see your school counselor or contact the RS office).

TUITION AND FEES

**Running Start On Campus:** Tuition costs will be paid by your school district for a maximum of 15 credits of college level courses per quarter. Any pre-college courses, below 100 level and credits above the 15 paid by your school, will be the responsibility of the Running Start Student. Students will also be responsible for any additional fees, such as lab fees.

In order to remain in the tuition “free zone”: 

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BUYING BOOKS
Textbooks will be available at the EWU bookstore prior to the beginning of each quarter. Visit bookstore.ewu.edu, click on the textbook tab and you will be able to search for your textbooks and get pricing. Textbooks can be expensive. The EWU bookstore offers used textbooks as well as textbook rentals. Used textbook prices are considerably lower than new books, but they do sell quickly. Students who are eligible for the free or reduced lunch program at their high school may be eligible to borrow their books through the Running Start Book Loan Library. Information about this program is available at the Running Start Office.

Running Start students that have an EagleCard may use the STA busses for free transportation to and from the Eastern campus. This also allows you transportation throughout Spokane. If you will be driving to the campus, parking permits are available at Parking Services at 131 Tawanka Hall. Please visit their website for availability and pricing - http://access.ewu.edu/parking/permits.xml.

FERPA
Eastern Washington University follows federal guidelines (FERPA – Family Educational Rights and Privacy Act of 1974) concerning student privacy rights. Faculty will not discuss a student’s progress with anyone without the student’s written permission. Parents will not have access to student records without the student’s written permission. Parents should not contact EWU faculty on their student’s behalf. It is the student’s responsibility to ask questions.
RUNNING START ADVISOR
Upon admission into the program, you will be assigned an advisor who will work with you throughout your time as a EWU Running Start student. Your advisor will meet with you through face-to-face advising each quarter, as well as any time in between as needed. Not only will they help you with scheduling classes that will meet your high school and university requirements, they will also offer support with challenging classes, advice on how to communicate with professors, address other issues that arise, and of course celebrate your successes. Feel free to drop by any time - we look forward to working with you!

GENERAL EDUCATION CORE REQUIREMENTS (GECRS)
EWU has designed the General Education Curriculum for the purpose of preparing students with the skills, habits of mind and breadth of subject matter that characterize an educated person. Students will complete eight general education core requirements (GECRs) and six university competency requirements, totaling at least 70 credits. These courses match well with students’ high school requirements and include humanities and fine arts, the social sciences and the natural sciences, math, English, computer literacy, cultural and gender diversity, and international studies.
Running Start Online

Running Start Online (RSO) at EWU is the opportunity for eligible high-school juniors and seniors to take college courses as part of their high school education online from EWU.

BENEFITS

- Students can earn up to 15 FREE college credits per quarter while completing high school graduation requirements.
- Students have the opportunity to take advanced level courses on topics that may not be available in the high school.
- Long-Distance students have full access to EWU services while enrolled in courses. These services include:
  - Library- on campus and online services [http://www.ewu.edu/library](http://www.ewu.edu/library)
  - Tutoring- peer to peer assistance via skype, email, online or in person [http://www.ewu.edu/academics/support/tutoring-services](http://www.ewu.edu/academics/support/tutoring-services)
  - Math Lab [http://www.ewu.edu/cshe/programs/mathematics/tutoring-lab](http://www.ewu.edu/cshe/programs/mathematics/tutoring-lab)
  - Writer’s Center – online availability [http://access.ewu.edu/writers-center](http://access.ewu.edu/writers-center)
  - Campus Visits [http://www.ewu.edu/undergrad/visit/campus-tours](http://www.ewu.edu/undergrad/visit/campus-tours)
  - Use of university facilities [http://www.ewu.edu/recreationatewu](http://www.ewu.edu/recreationatewu)

ELIGIBILITY

- Students who are verified juniors or seniors in high school by the start of EWU’s Fall quarter.
- Students who have a cumulative GPA of 3.3 or above can be admitted without submitting standardized test scores.
- Those who do not have a cumulative GPA of at least a 3.3 must submit an ACT, PSAT, or SAT test score for admission consideration.
- Students who are not able to attend courses on the EWU campus.

HOW DO I SIGN UP?

- Talk to your parent/guardian to make sure that RS is right for you.
- Fill out the RS Application (see your school counselor or contact the RS office).

TUITION AND FEES

**Running Start Online Students:** tuition costs will be paid by your school district for a maximum of 15 credits of college level courses per quarter. Any pre-college courses, below 100 level and credits above the 15 paid by your school, will be the responsibility of the Running Start Student. Students will also be responsible for any additional fees, such as lab fees.

In order to remain in the tuition “free zone”: 
BUYING BOOKS
Textbooks will be available at the EWU bookstore prior to the beginning of each quarter. Visit bookstore.ewu.edu, click on the textbook tab and you will be able to search for your textbooks and get pricing. Textbooks can be expensive. The EWU bookstore offers used textbooks as well as textbook rentals. Used textbook prices are considerably lower than new books, but they do sell quickly. Students who are eligible for the free or reduced lunch program at their high school may be eligible to borrow their books through the Running Start Book Loan Library. Information about this program is available at the Running Start Office.

TRANSPORTATION, BUSES AND PARKING
Running Start students that have an EagleCard may use the STA busses for free transportation to and from the Eastern campus. This also allows you transportation throughout Spokane. If you will be driving to the campus, parking permits are available at Parking Services at 131 Tawanka Hall. Please visit their website for availability and pricing - http://access.ewu.edu/parking/permits.xml.

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RUNNING START ADVISOR
Upon admission into the program, you will be assigned an advisor who will work with you throughout your time as a EWU Running Start student. Your advisor will meet with you through face-to-face advising each
quarter, as well as any time in between as needed. Not only will they help you with scheduling classes that will meet your high school and university requirements, they will also offer support with challenging classes, advice on how to communicate with professors, address other issues that arise, and of course celebrate your successes. Feel free to drop by any time - we look forward to working with you!

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EWU has designed the General Education Curriculum for the purpose of preparing students with the skills, habits of mind and breadth of subject matter that characterize an educated person. Students will complete eight general education core requirements (GECRs) and six university competency requirements, totaling at least 70 credits. These courses match well with students’ high school requirements and include humanities and fine arts, the social sciences and the natural sciences, math, English, computer literacy, cultural and gender diversity, and international studies.
Running Start in the High School

EWU’s Running Start in the High School (RSHS) is the opportunity for high-school juniors and seniors to be enrolled in college-level curriculum and earn free college credit all within the familiarity of their high school classroom.

**RSHS Teachers:** High-school teachers who teach CEP classes hold credentials that have been approved by EWU faculty in their respective fields of study. Most high-school teachers involved with CEP hold master’s degrees in their areas of instruction. EWU faculty coordinators travel to high schools during the school year in order to evaluate the high school teacher, curriculum, and monitor student progress.

**RSHS Students:** Students may take one EWU RSHS class per semester at their high school for **FREE**. While enrolled in RSHS classes, students are effectively enrolled in an on-campus EWU course. Students are held to the same academic and behavioral standards as any EWU Student. You may be required to purchase a textbook for the course.

**Curriculum:** The curriculum used in RSHS classes is the same as the curriculum in an on-campus class at EWU. Every educational department at EWU that works with RSHS provides the high-school teachers with the syllabus, curriculum, and faculty support necessary to ensure that RSHS students have a smooth transition from high school to college. We adhere to the National Alliance of Concurrent Enrollment Partnership (NACEP) standards.

**BENEFITS**
- A high-school student enrolled in RSHS can potentially graduate high school with **20 FREE** college credits, all of which would transfer directly to Eastern Washington University and most other state college and universities.
- High school students experience college-level curriculum in their H.S. classroom.
- Students earn college credit while working toward H.S. graduation requirements.
- In contrast to AP courses, you will be assured to earn college credit upon completion of course, instead of relying on test scores.
- RSHS students have full access to EWU services while enrolled in courses. These services include:
  - Library- on campus and online services [http://www.ewu.edu/library](http://www.ewu.edu/library)
  - Tutoring- peer to peer assistance via skype, email, online or in person [http://www.ewu.edu/academics/support/tutoring-services](http://www.ewu.edu/academics/support/tutoring-services)
  - Math Lab [http://www.ewu.edu/cshe/programs/mathematics/tutoring-lab](http://www.ewu.edu/cshe/programs/mathematics/tutoring-lab)
  - Writer’s Center – online availability [http://access.ewu.edu/writers-center](http://access.ewu.edu/writers-center)
  - Campus Visits [http://www.ewu.edu/undergrad/visit/campus-tours](http://www.ewu.edu/undergrad/visit/campus-tours)
  - Use of university facilities [http://www.ewu.edu/recreationatewu](http://www.ewu.edu/recreationatewu)
  - Unlimited access to the STA transit system

**ELIGIBILITY**
- No ACT or SAT score requirements
- Some courses require placement testing (See Appendix A)
- Any course prerequisites
• No GPA requirement

HOW DO I SIGN UP?
• Talk to your high school counselor to make sure that RSHS is right for you and offered on your high school campus.
• Fill out an admissions information post card (see your high school teacher).
• Fill out a RSHS registration form (see your high school teacher).
• Go to class!

COURSE FEE, ADDITIONAL FEES AND OTHER EXPENSES

Running Start in the High School: Tuition costs will be paid by your school district for a maximum of 5 credits per semester or 10 credits per year. Textbooks may need to be purchased for some classes. EWU will pay all university and testing fees.

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College in the High School

EWU’s College in the High School Program (CIHS) is the opportunity for high-school juniors and seniors to be enrolled in college-level curriculum and earn college credit all within the familiarity of their high school classroom. There is a tuition fee assessed for each course.

**CIHS Teachers:** High-school teachers who teach CIHS classes hold credentials that have been approved by EWU faculty in their respective fields of study. Most high-school teachers involved with CIHS hold master’s degrees in their areas of instruction. EWU faculty coordinators travel to high schools during the school year in order to evaluate the high school teacher, curriculum, and monitor student progress.

**CIHS Students:** Students may take an EWU CIHS course at their high school for a tuition fee. While enrolled in CHS classes, students are effectively enrolled in an on-campus EWU course. Students are held to the same academic and behavioral standards as any EWU Student. You may be required to purchase textbook for course.

**Curriculum:** The curriculum used in CIHS classes is the same as the curriculum in an on-campus class at EWU. Every educational department at EWU that works with CIHS provides the high-school teachers with the information, curriculum, and faculty support necessary to ensure that CIHS students have a smooth transition from high school to college. We adhere to the National Alliance of Concurrent Enrollment Partnership (NACEP) standards.

**BENEFITS**

- A high-school student enrolled in CIHS can graduate high school with college transcript credits, all of which would transfer directly to Eastern Washington University and most other state colleges and universities.
- High school students experience college-level curriculum in their H.S. classroom.
- Students earn college credit while working toward H.S. graduation requirements.
- Tuition fees are hundreds of dollars less than standard college tuition.
- In contrast to AP courses, you will be assured to earn college credit upon completion of course, instead of relying on test scores.
- RSHS students have full access to EWU services while enrolled in courses. These services include:
  - Library- on campus and online services [http://www.ewu.edu/library](http://www.ewu.edu/library)
  - Tutoring- peer to peer assistance via skype, email, online or in person [http://www.ewu.edu/academics/support/tutoring-services](http://www.ewu.edu/academics/support/tutoring-services)
  - Math Lab [http://www.ewu.edu/cshe/programs/mathematics/tutoring-lab](http://www.ewu.edu/cshe/programs/mathematics/tutoring-lab)
  - Writer’s Center – online availability [http://access.ewu.edu/writers-center](http://access.ewu.edu/writers-center)
  - Campus Visits [http://www.ewu.edu/undergrad/visit/campus-tours](http://www.ewu.edu/undergrad/visit/campus-tours)
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  - Unlimited access to the STA transit system

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• Fill out an admissions information post card (see your high school teacher).
• Fill out a RSHS registration form (see your high school teacher).
• Go to class!

COURSE FEE, ADDITIONAL FEES AND OTHER EXPENSES
College in the High School: A tuition fee (currently $350 per course) will be accessed for a CIHS class. Please see your teacher or contact our office for more information. Textbooks may need to be purchased for some classes. EWU will pay all university and testing fees.

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PROGRAM COMPARISONS – WHICH PROGRAM(S) ARE RIGHT FOR YOUR STUDENTS?

<table>
<thead>
<tr>
<th>Program</th>
<th>Benefits</th>
<th>Things to Consider</th>
</tr>
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<tbody>
<tr>
<td>Running Start on Campus*</td>
<td>• Tuition is free; students/parents can save up to two years in college tuition costs;</td>
<td>• Transportation arrangements, book purchases, and class fees are the responsibility of the student;</td>
</tr>
<tr>
<td>The Running Start program allows academically qualified 11th- and 12th-graders the opportunity to enroll in certain Washington colleges for college credit.</td>
<td>• Earn up to two years of college credit;</td>
<td>• Scheduling of college classes may conflict with some high school classes/activities;</td>
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<tr>
<td>Students are regular college students with the same rights and responsibilities. Students may participate in college clubs, music and drama activities, intramural sports and programs and may use campus services; however, Running Start students are not eligible to participate on college sports teams.</td>
<td>• Take a wide variety of classes that may not be offered at the high school;</td>
<td>• High schools provide a more of a social network and experiences geared toward teenagers;</td>
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<td>• Experiencing college classes while still in high school can help in making future educational plans;</td>
<td>• Students who are academically ready may find the required independence and speed of college classes overwhelming; student’s maturity level should be considered;</td>
</tr>
<tr>
<td></td>
<td>• Gives academically qualified students opportunity to take more challenging or advanced courses;</td>
<td>• Grades in college courses become a part of the student’s permanent high school and college records;</td>
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<td>• Highly motivated, mature students may thrive in the college environment;</td>
<td>• Academic calendars are different, including holidays, finals, and vacations; and</td>
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<td>• A diverse college student population provides a rich learning environment;</td>
<td>• May be exposure to alternative view points and material of an adult nature in college classes.</td>
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<td>• Credits transferable to Washington State universities and community colleges, as well as to most other universities.</td>
<td></td>
</tr>
</tbody>
</table>

Running Start Online*

Same as Running Start On-Campus, but you attend classes online either at your high school or home or anywhere you can connect to the internet.

Must be a self-starter and self-motivated. Much more difficult than a traditional class.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Things to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tuition is free;</td>
<td>• Book purchases and class fees are the responsibility of the student;</td>
</tr>
<tr>
<td>• Take classes that may not be offered at the high school;</td>
<td>• Grades in college courses become a part of the student’s permanent high school and college records;</td>
</tr>
<tr>
<td>• Students have opportunity to gain confidence as they experience college-level curriculum;</td>
<td>• Students who are academically ready may find the required independence and pace of online classes overwhelming; student’s maturity and motivation levels should be considered;</td>
</tr>
<tr>
<td>• Gives academically qualified students opportunity to take more challenging or advanced courses;</td>
<td>• Grades in college courses become a part of the student’s permanent high school and college records.</td>
</tr>
<tr>
<td>• Testing is not required to earn credit.</td>
<td></td>
</tr>
<tr>
<td>• Credits transferable to Washington State universities and community colleges, as well as to most other universities.</td>
<td></td>
</tr>
</tbody>
</table>

Running Start in the High School*

Concurrent Enrollment allows high school juniors/seniors to take college courses at their local high school for educational enrichment and college credit.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Things to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Tuition free up to 10 credits per year;</td>
<td>• Only one class per semester/quarter can be taken (up to two per year);</td>
</tr>
<tr>
<td>• Potential to graduate high school with 20 free college credits;</td>
<td>• Purchased textbooks may be required; and</td>
</tr>
<tr>
<td>• Experience college-level curriculum within the comfort and familiarity of the high school classroom;</td>
<td>• Grades in college courses become a part of the student’s permanent high school and college records.</td>
</tr>
<tr>
<td>• Classes taught by qualified teachers approved by EWU faculty in their field;</td>
<td></td>
</tr>
<tr>
<td>• Gain confidence and earn college credit while completing high school graduation requirements;</td>
<td></td>
</tr>
<tr>
<td>• Testing is not required to earn credit.</td>
<td></td>
</tr>
</tbody>
</table>
Like CEP, College in the High School allows high school juniors/seniors to take college courses at their local high school and receive college credit. Unlike CEP, students pay $350 for these courses (some schools pay all or part of this), but students can take an unlimited number of these courses; offerings vary by school.

<table>
<thead>
<tr>
<th>Advanced Placement (AP)</th>
<th>Fees are hundreds of dollars less than college tuition for comparable credits;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students take rigorous college-like courses while still in high school.</td>
<td>Experience college-level curriculum within the comfort and familiarity of the high school classroom;</td>
</tr>
<tr>
<td></td>
<td>Gain confidence and earn college credit while completing high school graduation requirements;</td>
</tr>
<tr>
<td></td>
<td>Credits transferable to Washington State universities and community colleges, as well as to most other universities; and</td>
</tr>
<tr>
<td></td>
<td>Classes are taught by qualified teachers approved by EWU faculty in their field.</td>
</tr>
<tr>
<td></td>
<td>Some tuition costs, as well as book purchases and class fees, are the responsibility of the student; and</td>
</tr>
<tr>
<td></td>
<td>Grades in college courses become a part of the student’s permanent high school and college records.</td>
</tr>
<tr>
<td></td>
<td>- Students pay for end-of-course exams;</td>
</tr>
<tr>
<td></td>
<td>- College treatment of AP credit varies widely by school; increasingly, students don’t receive college credit for high scores on AP exams; and</td>
</tr>
<tr>
<td></td>
<td>- There are no mandatory requirements for AP teachers, so the quality of an AP course can vary greatly.</td>
</tr>
</tbody>
</table>

* The state allows students to enroll in up to 1.2 FTE tuition free. Counselors and advisors will help make sure students remain in this “free zone” each quarter. However, it is important that students communicate with both their high school counselor and EWU advisor regarding the number of Running Start and CEP classes in which they are enrolled.

**Understand the Difference between High School and College**

### High School

**Goals**

- a) Earn good grades.
- b) Prepare for graduation and college.

**Resources**

- a) High school instructor has gone to school to learn how to teach.
- b) Students have access to a high school library, counselors, parents and teachers.

**Approach**

- a) Prepare for year-long assessments.
- b) Students often spend more time in the classroom and may be successful with less study time outside of class.
- Grades are earned through attendance, in-class projects, homework and some test scores.

### College

**Goals**

- a) Prepare for a job in a given field.
- b) Learn to become a professional

**Resources**

- a) College instructor/professor has gone to school to become a professional in a particular field of study.
- b) Students have access to hundreds of on-campus resources tailored to specific areas of study and demographics, such as first generation, Latino, and students with disabilities.

**Approach**

- a) Study for lifelong knowledge and skills.
- b) Two to three hours of out-of-class study time is recommended for every one hour spent in class to be successful.
- c) Course grades are often more heavily weighted on exams. Extra credit and makeup work may not be accepted.
HIGH SCHOOL PARTNER HIGH SCHOOL, INSTRUCTOR AND EASTERN WASHINGTON UNIVERSITY FACULTY COORDINATOR DUTIES AND RESPONSIBILITIES

High School Partners

High school partners are held to the duties and responsibilities from the Memorandum of Understanding (MOU) established between Eastern Washington University and the high school partner. The following outline is from the MOU:

1) Assigning qualified instructors for EWU classes. Preference is for teachers to have a Master’s Degree. A Bachelor’s (or Master’s Degree) in the subject taught or equivalent (for example, living or studying abroad) is required. The School District shall ensure the high school teacher provides his or her resume/vitae for consideration of teacher appointment by the appropriate EWU college department.

2) Ensure school district teacher provides resume/vitae to EWU for final appointment by EWU.

3) Obtain final approval from EWU of school district teacher appointment for each course.

4) Compensate the school district teacher in accordance with school district policies, procedures and the applicable school district collective bargaining agreement.

5) Supervise and evaluate school district teachers per the school district collective bargaining agreement.

6) Ensure each appointed Running Start teacher completes or provides the following for each approved course to receive additional compensation:

   A. Provide a professional and prepared classroom environment.
   B. Collect and submit to EWU student registration forms and evaluations.
   C. Attend individual/team meetings as designated or requested by EWU including:
      1. The EWU Annual Training and Orientation regarding course curriculum, assessment criteria, pedagogy, course philosophy, and administrative responsibilities and procedures.
      2. A meeting with the relevant EWU faculty liaison to review the course syllabus at the beginning of each semester.
      3. An in-service professional development during EWU faculty site visits each semester that expands the teacher’s knowledge in the discipline.
   D. Allow EWU to conduct classroom observation at least once per year for each approved course.
   E. Coordinate completion of student evaluations in accordance with the EWU student evaluation process.
   F. Provide input to EWU faculty on the development of the course final.
   G. Ensure students complete course requirements as indicated in the course syllabi.
   H. Assign grades for approved courses in accordance with EWU established deadlines.

7) Respond to recommendations regarding inadequate performance as identified by EWU in accordance with the school district collective bargaining agreement.

8) For mixed enrollment classes, maintain documentation that differentiates instruction and class requirements between high school class and approved EWU course.

9) Reimburse EWU for eligible Running Start enrollments consistent with the reimbursement and reporting requirements of RCW 28A.600 and WAC 392.169.

10) School District assumes sole responsibility for accurately reporting student enrollment to the Office of the Superintendent of Public Instruction.
Upon request, the School District will provide EWU a list of criminal incidents occurring on School District premises for the purposes of complying with federal reporting requirements.

High School Instructors
1) Attend Running Start in the High School training
2) Attend discipline specific orientations and trainings as required by the department, college, or by the Running Start office
3) Work with the Running Start office to schedule and assist with any placement or other testing requirements established by EWU departments
4) Work with assigned faculty coordinator to create an appropriate syllabus for the course
5) Ensure that the course taught through the Running Start in the High School/College in the High School programs meet the content and rigor requirements of the same course taught in an on campus environment as well as assessment criteria
6) Assist students with registration in conjunction with the Running Start office
7) Monitor class rosters and notify the Running Start office and the faculty coordinator of any changes in enrollment
8) Advise students in the high school about course expectations and help students make informed decisions about participation in concurrent enrollment programs
9) Participate in the on site evaluation process with the faculty coordinator
10) Work with the faculty coordinator to provide the required assessment to the university/departments
11) Assess all student work as required to create and enter appropriate university grades into the university system by deadlines
12) Perform all administrative responsibilities in a manner and timeframe consistent with EWU policies and procedures.

Faculty Coordinators
1) Work with the Running Start office and high school instructors to schedule and assist with any placement or other testing requirements established by EWU departments
2) Work with assigned high school instructor to create an appropriate syllabus for the course
3) Ensure that the course taught through the Running Start in the High School/College in the High School programs meet the content and rigor requirements of the same course taught in an on campus environment as well as assessment criteria
4) Conduct at least two site visits per course offering during the year
5) Complete the on site evaluation process with the high school instructor
6) Work with the high school instructor to provide the required assessment
HIGH SCHOOL COURSE AND INSTRUCTOR APPROVAL PROCESS

The following are the steps for potential high school partners and teachers to become part of EWU Running Start in the High School/College in the High School:

1) Appropriate school official contacts EWU Running Start Office and completes the online “RSHS Interest Form” (http://outreach.ewu.edu/departments/runningstart/) (See Appendix C)

2) Principals select which Running Start in the High School courses they would like offered in their high school

3) High School teachers interested in teaching Running Start High School Courses submit a resume and a cover letter to EWU Running Start team by mail, email or fax.

4) Application materials are sent to coordinating department for departmental approval or denial using department specific criteria. Common criteria include: current CV, degrees earned, transcripts, teaching experience, letters of recommendation, an interview and/or classroom observation, and completed professional development.

5) Once a high school teacher is approved, a letter of congratulations containing next steps and faculty coordinator contact information is sent by the director of Running Start to both the teacher and the principal usually by email, but can also be sent by mail.

6) If a high school teacher is denied, a letter is sent by the director of Running Start to both the teacher and the principal usually by email and is also sent by mail.

7) Once a high school teacher has been approved, the partnering high school and EWU will enter into a Memorandum of Understanding (MOU) (Appendix D) that outlines the parameters of the partnership, rules and expectations, stipend payment information, and rights and responsibilities of the high school and EWU Running Start office and the university.

8) Once the MOU is in place, the Running Start office and the Registrar create an instructor ID and high school section code indicator. Then the high school determines the course schedule, placement testing for courses begins, and students register for admission and courses.

9) High school teachers then collaborate with EWU faculty to offer the EWU course on their high school campus and attend teacher training in June on the EWU campus and also attend discipline specific training set up by the individual EWU departments.
RUNNING START IN THE HIGH SCHOOL/COLLEGE IN THE HIGH SCHOOL INSTRUCTOR TRAINING

Eastern Washington University Running Start in the High School/College in the High School Instructors meet NACEP professional development through an annual training day, discipline-specific training, scheduled site visits, and regular interaction with appropriate EWU faculty coordinators.

Annual High School Instructor and Administrator Training
EWU Running Start organizes and conducts annual training for all high school instructors and administrators. The purpose of this event is to provide training for new Running Start in the High School/College in the High School instructors, provide a forum to discuss all pertinent issues regarding the program, and give high school instructors and administrators the opportunity to interact with Running Start office staff, their faculty coordinator, and other university staff and faculty.

During the annual training event, EWU academic departments are responsible for producing a program agenda, along with a list of Running Start in the High School/College in the High School instructors in attendance, submitting these documents to the EWU Running Start office, and conducting afternoon training with the assigned high school instructor.

All high school instructors are issued EagleNET numbers and university email addresses at this event. The issuance of the EagleNET numbers and email addresses gives high school instructors full access to all EWU resources that are available to on-campus instructors and allows them to input grades into the university grading system as well as set up CANVAS virtual learning spaces for their classes.

Attendance by Running Start in the High School/College in the High School instructors is required every year to remain an approved instructor in the Running Start in the High School/College in the High School program. All instructors are provided with clock hours from Eastern Washington University Running Start in return for their attendance at the annual program training.

Discipline Specific Training
The EWU academic departments and faculty coordinators are responsible for offering professional development during the academic year. The content and organization of discipline-specific professional development programs and trainings is determined by the academic departments and faculty coordinators. EWU academic departments are responsible for producing a program agenda, along with a list of Running Start in the High School/College in the High School instructors in attendance, submitting these documents to the EWU Running Start office.

The Departmental Faculty Coordinator will also make a point of sharing University and Departmental professional development opportunities with the Running Start in the High School/College in the High School
Instructor. Each department and faculty coordinator uses their own best practices in sharing information with high school teachers.

Faculty Coordinator Scheduled Site Visits
In order to ensure the Running Start in the High School/College in the High School Courses are of the same rigor as those of the on-campus section of the same courses, each EWU Academic Department shall appoint at least one faculty member from its Department to serve as a Faculty Coordinator.

The Faculty Coordinator shall make regular site visits (minimum of 2 visits per course) to Running Start in the High School/College in the High School classrooms and Instructors. The purpose of the site visit is deemed to give the Faculty Coordinator the opportunity to meet with the Running Start in the High School/College in the High School Instructor and discuss all pertinent issues relating to the course. Additionally, the site visit gives the Faculty Coordinator the opportunity to observe course delivery methods and student discourse and rapport.

When making a site visit, it shall be the obligation of the Faculty Coordinator to complete a Site Visit Report (Appendix B).
- The Faculty Coordinator must provide a copy of the Site Visit Report to the Running Start in the High School/College in the High School Instructor, Running Start office, and other departmental individuals required of academic departments within 1 week of visit.
- The Running Start office will forward the Site Visit Report to the principal of each partnering high school.
- When necessary, the Faculty Coordinator shall share any available Professional Development deemed appropriate for the Instructor as well as any suggestions for improvement of the course.
- Whenever appropriate, the site visit can be supplemented by CANVAS, Skype, email, webcam interaction, or other modalities with the Running Start in the High School/College in the High School Instructor.
- The Faculty Coordinator should keep a record of all contact with the high school Instructor by any method.

Faculty Coordinator and High School Interactions
Throughout the academic year, the EWU faculty coordinators and the assigned high school instructors maintain regular and recurring communications with each other. Faculty coordinators maintain a log of these interactions and provide those logs to the Running Start office at the end of each academic year.
STUDENT ELIGIBILITY REQUIREMENTS

Running Start in the High School and College in the High School are available to all Washington State high school juniors and seniors attending a high school where the program is currently being offered. Students must meet course prerequisites, as well as, score at a proficient level on placement tests for mathematics and English courses. There are no GPA, class rank, or SAT/ACT score requirements to participate in Running Start in the High School/College in the High School.

Math Placement Test Scores

<table>
<thead>
<tr>
<th>Percent Given by ALEKS</th>
<th>Course Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>29% or below</td>
<td>MTHD 103</td>
</tr>
<tr>
<td>30%-40%</td>
<td>MTHD 104</td>
</tr>
<tr>
<td>41%-50%</td>
<td>MATH 114, 107 or MTHD 104</td>
</tr>
<tr>
<td>51%-60%</td>
<td>MATH 107, 141, 200, 211</td>
</tr>
<tr>
<td>61%-75%</td>
<td>MATH 107, 142, 200, 211, 380</td>
</tr>
<tr>
<td>76% or higher</td>
<td>MATH 161, 200, 211, 380 or math reasoning requirement met</td>
</tr>
</tbody>
</table>

* [http://www.ewu.edu/cshe/programs/mathematics/mpt/cut-off-scores](http://www.ewu.edu/cshe/programs/mathematics/mpt/cut-off-scores)
English Placement Test Scores

*A full size diagram is in Appendix C. More information on English Placement Testing can be found at:
http://www.ewu.edu/cale/programs/english/english-placement-test
STUDENT REGISTRATION

1) Students attending high schools offering Running Start in the High School/College in the High School courses with Eastern Washington University are placed in concurrent enrollment courses by their high school counselors.

2) Once a student is placed in the course at the high school level, a state required Enrollment Verification Form (EVF; Appendix D) must be filled out by the counselor, then signed by the parents, once returned to the high school it is set to the Running Start office where it is signed and returned to the high school and to the Office of Public Instruction. The EVF is used to make sure that students are within their FTE limit and if they are above that limit tuition will need to be paid to the appropriate university partner.

3) Participating teachers have students fill out Running Start registration cards (Appendix E) that are returned to the Running Start office and then forwarded to Admissions. Students are then enrolled as a Running Start in the High School/College in the High School students with Eastern Washington University.

4) Once a student is enrolled, participating teachers have students fill out the course registration form (Appendix E). The forms are returned to the Running Start office and then forwarded to Records and Registration (University Registrar).

5) Participating teachers are responsible for keeping accurate course rosters and notify the Running Start office immediately if there is a student add or withdraw (page 30). The Running Start office then notifies the registrar and other pertinent university officers.

- Students must meet the course pre-requisites of the university. Pre-requisites are available in the course catalog available at: http://www.ewu.edu/Documents/Records%20and%20Registration/catalog/1%20Complete_14-15%20Catalog.pdf
- Students are held to the same withdrawal and payment deadlines as Eastern Washington University on-campus students. The course withdrawal deadlines are available at: http://access.ewu.edu/records-and-registration/dates-and-deadlines
- Students are held to the same policies and procedures as Eastern Washington University on campus students. Student policies are available at: http://www.ewu.edu/about/administration/president/policies

Payment can be made on-line through the student account, by check (to Eastern Washington University) via US mail, or by check or cash at Student Financial Services. Students must be sure to include their EagleNET ID number with their payment. Payment information can be found on the Student Financial Services web page: http://access.ewu.edu/student-financial-services
CAMPUS RESOURCES & SUPPORT SERVICES

EWU University Bookstore
http://bookstore.ewu.edu
152 Pence Union Bldg. (PUB) | 509-359-2826

Disability Support Services
http://access.ewu.edu/Disability-Support-Services.xml
Tawanka Hall RM 121 | 509-359-6871

Computer Labs
http://access.ewu.edu/it/services/computer-labs.xml
EWU is committed to providing state of the art computing facilities and consultation. Please see website for hours of operation.

Records and Registration
http://access.ewu.edu/records-and-registration
201 Sutton Hall | 509-359-2321
Pay applicable lab fees, EWU transcripts, grade changes, Name/Address changes/FERPA

CAPS (Counseling and Psychological Services)
http://access.ewu.edu/caps/capsstaff.xml
225 Martin Hall | 509-359-2366
CAPS mission is to support and promote the emotional, intellectual, spiritual health and wellness of students, staff and faculty of EWU.

Math Tutoring
www.ewu.edu/cshe/programs/mathematics/tutoring-lab.xml
216 Kingston Hall | 509-359-4315
The Tutoring Lab is staffed by Tutors who are undergraduate majors & graduate students with high academic standards in mathematics courses. Also tutors in the lab may be a future teacher or student who enjoys mathematics and assisting students in learning mathematics.

Academic Success Resources
www.ewu.edu/academics/support/academic-success-resources.xml
111 Monroe Hall | 509-359-2487
The Academic Success Center is committed to providing EWU students a variety of tools for success. Students can get assistance through academic success instruction, tutoring services, advising, career and graduate school preparation, technology support, and more
Writers’ Center
http://access.ewu.edu/writers-center
JFK Library Learning Commons | 509-359-2779
The Writers’ Center offers a collaborative experience that strengthens EWU writers of any ability, from any discipline, and at any stage of the writing process.

eTutoring
http://access.ewu.edu/plus-1-on-1-tutoring/etutoring
EWU’s eTutoring offers both synchronous and asynchronous tutoring, so it is available 7 days a week, 24 hours a day to help all students at EWU achieve academic success.

Career Services
http://www.ewu.edu/community/career-services
EWU’s Career Services center will help you with creating resumes, improving interview skills and finding a job or an internship opportunity.

Additional Resources:
- Library- on campus and online services http://www.ewu.edu/library
- Tutoring- peer to peer assistance via skype, email, online or in person http://www.ewu.edu/academics/support/tutoring-services
- Math Lab http://www.ewu.edu/cshe/programs/mathematics/tutoring-lab
- Campus Visits http://www.ewu.edu/undergrad/visit/campus-tours
- Use of university facilities http://www.ewu.edu/recreationatewu
- Unlimited access to the STA transit system
COURSE OFFERING INFORMATION, COURSE FEE AND ADDITIONAL FEES POLICY

Courses
Eastern Washington University can offer any course available in our official course catalog as long as there is an agreement between the academic department, faculty coordinators, and high school partners as well as the availability of qualified and approved high school faculty willing to offer the course as well as students meeting any course prerequisites. The current course catalog can be found: http://www.ewu.edu/Documents/Records%20and%20Registration/catalog/1%20Complete_14-15%20Catalog.pdf

Our current courses offered to high school partners is located in Appendix F.

Course Fees
Running Start in the High School: Free to students for the first 10 credits per year. Eastern Washington University bills participating school districts out of the state allocated 1.2FTE for the unclaimed .2FTE.

College in the High School: $350.00 per 5-credit course paid by participating students. College in the High School is offered to students attending private schools who do not qualify for the state funding or for students who have exceeded their state funding limits for public education allotment.

Additional Fees
Eastern Washington University covers all fees for participating students including initial placement tests* for mathematics and English, enrollment fees, technology fees, course fees, and other fees assessed by the university.

*Students are responsible for the fees for any retakes of placement exams. Mathematics is $31.00 and English is $12.00.
The table below states the billing schedule when Eastern Washington University bills for Running Start in the High School courses. If the date falls on a weekend, billing is processed on Friday prior.

<table>
<thead>
<tr>
<th>RSHS SEMESTER</th>
<th>BILL DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>January 15&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>SPRING</td>
<td>June 5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>YEAR LONG</td>
<td>June 5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

The table below states the billing schedule when Eastern Washington University bills for Running Start on campus and online courses. If the date falls on a weekend, billing is processed on Friday prior. The bill schedule follows the quarter schedule. *Dates are dependent on EWU academic calendar. Dates provided are approximates.

<table>
<thead>
<tr>
<th>RS QUARTER</th>
<th>BILL DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL</td>
<td>Second week in December*</td>
</tr>
<tr>
<td>WINTER</td>
<td>Second week in March*</td>
</tr>
<tr>
<td>YEAR LONG</td>
<td>Second week in June*</td>
</tr>
</tbody>
</table>
WITHDRAWAL PROCESS

RUNNING START IN THE HIGH SCHOOL
Since Running Start in the High School is paid by the school districts through FTE funding, students wishing to withdraw from a course must inform their instructor and counselor. Instructors will then contact the Running Start office. Once notice is received by email to the Running Start office from a high school instructor, the email is saved and the Running Start office files the required Eastern Washington University Registration/Change Form and it is delivered to the Registrar’s office.

COLLEGE IN THE HIGH SCHOOL
If a student wishes to withdraw from a tuition based College in the High School course, students must follow the Running Start in the High School policy and then university policy and withdraw from a course by university deadlines to receive any refund due. University policy can be found at: http://access.ewu.edu/records-and-registration/registration/droppingwithdrawing-from-classes

Withdrawals follow the university calendar for Fall Quarter and Spring Quarter.
TRANSFER OF COLLEGE CREDIT OBTAINED AT EASTERN WASHINGTON UNIVERSITY

Eastern Washington University's transfer guide (https://eaglenet.ewu.edu/PROD-DAD/ewudarsxpd_p_lookup_sbg1_code) is a planning tool that helps you discover how your credits transfer to EWU.

- The transfer guide has info for 84,000 courses from 6,300 institutions.
- The transfer guide only includes courses that have previously transferred to EWU. Your courses might not be listed because no one has transferred them to EWU before.
- Not all courses are transferable.
- Eastern only accepts transfer credits from regionally accredited colleges and universities.

If you’re wondering about a course that might count toward requirements for your major but you can’t find that particular course in the transfer guide, you should contact the department and ask about their transfer and equivalency policies.

Running Start Credits: Credits earned under Running Start in the state of Washington are treated like any other transfer credits.

College in the High School Credits: Freshman students with fewer than 40 transferable credits, including credits earned through "college in the high school" programs, must meet freshman admission criteria. "College in the high school" courses will be accepted as transfer credit if they are from a regionally-accredited college or university, and are consistent with our general transfer credit policy.

Students and parents are advised to contact private and out-of-state colleges/universities of choice regarding transferability of credits.
**FORMS**

**OSPI RSEVF**
RSEVF forms, as per OSPI directions, must be generated at a student’s home high school. The purpose of this form to insure that your students are taking the appropriate number courses and are remaining within the “free” zone in FTE calculations regardless of where courses are taking place. Upon completion of this form with all appropriate signatures please scan and email forms to the Running Start office. We will sign and return them to you as they are received. Form and directions can be found in Appendix D.

**P223**
The P-223 form is generated each month by the Running Start office based on enrollment numbers in each course. Adds and drops occur throughout the term and we process adds and drops as they come into the office by email from the instructor or counselor. If the Running Start office is not notified of a drop when it occurs, your P-223 will not reflect the drop until the next month. It is the instructors/counselors responsibility to notify the Running Start office by email immediately when a student drops a course. Form and directions can be found in Appendix G.

**Addendums & Teacher Stipends**
Addendums are calculated based on enrollment numbers by a date set by the EWU Running Start office. We understand that adds and drops will occur after this particular date, but due to the volume of addendum stipend payment calculations, it is necessary to have one standard date for all enrollment counts per semester. Please return signed addendums to the Running Start office within two weeks of receipt. A19 forms will not be executed until all completed Addendums are returned. An example of an addendum can be found in Appendix I.

**A19s**
School districts will receive the A19s in June from EWU. This invoice needs to be signed and returned no later than June 30th. This allows EWU to send stipend pay for your participating teachers. An example of an addendum can be found in Appendix I.
ASSESSMENT POLICY AND PRACTICES

1. In order to ensure rigor of all on-campus and off-campus University course offerings, the following policies are to be followed:

a) Running Start in the High School/College in the High School Students are to be held to the same standards of achievement as those of on-campus students.

b) Running Start in the High School/College in the High School and their University Faculty Coordinators shall work together to ensure that the assessments used in the Running Start in the High School/College in the High School courses are to be congruent with the on-campus assessments for the same course. The University recognizes the academic discretion that any particular instructors may have in weighting certain assessment pieces in their courses. Notwithstanding this discretion, the Running Start in the High School/College in the High School Instructor and University Faculty Coordinator will work together to ensure that a comparable assessment structure is in place in Running Start in the High School/College in the High School courses. Any issues that are deemed irresolvable by the Running Start in the High School/College in the High School Instructor and the Coordinator shall be referred to the Chair of the corresponding Department for resolution.

c) All Running Start in the High School/College in the High School students shall receive a syllabus from their instructor. This syllabus will have been reviewed by the Faculty Coordinator prior to the commencement of the course. The syllabus shall list the University expected standards of achievement and shall reference all appropriate University policies.

d) If at any time the expected standards of achievement are revised by the University, the Faculty Coordinator will inform the appropriate Running Start in the High School/College in the High School instructors, who are to edit their syllabi to reflect revision.

e) Should the Running Start in the High School/College in the High School instructor wish to change the language of the Running Start in the High School/College in the High School course syllabus, the Running Start in the High School/College in the High School instructor shall submit the revised syllabus to the Faculty Coordinator for departmental review and approval.

2. In order to further ensure rigor of the on-campus and off-campus University course offerings, the Running Start in the High School/College in the High School Instructor and Faculty Coordinator will work together to assure that grading standards for the courses are congruent with those of on-campus grading standards. In furtherance of this goal:

a) The Running Start in the High School/College in the High School Instructor and the University Faculty Coordinator will work together on a regular basis to ensure assessment congruence. The corresponding University Department will review the assessment comparison data as necessary and recommend any changes in assessment practice to the Running Start in the High School/College in the High School Instructor and Faculty Coordinator.

b) The Faculty Coordinator will share with the Running Start in the High School/College in the High School Instructor information on departmental grading of assessments including: rubrics, policies on late assignments, grading curves, and extra credit policies.
NONCOMPLIANCE BY HIGH SCHOOL PARTNER, HIGH SCHOOL INSTRUCTOR, AND/OR FACULTY COORDINATOR POLICY

High School Partners/High School Instructor
At any time, if there is reason to believe that the Instructor or Partnering High School is not complying with the course expectations as detailed in this handbook or other communicated expectation by the Running Start office or authorized University representatives, the following steps shall be followed to resolve the noncompliance issue:

<table>
<thead>
<tr>
<th>Academic Noncompliance</th>
<th>Administrative Noncompliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Faculty coordinators will submit corrective action advisements in the Site Visit Report to the instructor, principal and Running Start office.</td>
<td>Follow the Memorandum of Understanding (MOU; Appendix D) procedures.</td>
</tr>
<tr>
<td>2) Failure of the high school partner to comply with the communicated plan by the next site visit may result in the termination of the partnership with Eastern Washington University and the instructor. Individual departments will follow their specific noncompliance policy.</td>
<td></td>
</tr>
<tr>
<td>3) If it is deemed that a partnership must be terminated, a list of all communication between partners, any written documentation including: site visit forms, student grades, student course evaluations, and a letter from the department to the instructor and principal must be delivered to the Running Start office.</td>
<td></td>
</tr>
<tr>
<td>4) The Running Start office will then contact appropriate district representatives and execute the termination of partnership with the instructor.</td>
<td></td>
</tr>
</tbody>
</table>

Faculty Coordinators
Eastern Washington University Faculty Coordinator non-compliance issues are handled in strict accordance with the current UFE collective bargaining agreement and individual department policy.
Eastern Washington University recognizes that different partnering high schools may have different grading scales; however, the grade that a RSHS/CiHS student receives on his/her Eastern Washington University grade submission and transcript is to follow Eastern Washington University Grading Policy. At or near the end of each grading period, the RSHS/CiHS instructor and High School Guidance office will receive information on grade submission for RSHS/CiHS students.

Grades at Eastern are reported in numerical fractions to the nearest tenth. Grades may be recorded at 0.0, 0.7 - 4.0. **NOTE** - 0.1 - 0.6 grades may not be assigned.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B</td>
<td>3.3</td>
</tr>
<tr>
<td>B-</td>
<td>3.0</td>
</tr>
<tr>
<td>C</td>
<td>2.3</td>
</tr>
<tr>
<td>C-</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>1.3</td>
</tr>
<tr>
<td>D-</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Courses not meeting the standard quarter dates can be graded outside the standard quarter grading cycles. Courses may be set up to be graded in one of the monthly grading cycles by designating a special part of the term for the course. Once students are registered in a course designated with a special part of the term it cannot be changed.

**Instructor Grading Information**

During the academic year, grades must be submitted by dates set by the Running Start office and EWU Records and Registration office. You will be advised on specific deadlines.

EASTERN WASHINGTON UNIVERSITY STUDENT RECORDS POLICY

Running Start in the High School/College in the High School students are considered Eastern Washington University students and are entitled to all rights and responsibilities as matriculated students. More on academic records including:

- Your EWU Student Identification Number
- How to declare your major
- SOAR Degree Audit
- How the EWU grading system works
- How to get an enrollment verification
- How to order your EWU transcript
- How to change your name and/or address
- Your rights under FERPA

Can be located at: http://access.ewu.edu/records-and-registration/student-records

Since Running Start in the High School/College in the High School students are typically under the age of 18, students can chose to waive their FERPA rights in regards to their Running Start in the High School/College in the High School courses.

EASTERN WASHINGTON UNIVERSITY ACADEMIC POLICY

Running Start in the High School/College in the High School students are held to the same academic policies as students attending Eastern Washington University. A complete listing of academic policies can be found at http://access.ewu.edu/faculty-organization/academic-policies.

EWU expects the highest standards of academic integrity of its students. Academic honesty is the foundation of a fair and supportive learning environment for all students. Personal responsibility for academic performance is essential for equitable assessment of student accomplishments. The university supports the faculty in setting and maintaining standards of academic integrity. Charges of violations of academic integrity are reviewed through a process that allows for student learning and impartial review. The Academic Integrity Policy can be found: https://access.ewu.edu/Documents/Undergraduate%20Studies/Faculty%20Support/Academic%20Integrity%20Policy.pdf
APPENDIX A

RCW 28A.600.300
Running start program — Definition.

(1) The program established in this section through RCW 28A.600.400 shall be known as the running start program.

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

(a) A community or technical college as defined in RCW 28B.50.030;

(b) A public tribal college located in Washington and accredited by the northwest commission on colleges and universities or another accrediting association recognized by the United States department of education; and

(c) 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.

[2009 c 450 § 7; 2005 c 207 § 5; 2002 c 80 § 1; 1994 c 205 § 1; 1990 1st ex.s. c 9 § 401.]

Notes:

Findings -- Intent -- 2009 c 450: See note following RCW 28A.600.280.

Findings -- Intent -- 2005 c 207: "The legislature finds that the dropout rate of the state's Native American students is the highest in the state. Approximately one-half of all Native American high school students drop out before graduating with a diploma. The legislature also finds that culturally relevant educational opportunities are important contributors to other efforts to increase the rates of high school graduation for Native American students. The legislature further finds that the higher education participation rate for Native American students is the lowest in the state, and that more can be done to encourage Native American students to pursue higher educational opportunities. The legislature intends to authorize accredited public tribal colleges to participate in the running start program for the purposes of reducing the dropout rate of Native American students and encouraging greater participation rates in higher education." [2005 c 207 § 4.]

College in the high school program -- Rules.

(1) The superintendent of public instruction, the state board for community and technical colleges, and the public baccalaureate institutions shall jointly develop and each adopt rules governing the college in the high school program. The association of Washington school principals shall be consulted during the rules development. The rules shall be written to encourage the maximum use of the program and may not narrow or limit the enrollment options.

(2) College in the high school programs shall each be governed by a local contract between the district and the institution of higher education, in compliance with the guidelines adopted by the superintendent of public instruction, the state board for community and technical colleges, and the public baccalaureate institutions.

(3) The college in the high school program must include the provisions in this subsection.

(a) The high school and institution of higher education together shall define the criteria for student eligibility. The institution of higher education may charge tuition fees to participating students.

(b) School districts shall report no student for more than one full-time equivalent including college in the high school courses.

(c) The funds received by the institution of higher education may not be deemed tuition or operating fees and may be retained by the institution of higher education.

(d) Enrollment information on persons registered under this section must be maintained by the institution of higher education separately from other enrollment information and may not be included in official enrollment reports, nor may such persons be considered in any enrollment statistics that would affect higher education budgetary determinations.

(e) A school district must grant high school credit to a student enrolled in a program course if the student 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 student enrolls in the course. The credits shall be applied toward graduation requirements and subject area requirements. Evidence of successful completion of each program course shall be included in the student's secondary school records and transcript.

(f) An institution of higher education must grant college credit to a student enrolled in a program course if the student successfully completes the course. The college credit shall be applied toward general education requirements or major requirements. If no comparable course is offered by the college, the institution of higher education at which the teacher of the program course is employed shall determine how many credits to award for the course and whether the course fulfills general education or major requirements. Evidence of successful completion of each program course must be included in the student's college transcript.
Eleventh and twelfth grade students or students who have not yet received a high school diploma or its equivalent and are eligible to be in the eleventh or twelfth grades may participate in the college in the high school program.

Participating school districts must provide general information about the college in the high school program to all students in grades ten, eleven, and twelve and to the parents and guardians of those students.

Full-time and part-time faculty at institutions of higher education, including adjunct faculty, are eligible to teach program courses.

The definitions in this subsection apply throughout this section.

"Institution of higher education" has the meaning in RCW 28B.10.016 and also includes a public tribal college located in Washington and accredited by the Northwest commission on colleges and universities or another accrediting association recognized by the United States department of education.

"Program course" means a college course offered in a high school under the college in the high school program.

NOTES:

Effective date -- 2012 c 229 §§ 101, 117, 401, 402, 501 through 594, 601 through 609, 701 through 708, 801 through 821, 902, and 904: See note following RCW 28B.77.005.

Findings -- Intent -- 2009 c 450: See note following RCW 28A.600.280.
APPENDIX B

Site Visit Form

<table>
<thead>
<tr>
<th>Running Start Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>300 Senior Hall</td>
</tr>
<tr>
<td>Cheney, WA 98904</td>
</tr>
</tbody>
</table>

ALL EWU Running Start in the High School Faculty Coordinators must report on a minimum of two high-school site visits per year. Please provide the following information:

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Faculty Coordinator:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School:</th>
<th>Address:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Topic of Discussion/Lecture or activity observed:

<table>
<thead>
<tr>
<th>Assessment of Course Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compliance with EWU Course Expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review of Course Assessment Activity to Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review of Course Syllabus:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent with EWU course requirements: Y/N</td>
</tr>
<tr>
<td>Reflects EWU course name and number: Y/N</td>
</tr>
<tr>
<td>Copy of syllabus attached: Y/N</td>
</tr>
</tbody>
</table>

EWU Faculty Coordinator Signature: ____________________________

This assessment was reviewed with me in person by the department assessment coordinator and I have been informed that any comments that I wish to make in response may be directed to the department chair of the college coordinator.

RSHS Teacher Signature: _____________________________________

Please see reverse side for additional evaluation prompts.  
Please attach supplemental materials (additional notes, syllabi, teacher feedback, etc.) to the back of this sheet.
ALL EWU Running Start in the High School Faculty Coordinators must report on a minimum of two high-school site visits per year. Please provide the following information:

Course Title: ___________________________   Teacher: ___________________________

Date: ___________________________   Faculty Coordinator: ___________________________

School: ___________________________   Address: ___________________________

Topic of Discussion/Lecture or activity observed: ___________________________

Assessment of Course Content:
Comments: ___________________________
Consistent with EWU course requirements: Y/N

Compliance with EWU Course Expectations:
Comments: ___________________________
Consistent with EWU course requirements: Y/N

Review of Course Assessment Activity to Date:
Comments: ___________________________
Consistent with EWU course requirements: Y/N

Review of Course Syllabus:
Consistent with EWU course requirements: Y/N
Reflects EWU course name and number: Y/N
Copy of syllabus attached: Y/N

EWU Faculty Coordinator Signature: ___________________________

This assessment was reviewed with me in person by the department assessment coordinator and I have been informed that any comments that I wish to make in response may be directed to the department chair of the college coordinator.

RSHS Teacher Signature: ___________________________

Please see reverse side for additional evaluation prompts.
Please attach supplemental materials (additional notes, syllabi, teacher feedback, etc.) to the back of this sheet.
### APPENDIX D

Enrollment Verification Form (EVF)

#### Running Start Enrollment Verification Form

- **Student Name:**
  - Last Name: 
  - First Name: 
  - MI: 

- **Home Phone:** 
- **Cell Phone:** 

- **Email Address:** 
- **SSID#:** 

- **Responsible Parent/Guardian:** 

- **College:** 
- **College SID #:** 

- **School Year:** 
- **High School:** 
- **District:** 

- **Grade Level:** 
  - [ ] Junior 
  - [ ] Senior 
  - [ ] 5th Year Senior - Available for meeting district graduation requirements only (WAC 392-169-035(4)). 

- **Location of Running Start Class:** 
  - [ ] College Campus 

- **College Term:** 
  - [ ] Fall 
  - [ ] Winter 
  - [ ] Spring 

- **High School Number of Months Class Offered:** 

- **High School Term:** 
  - [ ] Semester 
  - [ ] Trimester 

- **For the college term above and the high school term, the student will be enrolled in high school and skill center classes equaling _________ full-time equivalent (FTE).** 

- **Student is eligible for a maximum of _________ Running Start FTE, without incurring college tuition costs, based on the above stated high school FTE.** 

- **Comments:** 

#### Recommended Running Start Classes

**The formula for calculating a Running Start class/ FTE is: (number of enrolled credits x 15) / (3 x # of months).** 

<table>
<thead>
<tr>
<th>College Course (Dept &amp; Number)</th>
<th># of College Credits</th>
<th># of Months for Class</th>
<th>FTE</th>
<th>High School Equivalency</th>
<th># of HS Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Total Running Start FTE** 

- **Signature of High School Counselor:** 
- **Date:** 
- **Signature of College Running Start Rep:** 
- **Date:** 

#### Counselor/Running Start Advisor Printed Name: 
- **Phone Number:** 
- **College Running Start Rep Printed Name:** 
- **Phone Number:** 

**I understand that:**
- The student is responsible for understanding his or her choice of schedule will result in tuition charges. If the student enrolls for more high school and college credits than are identified in the Running Start State Fencing Limit Table, the student is responsible for:
  1. Paying all college tuition and fees associated with exceeding the college credits identified in the table; or
  2. Withdrawing from the excess college or high school course(s). 

- The student is required to pay any class/lab fees charged for college classes. 

- Enrollment in specific college classes cannot be guaranteed – even if the classes are needed to fulfill district high school graduation requirements. 

- If the student begins Running Start in winter or spring terms, eligibility for the previous term(s) that year is forfeited. 

- To add/withdraw from a course, the student must complete the college Add/Drop process by the college deadline and notify the high school counselor. 

- The student is responsible for ensuring that college courses completed as part of the Running Start program will meet high school graduation requirements. 

- If the student plans to transfer, it is the student’s responsibility to find out about admissions policies/judginess and whether credits will transfer. 

- The student gives permission for college staff to release his/her grades to the high school and to discuss various aspects of his/her program participation with the high school/district officials. 

**Student & Parent/Guardian Printed Name:** 
- **Parent/Guardian Signature (REQUIRED)**: 
- **Date:** 

**Student Signature (REQUIRED)**: 
- **Date:** 

**FORM SP1 1674 (8/2014)**

Questions: Students & Parents/Guardians contact local high school; School Districts call OSPI at 360-725-6300.
COMPLETING THE RUNNING START ENROLLMENT VERIFICATION FORM (RSEVF)

PURPOSE: The RSEVF ensures that a student’s monthly enrollment does not exceed the allowable combined 1.20 full-time equivalent (FTE) limitation. This form also provides the college the FTE available for Running Start enrollment, includes the high school with the enrolled colleges classes, and notifies the student and their parent/guardian if tuition charges will occur.

The RSEVF is required to be completed each college term for each student enrolling in college classes through the Running Start program, including home-based and private school students. Students attending more than one college for any college term are required to have a separate RSEVF for each college. When a student will be attending multiple colleges, the appropriate box in the upper right hand corner of the RSEVF must be checked.

If the student’s high school or college enrollment changes during the college term, a revised RSEVF must be completed and the appropriate box in the upper right hand corner of the RSEVF must be checked.

FTE AND ANNUAL AVERAGE FTE (AAFET) LIMITATIONS: Running Start students may not be claimed for a combined high school and college enrollment that exceeds 1.20 FTE for any month except January. Neither the high school nor college enrollment can individually exceed 1.00 FTE, except for students enrolled in a high school and skill center.

When a student is enrolled in both a high school and a skill center and claimed for more than a combined 1.00 FTE, the available Running Start enrollment is limited to a 0.20 FTE. When a student is enrolled in both the high school and skill center and less than a 1.00 FTE, the standard Running Start calculation applies.

This 1.20 FTE limitation applies to the annual average FTE (AAFET), where a Running Start student may not be claimed for a combined high school and college enrollment that exceeds 1.20 AAFET for the school year. Students that exceed the 1.20 FTE or AAFET may be charged tuition by the college for the credits in excess of this limitation.

When the high school first semester and the college winter quarter overlaps in January, a Running Start student can be claimed for more than a 1.20 FTE for that month only. When this occurs, the student may be subject to a reduced FTE or to paying tuition for the spring quarter. The 1.20 AAFET and AAFET would be exceeded. Completion of the Spring Quarter Eligibility Adjustment Form (SQAIF) will identify students at risk of exceeding the 1.20 AAFET and will calculate the reduced allowable FTE. For the spring quarter, students whose spring quarter available FTE is reduced, a completed SQAIF must be submitted to the spring quarter RSEVF and the appropriate box in the upper right hand corner of the RSEVF must be checked. Students attending more than one college for the spring quarter must have the SQAIF attached to each college’s RSEVF.

For more information on the 1.20 Running Start FTE limitation, refer to Bulletin No. 644-14.

INSTRUCTIONS FOR COMPLETING THE RSEVF

STUDENT SECTION: The RSEVF begins with the student completing the first section of the form. Students who are under the age of 18 at the beginning of the college term, must provide their parent/guardian information. The student’s high school student identification number (SID) is available at the high school guidance office. If the student does not know his/her college student identification number (SId), refer to earlier completed RSEVF. If the student is new to the program, the college SID is available on the processed college application.

HIGH SCHOOL COUNSELOR/RUNNING START ADVISOR SECTION: Except for the first lines of this section and the Recommended Running Start Classes table which can be completed by the student, the high school counselor and Running Start advisor completes this section.

Grade Level: Indicate the student’s grade level. Eleventh and twelfth grade students are eligible to enroll in a Running Start program. Fifth year seniors are limited to take Running Start classes that will fulfill the district’s graduation requirements only, pursuant to WAC 386-149-075(4) and must have participated in Running Start during their eleventh or twelfth year grade.

Location of Running Start Class: Indicate the location of the Running Start class. Classes offered at the college campus follow the college schedule. Classes offered at the high school setting must follow the high school terms.

Determining the Student’s High School FTE: FTE in high school and skill center classes is calculated based on a class’s weekly enrolled minutes and eligible passing time. Fifteen hundred weekly minutes equals 1.0 FTE. Refer to the high school and skill center master bell schedule available at the registrar or school district office for the exact weekly minutes and the FTE for each high school class. Add the FTE for each enrolled class to determine the student’s total high school and skill center FTE.

Determining the Student’s Available Running Start FTE: Running Start FTE is based on the enrolled college credits and the number of months the Running Start class will be offered. Use the following formula to calculate each Running Start class’s FTE:

\[
\text{FTE} = \left( \frac{\text{enrolled college credits}}{15} \right) \times (3 + \text{# of months class is offered})
\]

The table below provides a quick reference to determine a student’s available Running Start FTE. Refer to the Max RS FTE column to determine a student’s maximum Running Start FTE. The Max RS Credits column converts the maximum Running Start FTE to Running Start credits when the class is offered at the college campus. For Running Start classes offered in the high school setting, use the above formula to calculate the Running Start FTE.

For students taking a combination of the Running Start classes that differ in their length of time and class location, careful additional attention is required to ensure that the student’s monthly allowable FTE is not exceeded, as well as the student’s AAFET.

Running Start Funding Limit Table

<table>
<thead>
<tr>
<th>Weekly Minutes</th>
<th>FTE</th>
<th>Max RS FTE</th>
<th>Max RS Credits for Classes Offered at the College</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-307</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>308-412</td>
<td>0.21</td>
<td>0.27</td>
<td>0.93</td>
</tr>
<tr>
<td>413-502</td>
<td>0.26</td>
<td>0.33</td>
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</tr>
<tr>
<td>503-607</td>
<td>0.34</td>
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</tr>
<tr>
<td>608-712</td>
<td>0.41</td>
<td>0.47</td>
<td>0.73</td>
</tr>
<tr>
<td>713-802</td>
<td>0.48</td>
<td>0.53</td>
<td>0.67</td>
</tr>
<tr>
<td>803-907</td>
<td>0.54</td>
<td>0.60</td>
<td>0.60</td>
</tr>
<tr>
<td>908-1,012</td>
<td>0.61</td>
<td>0.67</td>
<td>0.53</td>
</tr>
<tr>
<td>1,013-1,102</td>
<td>0.68</td>
<td>0.73</td>
<td>0.47</td>
</tr>
<tr>
<td>1,103-1,207</td>
<td>0.74</td>
<td>0.80</td>
<td>0.40</td>
</tr>
<tr>
<td>1,208-1,311</td>
<td>0.81</td>
<td>0.87</td>
<td>0.33</td>
</tr>
<tr>
<td>1,312-1,402</td>
<td>0.88</td>
<td>0.93</td>
<td>0.27</td>
</tr>
<tr>
<td>1,403 or more</td>
<td>0.94</td>
<td>1.00</td>
<td></td>
</tr>
</tbody>
</table>

*Students enrolled in Running Start at a community or technical college at the college campus, qualifying for 0.00 FTE college enrollment, and registered for exactly 10 credits, are currently granted a 1 credit tuition waiver for the 10th credit by the college.

Recommended Running Start Classes: The students, with the help of the high school counselor and Running Start advisor, should fill out the requested college courses. The high school equivalency portion of the table can be completed by the student if no official high school list of equivalencies is available. Otherwise this section is completed by the high school counselor.

Signatures of High School Counselor and Running Start Advisor: Both the high school counselor and Running Start advisor should review the form for accuracy, enter his/her printed name, date, phone number, and signature.

STUDENT & PARENT/GUARDIAN SECTION: The student and parents should review the completed form for accuracy and understanding, then sign and date the acknowledgement at the bottom of the form.

DISTRIBUTION OF RSEVF AND RECORDS RETENTION: Copies of the completed form should be retained by both the high school and college. The original form is kept by the student and his/her parent or guardian.
Enrollment Verification Form (EVF) Instructions

Completing the Running Start Enrollment Verification Form (RSEVF)

This form must be completed each college term for each student enrolling in college classes through the Running Start program, including home-based and private school students.

**STEP 1:** The student should complete this section. If the student does not know his/her college student identification number (SID), refer to earlier completed RSEVFs. If the student is new to the program, the SID is available on the processed college application.

**STEP 2:** Except for the first two lines which can be completed by the student, the high school counselor should complete this section. The high school counselor should refer to the student’s current high school schedule, high school bell schedule prepared and available from the registrar or school district business office, and use the table provided to calculate the credits available for Running Start. The comment field is a good place to make a record of important information specific to the individual student, which is otherwise not present on the form.

**NOTE:** Spring Quarter – High school counselors should review individual student Running Start and high school FTE history for fall and winter quarters for the purpose of identifying students who might be at risk of exceeding the 1.20 AAFTE. A couple of indicators that may assist in identification include:
- Any student who exceeded the combined 1.20 FTE in January.
- Any student who increased his/her college FTE between fall and winter quarters.
if a student is identified as at risk of exceeding the 1.20 AAFTE, the high school counselor should complete the Spring Quarter Eligibility Adjustment Form (SQAIF). The completed form should be signed and attached to the completed and signed RSEVF. The high school counselor should check the box in the upper right-hand corner of the form, indicating that a completed SQAIF is attached.

**STEP 3:** The student, with the help of the high school counselor and Running Start advisor, should fill out the requested college courses. The high school equivalency portion of the table can be completed by the student if an official high school list of equivalencies is available. Otherwise, this section should be completed by the high school counselor.

**STEP 4:** Upon completion, both the high school counselor and Running Start advisor should review the form for accuracy; enter his/her printed name, date, phone number, and signature.

**STEP 5:** The student and parents should review the completed form for accuracy and understanding, then sign and date the acknowledgment at the bottom of the form.

**STEP 6:** The high school counselor should make a copy of the completed and signed (high school counselor, Running Start advisor, student, and parents) form for inclusion in the student cumulative and guidance records.

**STEP 7:** The student should take the completed and signed original RSEVF to the Running Start advisor at the college.
## APPENDIX E

University Registration Card

### RUNNING START IN THE HIGH SCHOOL INFORMATION REQUEST

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>Last Name - print clearly</td>
<td></td>
</tr>
<tr>
<td>First Name</td>
<td></td>
</tr>
<tr>
<td>Permanent Address (Number and Street or P.O. Box)</td>
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<tr>
<td>City</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
</tr>
<tr>
<td>Zip Code</td>
<td></td>
</tr>
<tr>
<td>Birth Date (mm/dd/yy)</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Telephone Number</td>
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</tr>
<tr>
<td>Cell Phone Number</td>
<td></td>
</tr>
<tr>
<td>Email Address (list one address, do not leave empty boxes within your address)</td>
<td></td>
</tr>
<tr>
<td>Your current high school</td>
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</tr>
<tr>
<td>Graduation Year</td>
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<tr>
<td>City</td>
<td></td>
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<tr>
<td>State</td>
<td></td>
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<tr>
<td>Academic Interest Area/Intended Major</td>
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</tr>
<tr>
<td>EDU Course</td>
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</tr>
</tbody>
</table>

*This information request will be used to assist in the placement process. By filling out this form, you are not committing to applying to the school. It is also not an application for admission to the school.*

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*EASTERN Educational Development*

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Page 50 | Page
# Course Registration Form

**Running Start in the High School Registration Form**

<table>
<thead>
<tr>
<th><strong>Year</strong></th>
<th><strong>School</strong></th>
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</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th><strong>Course ID</strong></th>
<th><strong>Semester</strong></th>
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<tbody>
<tr>
<td>example MATH 101</td>
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<table>
<thead>
<tr>
<th><strong>Instructor</strong></th>
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<th><strong>Email</strong></th>
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<th><strong>Gender</strong></th>
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</thead>
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<td></td>
<td>Male</td>
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</table>

- American Indian
- Asian American
- Black/African American
- Chicano/Hispanic
- Multiracial
- White/Caucasian
- Other

<table>
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<tr>
<th><strong>Current Grade Level</strong></th>
<th><strong>Are you currently taking classes on-campus at EWU?</strong></th>
<th><strong>Are you currently taking classes on-campus at a community college?</strong></th>
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</thead>
<tbody>
<tr>
<td>Junior</td>
<td>No</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**CONSENT TO DISCLOSURE OF INFORMATION FROM EDUCATIONAL RECORDS**

The Federal Educational Privacy Act (FERPA) restricts disclosure of Educational Records.

I consent to the disclosure of educational records by Eastern Washington University which contains information pertaining to my enrollment in University courses and my academic progress in those courses as provided in this consent.

Information may be disclosed to my parents or guardians and appropriate high school and high school district officials for the following purposes:

- To inform them of the potential costs associated with enrollment in University courses when they may be financially responsible.
- To inform them of my progress towards high school graduation. (Information could include: grades, student account information, fees, payments, and academic record information etc.)

**Student Signature**

**Date**

EWU provides equal opportunity in education without regard to race, color, creed, religion, national origin, sex, age, marital status, disability or status as disabled veteran or Vietnam-era veterans in accordance with institutional policies and applicable federal and state statutes and regulations. EWU is committed to assisting all members of the EWU community in providing for their own safety and security. The annual security and fire safety compliance document is available on the Campus Police Department website.

Please complete, print, and sign. Fax to (509)359-2220 or scan and email to blazeko@ewu.edu

OFFICE USE ONLY

Data Entry Date

Student ID #
Currently Approved Courses

*Not all courses are offered each semester or each year. This is the listing of courses that have been approved by individual departments to offer to high schools. As of: 2/6/2015.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST/HIST 215: Early African American History: Ancient Africa to the End of the Reconstruction 1877</td>
<td>5</td>
<td></td>
<td>Examines the African American experience from African civilizations in the 4th century AD through slavery to the end of the Reconstruction era in the United States.</td>
</tr>
<tr>
<td>AAST/HIST 220: African American History: Post Civil War to Present</td>
<td>5</td>
<td></td>
<td>The study of American history from the perspective of the African American experience since the end of the Reconstruction period.</td>
</tr>
<tr>
<td>AAST 381: Contemporary African American Literature</td>
<td>5</td>
<td></td>
<td>Major African American literature of the 20th century: fiction, poetry, essay, autobiography and drama.</td>
</tr>
<tr>
<td>BIOL 100: Introduction to Biology</td>
<td>5</td>
<td>Completion of pre-university basic skills in mathematics requirement.</td>
<td>This course is an introduction to the methods of study and the three levels of organization in living organisms: cell, organismal and population.</td>
</tr>
<tr>
<td>BIOL 332: Human Anatomy and Physiology</td>
<td>5</td>
<td>One course in college chemistry or equivalent</td>
<td>This is a three-quarter sequence covering the structure and function of the human body. Intended for students with significant background in biology and chemistry who are pursuing health care careers. A laboratory is included each quarter.</td>
</tr>
<tr>
<td>CHEM 151: General Chemistry</td>
<td>5</td>
<td>completion of MTHD 104 or MATH 107 or MATH 141 or equivalent. For CHEM 151, CHEM 100 or a high school chemistry course is strongly recommended.</td>
<td>Topics will include stoichiometry, periodic table and chemical bonding, structure of matter, solutions, equilibrium, thermodynamics, oxidation and reduction, transition metal complexes, nuclear chemistry, kinetics and quantitative laboratory techniques. Laboratory work is included.</td>
</tr>
<tr>
<td>CHST 196: Chicano Studies</td>
<td>5</td>
<td></td>
<td>A study of Chicano culture providing an initial overview of its roots and conflicts. Specific</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
</tr>
<tr>
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<td>---------</td>
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</tr>
<tr>
<td>CHST 218</td>
<td>Chicano History</td>
<td>5</td>
<td>This course offers a study of Chicano history from the time of the Treaty of Guadalupe Hidalgo in 1848, to the present. Specific themes discussed include the Mexican American War, the Treaty of Guadalupe Hidalgo of 1848, the economic, political and social conditions after the Anglo-American conquest of the southwest, Mexican immigration to the U.S., Chicano labor history, the Chicano movement and other Chicano themes.</td>
</tr>
<tr>
<td>CPLA 120</td>
<td>Computer Applications Literacy</td>
<td>5</td>
<td>This course introduces students to fundamental computer concepts designed to give an overview of computers, the Internet and The World Wide Web. Students will develop knowledge and skills in word processing, presentation software, spreadsheets, databases, web page creation and locating informational and reference materials using simple and refined Internet searches. No previous computer background is assumed.</td>
</tr>
<tr>
<td>CSBS 110</td>
<td>Practicum in Community Involvement</td>
<td>5</td>
<td>This course provides students with an intensive practicum experience working with a local or regional agency.</td>
</tr>
<tr>
<td>CSCD 110</td>
<td>Introduction to Programming</td>
<td>5</td>
<td>Students learn fundamental programming concepts, programming environment topics and current technologies in computing. Programming concepts include structure and design using pseudo-code, basic syntax, variables, arithmetic, decisions, repetition, input and output. Programming environment topics include editor use, saving, compiling, running and debugging. Programming projects are required.</td>
</tr>
<tr>
<td>ECON 100</td>
<td>General Education Economics</td>
<td>5</td>
<td>General consideration of economic reasoning and methodology through examination of fundamental concepts in micro- and macroeconomics and through extension and applications of economic theory.</td>
</tr>
<tr>
<td>ENGL 101</td>
<td>College Composition: Exposition and Argumentation</td>
<td>5</td>
<td>Provides opportunities for students to develop and enhance their written communication skills. Stresses the organization, development and support of ideas and perspective in exposition and argumentation as public discourse, familiarization with library resources and application of the rules and conventions of standard American English.</td>
</tr>
<tr>
<td>ENGL 170</td>
<td>Introduction to Literature</td>
<td>5</td>
<td>An examination of literary approaches in human experience including short fiction, poetry and drama. Principal attention to the elements that make up literature, with supporting discussion of</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------</td>
<td>---------------</td>
</tr>
<tr>
<td>ENVS 100: Introduction to Environmental Science</td>
<td></td>
<td>5</td>
<td>CPLA, ENGL and MATH clearance.</td>
</tr>
<tr>
<td>FILM 110: Introduction to Electronic Media Production</td>
<td></td>
<td>5</td>
<td>Completion of university proficiencies in writing, ENGL 100, Writing Placement Test</td>
</tr>
<tr>
<td>FILM 214: Film and the Humanities</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>FREN 103: First-Year French III</td>
<td></td>
<td>5</td>
<td>FREN 102 or equivalent.</td>
</tr>
<tr>
<td>FREN 113: Special Topics in French Language, Conversation and Culture</td>
<td></td>
<td>5</td>
<td>FREN 102 or equivalent</td>
</tr>
<tr>
<td>GEOG 101: Human Geography</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>GEOL 100: Discovering Geology</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>GERM 103: First-Year German III</td>
<td></td>
<td>5</td>
<td>GERM 102 or equivalent.</td>
</tr>
<tr>
<td>GERM 113: Special Topics in German Language, Conversation and Culture</td>
<td></td>
<td>5</td>
<td>GERM 102 or equivalent.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------</td>
<td>---------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>GOVT 100</td>
<td>Modern Government in American Context</td>
<td>5</td>
<td>A general introduction to the concepts, methods, and concerns involved in the study of Government. This course discusses fundamental ideas such as power, ideology, and constitutionalism; the citizen role in democratic politics; the structure and processes of major governmental institutions; and selected areas of policy making. Emphasizes the comparison of the American political system with that of other major, chiefly democratic, systems.</td>
</tr>
<tr>
<td>GOVT 203</td>
<td>Introduction to Comparative Politics</td>
<td>5</td>
<td>An introduction to concepts, such as state, power, ideology and political phenomena, emphasizing similarities and differences in selected political systems.</td>
</tr>
<tr>
<td>GOVT 204</td>
<td>Introduction to International Politics</td>
<td>5</td>
<td>A basic introduction to the nature of politics in the international arena, with special attention to the instruments of national power, diplomacy, international law and the role of various international organizations and alliance systems.</td>
</tr>
<tr>
<td>HIST 102</td>
<td>World History To 1500</td>
<td>5</td>
<td>This course surveys the major events, developments and personalities that have shaped the civilizations of the world from the first appearance of Homo sapiens to the start of the Renaissance. A comparative approach will be applied to the great themes of civilization with details from everyday life.</td>
</tr>
<tr>
<td>HIST 103</td>
<td>World History From 1500</td>
<td>5</td>
<td>This course surveys the major trends in world history from 1500 to 2000, emphasizing the expansion of Europeans around the globe since Columbus reached the New World and the effects on non-European peoples ever since. A comparative approach will be applied to the great themes of civilization with details from everyday life.</td>
</tr>
<tr>
<td>HIST 104</td>
<td>East Asia Tradition and Transformation</td>
<td>5</td>
<td>The political, social, cultural and other aspects of the Chinese, Japanese and Korean heritage from antiquity to the present. The course deals with forces which shaped these Asian nations.</td>
</tr>
<tr>
<td>HIST 105</td>
<td>Western Heritage Origins to the 18th Century</td>
<td>5</td>
<td>The origins and early development of the political, social, cultural and other aspects of our Western heritage.</td>
</tr>
</tbody>
</table>
| HIST 106    | Western Heritage 18th Century to the                | 5       | The political, social, cultural and other aspects of the western heritage from the 18th century. The course deals with the forces which shape the
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 110</td>
<td>The American Experience: A Survey</td>
<td>5</td>
<td>JAPN 102 or equivalent.</td>
<td>A broad survey of unique features of the American experience, this course examines the origins and development of the American social, economic and political heritage on the domestic and international scenes.</td>
</tr>
<tr>
<td>INST 200</td>
<td>Global Issues</td>
<td>4</td>
<td>JAPN 102 or equivalent.</td>
<td>A survey of important large-scale issues and conditions which are active in the contemporary world. Includes global perspectives of ecological and social/economic issues.</td>
</tr>
<tr>
<td>JAPN 103</td>
<td>First-Year Japanese III</td>
<td>5</td>
<td>JAPN 102 or equivalent.</td>
<td>The beginning Japanese sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.</td>
</tr>
<tr>
<td>MATH 141</td>
<td>Pre-Calculus I</td>
<td>5</td>
<td>MATH 114 or equivalent course or a grade ≥3.0 in MTHD 104 or a satisfactory score on the mathematics placement test (MPT).</td>
<td>This course includes modeling, rates of change and structure of functions; especially polynomial, rational, logarithmic and exponential. Problem solving, use of graphing tools and abstract reasoning are emphasized throughout the course.</td>
</tr>
<tr>
<td>MATH 142</td>
<td>Pre-Calculus II</td>
<td>5</td>
<td>MATH 141 or equivalent.</td>
<td>This course includes an in depth treatment of trigonometric and inverse trigonometric functions, identities, complex numbers, sequences, series, conic sections and mathematical induction. Polar coordinates, parametric equations and vectors are introduced. Problem solving, use of graphing tools, and quantitative and abstract reasoning are emphasized throughout the course.</td>
</tr>
<tr>
<td>MATH 161</td>
<td>Calculus I</td>
<td>5</td>
<td>MATH 142, ENGL 100</td>
<td>A review of the concepts of functions, absolute value, open and closed intervals and solutions of inequalities. Limits, derivatives of single variable functions and their applications, anti-derivatives, the definite and integral.</td>
</tr>
<tr>
<td>MENG 217</td>
<td>3D Parametric Computer Aided Design</td>
<td>4</td>
<td>METC 110 or High School AUTOCAD or permission of instructor</td>
<td>This course uses the computer to draft parametric models in three dimensions. File management methods, rapid prototyping and 2D drawing development techniques are discussed.</td>
</tr>
<tr>
<td>METC 110</td>
<td>Engineering Graphics</td>
<td>5</td>
<td>METC 102, two years of high school drafting or equivalent.</td>
<td>A study of the technical portion of the graphics language. This language, technical drawing, is used by engineers to communicate proposed designs and new ideas. Includes the theory and practice of descriptive geometry and the graphic representation of data.</td>
</tr>
<tr>
<td>MUSC 212</td>
<td>Music in</td>
<td>5</td>
<td></td>
<td>This course is a survey with primary focus on</td>
</tr>
</tbody>
</table>
the Humanities | Western classical music in terms of humanistic development with emphasis on musical style and structure and relations with the other arts.

PHED 150: Fast Fitness | 2 | Comprehensive physical fitness course designed to develop strength, flexibility, and endurance (muscular and cardiovascular) in an effective and efficient manner through use of the EWU Fitness Center. Mandatory orientation and evaluation (pre-testing and post-testing) accompanies the program. Designed to develop baseline fitness levels for all persons with varying fitness levels.

PHED 152: Strength/Weight Training | 2 | Strength/weight training provides students an opportunity to develop musculoskeletal fitness based on the scientific principles of resistance training. Assistance will be given to students in developing a program design to meet their fitness goals.

PSYC 201: Life Span Development | 4 | A broad overview of human development from birth to death. Topics covered include the biological, cognitive, learning, cultural and socio-emotional influences on development. Designed for the non-major.

SPAN 102: First-Year Spanish II | 5 | SPAN 101 or equivalent. | The beginning Spanish sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

SPAN 103: First-Year Spanish III | 5 | SPAN 102 or equivalent. | The beginning Spanish sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

SPAN 113: Special Topics in Spanish | 5 | SPAN 102. | This is a supplemental first year course, covering grammar, composition, reading and conversation that emphasizes discussion of cultural or social topics.

2/6/2015

We are also offering Music and Theatre courses beginning fall 2015. Please look at the EWU course catalog to see which courses would best meet the needs of your students in these areas. Contact the Running Start office for more information.
## APPENDIX G

P223RS—Monthly Report of Running Start Enrollment Form and Directions

### MONTHLY REPORT OF RUNNING START ENROLLMENT

(See reverse side for instructions)

<table>
<thead>
<tr>
<th>COLLEGE/UNIVERSITY NAME</th>
<th>SCHOOL FORM</th>
<th>REPORT MONTH</th>
<th>_</th>
<th>_</th>
<th>ESD</th>
<th>CO</th>
<th>LFST</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

**2014-15**

### COLLEGE/UNIVERSITY RUNNING START ENROLLMENT

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Headcount</th>
<th>Running Start at College Campus</th>
<th>Running Start in High School</th>
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<tbody>
<tr>
<td></td>
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<td>Nonvocational FTE</td>
<td>Vocational FTE</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

#### Eleventh Grade

#### Twelfth Grade

#### Totals

### ENROLLED STUDENTS

(Attach additional pages as needed)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Grade</th>
<th>Class Location</th>
<th>Nonvocational Enrollment</th>
<th>Vocational Enrollment</th>
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<td></td>
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<td># of Credits</td>
<td># of Months</td>
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**Total of FTE**

### 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**

[Signature and Date]
INSTRUCTIONS FOR COMPLETING FORM SPI P-223RS

(Complete a separate form for each resident district served by the reporting college.)

GENERAL INSTRUCTIONS

Count Dates (WAC 392-169-100)
1. For all Running Start classes offered in the high school setting, the monthly count days are the fourth instructional day of September and the first instructional day of each of the months of October through June.
2. For all Running Start classes offered at the college campus, except Western State University, the monthly count days are the first university day of each of the months of October through June.
3. For Washington State University Running Start classes offered at the college campus, count enrollments as of the first university day of each of the months of September through May but report the enrollment on the following month’s Form P-223-R3.

Due Dates and Routing of Form P-223RS
Submit forms to school district business offices on or before the eighth calendar day of each month, September through June. A September Form P-223-R3 is only required for colleges offering Running Start classes in the high school setting.

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, the college/university should submit estimated enrollment by the due date and then 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 tenth calendar day 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, Evergreen State College, Northwest Indian College, Spokane Tribal College, 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 money, which are paid to the school district for transfer to the college/university (less a seven 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 or received a high school diploma as of 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 long-term suspended or expelled, or not participated in instructional activities on at least one college day since the last enrollment count date.
- Enrollment that generates state money for higher education or adult education for the college.
- Running Start enrollment is limited to the standard school year and the fall, winter, and spring quarters (WAC 392-169-005).
- As a general rule, a student’s eligibility for Running Start program terminates at the end of the student’s twelfth grade regular academic year. See WAC 392-169-005.

Applicable Laws and Regulations
Funding for Running Start students is provided pursuant to ROW 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.

Questions
For additional information contact Becky McLean, OESP, School Apportionment and Financial Services, at (360) 725-6306.

DETAILED INSTRUCTIONS

On the lines provided, enter the college name, school term, report month, school district name, and school district number. 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, the college nonvocational and vocational FTE for classes offered at the college campus, and the college nonvocational and vocational FTE for classes offered in the high school setting on the monthly count day.

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

FTE Enrollment to Report
Report nonvocational and vocational enrollment at the college campus and in the high school setting 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.

Determining FTE
Determine FTE based on the enrolled college credits and number of months the college class will be offered. Use the following formula to calculate the student’s FTE:

\[
FTE = \frac{\text{# of college credits} \times 15}{5 \times \text{# of months}}
\]

Report FTE rounded to two decimal places (e.g., 0.33, or 0.63).

Limitation on FTE Counts
Colleges are limited in counting any student for more than 1.00 FTE in any month (including combined nonvocational and vocational FTE). For example: A student enrolled for 18 college credits is reported as 1.00 FTE. The college’ 1.00 FTE limitation applies to students enrolled in multiple colleges.

Additionally, students enrolled in high school (eleventh or twelfth grade) and Running Start (college) may not exceed the allowed combined maximum FTE of 1.20, except for January. For further guidance, see Bulletin No. 044-14 dated August 11, 2014.

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.
APPENDIX H
Bulletin No. 045-14 School Apportionment and Financial Services

SUPERINTENDENT OF PUBLIC INSTRUCTION
Randy I. Dorn  Old Capitol Building  PO BOX 47200  Olympia, WA 98504-7200  http://www.k12.wa.us

August 11, 2014

(X) Action Required
(X) Informational

BULLETIN NO. 045-14 SCHOOL APPORTIONMENT AND FINANCIAL SERVICES

TO: Educational Service District Superintendents
    Chief School District Administrators
    Assistant Superintendents for Business and/or Business Managers

FROM: Randy I. Dorn, State Superintendent of Public Instruction


CONTACT: Becky McLean, (360) 725-6306, becky.mclean@k12.wa.us
         Agency TTY (360) 694-3931

Purpose

The 2014–15 Enrollment Reporting Handbook provides school districts, educational service districts (ESDs), and other users with a reference manual and forms for reporting enrollment to School Apportionment and Financial Services (SAFS) at the Office of Superintendent of Public Instruction (OSPI). Copies of the following reporting forms are included in the handbook:

- P-223 Monthly Report of School District Enrollment Eligible for Basic Support
- P-223H Monthly Report of School District Special Education Enrollment
- P-223RS Monthly Report of Running Start Enrollment
- P-223TC Monthly Report of Technical College Enrollment Eligible for Basic Education Support
- E-672 Monthly Report of Institutional Education Program Enrollment
- P-223S Nonstandard School Year AAFTE Enrollment Eligible for Basic Support
- P-240 Monthly Attendance Report of Ancillary Services to Part-Time Students Eligible for Basic Support
- P-213 Report of Students Residing in Nonhigh Districts and Enrolled in High School Districts
- E-525 Report of Final Home and Hospital Attendance
Changes This Year

A. Running Start Enrollment Reporting
   With the emergence of colleges offering Running Start classes in the high school setting, changes to Running Start enrollment reporting are required to ensure that the full-time equivalent (FTE) is reported consistently and that a student’s combined 1.20 FTE Running Start enrollment is not exceeded. These changes are:

   - September Count Day for Running Start in the High School Setting
     Beginning in the 2014–15 school year, Running Start classes offered in the high school setting must follow the high school schedule. Students enrolled in these classes at the beginning of the school year will be counted for September. The September count day is the fourth instructional day of that month. For the remaining months, October through June, the monthly count day will be the first instructional day for each month.

     For Running Start classes offered at the college campus, the count days will continue to be the first instructional day for the nine (9) months, October through June.

   - Change in Running Start FTE Calculation
     Beginning in the 2014–15 school year, Running Start FTE will be calculated based on the actual enrolled credits, as well as the number of months the class is offered. The FTE formula will be:

     \[(\text{# of enrolled credits} \div 15) \times (3 + \text{# of months class is offered})\]

     **Example #1:** A 5-credit class offered over a high school semester that begins in September and ends late January and counted for five months would be 0.20 FTE or \((5 \div 15) \times (3 + 5)).\]

     **Example #2:** A 5-credit class offered over a school year and counted for ten months would be 0.10 FTE or \((5 \div 15) \times (3 + 10)).\]

     **Example #3:** A 5-credit class offered over a college quarter and counted for three months would be 0.33 FTE or \((5 \div 15) \times (3 + 3)).\]

   - Change to Running Start Annual Average FTE (AAFTE) Calculation
     With the addition of the September count day for Running Start enrollment offered in the high school setting, the AAFTE for these classes will be a ten-month average for the months, September through June. The AAFTE for
Running Start enrollment offered at the college campus will remain a nine-month average for the months, October through June.

- **Changes to Forms P-223RS and P-223**
  Beginning in the 2014–15 school year, colleges will report the FTE for their Running Start in the high school setting classes separately on Form P-223RS. Accordingly, Form P-223 completed by districts will have separate fields for reporting Running Start FTE that is offered at the college campus and Running Start FTE offered in the high school setting.

  There will not be separate fields for districts to report their Running Start headcount and Running Start Only headcount. Districts should report all their Running Start headcounts in the available fields regardless of the location of the Running Start class.

- **Change to Running Start Enrollment Verification Form (RSEVF)**
  To accommodate the new Running Start FTE calculation, the RSEVF for the 2014–15 school year has been revised. The revised RSEVF can be found at OSPI Secondary Education website: [http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/Running_Start.aspx](http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/Running_Start.aspx).

  An RSEVF must be completed for each student, for each term, and for each college. Careful attention must be taken to ensure that a student enrolled in multiple colleges does not exceed the 1.20 Running Start FTE limitation, as well as the 1.20 Running Start AAFTE limitation.

  For more information on Running Start programs offered in the high school setting, refer to Bulletin No. 028-14 dated June 5, 2014.

**B. Expansion of Exit Transitional Bilingual Instructional Program (TBIP)**

For the 2014–15 school year, the Exited TBIP funding has been expanded to include students that have exited from TBIP in the previous two school years. This funding provides additional academic instructional support for students that no longer qualify for TBIP funding.

An eligible student is one who is enrolled in the district and who scored a Level 4 on either the Spring 2014 or Spring 2013 Washington English Language Proficiency Assessment (WELPA). This includes Exited TBIP students who transfer from another district or whose parents had previously waived TBIP services. This would not include English Language Learners (ELL) who scored a Level 4 at private
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Page 4
August 11, 2014

schools participating in Title III or exited Native American students who were eligible for Title III but not TBIP.

On each monthly count day, report the enrolled headcount of Exited TBIP in the field provided on Form P-223.

For more information on the student’s eligibility and use of Exited TBIP funding, refer to the following guidance available at OSPI Migrant and Bilingual Education website: http://www.k12.wa.us/MigrantBilingual/pubdocs/ExitedTBIPStudents.pdf.

C. Open Doors [1418] Youth Reengagement Program
For the 2014–15 school year, Open Doors [1418] Youth Reengagement program must meet the weekly status check requirement. Weekly status check is defined as a one-to-one interaction between a designated program staff and student and must occur every school week in the prior month.

Any eligible student who has met in the prior month the attendance period requirement, weekly status check requirement, and, for below 100 level classes, the requirement to make academic progress within three months of being counted, may be counted. Attendance period requirement is defined as two hours of face-to-face interaction with a designated program staff for the purpose of instruction, academic counseling, career counseling, or case management aggregated over the prior month.

Refer to the Open Doors [1418] Youth Reengagement Implementation Guide posted to the following website for more detailed information: http://www.k12.wa.us/GATE/SupportingStudents/StudentRetrieval.aspx

D. Standard Choice Transfer System (SCTS)
OSPI has developed a new EDS application to handle choice transfer and interdistrict agreements. Use of the SCTS is required for students who are being released from the resident district to attend an online program. However, the application has been developed to handle all choice transfers and interdistrict agreements. Instructions on how to begin and navigate the SCTS can be found at: http://digitallearning.k12.wa.us/options/districts/choice.php.

How Reported Enrollment Is Used

Enrollment reported to OSPI is used to determine state funding for basic education, special education, bilingual, highly capable, learning assistance, and Open Doors [1418] Youth Reengagement programs. Additionally, a variety of other state and federal grants
and programs use enrollment data to determine allocations or school district funding eligibility.

Last school year (2013–14), a full-time K–12 student generated an average of $5,525 of state basic education funding excluding enhancements. Additional enhanced funding was provided for eligible reported enrollment. High school vocational enrollment generated an average of $746 for each reported AAFTE and skill center enrollment generated an average of $1,195 for each reported AAFTE. TBIP students generated an average of $895 and Exit TBIP students generated an average of $563. Qualified special education students generated an average of $5,414 of special education funding.

**Enrollment Reporting Handbook and Updates**

The *Enrollment Reporting Handbook* and individual enrollment reporting forms are available on the SAFS website under the Instructions, Enrollment Reporting, and 2014–2015 link at [http://www.k12.wa.us/safs/](http://www.k12.wa.us/safs/). Any corrections or updates during the school year will be posted to this website.

**Questions**

Questions regarding enrollment reporting should be directed to the appropriate ESD fiscal office or to Becky McLean, School Apportionment and Financial Services, (360) 725-6306. The agency TTY number is (360) 664-3631. The SAFS fax number is (360) 664-3683.

**K–12 FINANCIAL RESOURCES**

JoLynn Berge
Chief Financial Officer

**SCHOOL APPORTIONMENT AND FINANCIAL SERVICES**

T.J. Kelly
Director

**RD:bem**

**Attachment – 2014–15 Enrollment Reporting Handbook**

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at (360) 725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.
Bulletin No. 028-14 Secondary Education & Student Support
School Apportionment and Financial Services

SUPERINTENDENT OF PUBLIC INSTRUCTION

June 5, 2014

(X) Action Required
(X) Informational

BULLETIN NO. 028-14 SECONDARY EDUCATION & STUDENT SUPPORT
SCHOOL APPORTIONMENT AND FINANCIAL SERVICES

TO: Educational Service District Superintendents
School District Superintendents
Assistant Superintendents for Business and/or Business Managers
School Building Principals
Community and Technical College Running Start Coordinators
Central Washington University, Eastern Washington University, Northwest Indian College, Spokane Tribal College, and Washington State University Running Start Coordinators

FROM: Randy I. Dorn, State Superintendent of Public Instruction

RE: Running Start Programs in the High School Setting

CONTACT: Mike Hubert, (360) 725-0415, mike.hubert@k12.wa.us
Becky McLean, (360) 725-6306, becky.mclean@k12.wa.us
Agency TTY: (360) 664-3631

Purposes

The purposes of this bulletin are to clarify the essential elements for colleges offering Running Start classes in the high school setting, the method of calculating a student’s full-time equivalent (FTE) enrollment, the process for claiming the enrollment for state apportionment, and the distribution of funds generated between the school district and college.

Background

The intent of the Legislature and the Superintendent of Public Instruction is to provide greater access for all Washington State high school students to dual credit opportunities, including those from rural communities and those who are more likely to participate when such classes are conveniently offered in the high school. Running Start programs offered
in the high school setting are emerging as a means of creating greater access to Washington students.

First and foremost, this model is a Running Start program and all of the rules outlined in WAC chapter 392-169 apply. Additionally, a student enrolled in a Running Start class can only be claimed by the college for Running Start FTE. At no time can a student's Running Start class be split and claimed by both Running Start and the high school.

However, an allowance has been made to have Running Start instruction be provided in a high school classroom, and at times, have the Running Start instructor be a district employee who has been approved by the college. Running Start classes offered in the high school setting must follow the high school calendar.

This model requires careful construction of a partnership, governed by interlocal agreements between the college and district that fully address all statute and rule requirements applicable to a Running Start program. Neither districts nor colleges are required to provide Running Start programs in the high school setting.

The Office of Superintendent of Public Instruction (OSPI), with the assistance of the Office of the Attorney General, has analyzed the essential elements of Running Start and the structure that is required for offering this program in the high school setting. This bulletin provides districts and colleges guidance for the Running Start program in the high school setting and is an update of earlier OSPI guidance (Memorandum No. 044-11M: Running Start Programs in the High School: Clarification and Addendum (2011)).

Running Start Classroom Location

Colleges serve students in a variety of locations, including high school classrooms. These off-campus locations become institutions of higher learning whenever the college has contracted to use the facility for such purposes. Running Start classes offered in the high school setting can be limited to high school students only. The college rules and policies regarding attendance, grades, and behavior apply for all Running Start classes, including those offered in a high school setting. Additionally, college funded Running Start fee waiver provisions apply no matter the location of the Running Start classroom.

Mixed-Enrollment Classes

Some districts may offer a class that is comprised of both students enrolled in a Running Start class working to earn dual credit, as well as students who are not enrolled as Running Start students and are only working for high school credits. Mixed-enrollment classes are permissible so long as the instructional activities provided to the Running Start students are consistent with the college's instructional policies. Documentation that differentiates instruction and class requirements between the high school class and the Running Start class must be maintained. An example of acceptable documentation would be the syllabi for the Running Start class and the high school class that shows the different expectations of each class.
Running Start Instructor Employment Status

A Running Start in the high school setting instructor can be a college employee or a district employee. If a district employee, approved by the college, will be providing the Running Start instruction, an interlocal agreement, approved by the school board, must be in place between the district and college outlining the terms under which the district employee will provide the Running Start instruction.

At minimum, the interlocal agreement must address a number of factors that impact compliance with Running Start rules which includes the following:

A. The financial arrangement agreed upon between the district and the college for the district providing the teaching staff and facility.

B. A provision that addresses how the agreement meets the bargaining contracts of both parties, and which bargaining agreement applies to the instructor during the Running Start instruction.

C. A provision that outlines how the Running Start instruction is to be supervised by appropriate college personnel.

D. Whether the district employee will be provided any additional stipend or compensation and an outline of duties the district employee will be required to perform above and beyond the teaching contract with the district.

E. A provision regarding liability for student conduct that takes place during the class.

F. A provision that assures compliance with all Running Start RCWs and WACs.

Any interlocal agreement should be carefully reviewed by the district and college human resource professionals, as well as each agency’s legal counsel.

All Running Start instructors shall be under the supervision of the college and accountable to all applicable college policies related to instruction and supervision duties.

Payment of Stipends or Other Compensation to a District Employee

Stipends or other compensation to a district employee must be for work performed above and beyond their district teaching contract and for actual and discrete services or work. In no case should the Running Start instructor receive compensation from both the college and the district for the same work at the same time. Examples of this could include attending a summer workshop at the college or meeting with college administrators during the school year. Documentation of these additional duties should be included in the interlocal agreement.
All payments made by the college for additional stipends or compensation will be paid to the district as part of the financial arrangement, not directly to the instructor. The district will use the district’s payroll system to provide the district employee any additional stipends or compensation.

Changes for Claiming Running Start Enrollment in the High School Setting

A. September Count Day for Running Start in the High School Setting
   Claiming all students’ enrollment for state funding is based on the students’ enrollment on each monthly count day.

   1. For Running Start classes offered on the college campus, the count days are the first instructional day for the nine (9) months, October through June.

   2. Starting with the 2014–15 school year, Running Start classes offered in the high school setting must follow the high school schedule. A September count day is required. For September, the count day is the fourth instructional day of that month.

B. Change in Running Start FTE Calculation
   Starting with the 2014–15 school year, Running Start FTE will be calculated based on the actual enrolled credits, as well as the number of months the class is offered. The FTE formula will be $(\# \text{ of enrolled credits} + 15) \times (3 + \# \text{ of months class is offered}).$

   Examples of the new Running Start FTE calculation are:

   - A 5-credit class offered over a high school semester that begins in September and ends late January and counted for 5 months would be $0.20$ FTE or $[(5+15)(3+5)]$.

   - A 3-credit class offered over a school year and counted for 10 months would be $0.06$ FTE or $[(3+15)(3+10)]$.

   - A 5-credit class offered over a college quarter and counted for 3 months would be $0.33$ FTE or $[(5+15)(3+3)]$.

C. Change to Running Start Enrollment Verification Form (RSEVF)
   To accommodate the new Running Start FTE calculation, the RSEVF for the 2014–15 school year has been revised. The revised RSEVF can be found as an attachment to this bulletin.

   The RSEVF is required to ensure that a student’s FTE does not exceed the allowable 1.20 FTE limitation. An RSEVF must be completed for each student for each college term and for each college. Careful attention must be taken to ensure that a student enrolled in multiple colleges does not exceed the 1.20 Running Start FTE limitation. For more information on the 1.20 Running Start FTE limitation, refer to Bulletin No. 032-13. This bulletin will be updated this summer for the 2014–15 school year.
and programs use enrollment data to determine allocations or school district funding eligibility.

Last school year (2013–14), a full-time K–12 student generated an average of $5,525 of state basic education funding excluding enhancements. Additional enhanced funding was provided for eligible reported enrollment. High school vocational enrollment generated an average of $746 for each reported AAFTE and skill center enrollment generated an average of $1,195 for each reported AAFTE. TBIP students generated an average of $895 and Exit student TBIP students generated an average of $563. Qualified special education students generated an average of $5,414 of special education funding.

**Enrollment Reporting Handbook and Updates**

The *Enrollment Reporting Handbook* and individual enrollment reporting forms are available on the SAFS website under the Instructions, Enrollment Reporting, and 2014–2015 link at [http://www.k12.wa.us/safs/](http://www.k12.wa.us/safs/). Any corrections or updates during the school year will be posted to this website.

**Questions**

Questions regarding enrollment reporting should be directed to the appropriate ESD fiscal office or to Becky McLean, School Apportionment and Financial Services, (360) 725-6306. The agency TTY number is (360) 664-3631. The SAFS fax number is (360) 664-3683.

**K–12 FINANCIAL RESOURCES**

JoLynn Berge  
Chief Financial Officer

**SCHOOL APPORTIONMENT AND FINANCIAL SERVICES**

T.J. Kelly  
Director

RD: bem

**Attachment – 2014–15 Enrollment Reporting Handbook**

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at (360) 725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.
BULLETIN NO. 028-14 SE&SS/SAFS
Page 6
June 5, 2014

Questions
If you require assistance or have questions, please contact the following:

- Mike Hubert, Director, Guidance and Counseling, Secondary Education and Student Support at (360) 725-0415, or at mike.hubert@k12.wa.us.
- Becky McLean, Supervisor, Enrollment and Categorical Funding, School Apportionment and Financial Services, regarding fiscal requirements or enrollment reporting at (360) 725-6306, or at becky.mclean@k12.wa.us.

The agency TTY number is (360) 664-3631. This information is also available at www.k12.wa.us/bulletinmemos/ on the agency website.

SECONDARY EDUCATION & STUDENT SUPPORT

Dan Newell
Assistant Superintendent

Mike Hubert
Director

K-12 FINANCIAL RESOURCES

JoLynn Berge
Chief Financial Officer

SCHOOL APPORTIONMENT AND FINANCIAL SERVICES

T.J. Kelly
Director

RD:bem/mh

Attachment: Running Start Enrollment Verification Form (RSEVF)

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APPENDIX I

Sample Addendum
EWU RUNNING START IN THE HIGH SCHOOL
ADDENDUM NO.
TO
CONTRACT NO. 480795

This Addendum to Contract No. 480795 by and between Eastern Washington University and Newport School District addresses the mutual responsibilities to confirm teachers, courses, and enrollments for the purpose of determining the amount of funding EWU will send to the School District at the end of the semester.

1. The final courses and enrollments for fall semester are:

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2. Authority. The undersigned represent and warrant that they are authorized to enter into this Addendum on behalf of the parties.

Eastern Washington University

Signature
Lindsay McKay
Name
Contracts Specialist 2
Title

Newport District

Signature
Date
Name
Title
# INVOICE VOUCHER

**DEPARTMENT NAME**

**VENDOR OR CLAIMANT (Check is to be payable to)**

**INSTRUCTIONS TO VENDOR OR CLAIMANT:** Submit this form to claim payment for materials, merchandise or services. Show complete detail for each item.

Vendor’s Certificate: I hereby certify under penalty of perjury that the items and totals listed herein are proper charges for materials, merchandise or services furnished to the State of Washington, and that all goods furnished under services rendered have been provided without discrimination because of age, sex, marital status, race, creed, color, national origin, handicap, religion, or Vietnam era or disabled veterans status.

Vendor Signature

FURL: [SIGN IN INK]  (DATE)

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APPENDIX J
OSPI Running Start Program—Questions and Answers

MEMORANDUM

DATE: November 2014
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)
State Board of Education (SBE)
Washington Student Achievement Council (WSAC)

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.). As amended, the provisions of the “Choice Act” that pertain to Running Start are codified at RCW 28A.600.300 to RCW 28A.600.400. 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 12th 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 2014 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 99 questions distributed among the following categories:

- Attendance 3 questions (p.1)
- Classes Offered in the High School Setting 5 questions (p.1-2)
- Credit and Financial Aid Eligibility 10 questions (p.2-4)
- Disability Services 5 questions (p.4-5)
- Eligibility 36 questions (p.5-9)
- Fees and Tuition 7 questions (p.10-11)
- Foreign Exchange / International Students / Study Abroad 2 questions (p.11)
- Graduation Requirements 8 questions (p.11-12)
- Homeschool / Private School Students 10 questions (p.12-14)
- Parental Rights and Responsibilities 2 questions (p.14)
- Student Activities 4 questions (p.14-15)
- Transcript Information 5 questions (p.15)

The applicable statutes are RCW 28A.600.300 through 28A.600.400, RCW 28A.150.260, RCW 28A.160.250, and RCW 28A.60.535.

The applicable implementing rules are found in Chapter 392-169 WAC (OSPI rules).
RUNNING START PROGRAM

Questions and Answers

November 2014

Office of the Attorney General (AGO)
Office of Superintendent of Public Instruction (OSPI)
State Board for Community and Technical Colleges (SBCTC)
State Board of Education (SBE)
Washington Student Achievement Council (WSAC)

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QUESTIONS & ANSWERS
Attendance

Q-1. May a district require that one of its public high school students attend the high school for the purpose of completing non-credit requirements such as a senior project or other local district non-credit graduation requirement?

A. Yes. See answers to Q-71, Q-72 and Q-79.

Q-2. If a student has completed state graduation requirements, but has not yet graduated, and drops out of any courses being taken through Running Start, is the student considered truant?

A. No. Technically, meeting state graduation requirements with or without a diploma satisfies the compulsory attendance requirement. RCW 28A.225.010. See also Q-44.

Q-3. Can a student withdraw from a class taken through Running Start without the permission of the high school or school district?

A. Yes. School districts should closely coordinate with colleges to ensure that the student does not become truant due to the withdrawal from a Running Start Class. The student may have to be enrolled in additional high school coursework to avoid truancy. Students withdrawing from a Running Start class are responsible for following Add/Drop policies of the college consistent with their terms of enrollment. Colleges may only claim students who participated in instructional activity sometime during the prior month. District’s notification of a student’s withdrawal from the Running Start class ensures that the colleges does not incorrectly over-claim these students.

QUESTIONS & ANSWERS
Classes Offered in the High School Setting

Q-4. Can colleges offer Running Start classes at a high school setting?

A. Yes. Colleges can offer Running Start classes in the high school setting. These classes must align with the high school calendar; either offered over the high school semester, trimester, or over the entire high school year. Running Start FTE is based on the number of months of the class, typically five months for semester classes, three or four months for trimester classes and ten months for the school year.

Q-5. Can a student enrolled in one Running Start class at the high school setting be claimed by the high school for a 1.0 FTE for the remaining high school classes?

A. It depends. FTE for high school classes is based on the student’s enrolled minutes. 1,500 weekly average minutes equals 1.0 FTE. If the student’s remaining high school classes average 1,500 weekly minutes, then the high school can claim the student as a 1.0 FTE. If the high school classes average less than 1,500 weekly minutes, the high school is limited to less than a 1.0 FTE.

Q-6. Can colleges reimburse the high school for the cost of hosting the Running Start classes?

A. Yes. Districts are allowed to negotiate recovery of cost of the district instructor’s salary and facility use through the written contractual agreements between the college and the school district.

Q-7. Can a class offered in a high school setting have mixed enrollment – some students working for the Running Start dual credit and other students working for the high school credit?

A. Yes. High schools may offer a class that is comprised of both students enrolled in a Running Start class working to earn dual credit, as well as students who are only working for high school credits. Documentation that differentiates instruction and class requirements between the Running Start class and the high school credit is essential.
class must be maintained. Additionally, for CEDARS reporting, there must be two classes established - one for the high school class and one for the Running Start class. The CEDARS course designation code "R" can only be used for those students eligible to receive the Running Start college credit.

Q-8. What elements should be addressed in the agreement between the college and the school district?

A. Colleges and school districts must have an agreement in place for the Running Start in the high school setting class. Typically, this is in the form of a MOU or contract. These agreements should outline the high school, school district, students, and college responsibilities with regards to offering these classes. Additionally, the agreements should address payment of teacher stipends, college reimbursement to the school district for hosting these classes, and student’s rights and responsibilities, including the applicability of discipline policies. For mixed enrollment class, the syllabus for the Running Start class should be attached. The agreement should be established in accordance with school board policies.

Q-9. Are Running Start Enrollment Verification Form (RSEVF) required to be completed for students enrolling in Running Start classes offered in a high school setting?

A. Yes. For all Running Start enrollment regardless of the location of the class, a RSEVF is required for each student, each term, and for each college.

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**QUESTIONS & ANSWERS**

**Credit and Financial Aid Eligibility**

Q-10. 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. RCW 28A.230.090 and 1997 c 272 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-11. Can a high school or school district impose a sequence requirement on Running Start students?

A. Yes. A rational course sequence requirement could be imposed as long as it applied to all high school students.

Q-12. 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 392-169-060. 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-13. Can a district refuse to establish Occupational Education or Arts dual credit equivalencies?

A. Yes. Each high school or school district board of directors has the authority to adopt course equivalencies for Running Start Occupational Education or Arts courses offered to students. However, the Legislature has also made it clear that its intent is to encourage maximum student access. School districts are encouraged to establish any and all appropriate equivalencies, reflecting legislative intent for this program.

Q-14. 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-15. Are Running Start students allowed to take online classes for dual credit?
A. Yes.

Q-16. May a Running Start student “challenge” a course and be claimed for state funding?
A. Generally, no. State funding for Running Start is based on monthly enrollment counts. Students can only be claimed on enrollment counts if they participate in instructional activities during the month prior to the count, and are subject to the 1.2 FTE monthly enrollment limit. Accelerated completion of a course is likely to exceed a student’s monthly enrollment limits, and could result in a charge back to the student. Students are also responsible for paying fees associated with the challenge.

Q-17. Which college courses may a Running Start student take?
A. The entire college catalog is available to Running Start students, assuming that they have met any prerequisites that the college requires of all students.

Q-18. Do Washington community and technical college credits transfer to out-of-state colleges or universities?
A. Transferability issues for courses taken while in Running Start are the same as for all other community and technical college course work. Parents and students are encouraged to educate themselves about the transferability of credits to another college, especially for all private and out-of-state universities and 4-year colleges. The receiving school has the right to determine which credits it will accept.

Q-19. Do credits earned through dual enrollment programs like Running Start affect a student's NCAA eligibility?
A. No. NCAA Bylaw 14.2.2.3 Joint College/High School Program states: “A student-athlete’s eligibility under the five-year rule does not begin while a student is enrolled in a collegiate institution in a joint high school/college academic program for high school students in which the courses count as both high school graduation credit and college credit, provided the student has not officially graduated from high school and does not participate in intercollegiate athletics while enrolled in the joint program.” (Revised: 11/01/2001 effective 8/01/2002)

College courses may be used to satisfy NCAA core-curriculum requirements if the courses are accepted and awarded credit by the high school for any student and meet all other requirements for core courses. College courses must be placed on the student’s high school transcript.

Q-20. 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. Running Start students are not eligible for federal or state financial aid. Institutions may use their institutional financial aid funds for these students if they choose. Students are encouraged to inquire with the college to determine if there is assistance available for books, transportation, or any remaining tuition charges if enrolled in credits above and beyond those authorized for Running Start (unsubsidized college tuition expenses). See answers to Q23 and 58 for tuition and fee waiver eligibility.

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, however, affect the length of time a student can continue to receive aid, the satisfactory academic progress evaluation, as well as the annual maximum award amounts for federal student loan programs.

Tip: Students with questions about the effect of Running Start on the student aid or scholarship packages should always check directly with the school’s admissions, financial aid, and scholarship offices.

Maximum Timeframe
Many types of financial aid have a maximum timeframe for eligibility that limits the length of time to receive aid. The limitation depends on the state, federal, and institutional policy, but is generally either 125 or 150 percent of the program length.

For Example:
If the Student Has 90 Credits From Running Start Accepted By the School

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<thead>
<tr>
<th>And the four-year College's Maximum Timeframe policy is:</th>
<th>And the Minimum Needed For a BA Degree is</th>
<th>The maximum credits that can be earned before losing student aid eligibility is</th>
<th>And the remaining credits that can be earned without jeopardizing student aid is:</th>
</tr>
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<tbody>
<tr>
<td>150%</td>
<td>180</td>
<td>270</td>
<td>180</td>
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<tr>
<td>125%</td>
<td>180</td>
<td>225</td>
<td>135</td>
</tr>
</tbody>
</table>

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.

Effect of Year-in-School on 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.

Satisfactory Academic Progress
One of the requirements for financial aid eligibility is that students maintain satisfactory academic progress (SAP). Poor academic performance in Running Start, including withdrawing from courses, can negatively impact student aid eligibility.

SAP is a measurement of academic performance in terms of GPA and completed credits. Specific standards may vary by institution. All prior college coursework, including that taken through Running Start, will be evaluated for SAP.

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.

Many four-year universities and colleges allow Running Start students to apply for scholarships. Students should check with the scholarship office of the school in which they are enrolling to understand the college or university policy.

QUESTIONS & ANSWERS

Disability Services

Q-21. What should a high school student with an IEP or 504 plan do to seek accommodations from the college as part of their participation in Running Start?
A. Unlike students in K-12 schools, Running Start students have a responsibility to request any necessary accommodations from their college directly. The student should contact the college’s disability services office well in advance of any published deadlines to make the request. The college may require documentation in support of a request for accommodations.

Q-22. Who is responsible for covering the costs associated with ADA or section 504 accommodations for Running Start students?
A. Institutions of higher education are responsible for providing reasonable accommodations to qualified students under the ADA and section 504. As with any other enrolled qualified student, colleges and universities must cover the costs of complying with ADA or section 504 for Running Start students who are enrolled in classes located at the college or university.
Q-23. Who is responsible for covering the costs associated with special education services that are outlined in a student's Individualized Education Program (IEP)?
   A. School districts are responsible for providing the services outlined in an Individualized Education Program (IEP) for an eligible student. See WAC 382-169-080. Colleges and high schools should work together to ensure that a student’s needs are being met, including, where appropriate, entering into an interagency agreement to assure that each agency is complying with its respective duties to provide appropriate accommodations to the disabled student under state and federal law. School districts providing special education services to a student can claim eligible students on the P223H for special education funding. The enrolled hours of special education services provided as part of a high school program may be claimed as a partial FTE on the P223 for basic education funding.

Q-24. How long is a student with an IEP or section 504 plan eligible for Running Start?
   A. Running Start is intended to provide the equivalent of two academic years of eligibility for dual credit. An IEP or section 504 plan, however, may indicate a student’s need to extend the length of time required to complete his or her secondary education program. It is also possible that the academic and calendar year may not coincide under the IEP or section 504 plan. Eligibility for Running Start may continue, if appropriate to the IEP or section 504 plan, while the student continues work toward the diploma so long as the courses being taken continue to address specific credit requirements necessary for high school graduation and the student is otherwise eligible.

Q-25. Does an IEP automatically qualify a student for Running Start if identified in the student’s transition plan?
   A. No. The student must be eligible for Running Start in order to be claimed as a Running Start student. The IEP doesn’t override or trump that requirement. Under the law, a transition plan is simply a course of instruction that is part of a student’s IEP.

### QUESTIONS & ANSWERS

**Eligibility**

Q-26. What are the definitions of an FTE and AAFTE?
   FTE (Full Time Equivalent) is the measurement of a student’s instructional enrollment. For high school and skills center classes, 1.0 FTE is equal to 25 instructional weekly hours or 1,500 weekly minutes. For part-time high school enrollment, FTE is calculated by dividing the student’s enrolled weekly minutes by 1,500.

   For Running Start college course, FTE is based on the number of enrolled credits and number of months the class is offered. Determining the number of months is based on the number of months a student takes to earn the college credit. The formula to calculate a student’s FTE is (# of enrolled credits ÷ 15) x (3 + number of months of class)

   AAFTE (Annual Average Full Time Equivalent) is defined as the annual average FTE. For high school classes and for Running Start classes offered in the high school setting, AAFTE is the 10-month average of reported enrollment from September through June. For Running Start courses offered at the college campus, AAFTE is the 9-month average of reported enrollment from October through June.

Q-27. Must the high schools/districts and community and technical colleges use the state-wide Running Start Enrollment Verification Form (RSEVF)?
   A. Yes. A RSEVF is required to be completed prior to the beginning of the Running Start class for each Running Start student including those attending private schools and are home-based, for each term, and for each college. Completion would include the student, parent, high school, and college signatures. Copies of each student’s completed form should be retained at the high school and college, as well as, a copy given to the student. The original completed RSEVF should be given to the Running Start student.
Q-28. How frequently will the RSEVF be updated by OSPI and the SBCTC?
   A. The RSEVF will be updated by OSPI and the SBCTC at least annually and be available on the OSPI website at: http://www.k12.wa.us/SecondaryEducation/CareerCollegeReadiness/RunningStart.aspx

Q-29. May a student change their high school or college course schedule after the RSEVF has been signed?
   A. Yes. If a student changes his high school or college schedule after the RSEVF has been signed, a new RSEVF must be completed and submitted immediately, reflecting the revised Running Start FTE eligibility. This informs all parties of the effect the schedule change on the claimable FTE and gives the college the opportunity to contact the parents/student for tuition.

Q-30. May a student elect to take more than a combined 1.20 FTE of high school and college classes in a college quarter?
   A. Yes. A student may elect to take additional college classes above the 1.20 FTE, but must pay for the additional college credits. See also Q-64 and Q-67.

Q-31. May a Running Start student be enrolled full-time at a participating college or university and also enroll in a class at the high school?
   A. Yes. A Running Start student may be claimed up to a combined 1.20 FTE between the high school and the participating college or university with a maximum of 1.00 FTE at each entity. A student attending Running Start full-time and taking up to 15 credits can also attend the high school and be claimed for a 0.20 FTE. A student enrolling for more than the combined 1.20 FTE may be required to pay tuition to the college for the additional college credits or may qualify to receive a low-income tuition waiver from the college.

Q-32. If a student takes a “college orientation” class or any course in August, will it be funded through Running Start?
   A. No. Running Start enrollment is limited to the standard K-12 school year funding months (September through June). Enrollment in August is outside this funding period and cannot be claimed for state apportionment.

Q-33. Can the college claim and bill for a compressed class completed prior to the October “count” date?
   A. Running Start enrollment is based on enrollment on or prior to the “count” day and the Running Start FTE is based on the student enrolled credits and the number of months of the class. Often times, students may take a compressed class offered at the college campus in September. Colleges can choose to base the October count on the compressed September class or choose to count the student’s fall term classes offered at the college campus. Colleges are limited to one of these choices and the student’s September compressed class and the fall term enrollment cannot be combined. Colleges are limited in claiming the September compressed class for the October count day only.

Q-34. Can school districts limit a student’s enrollment in Running Start?
   A. A school district cannot limit a student’s enrollment in Running Start by requiring the student to be enrolled full-time in high school classes and restricting the student’s enrollment at the college to 0.20 FTE. This prohibition would extend to requiring students to take a class, otherwise available as Running Start eligible, as College in the High School and requiring the student to pay tuition for the dual credit earned in this program. Students who qualify for Running Start can enroll up to 15 college credits, provided that they satisfy the college’s prerequisite requirements and do not surpass the combined 1.20 FTE and AAFTE maximums.

Q-35. May a school district condition a student’s eligibility for enrollment as 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. WAC 382-169-045.
Q-36. 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-37. How is junior/senior standing determined?
   A. It is the responsibility of the school district to establish junior/senior standing. Any criteria used to establish grade placement must be applied uniformly in accordance with district policy to students irrespective of their status as Running Start students. See also Q-82.

Q-38. May a student start the Running Start Program mid-year?
   A. Yes. Students may begin to take Running Start classes at the start of any term during their junior or senior academic year (excluding summer college quarter).
   Note: In order to receive the full benefit of the Running Start program allowable under the law, students should start at the beginning of the first term of their junior year in high school.
   [WAC 382-169-005]

Q-39. May a second-year senior enroll in the Running Start Program?
   A. A second-year senior may enroll in the Running Start Program if they have been enrolled previously as a junior or a senior, but may only take those specific courses needed to graduate from high school. A second-year senior is generally understood as being a student who has failed to meet high school graduation requirements by the end of the student's 12th grade academic year. [WAC 382-169-006]

Q-40. Can a student have all the credits for a diploma and still attend Running Start if they do not take the step of graduating? (This is the same question as Q-82. It is included under two different topics because it pertains to both.)
   A. Yes. A student who has not as of the beginning of a school year earned the credits needed for a high school diploma is eligible to attend Running Start until the end of the school year. Students who have completed all the credits needed for high school graduation before the beginning of a school year are not eligible to participate in Running Start. [WAC 382-169-020]

Q-41. Can a student in second-year senior status stay in Running Start just to complete an associate degree?
   A. No. Running Start is a dual credit program and is intended to advance students toward the earning of credit to complete high school graduation requirements, RCW 28A.600.380, WAC 392-160.015. The pursuit of an associate degree is not the intent of the Running Start program.

Q-42. May a high school deny Running Start participation to students under the age of 21?
   A. No. A student who is under the age 21 as of September 1st of the new school year is eligible to participate in Running Start for that school year. A student who turns 21 during the school year, has not met the school districts graduation requirements, and is determined to be a junior or senior by the school district may continue to participate for that school year but could not continue for the next school year, unless eligible under age requirements and second-year senior provisions [WAC 392-169-005].

Q-43. Can a Running Start student retake a course to improve their grade?
   A. Yes, if repeating the course is allowed by both high school and college local policies.

Q-44. Are Running Start students subject to the compulsory attendance laws?
   A. Yes, Running Start students are subject to the compulsory attendance laws, as set out in RCW 28A.225.010.
Q-45. May a student expelled from high school for a serious offense continue to be enrolled in Running Start?

A. Yes. Students who have been suspended or expelled from their high school for a violation of school district policies may continue to participate in college classes through the end of the academic term. Colleges may not discipline Running Start students who have been suspended or expelled from high school unless the college determines that the student has violated the college’s own student conduct code. However, students attending Running Start courses in the high school setting may be unable to meet the requirements of their courses if suspended or expelled under district policies. Districts and colleges should address the applicability of their respective discipline policies in contractual agreements that govern such courses.

Q-46. May a student who has been previously expelled from high school enroll in a college course through Running Start?

A. Yes, contingent upon being reenrolled in a high school.

Q-47. 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 student who moves to a new school district in Washington State after enrolling in Running Start, attends an institution of higher education located in the new school district, and takes no classes at any high school in the new district, 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. WAC 392-149-0002.

Q-48. Is a student who completes Grade 12 in one district, then transfers the following year to another district where the student is placed as a 12th grader (not as a second-year senior) eligible to be coded as a first-year senior in Running Start?

A. No. The student is limited to second-year senior standards. RCW 28A.600.330.

Q-49. Do Running Start students need to meet all district and state graduation requirements in order to earn a district high school diploma?

A. Yes.

Q-50. May Running Start students earning a district high school diploma be excused from the required statewide proficiency tests because the testing conflicts with college classes?

A. No. Arrangements should be made at the college or high school to accommodate the student who is taking the high school test required by the state.

Q-51. 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 or who have been released from their resident district to attend the district through a choice transfer as otherwise provided by law.

Q-52. What is the responsibility of the school district to inform potential Running Start students about the Running Start program?

A. A school district shall provide general information about the program to all pupils in grades ten, eleven, and twelve and the parents and guardians of those pupils, including information about the opportunity to enroll in the program through online courses available at state institutions of higher education and including the college high school diploma options under RCW 28A.50.550. To assist the district in planning, a pupil shall inform the district of the pupil’s intent to enroll in courses at an institution of higher education for credit. Students are responsible for applying for admission to the institution of higher education. RCW 28A.600.320.

Q-53. Who determines which university or college the students will attend?
A. The students and their parents. Although students will generally attend the college closest to their high school district or Running Start classes at the high school, they may attend any eligible state institution of higher education.

Q-54. 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 Program (IEP) provides for Running Start enrollment in an institution of higher education.

Q-55. Can a school district deny a student’s application to enroll in Running Start 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.

Q-56. Can a college or university limit the proportion of Running Start students in any individual class?
A. No. A college cannot deny access to Running Start students for participation in any single course or program. Under the law, any policy adopted to limit Running Start enrollment must be generally applicable and related to physical facility limitations, operating funds limitations, academically efficient class size, or a student’s ability to benefit from a particular class, course or program.

Q-57. Can a school district impose a registration deadline or otherwise limit registration times for Running Start?
A. No. However, the college can impose a registration deadline. It is recommended that high schools and colleges work together to define a mutually agreeable deadline for registration. Schedules must include enough flexibility not to impose barriers on students’ Running Start participation. A complete Running Start Verification Form (RSEVF) must be in place prior to the start of the Running Start class.

Q-58. Must students disclose their immigration status on Running Start application forms?
A. No. Provided that the student meets the definition of an enrolled student pursuant to WAC 392-121-106, a student’s immigration status does not prohibit them from enrolling in classes that receive basic education funding, including Running Start. Residency is defined in WAC 392-137-115.

Q-59. Must students disclose their social security or Individual Tax Identification Number (ITIN) on Running Start application forms?
A. No. However, colleges may ask all students, including Running Start students, to provide their social security numbers or ITIN for federal tax reporting purposes. Under federal law, colleges must have a legally permissible need to collect this information, must inform individuals that disclosure is voluntary, and must explain the legal basis for seeking the numbers and how the college intends to use them.

Q-60. Can a student residing outside of Washington take online courses with Washington colleges through Running Start?
A. No. Running Start funding is only available to Washington State residents enrolled in a Washington State public high school and living in Washington. Residency is defined within WAC 392-137-115.

Q-61. Can a student who is attending a nonresident district pursuant a choice transfer to participate in Running Start at a college near their home district?
Yes. This can be accomplished in two ways. The choice district can complete a RSEVF with the college in the student’s home district and the college would report the student’s enrollment to the choice district. Or the choice district can enter into an inter-district agreement with the home district, releasing a portion of the student’s FTE for the home district to use for the student’s Running Start enrollment. Refer to Bulletin #008-14 for more information on choice transfers and inter-district agreements.
QUESTIONS & ANSWERS
Fees & Tuition

Q-62. May a high school seek reimbursement from a Running Start student for failure of a course?
A. No.

Q-63. May colleges charge fees to Running Start students?
A. Yes. Running Start students attending community and technical colleges must pay mandatory fees. Four-year institutions may charge technology fees. Colleges and universities must make available fee waivers for low-income Running Start students. A Running Start student shall be considered low-income, and eligible for a fee waiver upon proof that the student is currently qualified to receive free or reduced-price lunch. Acceptable documentation of low-income status may also include:
   A. Student has been deemed eligible for free-reduced-price lunches in the past five years
   B. Family income is equal to or less than 50 percent of the state median
   C. Family income is less than 200 percent of the federal poverty level
   D. Receiving any state or federal assistance funds
   E. Foster youth

Note: Consumable supplies, textbooks, and other materials retained by the student are not within the definition of fees and therefore not subject to the mandatory low-income waiver provisions

Q-64. What is the credit maximum for student tuition and when do colleges charge extra tuition for overloads taken by students?
A. Running Start students may enroll tuition-free for a maximum of 15 credits per quarter or a combined 1.20 FTE. When a Running Start student seeks more credits, colleges should charge appropriate per-credit rates for any credits beyond the 15 credit maximum or beyond 1.20 FTE, up to the maximum credits allowed for all enrolled students by institutional policy.

Q-65. Can school districts assess a fine or fee against students for failing Running Start courses, withdrawing from Running Start courses, or never showing up for Running Start courses?
A. No.

Q-66. Can GET (Guaranteed Education Tuition) credits be used to pay for unsubsidized college tuition?
A. If enrolled in credits above and beyond those authorized for Running Start, Guaranteed Education Tuition (GET) funds may be used to cover qualified expenses such as tuition charges, fees, and books/supplies. However, it may be more advantageous to use GET units for qualified expenses following Running Start enrollment.

Q-67. Are low income tuition waivers available for community and technical college students who want to take additional credits above the combined 1.20 FTE limit?
A. Low income Running Start students at the community and technical colleges are eligible for tuition waivers for credits they choose to take above the 1.20 FTE or 15 credits. Low income may be defined as eligible for free or reduced-price lunch at the high school – check requirements per local college.

Q-68. Are community and technical colleges Running Start students able to receive a tuition waiver for one additional college credit if they are taking 9 RS Tuition-Free College Credits (0.90 FTE)?
A. Yes. The State Board for Community and Technical Colleges approved an additional tuition waiver for one college credit for those Running Start students with eligibility per the Running Start Enrollment Verification Form for exactly 9 Running Start Tuition-Free College Credits (0.90 FTE) who enroll for exactly 10 college credits. The 10th credit of tuition will be waived in cashing using Financial Aid Program Code (FAPC) of
WBA. The waiver is only for tuition. If the Running Start student registers for anything other than 10 credits exactly, they will not be eligible for this waiver.

**QUESTIONS & ANSWERS**

**Foreign Exchange / International Students / Study Abroad**

Q-69. Are foreign exchange students eligible to participate in Running Start?

A. Yes. Based upon reviews of federal and state law, it is determined that a J-1 visa “Exchange Visitor” student who has enrolled in the eleventh or the twelfth grade is eligible to participate in Running Start. J-1 visa students must be mindful of any restrictions on enrollment established by the student’s exchange program sponsor and must comply with all federal requirements. Students with F-1 “Academic Student” visas who attend secondary school, must pay the school the full cost of education by repaying the school system for the full, unsubsidized, per capita cost of providing the education. As such, they cannot be claimed for state funding under the Running Start program. Students with visas in other categories should check with the U.S. Embassy or Consulate that processed their visa application to ensure that Running Start enrollment is consistent with the terms of their visas.

Q-70. Can Running Start students participate in study abroad programs offered by their college?

A. Yes. Running Start students have access to all the classes offered in the college catalog. The student can be claimed for the standard Running Start reimbursement rate. Students are responsible for any additional costs.

**QUESTIONS & ANSWERS**

**Graduation Requirements**

Q-71. Can the district require progress toward the district diploma and require that students not only earn credits, but complete other requirements for graduation, such as the High School and Beyond Plan or a senior project?

A. Yes. Students who are seeking a high school diploma from a school district must meet all requirements of the state and the district. However, the intent of Running Start law is to encourage maximum student access to the Running Start program. Districts should not adopt policies and procedures that intentionally create barriers to student participation in the program. Requiring daily attendance in a culminating project class would logically hinder participation. Districts that have such requirements are strongly encouraged to offer accommodations to students participating in Running Start.

Q-72. Does a student seeking a high school diploma through an associate degree at the college need to complete local school district requirements?

A. No. Running Start students who earn an associate degree may request a high school diploma from the college. If a student fails to earn an associate's degree, he or she would need to meet the requirements of the district to be awarded a high school diploma through the district.

Q-73. Can a student have all the credits for a diploma and still attend Running Start if she does not take the step of graduating?

A. Yes. A student who has not as of the beginning of a school year earned the credits needed for a high school diploma is eligible to attend Running Start until the end of the school year. Students who have completed all the credits needed for high school graduation before the beginning of a school year are not eligible to participate in Running Start. [WAC 382-168-020](#)

Q-74. Can a Running Start student who earns an associate degree from a college receive a high school diploma from that college?
Q-75. When can Running Start students who have completed their associate degree request the college-based high school diploma?
A. A Running Start student may request the college-based high school diploma when they apply for graduation with their associate degree or anytime thereafter.

Q-76. Should secondary schools continue to track a student’s graduation status if the student has indicated intent to pursue his or her high school diploma through a college?
A. Yes. All Running Start students are considered public high school students and as such should be served and treated like all other high school students. Providing all enrolled students with guidance as to graduation requirements and status is consistent with the guidance role of the high school, regardless of student intent relative to possible alternative graduation options.

For purposes of graduation rates (and related Adequate Yearly Progress implications), students who are successful in earning their high school diploma under the provisions of RCW 28A.60.535 will count as graduates of the home high school, and students who are unsuccessful in completing graduation requirements either through the school district or under the provisions of RCW 28A.60.535 will be considered non-graduates.

Q-77. If a student earns a high school diploma through the college, how would the secondary school document the student as a graduate, and thereby get credit that the student graduated?
A. When the high school is informed by the college that the student has earned a high school diploma issued by the college under the provisions of RCW 28A.60.525 the high school may withdraw the student using the Withdrawal code “GA” (Graduated through associate degree).

Q-78. If Running Start students earn associate degrees after their expected graduation dates, can they be documented in their student records as an extended graduation student so they will not count against the secondary schools for Adequate Yearly Progress (AYP)?
A. Yes. If students retain Running Start eligibility as a second-year senior student and completed remaining requirements for an associate degree, the high school, if informed by the college, could code such students “GA.”

QUESTIONS & ANSWERS

Homeschool / Private School Students

Q-79. May home school and private school students enroll in the Running Start Program?
A. Yes. Any student seeking credit through Running Start must enroll through the local public school district or high school, have a completed Running Start Verification Form in place for each term and each college, and have obtained junior or senior standing. Junior or senior standing is determined in accordance with a school district’s grade placement policies. The home school student so enrolled does not have to attend classes in the public high school in order to participate in Running Start. Students receiving home-based instruction under chapter 28A.200 RCW and students attending private schools approved under chapter 28A.195 RCW are not 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. RCW 28A.600.510(1)

For state and federal accountability reporting purposes, 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 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.
Note: Enrolling any student in the Running Start program means that the student is also enrolled as a public high school student in order to access state funding allotted for the Running Start program.

Q-80. Do homeschool families need to have a Declaration of Intent on file for the year preceding Running Start participation?
A. No. See OSP Bulletin No. 096-07.

Q-81. Do homeschool students enrolled in Running Start need to complete local district graduation requirements if seeking a diploma through the associate degree?
A. No. See RCW 28A.60.536 (2)

Q-82. How is junior/senior standing determined for private school and home school students who wish to participate in Running Start?
A. For students seeking admission to Running Start, it is the responsibility of the school district to establish grade placement criteria. Once that grade placement is made, making the student eligible, a change to another school district will not alter the initial grade placement, consistent with WAC 392-169-020(2). 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. Any district criteria used to establish grade placement must be applied uniformly to students, regardless of intent to enroll in Running Start or intent to graduate from the high school. See Q-257.

Q-83. Can parents appeal local school district grade placement eligibility decisions?
A. This is a local decision. Parents may appeal only if the district has a policy/procedure for such appeal. See WAC 392-169-020(3).

Q-84. A homeschool student is in 11th grade, but wants to take a year off next year as a declared homeschool student to then return the following year and become a 12th grader to do Running Start. Would this student be able to return after one year off and do Running Start as a 12th grader?
A. It is up to the resident district to establish and interpret grade placement to students who enroll. In this case, the student could potentially be placed as either a 12th grade student or as a second-year senior. WAC 392-169-020(3)

Q-85. A homeschool student did not utilize third quarter (Spring) of Grade 11 eligibility due to illness. Can that third quarter be carried over so that the student can utilize six quarters of enrollment?
A. No. Junior year eligibility would be complete. However, the student would be eligible for the three quarters of 12th grade and may be eligible for the second-year senior year. WAC 392-169-055(4) Running Start eligibility is not based on six quarters. It is based on two academic years for junior and senior standing only.

Q-86. Does a school district have to post Running Start course grades in the grade history file of a homeschool student who is only taking Running Start classes?
A. Yes. All earned credit must be recorded on an official school transcript.

Q-87. 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. Yes, but only if all state and local school district graduation requirements are met.

Q-88. Are private school and home-based instruction students, who have enrolled in Running Start, exempt from the new 1.20 FTE limitation?
A. No. All students are eligible for up to a maximum of 1.00 FTE or 15 credits at the college and a combined high school and college FTE of 1.20. The completed Running Start Verification Form will inform the district, college, student and parents how the student’s FTE will be claimed.
QUESTIONS & ANSWERS
Parental Rights and Responsibilities

Q-89. Is the parent of a Running Start student entitled to review attendance and grade information held by the college or university?

A. Under federal law, students who attend postsecondary educational institutions hold the confidentiality rights to 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 the consent of the student. Proof of dependency is usually provided by a copy of the most recent year's federal tax form showing that the parent claims the student as a dependent. Neither the age of the student nor the parent's status as a custodial parent is relevant. If a student is claimed as a dependent by either parent for tax purposes, then either parent may have access under this provision. See 34 CFR § 66.31(a)(8).

Q-90. 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 for Running Start students under the age of 18. If parents do not give permission, faculty should consider providing alternative options to that student. Most Running Start Coordinators collect a blanket permission form early in the enrollment process.

QUESTIONS & ANSWERS
Student Activities

Q-91. May Running Start students participate in college or university campus activities, such as student government, organizations, and clubs?

A. Yes. With the exception of intercollegiate sports, Running Start students may participate in any activities on the college/university campus, consistent with the institution's general requirements for participation in extracurricular activities.

Q-92. May Running Start Students participate in high school activities including sports?

A. Yes. Running Start students may participate in any high school activities including sports, consistent with the high school and school district's own eligibility requirements and Washington Interscholastic Activities Association (WIAA) guidelines.

NOTE: WIAA guidelines allow participation by Running Start students.

Q-93. Can a school prohibit a student from participating in the high school graduation ceremony, taking classes at the high school, or participating in extracurricular activities if the student is choosing to receive a high school diploma from the college?

A. Running Start students and parents should be informed as to state rules relative to eligibility to enroll in classes at the high school, as well as participate in extracurricular activities. Participation in the high school graduation ceremony is to be determined by local district policy and is not linked to state statute related to diploma requirements and should be covered in parent and student guidance.

Q-94. 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.
GPA. On the other hand, if the eligibility threshold is a high GPA, 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**

**Transcript Information**

**Q-95.** 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-96.** 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-97.** Are all Running Start courses shown on the high school transcript?

A. Yes. Running Start courses need to be recorded on the transcript. The standardized transcript must contain a designation of "R" for courses completed and credit earned through Running Start [WAC 392-415-079](#).

**Q-98.** Are colleges required to send individual transcripts to school districts in order to provide evidence of successful completion of courses taken through the program?

A. No. Nothing in law or administrative code [WAC 392-180-060](#) mandates that a school district must receive an official transcript from the college. The college must supply "evidence" of successful completion of courses. Evidence may include college-generated spreadsheets.

**Q-99.** How does the high school transcript 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 392-415-050](#). 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.