

# SENATE BILL REPORT

## E2SHB 1808

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As Reported by Senate Committee On:  
Early Learning & K-12 Education, March 24, 2011

**Title:** An act relating to the opportunity to earn postsecondary credit during high school.

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

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

**Brief History:** Passed House: 3/02/11, 70-27.

**Committee Activity:** Early Learning & K-12 Education: 3/23/11, 3/24/11 [DP-WM].

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### SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

**Majority Report:** Do pass and be referred to Committee on Ways & Means.

Signed by Senators McAuliffe, Chair; Harper, Vice Chair; Litzow, Ranking Minority Member; Eide, Fain, Hill, Hobbs, King, Nelson, Rockefeller and Tom.

**Staff:** Kimberly Cushing (786-7421)

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

In November 2010, the Office of Superintendent of Public Instruction (OSPI) released a report regarding student participation in dual credit programs. Dual credit programs allow high school students to begin earning college credits while still in high school. An analysis of students' schedules for the 2009-10 school year, as reported in the Comprehensive Education Data and Research System (CEDARS) show that 10.9 percent of all high school courses taken can earn dual credit. Whether or not a student will be able to leave high school with a full year of postsecondary credit will vary depending on the subject matter and program requirements in each apprenticeship program or institution of higher education.

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*This analysis was prepared by non-partisan legislative staff for the use of legislative members in their deliberations. This analysis is not a part of the legislation nor does it constitute a statement of legislative intent.*

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

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

**Summary of Bill:** Within existing resources, all public high schools in the state must work toward the goal of offering a sufficient number of high school courses to give students the opportunity to earn the equivalent of a year's worth of postsecondary credit toward a certificate, apprenticeship program, technical degree, or associate or baccalaureate degree. The high school courses that may qualify for postsecondary credit are advanced high school courses with accompanying recognized college-level proficiency exams or demonstrated competencies. All public high schools must also inform students and their families about the opportunities to earn postsecondary credit during twelfth grade to get an advanced start on their career and postsecondary education.

By December 1, 2011, and biennially each June thereafter, institutions of higher education must develop a master list of postsecondary courses that can be fulfilled by taking the AP, IB, or other recognized college-level proficiency exams and meeting the qualifying exam score or meeting demonstrated competencies for lower-division general education requirement or postsecondary professional technical requirements. Each institution must publish on its website and in its admissions materials its own list of courses that can qualify for postsecondary credit and the qualifying exam scores and demonstrated competencies. An institution does not have to develop a master list if it has a clearly published policy of awarding credit for AP, IB, or other recognized college-level placement exams and instead of applying credits to meet specific course requirements, generally applies those credits toward degree requirements.

To the maximum extent possible, institutions must agree on exam qualifying scores and demonstrated competencies with scores equal to qualified or well-qualified. Each institution must recognize at least one year of course credit and maximize the application of the credit toward lower division general education requirements that can be earned through proficiency exams, including but not limited to AP and IB exams. The successful completion of the exam and award of credit must be noted on the student's college transcript.

Each institution of higher education must provide a list of postsecondary courses that can be fulfilled by proficiency exams or demonstrated competencies to HECB and SBCTC in a form that the Superintendent of Public Instruction is able to distribute to school districts.

HECB must annually publish on its website the agreed-upon list of high school courses qualifying for postsecondary credit and the exam qualifying scores and demonstrated competencies meeting postsecondary requirements.

**Appropriation:** None.

**Fiscal Note:** Available.

**Committee/Commission/Task Force Created:** No.

**Effective Date:** Ninety days after adjournment of session in which bill is passed.

**Staff Summary of Public Testimony:** PRO: We want students to maximize their year in twelfth grade, take rigorous courses, and have access to postsecondary education. Lots of students don't believe they can be successful but this bill opens doors and is a great opportunity to decrease costs later for higher education. The bill will enrich the entire high school curriculum and keep the entire family engaged. Getting more students into college will come from programs that include tech prep classes such as this. The bill helps students think about their future in high school and emphasizes clear communication as students move forward in their careers.

**Persons Testifying:** PRO: Representative Lytton, prime sponsor; Lucinda Young, Washington Education Association; Tim Knue, Washington Association for Career and Technical Education; Hannah Lidman, League of Education Voters; Wes Pruitt, Workforce Board.