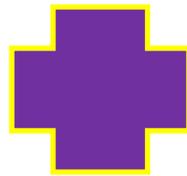


CANTON HIGH SCHOOL **Running Start Program**



A Partnership

Between



Preamble

Each decade, as technology evolves, work becomes more intricate - requiring more cognitive thought and problem solving aptitude. Within the past 100 years our society has evolved from an agrarian-based economy to an information-based one – and still has maintained the highest standard of living in the world. This transition was accomplished through compulsory school legislation which made 2-12 education mandatory and helped young people develop skills for a rapidly changing economy. However, the globalization of trade and technology is flattening the world and shifting economic opportunity away from people with little education and few skills, thus making a 2-12 education antiquated and inferior. However, most alarming, our country is lacking an imagination and is floundering in search ways to provide contemporary skills for students as we did during the 19th century. How do we ensure that all students are properly trained and provided with economic opportunity? In short, our county needs to shift educational paradigms and develop a system where all youth have an opportunity for a post secondary education. Today, now more than ever, due to economic globalization and competition, post secondary education has become critical for all students. To remain globally competitive, everyone should have a chance to be educated beyond high school. Just as President John F. Kennedy had a vision to put a man on the moon in the early 1960's, the Canton Learning Community has a vision to put every high school student on a college campus. That is what Running Start is all about.

What is Running Start?

Running Start is a partnership between Canton High School and Spoon River College that provides an opportunity for academically qualified seniors to enroll in college classes through the SRC as part of their high school coursework. This unique partnership between the Canton #66 and SRC allows high school students to attend college classes during the fall, spring, and summer while earning both high school and college credits.

Who's Eligible?

Any student enrolled in grade 12 at Canton High School:

- Is under the age of 21 as of September 1st of the school year in which the college course is taken.
- Fulfills and complies with college campus and high school requirements such as:
 - Admission forms
 - Achievement of appropriate math and English levels on placement tests. Payment of college tuition, fees, and text books.
 - Strong academic standing in high school to guarantee high school graduation at completion of program.
 - A minimum of 3.0 GPA cumulative in high school at the time of application.
 - Completed 1 year of Algebra, 1 year of Geometry, and 2 years of English and earned grades of "B" or higher before starting the program.
 - Maintenance of acceptable academic standing
 - Waive all Family Educational Rights and Privacy Act rights.
 - Completes a required college orientation session

- Agrees to meet with SRC and Canton Academic Counselors 1 time per semester
- Provides Canton, SRC, and Parents with access to the student's academic records.
- Maintains a 2.5 average while in the program(out of a 4.0)
- Agree to enroll in and complete at least 12 credit hours per semester.
- Draft a two year educational plan.
- Complete a 300 word essay describing your professional and intellectual aspirations and prior personal experiences, your passions, and special interests.
- Complete a selection interview process.
- Have an attendance record of no more than 5 absences the previous calendar school year prior to the year of application.
- Complete appropriate SRC placement exams.
- No discipline problems the previous year prior to application.

Admission Requirements

Attending college during your senior year is a privilege in the State of Illinois. As a result, the Running Start Program is coveted by Canton Students. Commencing with the 18-19 school year there shall be a cap of 25 students allowed to participate within the Running Start Program. Accordingly, to ensure student success in the Running Start Program, Canton High School has implemented an application process. The process will include the following:

- 300 Word essay describing the professional and intellectual aspirations and prior personal experiences, passions, and special interests of the candidate.
- The candidate will be expected to draft a two-year educational plan. The educational plan will include educational goals, vision, anticipated course work, and post baccalaureate professional plans.
- Candidates are not eligible to apply to the program if they have experienced more than 5 absences the previous year. Hospitalized students are exempt from this admission requirement. Other mitigating circumstances beyond the control of the student will be considered by the interview team.
- Candidates will complete an interview process. The interview team will include the principal, guidance counselor, and an SRC representative.
- Complete the formal application found at the end of this booklet.
- No discipline problems the previous year prior to application.
- A minimum of 3.0 GPA cumulative in high school at the time of application.
- Completed 1 year of Algebra, 1 year of Geometry, and 2 years of English and earned grades of "B" or higher before starting the program.

Goals

Running Start has numerous goals, including but not limited to:

- Accelerating student educational progress
- Saving taxpayer educational dollars
- Saving family college expenses
- Enriching/expanding educational options for talented and motivated high school students
- Improving articulation linking high school and college curricula
- Providing an alternative educational environment for talented high school students
- Providing a transition into college
- Providing access to coursework not offered at Canton High School

Beginning College Early

The decision to begin college early is an important one. It is important to consider each student's maturity level in making choices about educational options. Although a student may be academically prepared for college level coursework, he/she may find the demands of college extremely overwhelming. Student success requires motivated individuals who work independently, take initiative, have good study skills, and are able to responsibly complete assignments throughout the semester.

Parents and students should give careful consideration to the appropriateness of this program before enrolling. Students are starting a permanent college transcript when they take any college classes. High school and college advisors are available to discuss the many options available. Each option has strengths and limitations.

Program Strengths

- Students have the opportunity to take courses that may not be offered at their local high schools
- Academically prepared students have an opportunity to get a head start on taking college level courses and earning high school and college credits simultaneously
- Students have an opportunity to experience post-secondary education while in high school, easing the transition from high school to college and making future educational and career plans more realistic
- Students who have difficulty fitting into a traditional high school setting may flourish in a different educational setting
- Students and their families can reduce the cost of college
- In college, high school students gain maturity and knowledge from the participation and diversity of other college students and upper level courses

Program Limitations

- Some academically qualified students may not be ready socially or emotionally for the college environment. They may find the independence and the speed of college classes overwhelming
- High schools provide a social network and social development experiences for teenagers which are not as accessible at the college level
- College schedules may conflict with high school classes or extracurricular activities (sports, drama, clubs, etc.)
- The college academic calendar may operate differently from the high school academic calendar. Holidays and vacation periods are frequently different. Students are expected to attend classes at the college even though their high schools may not be in session. *Careful planning must occur in order to avoid conflicts with family, work, and school activities.*

What to Expect as a College Student

Once students begin attending college, they will be considered "regular" college students. The faculty will expect the same level of classroom participation and quality of work from all students. Students will be

expected to meet class deadlines, be prepared for class, ask questions, and conduct themselves as responsible adults. If students are having difficulty or need additional assistance, it is their responsibility to seek out the instructor. Instructors keep posted office hours when students can come to see them for help or discussion. Appointments can usually be made outside of office hours if students have schedule conflicts.

Class Pace — The academic pace of college classes is faster than in high school. For example, a high school math class that is taught in one year at the high school is taught in one semester at the college. There is little time for faculty to stop and review lessons for students who do not understand the material or were absent from class. However, faculty members encourage students to come to their offices for individual help.

Homework — The standard expectation in a traditional face-to-face 16-week course is that students will spend a minimum of 2 hours per week outside of class for every hour in class. For example, a student taking a 3 credit hour class should plan to dedicate at least 6 hours per week outside of class towards coursework. The work might be class preparation and study time, reading, completing assignments, writing papers, group work, and/or other types of experimental learning. An equivalent amount of work is required for all forms of delivery, including online classes, hybrid classes, laboratory work, studio work, and courses meeting on a shortened schedule such as 12-week or 8-week classes.

Class Size — Classes can vary in size from 10 to 35 students, with the average class size about 10 students.

Attendance — Some faculty take attendance, others do not. It is the student's responsibility to be prepared each day of class and meet all deadlines. Some faculty give pop quizzes and expect all papers to be turned in on time with no possibility for make up work.

Class Participation — This is an integral part of college and many faculty require students to participate in classroom discussions. Faculty will provide a syllabus at the beginning of the semester outlining their expectations. It is the student's responsibility to understand and follow through with these expectations.

Withdrawing/Dropping a Class — Withdrawing from a class may have serious implications on a student's high school graduation status. To withdraw from a class, students must obtain and fill out the correct form from the college office. A copy of this form should be given to the high school counselor and/or *Running Start* advisor. Many students believe that if they simply stop attending, they will be withdrawn from the course; this is NOT true as they must officially withdraw by filling out the correct form and informing the proper officials.

Grade Reports — Each high school will receive grade reports for their *Running Start* students and will, in turn, post these credits/grades on each student's high school transcript according to Board of Education guidelines.

Academic Records — Students completing classes through the *Running Start* program will receive both high school and college credit. *Grades received become part of their permanent college transcript.*

Academic Standards — Students must maintain a 2.5 grade point average each semester. Students whose GPA falls below a 2.0 for any one semester may be dismissed from the Running Start Program and may not receive a high school diploma. Students face dismissal or sanctions from Spoon River College if they are academically deficient. Students should review the Academic standards section in the college catalog

Costs — All college expenses (tuition, books, lab fees, transportation, etc.) are the responsibility of the *Running Start* student.

Parent's Access to Student Records — It is the policy of Spoon River College to regard *Running Start* students as "regular college students." The colleges are adult learning communities and students are treated accordingly. Colleges are not allowed to give information regarding a student's attendance or progress to parents without the student's written permission. In addition, faculty will not discuss the student's progress without written permission. The college is released to give academic information to high school counselors or administrators. All Running Start students are required to complete a FERPA waiver to participate within the program. As a result, all student's records will be available to parents.

Transferring to Another College or University — Some college credits are transferable to other post secondary institutions in the state, according to the guidelines of each institution. It is important for students to consult with college admissions representatives and university advisors as early as possible. Students should contact out-of-state colleges on an individual basis for their policy on accepting *Running Start* credits.

Running Start

FAQ



What is Running Start?

- A.** Running start is arguable the most innovative educational program to impact Illinois Secondary Schools in the past 50 years. In short, Running Start is a partnership between Canton High School and Spoon River College that allows high school senior students to receive both college and high school credit towards graduation. In 2001 the National Commission On the High School Senior Year described the high school senior year as a "Lost Opportunity." Specifically the report stated that most students complete their secondary educational requirements by the end of their Junior Year in High School. As a result, many students spend their last year in high school enrolled in coursework that does not provide for their post secondary challenges. The Running Start Program creates a bridge between high school and college and further blurs the lines between secondary and post-secondary programs.

Is it like a traditional dual credit program offered at a high school?

- A.** No. *It has been estimated that as many as 26% (ACT Corporation) of incoming college freshmen dropout of college within the first year of attendance.* Running start is a program that transitions high school seniors into the college experience and provides a close monitor on seniors as they transition into the college experience. Also, placement exams are completed for all prospective program participants to ensure academic success. Another difference between a traditional dual credit course and Running Start is class credit. For example, many

universities will not accept credit from dual credit coursework that is conducted outside of the community college setting.

Is Running Start just for transfer students?

- A. Absolutely not! Running start is for all students. Students who are interested in career and technical education certificate programs will probably benefit most from Running Start. For example, community colleges have more equipment for students than our school. As a result, most community colleges provide a wider array of courses and programs.

May a second year senior enroll in the Running Start Program?

- A. A second year senior is generally understood as being a student who has failed to meet high-school graduation requirements as of the end of the student's 12th grade academic year. A second year senior may enroll in the Running Start Program, but may enroll only for those specific courses needed to graduate from high school.

How is junior/senior standing determined?

- A. It is the responsibility of the school district to establish senior standing.

Are Running Start students subject to the compulsory attendance laws?

- A. Yes, Running Start students are subject to the compulsory attendance law.

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.

How do potential Running Start students learn about the program?

- A. The school district is required to inform all 11th and 12th graders and their parents/ guardians about the program.

Who determines which college or technical school the students will attend?

- A. The students are only allowed to attend Spoon River College.

When a student in Running Start withdraws from 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.

Should a school/district award dual credit to a student who successfully completes a College in the High School class?

- A. "Yes." If the student passes the class and earns the credits, the transcript must record the high school credit earned. The college credit that is earned is recorded on the transcript of the college the student will attend, subject to that institution's credit recognition policy.

May Running Start students participate in high school activities, organizations, and clubs?

- A.** Yes. Running Start students may participate in any high school activity.

May the parent of a Running Start student request attendance and grade information from the college or university?

- A.** Running Start students have the same rights and responsibilities as other college students. Student information is confidential and may be released to a parent if a student gives permission by completing a release form or if the parent supplies proof that the student is listed as a dependent on the parent's federal income tax return. To participate in the program students are required to release information to the parent and home high school.

May Running Start student participate in field trips that are scheduled as part of the college course?

- A.** Yes, but written parental permission should be obtained for all field trips. If parents do not give permission, alternative options must be arranged by faculty.

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

- A.** Technically, meeting graduation requirements with or without a diploma satisfies the compulsory attendance requirement.

Can a high school or school district impose a sequence requirement on Running Start students?

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

What is the Running Start Program?

The Running start program is an innovative partnership between the Canton Community School District and Spoon River College. This program allows high school seniors to attend SRC while earning both high school and college credit.

*Get a Running Start On
Your College Education!!*

What Does The Program Do For Me?

- Get a head start in earning college credit.
- Take courses that satisfy both high school and college credit.
- Take unique courses that your high school may not offer.



Beginning College Early

The decision to begin college early is an important one. To enhance students success, it is recommended that students discuss this carefully with their parents/guardians and high school counselor. Student success requires motivated individuals who take initiative, have good study skills, and are able to responsibly complete assignments throughout the quarter.

Beginning College Early

The decision to begin college early is an important one. To enhance students success, it is recommended that students discuss this carefully with their parents/guardians and high school counselor. Student success requires motivated individuals who take initiative, have good study skills, and are able to responsibly complete assignments throughout the quarter.

*Running Start: A Partnership
Between Canton CUSD #66 & Spoon
River College*

How Does The Program Work?

Students attend Spoon River College classes during the school day or in the evening. Upon satisfactory completion of the course requirement, those earned college credits are applied to their high school requirements.

How Much Does it Cost?

As an Spoon River College student, you pay college tuition at the current per credit hour rate. Additionally, you are responsible for purchasing books, supplies and paying for your student fees. There are Scholarships available for students who qualify. You are responsible for providing your own transportation to and from the campus.

Who Qualifies for Running Start?

- Any student enrolled in grade 12 at Canton High School.
- Apply for admission
- A minimum of 3.0 GPA cumulative in high school at the time of application.
- Completed 1 year of Algebra, 1 year of Geometry, and 2 years of English and earned grades of "B" or higher before starting the program.
- Achieve the appropriate English and Math level on your placement tests
- Maintaining acceptable academic standing

SUGGESTED PATHWAY FOR GENERAL EDUCATION STUDENTS

Students will be asked to enroll in a minimum of 12 hours per semester in the following subject areas. Prior to registering student should meet with an SRC advisor. Students must meet high school graduation requirements. Students must meet with the Canton Guidance Department to complete a recommended schedule.

COMMUNICATION (6 hrs)

ENG 101 or 102 Or COM 103

NATURAL SCIENCES (4 HRS)

BIO 105, BIO 106, BIO 140,
BIO 145, BIO 150, BIO 155, CHE 105,
CHE 160, CHE 170, PSC 100, PSC 102,
PSC 105, PH 111, & PH 121

HUMANITIES/FINE ARTS (3 TO 6 HRS)

DRM 151 ENG 140, 150, 152, 213, 214, 216,
225, 226, 251, & 255
PHI 110, 115, 120 REL 101 ART 120, ART 122,
ART 123 , ART 224, DRM 110, ENG 141,
ENG 170, MUS 102, &
MUS 111

HEALTH SCIENCES (3 HRS)

HS 101,
HS 103, HS 104, HS 106, HS 108,
HS 109, HS 110, & HS 111.

SOCIAL & BEHAVIORAL SCIENCES

(3 TO 6 HRS)

BUS 250, BUS 251, GEO 100, GEO 200,
HIS 160, HIS 161, HIS 260, HIS 261,
POL 180, PSY 130, PSY 236, PSY 240,
SOC 100, SOC 110, SOC 160, SOC 215, SOC 225,
SOC 250.

MATH (3 TO 6 HRS)

MAT 102, MAT 132, MAT 133, MAT 151,
MAT 152, MAT 251, BUS 110, GT 150, &
GT 155.

Welcoming Session: Transforming Learning Opportunities through Enrollment Partnerships

Karen Mills, Ed.D.

Rio Salado College

In the National Commission on the High School Senior Year's 2001 report entitled "The Lost Opportunity of the Senior Year," we were told about the challenges facing the United States today – and that the preparation for addressing these changes can only come through schools, education, scholarship, and learning. The report tells us that in 1900, a majority of young men left school after 8th grade and went to work on the family farm—today that number is about 2%. About 50 years ago, some 20% of the jobs in the United States were professional (requiring a college or professional degree), about 20 percent were skilled (requiring a HS diploma and some college or a degree) and 60% were unskilled (these jobs could be performed by high school graduates or dropouts). Today, the number of professional jobs is about the same, 20%, but the proportion of skilled jobs has nearly tripled (from 20% to 60%) and the proportion of unskilled jobs (remember, it was 60% 50 years ago) has fallen by a factor of 3.

Until 1960, more than 1/3 of all the production jobs in the United States were held by high school dropouts. As late as 1973, in fact, education and employment were only loosely related. In that era, students with or without HS diplomas, particularly males, could get fairly decent jobs in the manufacturing economy. However, maintaining the lifestyle that Midwestern autoworkers took for granted in the 1960s now requires not just one worker, but frequently two. And it requires not simply a HS diploma, but probably 2 years of college.

What does all of this have to do with education? The significance is that the United States is a society in which education correlates with earnings. More schooling is almost always associated with higher incomes. And from here, the report takes us to the challenges faced by high schools and by HS seniors. Many students never graduate and the graduation rates for low-income and minority students lag well behind those of middle and upper-income students and, in large cities, up to 40% of high school students drop out. The senior year is often a lost opportunity, during which many students let one-quarter of their high school learning time slip through their fingers. Given all of this, it should come as no surprise that many young people arrive on college campuses poorly prepared for the academic demands about to be asked of them – and the extent to which incoming students on college campuses need remediation is astounding:

- remediation takes place in all community colleges, in 4 out of 5 public four-year universities and in more than 6 out of 10 private four-year institutions
- well over 25% of all students require remediation in one or more subjects
- the cost of remediation has been estimated to be between \$260 million and \$1 billion, annually.

Even if students are required to pass a competency test to obtain a high school diploma, most of these tests cover content that is drawn from the 9th or 10th grade curriculum. Since 9th or 10th grade material defines the standard, once students have passed the assessment, they have little incentive to continue to take school work seriously. And this dynamic is not limited to students who are struggling academically. In fact, it may be even more pervasive among the "best and the brightest." Practically every college-bound student is aware that serious preparation for college ends at Grade 11 because admissions processes begin early in the senior year. Well, the report goes on to talk about the context of the senior year and a number of challenges faced by the high schools. Ultimately, in the commission's findings, they state that "Institutions of higher education and K-12 schools collaborate insufficiently with each other to

align academic content, admissions procedures, and expectations for students; and, there has been no coordinated and critical review and reform of high school and early college curricula.” Well, that was the conversation in 2001, now....

I’m going to do a move to September 2004, and the report put out by the Office of Vocational and Adult Education of the U.S. Department of Education called, “State Dual Enrollment Policies: Addressing Access and Quantity.” Some of you will remember that I placed a link to an early draft of this report on our listserv. The authors of this document repeat the concerns we heard in the Lost Year report associated with unprepared students entering college. But they take a further step by stating that students required to take many remedial courses are also more likely to drop out of college before receiving a degree. They do, however, talk about ways to address this current slate of problems:

- States may raise the academic requirements for high school students or link these requirements with college placement exams, and/or
- Students may benefit from intense academic and extracurricular college preparation experiences.

The report advocates that policy-makers should seek to promote programs and policies that help link secondary and post-secondary education and goes on to say that, “Dual enrollment is one type of program that does just this,” stating “that while these programs have existed for years,” they have only recently become the subjects of legislation and regulation. The report goes on to analyze dual enrollment legislation in all 50 states and explores the implications of state policy of individual programs and students – paying particular attention to the ways that policies can promote or inhibit the spread of dual enrollment partnerships. The report looks at 10 topical areas in reviewing the status of dual or concurrent enrollment throughout the country: state policy and oversight, target population (generally, advanced students), admissions requirements (student age and academics), location, instructor, student mix, course content, tuition, and funding. In reading the report, you will see that 12 states do not have any legislation or state regulation addressing the enrollment of high school students in college courses for dual credit. Of the 38 states with policies or regulations, 18 mandate that dual enrollment opportunities be provided to students. In other words, high schools must inform students of their option to take college courses and must accept at least some credits earned in college towards high school graduation.

Finally, and also quite recently, in the Lumina Foundation’s policy report entitled, “Collision Course: Rising College Costs Threaten America’s Future and Require Shared Solutions,” you may find yourself feeling a real resonance with the report’s Introduction where it said, “One of the most critical issues affecting higher education access today is the rising cost of going to college. Symptoms of the trend include

- dramatic increases in tuition and fees,
- reduced state higher education budgets,
- declines in the purchasing power of student grant aid,
- increasing student debt burdens and
- heightened demand for institutional accountability.”

The report states that, “Access to higher education is so critical to our nation’s future that it justifies a more creative application from *what we know* to *what we do*.” Among the 33 recommendations for what colleges and universities can do, for what state governments can do, for what the federal government can do, for what students and families can do, for what secondary schools can do and for what the private sector can do, are recommendations #27 and 28. Secondary schools can recognize that an increasing proportion of their students are college-bound and make corresponding adjustments in curriculum offerings to include, from #28 offering Advanced Placement, International Baccalaureate, and dual enrollment programs in cooperation with local colleges and universities. Such programs help secondary students

get a jump-start on college and reduce out-of-pocket costs for college credits. These programs also help secondary teachers beef up the secondary curriculum, a benefit for all high school students.

And finally, for those in community colleges, you may have read the September 28th notice in *The Community College Times*, entitled, "Bush proposes \$125 million dual-enrollment fund...." I would like to quote the first part of the notice:

President George Bush promised earlier this month to increase funding for community colleges, including incentives for dual-enrollment programs, saying that among his priorities in a second term would be 'to help workers take advantage of the expanding economy to find better and higher-paying jobs.' In 'fact sheets' released by the White House following his Sept. 2 acceptance speech at the GOP convention, the administration proposes a new 'Community College Access Grants Fund' of \$125 million to provide:

- an incentive for community colleges to provide dual enrollment programs;
- incentives for states to create policies to make it easier for students to transfer credits earned at community colleges to four-year institutions; and
- scholarship funding for students who enroll in and complete a dual enrollment program and go on to achieve a bachelor's degree.

Canton High School Running Start Application

Date: _____

Student Name:

Last **First** **Middle**

SS#

Mailing Address:

City **Zip**

Phone:

Home **Cell** **Email**

Qualifies for: **Free Lunch** **Reduced Lunch** **None**

1. The college and high school reserve the right to determine admission to college and/or certain classes.
2. The high school is the final authority on high school graduation requirements. Students must work closely with a high school counselor to ensure that graduation requirements are met.
3. It is understood that it is the student's responsibility to ensure that college courses completed as part of the Running Start program will also meet high school graduation requirements.
4. Only those classes needed for graduation will be calculated for class ranking.
5. The parent/guardian and student understand that if the student does not successfully complete the Running Start courses, the student may not meet high school graduation requirements.
6. The student and/or parent/guardian is responsible for the payment of tuition fees, books and consumable supplies, laboratory fees, transportation, and any other related educational expenses.
7. The student gives permission for the college to release grades and give information to his/her high school administrators and parents and waives all FERPA (Family Education Rights and Privacy Act of 1974) rights.
8. The parent/guardian and the student understand that the student is expected to participate fully in all course activities, including labs exposure to alternative viewpoints and may include material of an adult nature.
9. The parent/guardian and student understand that Canton High School is not liable for the student's health and safety when the student has left the high school campus.
10. Student agrees to attend SRC college orientation and meet with an academic advisor 1 times per semester.
11. Student agrees to maintain a 2.5 GPA (out of a 4.0 scale) to remain in the Running Start Program. The student understands that the failure to maintain a 2.5 GPA may result in the dismissal from the Running Start program and that said dismissal may result in the student not graduating from high school.
12. Student agrees to enroll in and complete 12 college credit hours per semester.
13. Student agrees to complete all high school graduation requirements.

My signature on this form constitutes acceptance and approval of the statements listed above.

Student Signature

Date

Parent Signature

Date

This student is enrolled at Canton High School, is under the age of 21 as of September 1st of the school year that the college course(s) will be taken, and will comply with the DOE and community college's requirements.

High School Counselor Signature

Date

Principal Signature

Date

***Running Start* Student Checklist**

Students interested in participating in the *Running Start* program should follow this checklist to ensure proper registration in the program. Sequence of the items below may vary from campus to campus. Talk with the high school counselor at the campus where you plan to enroll to ensure you are completing requirements in the sequence preferred by that campus.

1. Schedule an appointment with your high school counselor to read the information on the program and determine your potential eligibility for *Running Start*.
2. Complete the application procedure and have the counselor schedule an interview.
3. If you are accepted you may proceed to the following.
4. Schedule yourself for the placement test as soon as possible to confirm your eligibility.
5. If interested and eligible, complete the ***Running Start* enrollment form** and decide with your counselor which courses to take.
4. Complete the application form. Be sure to sign your name and date both applications along with your parent/guardian's signature, if requested.
6. Return all forms to your counselor by the "batch" deadline (check with your counselor for the deadline). **YOU MUST COMPLETELY FILL IN AND SUBMIT THE 2 FORMS TO ENROLL IN THE PROGRAM.**
7. Register and pay for the college courses that you have decided to take.
8. Attend the Student Orientation for *Running Start* participants at your high school (find out from your counselor where and when this will be). You are strongly encouraged to bring a parent or guardian with you to this orientation.
9. Purchase your textbooks and supplies prior to the first day of class. Be sure to keep receipts and do not write in the books until you have attended class. If you change classes you may then return the books to the bookstore for a refund.
10. Attend class regularly and ENJOY your experience as a college student.
Welcome to *Running Start*!