



## Accelerated Learning Committee

**August 13, 2014**

1:30pm - 3:30pm

Lincoln High School, Room 169  
1600 SW Salmon St., Portland, OR 97205

Phone In Information: (888) 204 - 5984

Participant Code: 992939

### MEMBERS:

Senator Mark Hass

Senator Bruce Starr

Representative Lew  
Frederick

Representative John  
Huffman

Nori Juba

Peyton Chapman

Nancy Golden

### STAFF:

Hilda Rosselli

### AGENDA

- 1. Welcome and Introductions**
- 2. Approval of the Agenda**
- 3. Approval of the June 11, 2013 notes**
- 4. Updates**
  - a. Member updates
  - b. Feedback from Summer Institute Confederation of School Administrators
  - c. Feedback from OEIB Outcomes and Investments Subcommittee
  - d. Feedback from OEA and AFT faculty meeting
  - e. Feedback from Eastern Promise project forwarded to members
- 5. Fiscal projections**
- 6. Draft Legislative Language**
  - a. Review of draft LC 274
  - b. Discussion and suggested edits
  - c. Review of timeline and next steps
  - d. Action Item: Move to support Legislative Language
- 7. Public Testimony**

Reminder about public testimony: Members of the public wanting to give public testimony must sign in. There will only be one speaker from each group. Each individual speaker or group spokesperson will have 3 minutes
- 8. Confirmation of next proposed meeting date:**

Wednesday September 10, 2014 1:30 to 3:30 PM  
Room 170, Meyer Memorial Board Room, 506 SW Mill Street, Portland, OR
- 9. Adjournment**

Ver.1 , 8/6/14

All meetings of the Accelerated Learning Committee are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted online. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@state.or.us. Requests for accommodation should be made at least 48 hours in advance.

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**Accelerated Learning Committee-June 11, 2014**  
**Meeting Notes**

**1. Welcome and Introductions**

Members in attendance: Senator Mark Hass, Representative Lew Frederick, Representative John Huffman, Peyton Chapman, Nori Juba, Nancy Golden

**2. Approval of the Agenda**

Motion made by Representative Frederick to approve the Agenda. Motion seconded by Representative Huffman.

**3. Approval of the May 7, 2013 notes Follow up from May meeting**

Motion made by Senator Hass to approve the notes from the May 7<sup>th</sup> meeting. Motion seconded by Peyton Chapman. Notes were approved.

**4. External Feedback on Concept Paper**

Nancy Golden shared feedback provided to the Senate Interim Committee on Education and Workforce Development on May 20<sup>th</sup> and a presentation to the OEIB board on May 13<sup>th</sup>. She also reported on action taken following recommendations from the ALC members to incorporate feedback and involvement of faculty members. The first meeting included OEA faculty members and the next meeting will include AFT members as well.

Representative Frederick recommended that the efforts of Oregon Virtual Education (ORVED) be included in the work of the committee.

Peyton Chapman shared recent hiring experiences in which she was unable to hire a faculty member with experience in teaching at three community colleges because he didn't have TSPC licensure.

**5. Feedback on Draft Concept Paper and Strategic Investment Request**

ALC members were invited to share questions and concerns regarding the draft ALC concept paper.

Hilda Rosselli shared proposed details on a set of recommendations from the ALC Committee to the OEIB Outcomes and Investment Subcommittee outlined in a set of slides. Three investments were recommended:

**Strategy 1: Filling in the Gap: Supporting Partnerships • Initiation of K-12-postsecondary partnerships to expand offerings in high schools with fewer than 3 classes for college credit**

Representative Frederick shared concerns of time commitment of teachers to engage in responding to a survey referenced in this Strategy. Hilda and Peter shared that there would be other sources for these data.

Of note Peyton Chapman shared that IB requires that you have a halftime coordinator and there would be great benefits for a high school to have a half or full FTE of a College Credit Coordinator (available in Portland Public Schools) who can help provide additional support and connection building.

Nancy noted that we need to consider implications for rural communities where it may be harder to add this resource.

**Strategy 2: Strengthening Dual Credit HS Instructor Pool Online graduate content courses for HS instructors recommended as dual credit instructors**

Hilda Rosselli shared a similar model that has been in place offering online courses for teachers to pursue literacy credentials. Senator Hass inquired about quality assurance for the coursework and information was shared on the common evaluation tool and the way in which the market drives the course offerings.

**Strategy 3: Blended Advising Model Development by K-12 and postsecondary of blended advising models that support HS student transition to postsecondary**

It was noted that this also could include leveraging the Individual Career and Profile required for high school graduation and could reduce need for postsecondary remediation over time. Senator Hass inquired if the savings for this could be quantified and Hilda will follow up with Elizabeth Cox-Brand to see if savings can be parsed out.

*(UPDATE: According to CCWD, in 2011-12, \$42,458,655.12 was spent on Developmental Education, a slight decrease from the previous year but the portion of that amount solely related to high school remediation courses cannot be parsed out.)*

Representative Frederick shared concerns that CCSS may not be preparing students for what colleges expect of students to come in college-ready. Nancy Goldne suggested this be part of the dialogue with teachers at the high school level and postsecondary faculty.

Peyton noted that we cannot afford to not employ part time coordinators for this work and she suggested that perhaps that testing costs could be streamlined for students (AP, IB, SPAC, etc.) to free up funds to pay for coordination. Could waivers be used to limit the number of tests that are required?

Hilda Rosselli noted that although online courses can help, a hybrid online model may be needed to help students succeed. Also, this does not save funding given that both the online instructor and face-to-face facilitator would be needed. A related strategy to build more online courses was pulled from the recommendations at this point given that community college and K-12 partners are working to make sure that students could have access to at least five courses.

Each member was queried on support for the recommendations.

Representative Huffman noted it is Important to know where online courses are available. He also noted many of the issues can be linked back to lack of advising.

Nori Juba-- Recommendations 1 and 4 are critical. Also very interested in funding outcomes (incentives). Then buildings have autonomy to figure out what works best for their students and communities. He also noted that the state should not recreate the wheel if online courses are already available. Agrees that hybrid is probably more appropriate for high school students. He also noted that for Central Oregon Community College, a major part of the budget goes to the Mathematics department and their course offerings include a large number of remedial courses.

Representative Frederick—Supportive of all three recommendations. Quality issue in online courses is critical. Also concerned about the partnership aspects in rural communities. What about communities where there are no postsecondary partners in frontier areas?

Senator Hass—Agrees that to address the equity gap in terms of students accessing and enrolling in more dual credit courses, advising would help as well as financial incentives for districts, e.g. \$100 for every additional dual credit course earned above average 20%. Referenced that earlier proposed legislation existed that every student should earn 9 college credits in order to graduate but it was unpopular. May need both a carrot and a stick. Concern that the Achievement Compacts are not binding but perhaps by law that with additional funding, this is what would need to be offered.

Peyton Chapman—Believes all three recommendations are appropriate. Has concern about incentivizing districts versus schools. Need to make sure that historically underrepresented students get the services needed.

#### **6. Update on OCCA and COSA Work Group –Recommendations Regarding Instructor Qualifications to Increase Access to Dual Credit Programs in Oregon**

Andrea Henderson and Craig Hawkins that a group has been convened by OCCA and COSA to look at teacher qualifications and access for high school students. Series of recommendations and next steps.

Access to what?—defining the key courses that students need to have access to aligned with the Oregon Transfer Model: WR 121, Math 115, Speech or Communication course. In addition at least one class in Science, Social Sciences, Arts and Humanities.

Representative Huffman asked about students who are not college ready?

Andrea shared that students who pass the courses would not need to be Craig Hawkins noted that some students may be able to take the course to meet the high school requirement but not earn college credit but will gain exposure to college expectations.

Andrea shared that they are conducting a state gaps analysis. Council of Instructional

Administrators—will be reporting back to the committee. Preliminary analysis of college offerings showed that these are not offered at all community colleges.

- WR 121 offered at all but Oregon Coast Community College
- Math 115 is not offered at Tillamook Bay Community College
- Biology is not offered at CCC, Oregon Coast Community College or Tillamook Bay Community College
- Speech or Communications not offered at most community colleges.

Also looking at key classes like Psychology that are also part of the CTE requirements for prerequisites.

Senator Hass inquired if these courses equal 75% of the Dual Credits earned. Andrea thought these data might be able to be pulled from state data.

Peyton noted that the poverty gap impacts what students take. Need to create courses that include some of the gen ed requirements but appeal to students, e.g. statistics relevant to sports, etc.

Next steps: after analysis, meet again and determine gaps, online capacity, and solutions. Combination of solutions flipped classrooms, hybrid classrooms, instructor of records. Also important to convene the faculty around these key areas.

#### **7. Update on Spanish Proficiency Results from Eastern Promise**

Mark Mulvihill from Intermountain ESD reported on data on Spanish credits earned via proficiency by both Spanish heritage speakers and Spanish as a second language students. University and community college faculty worked with high school instructors to develop a credit by proficiency exam for SPAN 101, 102 and 103. His results showed that a higher percentage (87%) of the heritage speakers who took the SPAN 1010 proficiency exam earned an A. Now comparing scores with college students who finished EOU Spanish classes. He believes the process is opening doors for students who are getting up to 12 college credits on their transcript who may not have thought college was possible.

Members responded to this as a no-brainer, low hanging fruit, needed statewide, points out discrepancies where this is not happening but should be happening.

#### **8. Public Testimony—NO PUBLIC TESTIMONY.**

#### **9. Confirmation of next proposed meeting date**

Confirmed that we will not be meeting July 9<sup>th</sup>.  
Next meeting August 13<sup>th</sup> Lincoln High School

#### **10. Adjournment**

**Summary of Feedback on Accelerated Learning Committee Concepts  
Shared by Nancy Golden  
Accelerated Learning Committee August 13, 2014**

**1. Feedback from participants at Confederation of School Administrators Summer Institute- June 20, 2014**

- a. Pluses—
  - i. Time & tuition savings for students,
  - ii. Increases likelihood in graduating from HS & on to college
  - iii. Needs to be available statewide
  - iv. Like that there is a plan for funding
  - v. Begins good discussion on rigor, gaps, assessment, etc.
  - vi. Helps close achievement gap
  - vii. Like the structure for implementation
- b. Concerns/questions—
  - i. Needs to include CTE focus
  - ii. Need to make sure students can succeed
  - iii. Need equity of resources statewide
  - iv. What will happen for students not ready for college courses
  - v. Need clearer curriculum articulation between HS & beyond
  - vi. Will this dilute K-12 ADM
  - vii. Make sure there are enough qualified instructors
  - viii. Need to make sure that courses transfer
  - ix. Does this nullify existing agreements between K-12 & postsecondary

**2. Feedback from OEIB Outcomes and Investments Subcommittee presentation June 12, 2014**

- a. (Reminder we presented 3 strategies approved at the last meeting) 1. Seed funding where no offerings exist, 2. Online graduate courses for HS teachers in content areas, 3. Support to convene K-12 and postsecondary to create blended advising framework
- b. Comments from subcommittee members:
  - i. Interest in what courses make the most sense
  - ii. Why not just offer the courses online
  - iii. What about technical colleges and courses
  - iv. Would like to see Return on Investment
  - v. What will be different in 10 years?

**3. Feedback from OEA and AFT faculty meeting -- July 23, 2014**

- a. Second meeting—included AFT reps
- b. Focus on faculty leadership/input with a focus area specifically on ALC
- c. Agreement on two key issues: Transfer issue and quality of courses

- d. Concern that there are many college instructors who aren't fully employed who would be willing to teach—TSPC licensure issue
- e. Additional work load issue for faculty
- f. Need for a minimum and maximum set of criteria for instructor qualifications for courses offered to high school students
- g. Questions about Eastern Promise instructor approval model
- h. Four members will be working with Hilda on draft of chart to bring back to next mtg.
- i. Frank Goulard surveying current instructor qualifications for Biology 101,102,103, Math 111, 112, Speech 111, Wr121
- j. Majority approved to move forward with this discussion



## Eastern Promise Report, July 2014

### **Introduction and Background**

The Eastern Promise is a collaborative effort between the InterMountain Education Service District (IMESD), Blue Mountain and Treasure Valley community colleges, Eastern Oregon University, Malheur ESD and the 33 school districts (10,000 students) in the eastern Oregon region. The program creates additional opportunities for high school students to participate in college-level courses, as well as earn college credits and/or certificates, while still in high school, which could result in considerable financial savings for families. Also, programs to build college going attitudes and culture begin with 5<sup>th</sup> grade students and families.

### **The Promise and Vision**

We're going to conduct the business of post secondary and high school education differently in Eastern Oregon by:

- Breaking down barriers for students by implementing innovative strategies to overcome the challenges of education in a rural setting.
- Consolidating resources and improve efficiencies which will enable us to promise parents and students a different level of accountability in education.
- Increasing post-secondary educational opportunities for high school students in Eastern Oregon

### **History**

The Eastern Promise was established to promote the values of education and to advance the number of students who graduate from high school in rural eastern Oregon and to attend, and eventually graduate, from a post-secondary educational institution or program. It seeks to accomplish the statewide goal of 40-40-20 passed in Senate Bill 253 declaring one mission of Oregon's education system - to ensure by 2025 that:

- 40 percent of all adult Oregonians have a bachelor's degree or higher,
- 40 percent have earned an associate's degree or post-secondary credential, and
- 20 percent have a high school diploma or the equivalent.

Currently only 19% of residents, 25 years of age, living in eastern Oregon have obtained a bachelors degree. Beginning in 2012, a pilot of six high schools



(Hermiston, Morrow County, Ione, Pendleton, La Grande and Helix) offered Credit by Proficiency courses in Math. Since, students in grades 9-12 can include these courses into their regular high school schedules. Students are assessed by multiple measurements and meet standards of mastery. Students are expected to demonstrate their competency levels.

The goals of the project stated that we must change the way we think about education for our students. We must create an environment where parents, teachers, and administrators have high expectations for all students to succeed. We should utilize the resources more efficiently and improve our service to our rural communities. In short, we must change the way we do the business of education. That has been a charge from the leaders of EOU, BMCC, TVCC and the InterMountain ESD.

Strategies to achieve the promise have incorporated many existing programs/activities. The difference has been that three post secondary institutions, along with the ESDs, have prioritized these activities and worked together to ensure their success.

### **Solution(s)**

Eastern Promise has two overall objectives:

Objective #1: To increase the college going culture of rural Oregon through the development of the 10-year-plan for 5<sup>th</sup> grade and the formal initiation of the Career Choices curriculum in the 9<sup>th</sup> grade.

### **Accomplishments (during 2012-13 pilot):**

- a. Trainings for teachers/administrators October 31 and November 23.
- b. Implementation of 5<sup>th</sup> grade achievement compacts in ALL 5<sup>th</sup> grade classes in Pendleton
- c. 169 9<sup>th</sup> grade students at Pendleton High School completed the one semester college course, Career Choices: Success 101 (267 Student Credit Hours)
- d. Eight scheduled college visits for elementary 5<sup>th</sup> grade classes, Spring 2013 ( @300 students)
- e. Trainings for 16 additional high schools to implement Success 101 (June 2013)



### **Accomplishments 2014:**

- a. 1572 elementary students (mostly in grade 5) representing 14 districts and 34 schools participated in the Academic Momentum program in 2013-14.
- b. Participants completed required compacts and attended a visit to Eastern Oregon University for one day
- c. 519 students representing 18 high schools earned 1557 college credits through the Success 101 program for 9<sup>th</sup> grade students.
- d. Participants completed a 10 Year Plan and began preparations for high school academic success.

### **Objective #2: To increase access to early college credit experiences in high schools with the Eastern Promise initiative to develop our credit by proficiency program.**

The Credit by Proficiency model is a strategy where college faculty and high school instructors come together and form Professional Learning Communities, (PLC's). The college faculty of the PLC's designed curriculum and determined college-level learning outcomes and assessments for four targeted areas in 2012-13; Biology 101, 102 and 103, Mathematics 111, 112, Writing 121, and Speech Communication. In 2013-14, additional PLC disciplines were added in Chemistry, Computer Science, Health, Spanish, and History. These classes were selected as "High Leverage" transferable courses embedded in the AAOT. High school teachers with a Master's Degree in Education or another discipline area taught those target courses at their high schools. Our process set up a system to select, train and evaluate both teacher and student performance. Eastern Promise Credit by Proficiency is a process where the outcome expectation is identical to the outcome achieved by regular admitted college students taking that same class on a college or university campus.

### **Accomplishments (during 2012-13 pilot):**

- a. Formed Professional Learning Communities led by disciplinary faculty and including university/community college disciplinary faculty and high school faculty.
  - i. Six PLC's are currently operating involving 86 faculty
  - ii. Each PLC meets at least quarterly
- b. Participating high school faculty became "authorized" instructors and receive verification through awarding graduate credit
  - i. 200+ graduate credits awarded to date
- c. The PLC groups developed the proficiency assessments and trained additional high school faculty.
- d. During 2012-13 – 20 schools with a total of 642 students completed 4135 SCH. **This is a 20% increase over dual credit only.**



- e. Increased the number of students from Eastern Oregon who are prepared for and attend college directly from high school;
  - a. **25 students who completed Eastern Promise Credit by Proficiency classes (through EOU) in 2012-13 went on to attend an OUS university and achieving an average 3.2 first term GPA.**
  - b. **77 students who completed Eastern Promise Credit By Proficiency classes (through BMCC) in 2012-13 went on to enroll at BMCC or another college or university.**

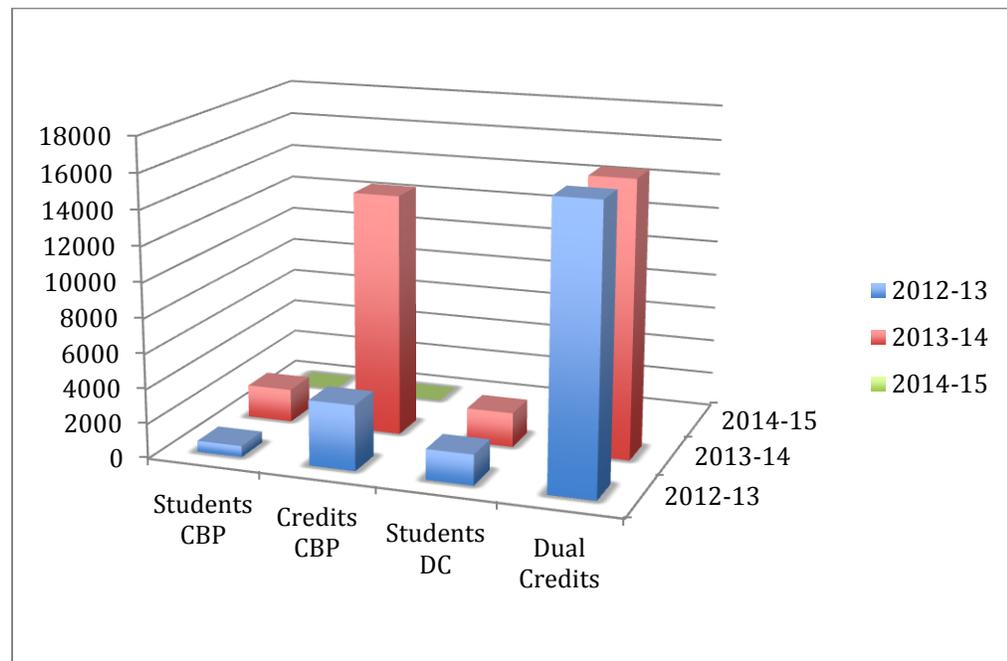
*\*See Appendix (page 11-12) for Data Timing and Availability as it relates to Eastern Promise Outcomes\**

#### **Accomplishments 2014:**

- a. 12 Professional Learning Community Groups. Due to course credit difference and learning outcomes, there are two Speech/Communication PLC groups; and two Chemistry PLC groups divided geographically. History also has separate US History and World History PLC's though many of the same teachers are participants in both.
- b. In 2014, there are currently 235 university, college and high school teacher participants in the PLC's.
- c. During 2013-14 – 1915 (unduplicated) students completed credit by proficiency classes. This is 20% of the total high school students in the region. **This was a 200% increase over the pilot year.**
- d. During 2013-14 – 13, 847 student credit hours were earned, **a 234% increase over the pilot year.**
- e. Increases in Credit By Proficiency did not significantly affect dual credit numbers. Dual credit for the three institutions totaled 16,002 in 2012-13; and 15,766 in 2013-14, a 1.4% change. NOTE: This data is incomplete as we do not have all the 2013-14 registrations from TVCC for their 2+2 program. When complete, there will be a positive increase.



## CREDIT COMPARISON DATA



## The Outcomes

- ✓ Increase the number of students from Eastern Oregon who are prepared for and attend college directly from high school;
  - Eastern Promise's Credit By Proficiency model has a saturation level currently of 20% - thus 20% of all high school students participated in the program. (1915 students of 9648 total)
  - Additionally within the region, 20% of students participated in dual credit courses, some in addition to Credit By Proficiency. (1991 Students)
- ✓ Increase the number of students who obtain the Oregon Transfer Model (OTM) and/or the Associates of Art Oregon Transfer (AAOT) degrees;
- ✓ Increase the number of BMCC and TVCC students who earn degrees or certificates and remain in the region;
- ✓ Increase the number of BMCC and TVCC students who successfully transfer to EOU or other four-year institution; and
- ✓ Increase the number of EOU students who graduate with a bachelor's or advanced degree and live in the region.

## **ROI (Return on Investment)**



- **Elementary and Middle School students participating in early college experiences**
- **Increase in high school students taking early college credits**
- **Increase in high school graduation rates**
- **Increase in students attending college/university from early college programs and demonstrating success through retention rates.**
- ❖ **Eastern Promise has partnered with Education Northwest who is consulting with the development of the matrix for accumulating and assessing the data collected from the project.**

### **Return on Investment Credit By Proficiency model:**

#### **Savings for Families**

A significant feature of Eastern Promise is the \$10 per credit rate. This rate is a 75% reduction from the rate charged for high school students who may come to campus for a class. This rate reduction is also 90% reduction from the tuition rate charged to regular college or university students among the Eastern Promise collaborative. Hence, the savings for families now will greatly reduce their financial need in the future.

#### 2012-13

- ❖ 642 students completed 4135 credits
- ❖  $4,135 \times \$10$  EP tuition rate = \$41,350
- ❖ Savings at regular tuition rates:
  - EOU @ \$138 per credit =  $1068 \text{ credits} \times \$138 = \$147,384$ 
    - Students saved \$136,704
  - BMCC @ \$90 per credit =  $3067 \text{ credits} \times \$90 = \$276,030$ 
    - Students saved \$245,360
  - TVCC – No CBP

#### 2013-14

- ❖ 1915 students completed 13,847 credits
- ❖  $13,847 \times \$10$  EP tuition rate = \$138,470
- ❖ Savings at regular tuition rates:
  - EOU @ \$138 per credit =  $4934 \text{ credits} \times \$138 = \$680,892$ 
    - Students saved \$631,552
  - BMCC @ \$90 per credit =  $8491 \text{ credits} \times \$90 = \$764,190$ 
    - Students saved \$679,280
  - TVCC @ \$94 per credit =  $251 \text{ credits} \times \$94 = \$23,594$ 
    - Students saved \$21,084



**Total Savings to families = \$1,468,676**

### Faculty/Teacher Costs

- ❖ Teachers have the choice of receiving graduate credit or a stipend of equal value for their PLC participation. Annual cost = \$249,040 (This amount is the projected requirement needed – YTD \$182,624)
  - Travel and Substitute costs = YTD \$11,000
- ❖ Faculty participants receive a \$750 stipend per term. Annual cost = \$45,000

### Summary of ROI

Based upon the allocated amount for 2013-15 (\$1.7 million), Expenditure as of July 1, 2014. NOTE: Allocation not received until October of 2013 but using nine-month amount to extrapolate 12 months. 2013-14 = \$753,062.00

Cost per student in Credit by Proficiency model = 1915 students/13,847 credits =  
 Cost per student = \$393  
 Cost per credit = \$54

## **Results / Conclusion**

### The Strategies

- The “Fourth Pathway” – implemented successfully in 36 schools
- Professional Learning Communities – “most valuable professional development activity of career”
- Scalable to other regions – 5 replication sites:
  - The Central Oregon Consortium – Cascades Commitment. Includes Oregon State University-Cascade, Central Oregon Community College, the High Desert ESD, and 6 school districts
  - The Connected Lane Pathways. Includes the University of Oregon, Lane Community College, Lane ESD and 16 school districts
  - The Mid-Willamette Promise. Includes Corban University, Oregon Institute of Technology, Western Oregon University, Chemeketa Community College, the Willamette ESD, and 21 school districts
  - The Oregon Metro Connects All Students to College Consortium. Includes Portland State University, Mt. Hood Community College, Portland Community College, the Multnomah ESD and 9 school districts



- The Southern Oregon Promise. Includes Oregon Institute of Technology, Southern Oregon University, Klamath Community College, Rogue Community College, the Lake and Southern Oregon ESD's, and 18 school districts.
- From 5<sup>th</sup> Grade to Bachelors Degree – developing a PK-20+ system
  - Academic Momentum in 5<sup>th</sup> and 6<sup>th</sup> grades – building to 7<sup>th</sup> grade this year and 8<sup>th</sup> the following year. A new undated curriculum is being developed and will be implemented after training in Fall 2014.
- Successful Career Choices curricular training and implementation
  - Success 101 – the 9<sup>th</sup> grade 10 year plan curriculum

Based upon the funding received for the project, Eastern Promise is expected to scale the project beyond the previous level. To accomplish this, Eastern Promise will increase the scope of the project in the following ways.

### **Internal Scaling – increasing**

1. Expand Career and Technical Education (CTE) programs (Pathways) serving the “Middle 40” within the region that can be shared with other programs.
  - a. Examples of this is the Malheur ESD/TVCC partnership developing a pilot welding program, and a Malheur ESD EP Counselor/Coordinator.
  - b. Outcome goal = create a welding PLC and provide access for other schools to participate (EP provide seed funding?)
  - c. Alignment to Regional Achievement Collaborative (RAC) goal to increase workforce development programs, specifically community health workers and advanced manufacturing.
2. Incorporate Common Core into Math and Writing PLC's
  - a. Outcome goal = PLC curriculum and assessment adjusted to meet common core standards.
3. Increase the number of participants in Eastern Promise who are designated as , “underrepresented, under served, or low income” within the region.
  - a. Outcome goal = Identify those students who have engaged in early college credit opportunities through Eastern Promise who previously did not participate.

### **Equity Lens –**

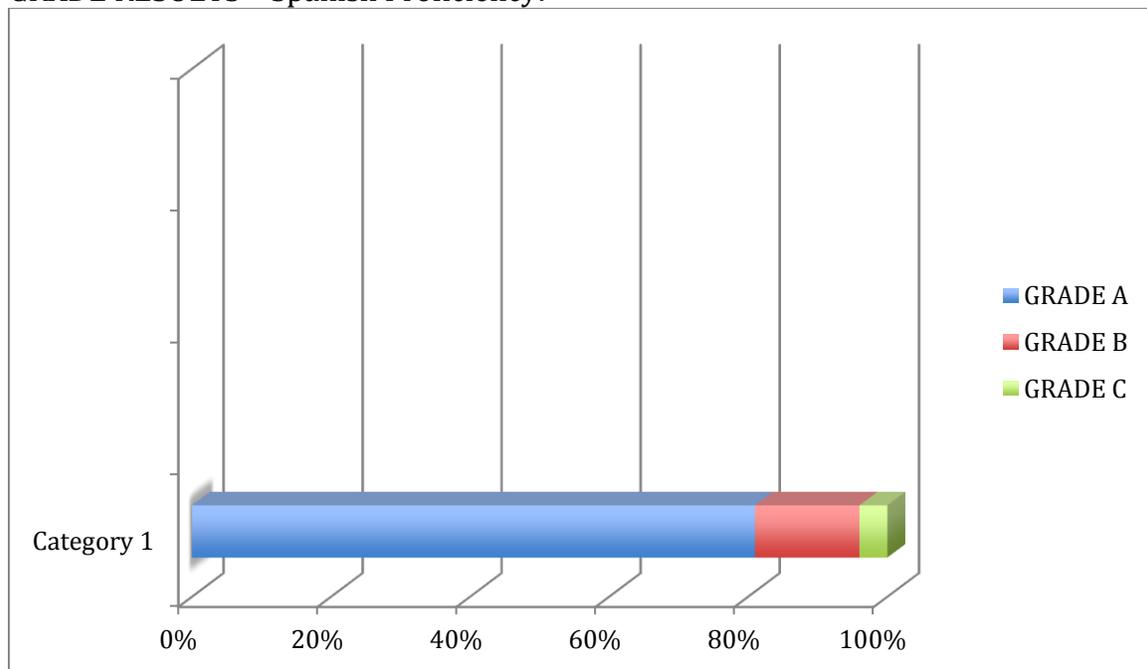
The fifth pillar of Eastern Promise is to Increase the range of students engaged in early college credit by identifying underrepresented, underprepared, and low income populations and providing preparation and opportunity to participate. Within our region this includes native Spanish speakers, Native American youth, and low performing students. This will help fulfill 40-40-20 in our region.



We have initiated one program that is addressing the needs of native Spanish speakers. A branch of our Spanish PLC group has developed a proficiency assessment guided by national standards (ACTFL) whereby these native speakers can achieve college credit for first and second year language.

In 2013-14, 113 students attempted to demonstrate proficiency through the assessment procedure. All students achieved proficiency in the complete first year sequence of college Spanish. Thus, they earned 12 college credits. Eastern Promise is developing a similar instrument to use for achieving proficiency in second year Spanish as well.

#### GRADE RESULTS – Spanish Proficiency:



Eastern Promise is planning to initiate a program to reach more of the underserved students in our region. We have applied for funding through the “First In The World” FIPSE program. This will involve a “navigator, mentor, protégé” process that will select underrepresented, underprepared and low-income students during their high school years and guide them through completion of a postsecondary degree, credential or certificate. Eastern Promise will then study and evaluate the effectiveness of this long-range navigator, mentor, protégé relationship, comparing data from the target population to baseline data already available for the Eastern Promise project.



## SUMMARY AND RECOMMENDATIONS

Based upon an analysis of the data for Eastern Promise, this investment has been highly successful. While there is still much growth potential, the two primary goals of Eastern Promise are being met – increased student access to early college credit, and increased awareness of growing a college/post-secondary culture.

- ❖ In 2013-14, 1572 elementary students (mostly in grade 5) representing 14 districts and 34 schools participated in the Academic Momentum, completed required compacts and attended a visit to Eastern Oregon University for one day
- ❖ 519 students representing 18 high schools earned 1557 college credits through the Success 101 program for 9<sup>th</sup> grade students. Participants completed a 10 Year Plan and began preparations for high school academic success.
- ❖ During 2013-14 – 1915 (unduplicated) students completed credit by proficiency classes. This is 20% of the total high school students in the region. **This was a 200% increase over the pilot year.**
- ❖ During 2013-14 – 13, 847 student credit hours were earned, **a 234% increase over the pilot year.**
- ❖ Families saved through reduced tuition (\$10) –an average of 7 credits were completed at \$70 versus regular tuition rates of \$90-138. The average savings per family was a range between \$560-\$896 per credit.

Finally, early college opportunities have shown to both increase graduation rates, and increase the likelihood that the student will go on to higher education or post secondary training. While Eastern Promise is still relatively new, the continued investment in these and other similar activities will help the state reach it's 40-40-20 goals.

Report Prepared by:  
 Dr. Danny R. Mielke  
 Executive Director, Eastern Promise  
 July, 2014



## APPENDIX

## DATA TIMING AND AVAILABILITY AS RELATES TO EASTERN PROMISE OUTCOMES

In order to assess the effect of Eastern Promise participation on student outcomes such as high school graduation status, college enrollment, college persistence, and college completion, a certain amount of time must past after having participated in Eastern Promise in order to allow us to see the student move through these phases. Table 1 below shows the earliest possible years that we would be able to see selected educational outcomes for Eastern Promise participants in the first two years of the program based on their grade at time of participation.

Table 1: Earliest possible years for selected educational outcomes

Eastern Promise participation	High school grade	Earliest year of high school graduation	Earliest year of college enrollment	Earliest AA completion	Earliest 4-year degree completion
<b>Year 1 of Eastern Promise (Pilot Year)</b>					
2012-13	9	2015-16	2016-17	2017-18	2019-20
2012-13	10	2014-15	2015-16	2016-17	2018-19
2012-13	11	2013-14	2014-15	2015-16	2017-18
2012-13	12	2012-13	2013-14	2014-15	2016-17
<b>Year 2 of Eastern Promise</b>					
2013-14	9	2016-17	2017-18	2018-19	2020-21
2013-14	10	2015-16	2016-17	2017-18	2019-20
2013-14	11	2014-15	2015-16	2016-17	2018-19
2013-14	12	2013-14	2014-15	2015-16	2017-18

In addition to these timing issues, there is also the issue of data availability. Typically, school districts and postsecondary institutions do not have yearly data ready immediately upon completion of the academic year. It may take up to a year after completion of the academic year for data from that year to be appropriately recorded, cleaned, and ready for analysis.

In Oregon, the Oregon Department of Education (ODE) gathers information from all districts. Those interested in evaluating high school programs that span multiple districts, such as Eastern Promise, would typically seek access to data from ODE. ODE also has information from the National Student Clearinghouse (NSC), which provides information on college enrollment and degree completion across the country. The NSC updates enrollment and degree information every 30-45 days<sup>1</sup> but

<sup>1</sup> <http://www.studentclearinghouse.org/colleges/studenttracker/faqs.php>



typically an institution only requests NSC data once per year (though the paid service allows for unlimited inquiries during the year paid for). Thus, there are two timing issues related to data availability of high school and NSC data in Oregon: ODE's data availability schedule and the timing of ODE's request to NSC. ODE data may be available beginning in December following the academic year closure (based on past data transfer experience). Thus, the soonest we could expect to have access to data showing high school graduation outcomes for participants would be the December of their graduation year (e.g., data on a 12<sup>th</sup> grader who participated in Eastern Promise in 2012-13 and graduated in June 2013 would be available as early as December 2013).

The Eastern Promise postsecondary institutions typically do not have a record of high school graduation status and would only be aware of college enrollment, persistence, and completion if it occurs at their institution. Thus, there is a need to access ODE data (for graduation data) and NSC data (for college enrollment, persistence, and completion data) in order to have information on all students in Oregon regardless of where they go to college (including out-of-state enrollment).

## **Accelerated Learning Program Financial Model Analysis**

Accelerated Learning Committee

August 13, 2014

### **Guiding Principles for Fiscal Model**

1. Support and incent more high school students to be college and career ready
2. Ensure access for high school students to at least nine transferable college credits at no cost
3. Increase the percentage of students most affected by the opportunity gap to successfully complete college coursework while still in high school
4. Define an equitable funding model for both K-12 and postsecondary partners that ties student funding to costs incurred for instructional staff, lab fees, textbooks, student support and advising, initial and ongoing assurances of course alignment, as well as program administration, outreach efforts, data collection, and evaluation;
5. Allow districts and postsecondary institutions the opportunity to negotiate services, costs, and funding agreements but provide a default fee agreement when partners cannot come to agreement.

### **Background on Current Funding Approaches**

Currently, there are many approaches used by postsecondary institutions to charge for dual credits. Some charge per course tuition, some charge per credit tuition, some charge a one-time transcription fee, and some don't charge at all. In addition to the tuition costs, a sound and sustainable fiscal model needs to reflect other institutional costs including cross-sector faculty time for collaboration on course outcomes and assessment alignments as well as student advising and supports.

NOTE: Another model found in close to a dozen districts in Oregon use K-12 general funds to support tuition and other costs of college credit-bearing programs for students who have otherwise met all of the requirements to graduate. These Fifth Year programs are estimated to have a \$6.5 million impact on the K-12 General Fund. A sound fiscal model should provide definitive guidance on how to respond to the perceptions of double dipping and strains on the K-12 general fund. **A separate proposal from the Oregon Department of Education will be crafted to address Fifth Year programs.**

### **Design Considerations**

1. Incent actions towards results the state seeks to attain
2. Support sustainability
3. Consider potential outcome-based funding at postsecondary level
4. Use of Strategic Investments for one time transformational work needed (partnership start-ups, online content coursework to quality more high school instructors, and design and planning of blended advising models to support students)

**Proposed Funding Framework**

Districts receive ADM for all students in accelerated learning courses and postsecondary institutions receive FTE as defined by their respective funding formulas. Districts and post-secondary providers negotiate fee agreements to support any Accelerated Learning Program model implemented with the following parameters.

NOTE: For purposes of this scenario, an average cost of Oregon community college tuition of \$100 per credit was used.

- Floor (minimum per-credit charge for any negotiated agreement): Districts directly pay 10% of the per-credit cost to the post-secondary institution. Cost per 3 credit class: \$30 (May be appropriate when high school instructor is used.)
- Ceiling (maximum per-credit charge for any negotiated agreement): Districts directly pay 90% of the per-credit cost to the post-secondary institution. Cost per 3 credit class: \$270 (May be appropriate when community college instructor is used.)
- Defaults:
  - Offering at high school: 30%. Cost per 3 credit class: \$100
  - Offering at post-secondary institution: 75%. Cost per 3 credit class: \$225
- Funds retained by the districts will be used to provide textbook access. Districts and institution partners are encouraged to explore potential ways to save on textbooks costs referenced in the [2012 HB 4058 Textbook Affordability Report](#) prepared by a HECC work group.

**Recommendations:**

- Student Incentive: A bonus of \$100 per course could be awarded to the student upon completion of an accelerated learning course that is held by the Office of Student Access and Completion (OSAC) for future use once the student has fully matriculated to an Oregon postsecondary institution.
- Performance Based Funding: When adopted for use in Oregon's postsecondary funding models, performance-based elements linked to course completion would apply to the FTE payment to institutions for students in accelerated learning programs.

**Estimated Fiscal Analysis**

The number of students likely to participate in this program is challenging to gauge but is likely to increase with the added visibility from the legislation and a clearer funding model as well as related promotions and counseling services. The following describes one potential scenario:

Number of participating students

The number of Oregon high school students participating in dual credit enrollment programs in conjunction with community colleges has increased incrementally over the last several years, from 24,950 students in 2008 to 28,739 in 2013. That's a five-year

increase of about 13.2%. Assuming further similar gains and a successful program launch in fall of 2015, we might expect roughly 30,000 to participate in the first year.

#### Bonus costs

The cost of a \$100 student bonus per course completed based on the estimated enrollment of six credits per student could cost the state as much as an additional \$6,000,000 but these funds would be reinvested in postsecondary education for students who continue on their education pathways.

#### Estimated Annual Costs

Specific funding focused on incenting community colleges and districts to serve more students could be used to help community colleges that exceed their budgeted FTE amounts or to support expansion of existing programs to serve more students.

#### Estimated Annual Student Saving

Assuming for the sake of this scenario that 30,000 participating students earned an average of six (6) college credits per student (a fairly generous estimate inspired by the aspirational standard in the Achievement Compact) at the cost of average community college tuition, the estimated annual cost saving of the program for students could be as high as \$18,000,000.

# D R A F T

## SUMMARY

Establishes statewide standards for accelerated college credit programs.  
Declares emergency, effective July 1, 2015.

### A BILL FOR AN ACT

1  
2 Relating to accelerated learning; creating new provisions; amending ORS  
3 338.025, 338.115, 340.300, 340.305, 340.310, 340.320 and 340.330; and declar-  
4 ing an emergency.

5 Whereas the benefits from increased access to college-level coursework  
6 by high school students include improved high school graduation rates, im-  
7 proved attainment of college-ready skills, reduced need for remedial courses  
8 in the first year at a post-secondary institution of education, improved ex-  
9 pectations by students of post-secondary institutions of education, improved  
10 transitions between high schools and post-secondary institutions of educa-  
11 tion, improved success rates of students at post-secondary institutions of ed-  
12 ucation, and reduced time spent and debt accrued for completion of studies  
13 at post-secondary institutions of education; and

14 Whereas this state is committed to the goal that by 2025 at least 40 per-  
15 cent of adult Oregonians will have earned a bachelor's degree or higher de-  
16 gree, at least 40 percent of adult Oregonians will have earned an associate's  
17 degree or post-secondary credential as their highest level of educational at-  
18 tainment, and the remaining 20 percent or less of all adult Oregonians will  
19 have earned a high school diploma, an extended or modified high school di-  
20 ploma or the equivalent of a high school diploma as their highest level of  
21 educational attainment; and

1 Whereas this state can more readily achieve the 40-40-20 goal by better  
2 aligning state funding, standards and assessments, better supporting shared  
3 resources for high schools and post-secondary institutions of education, bet-  
4 ter encouraging efficiencies and cost savings in high schools and post-  
5 secondary institutions of education, better reducing barriers to participation  
6 in post-secondary education and better improving equitable access to  
7 college-level coursework for high school students; and

8 Whereas this state must support further development of a collaborative  
9 culture among all secondary schools and post-secondary institutions in order  
10 to improve course alignment, student success and shared professional devel-  
11 opment; and

12 Whereas this state needs a consistent means by which to measure the  
13 impact that increased access to college-level coursework by high school stu-  
14 dents will have toward achieving the 40-40-20 goal; and

15 Whereas improved access to college-level coursework by high school stu-  
16 dents will expose traditionally underrepresented students to higher education  
17 and increase the likelihood that the students will continue to pursue  
18 college-level coursework in higher education; and

19 Whereas this state intends to enable students to access all forms of ac-  
20 celerated college credit programs and must ensure that Oregon-oriented pro-  
21 grams meet specified standards and provide consistency to students; now,  
22 therefore,

23 **Be It Enacted by the People of the State of Oregon:**

24 **SECTION 1. As used in ORS 340.300 to 340.330:**

25 **(1) “Accelerated college credit programs” includes dual credit pro-**  
26 **grams, two-plus-two programs, advanced placement programs, Inter-**  
27 **national Baccalaureate programs and any other programs meeting**  
28 **criteria specified by the State Board of Education by rule as enabling**  
29 **high school students to earn college credit.**

30 **(2) “Post-secondary institution of education” means a community**  
31 **college in this state or a public university listed in ORS 352.002.**

1       **SECTION 2.** ORS 340.300 is amended to read:

2       340.300. *[(1) As used in this section, “accelerated college credit programs”*  
3 *includes dual credit programs, two-plus-two programs, advanced placement*  
4 *programs and International Baccalaureate programs.]*

5       *[(2) Each school district shall:]*

6       *[(a) Provide students in grades 9 through 12 with accelerated college credit*  
7 *programs including, but not limited to, accelerated college credit programs re-*  
8 *lated to English, mathematics and science; or]*

9       *[(b) Ensure that students in grades 9 through 12 have online access to ac-*  
10 *celerated college credit programs including, but not limited to, accelerated*  
11 *college credit programs related to English, mathematics and science.]*

12       **(1) Each school district must offer an accelerated college credit**  
13 **program that provides students in grades 9 through 12 with opportu-**  
14 **nities to earn college credit while in high school.**

15       **(2) An accelerated college credit program:**

16       **(a) Must include, at a minimum, the greater of:**

17       **(A) Three college-level courses; or**

18       **(B) Nine quarter hours of college-level courses;**

19       **(b) Must include courses in mathematics, writing and speech for**  
20 **which college credit is transferable to a post-secondary institution of**  
21 **education; and**

22       **(c) May include courses in the sciences, arts, humanities, social**  
23 **sciences and other courses for which college credit is transferable to**  
24 **a post-secondary institution of education or for which prerequisites for**  
25 **career and technical education are met.**

26       **(3)(a) Courses offered through an accelerated college credit program**  
27 **may be supported by online resources, but a course may not be ex-**  
28 **clusively provided online.**

29       **(b) When a community college provides a course supported by on-**  
30 **line resources as described in paragraph (a) of this subsection, the**  
31 **community college must make reasonable efforts to enter into agree-**

1 ments under ORS 341.484 to enable students from other community  
2 college districts to take the course if space is available in the course.

3 (4) Except as provided by subsection (5) of this section, a student  
4 participating in an accelerated college credit program may not be re-  
5 quired to pay any expenses, including tuition, fees and books, imposed  
6 by a post-secondary institution of education.

7 (5) A student participating in an accelerated college credit program  
8 may be required to pay any of the following expenses that are:

9 (a) Imposed by an entity that is neither a school district nor a  
10 post-secondary institution of education, including examination costs.

11 (b) Incurred for courses that are in excess of the three college-level  
12 courses or nine quarter hours of college-level courses that a school  
13 district is required to provide under subsection (2) of this section. A  
14 school district may charge a minimal fee per course for college-level  
15 courses that are in excess of the requirement under subsection (2) of  
16 this section.

17 (6) Each school district shall collaborate with a post-secondary in-  
18 stitution of education to:

19 (a) Ensure that courses offered through an accelerated college  
20 credit program meet standards for transfer credits;

21 (b) Offer support to students in applying for admission and financial  
22 aid at a post-secondary institution of education; and

23 (c) Offer resources targeted to improving the success of the stu-  
24 dents at a post-secondary institution of education.

25 (7) Each school district shall annually inform the parents of high  
26 school students in the school district of the availability and  
27 transferability of accelerated college credit program credits, including  
28 the student eligibility requirements and the financial and academic  
29 benefits to earning college credit while in high school.

30 **SECTION 3.** ORS 340.305 is amended to read:

31 340.305. [(1) *As used in this section:*]

1 [(a) “Accelerated learning entity” means an entity that:]

2 [(A) Assists school districts and high schools in providing accelerated  
3 learning options that lead to college credit; or]

4 [(B) Provides standardized testing related to accelerated learning options  
5 that lead to college credit.]

6 [(b) “Accelerated learning options” has the meaning given that term in  
7 rules adopted by the State Board of Education.]

8 **(1) As used in this section, “accelerated college credit program en-  
9 tity” means an entity that:**

10 **(a) Assists school districts in providing accelerated college credit  
11 programs required under ORS 340.300; or**

12 **(b) Provides standardized testing, including examinations, related  
13 to accelerated college credit programs.**

14 (2) For the purpose of assisting school districts [*and high schools in in-  
15 creasing the availability of accelerated learning options*] **offering accelerated  
16 college credit programs**, the Superintendent of Public Instruction shall  
17 make available the information described in subsections (3) and (4) of this  
18 section.

19 (3) To the extent that [*accelerated learning entities*] **accelerated college  
20 credit program entities** provide information to the Superintendent of Pub-  
21 lic Instruction about resources and the various means for offering or pro-  
22 viding access to [*accelerated learning options*] **accelerated college credit  
23 programs**, the superintendent shall ensure that the information is published  
24 on the website of the Department of Education and is updated annually.

25 (4) To the extent that [*accelerated learning entities*] **accelerated college  
26 credit program entities** provide information to the Superintendent of Pub-  
27 lic Instruction about [*accelerated learning options*] **accelerated college  
28 credit programs** made available by [*high schools*] **school districts**, the su-  
29 perintendent shall ensure that each [*high school*] **school district** that offers  
30 or provides access to [*accelerated learning options in three or fewer subjects*]  
31 **courses through accelerated college credit programs** is contacted annu-

1 ally and is provided with information about resources and the various means  
2 for offering or providing access to [*accelerated learning options*] **accelerated**  
3 **college credit programs.**

4 **SECTION 4.** ORS 340.310, as amended by section 1, chapter 23, Oregon  
5 Laws 2014, is amended to read:

6 340.310. (1) The Higher Education Coordinating Commission, **in consul-**  
7 **tation with the State Board of Education,** shall [*develop*] **adopt** statewide  
8 standards for [*dual credit programs*] **accelerated college credit programs**  
9 to be implemented by [*public high schools, community colleges and public*  
10 *universities listed in ORS 352.002*] **school districts and post-secondary**  
11 **institutions of education.** The standards must establish the manner by  
12 which:

13 (a) A student in any grade from 9 through 12 may, upon completion of a  
14 course, earn course credit both for high school and for [*a community college*  
15 *or public university; and*] **general education or career and technical ed-**  
16 **ucation at a post-secondary institution of education.**

17 (b) [*Teachers of courses that are part of a dual credit program will work*  
18 *together to determine*] **Faculty at post-secondary institutions of educa-**  
19 **tion will collaborate with teachers in school districts to ensure** the  
20 quality of the **accelerated college credit** program and [*to ensure*] the  
21 alignment of the content, objectives and outcomes of individual courses.

22 (c) **Teachers of courses that are part of an accelerated college credit**  
23 **program are approved by a post-secondary institution of education**  
24 **based on a process that is established by the Higher Education Coor-**  
25 **minating Commission, in consultation with the State Board of Educa-**  
26 **tion, and that results in the same outcome regardless of the approving**  
27 **post-secondary institution of education. The process must provide that**  
28 **a teacher who has been approved by one post-secondary institution of**  
29 **education to teach a course may not be required to receive additional**  
30 **approval to teach the same course at a different post-secondary insti-**  
31 **tution of education.**

1 (d) **Payment for accelerated college credit programs among school**  
2 **districts and post-secondary institutions of education are made, in-**  
3 **cluding designating acceptable uses of moneys received from the State**  
4 **School Fund and establishing a minimum rate, a maximum rate and**  
5 **a default rate for payment to a post-secondary institution of educa-**  
6 **tion.**

7 (2) Each [*public high school, community college and public university*]  
8 **school district and post-secondary institution of education** that provides  
9 [*a dual credit program*] **an accelerated college credit program** must im-  
10 plement the statewide standards developed under subsection (1) of this sec-  
11 tion **and must annually review the program to ensure compliance with**  
12 **the standards.**

13 (3) Each school district[, *community college and public university*] **and**  
14 **post-secondary institution of education** that provides [*a dual credit pro-*  
15 *gram*] **an accelerated college credit program** shall submit an annual re-  
16 port to the Higher Education Coordinating Commission on the academic  
17 performance of students [*enrolled in a dual credit*] **participating in the**  
18 **program and the participation level of underrepresented students in the**  
19 **program.** The Higher Education Coordinating Commission shall establish  
20 the required contents of the report, which must provide sufficient informa-  
21 tion to allow the commission to determine the quality of the [*dual credit*]  
22 program[.] **and to document progress toward meeting the mission de-**  
23 **scribed in ORS 351.009. For purposes of the report required by this**  
24 **subsection, the commission shall identify the characteristics of**  
25 **underrepresented students.**

26 (4) **Based on the reports submitted under subsection (3) of this**  
27 **section, the Higher Education Coordinating Commission shall submit**  
28 **an annual report to the Governor, the legislative committees on edu-**  
29 **cation and the State Board of Education.**

30 **SECTION 5.** ORS 340.320 is amended to read:

31 340.320. [(1) *As used in this section, "accelerated college credit programs"*

1 *includes dual credit programs, two-plus-two programs, advanced placement*  
2 *programs and International Baccalaureate programs.]*

3 [(2)] (1) The Department of Education shall administer a grant program  
4 that provides grants for the purposes of:

5 (a) Providing education or training to teachers who will provide or are  
6 providing instruction in accelerated college credit programs;

7 (b) [*Assisting students in*] Paying for books, materials and other costs[,  
8 *other than test fees,*] related to accelerated college credit programs; and

9 (c) Providing classroom supplies for accelerated college credit programs.

10 [(3)] (2) Any school district[, *community college district or state institution*  
11 *of higher education in this state*] **or post-secondary institution of educa-**  
12 **tion** may individually or jointly apply for a grant under this section.

13 [(4)] (3) If a grant is awarded for the purpose of providing education or  
14 training to teachers who will provide or are providing instruction in an ac-  
15 celerated college credit program:

16 (a) The amount of the grant may not exceed one-third of the total cost  
17 of the education or training; and

18 (b) The department may award the grant on the condition that the  
19 teacher, school district[, *community college district and state institution of*  
20 *higher education*] **and post-secondary institution of education** pay the  
21 balance of the cost of the education or training in a proportion agreed to  
22 by the teacher, districts and institution.

23 [(5)] (4) For the purposes described in subsection [(2)] (1) of this section,  
24 the department may:

25 (a) Accept contributions of funds and assistance from the United States  
26 Government and its agencies or from any other source, public or private, and  
27 agree to conditions placed on the funds not inconsistent with the purposes  
28 of subsection [(2)] (1) of this section; and

29 (b) Enter into agreements with school districts[, *community college dis-*  
30 *tricts and state institutions of higher education*] **and post-secondary insti-**  
31 **tutions of education** related to the funding to provide education or training

1 to teachers who will provide or are providing instruction in an accelerated  
2 college credit program.

3 [(6)] (5) All funds received by the department under this section shall be  
4 paid into the Accelerated College Credit Account established under ORS  
5 340.330 to be used for the purposes described in subsection [(2)] (1) of this  
6 section.

7 **SECTION 6.** ORS 340.330 is amended to read:

8 340.330. The Accelerated College Credit Account is established in the  
9 State Treasury, separate and distinct from the General Fund. Interest earned  
10 by the Accelerated College Credit Account shall be credited to the account.  
11 Moneys in the Accelerated College Credit Account are continuously appro-  
12 priated to the Department of Education for the purposes described in ORS  
13 340.320 [(2)] (1).

14 **SECTION 7.** ORS 338.115 is amended to read:

15 338.115. (1) Statutes and rules that apply only to school district boards,  
16 school districts or other public schools do not apply to public charter  
17 schools. However, the following laws do apply to public charter schools:

- 18 (a) Federal law;
- 19 (b) ORS 30.260 to 30.300 (tort claims);
- 20 (c) ORS 192.410 to 192.505 (public records law);
- 21 (d) ORS 192.610 to 192.690 (public meetings law);
- 22 (e) ORS chapters 279A, 279B and 279C (Public Contracting Code);
- 23 (f) ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law);
- 24 (g) ORS 326.565, 326.575 and 326.580 (student records);
- 25 (h) ORS 181.534, 326.603, 326.607, 342.223 and 342.232 (criminal records  
26 checks);
- 27 (i) ORS 329.045 (academic content standards and instruction);
- 28 (j) ORS 329.451 (high school diploma, modified diploma, extended diploma  
29 and alternative certificate);
- 30 (k) The statewide assessment system developed by the Department of Ed-  
31 ucation for mathematics, science and English under ORS 329.485 (2);

- 1 (L) ORS 337.150 (textbooks);  
2 (m) ORS 339.119 (consideration for educational services);  
3 (n) ORS 339.141, 339.147 and 339.155 (tuition and fees);  
4 (o) ORS 339.250 (9) (prohibition on infliction of corporal punishment);  
5 (p) ORS 339.326 (notice concerning students subject to juvenile court pe-  
6 titions);  
7 (q) ORS 339.370, 339.372, 339.388 and 339.400 (reporting of abuse and sex-  
8 ual conduct and training on prevention and identification of abuse and sex-  
9 ual conduct);  
10 (r) ORS chapter 657 (Employment Department Law);  
11 (s) ORS 659.850, 659.855 and 659.860 (discrimination);  
12 (t) Any statute or rule that establishes requirements for instructional  
13 time provided by a school during each day or during a year;  
14 (u) Statutes and rules that expressly apply to public charter schools;  
15 (v) Statutes and rules that apply to a special government body, as defined  
16 in ORS 174.117, or a public body, as defined in ORS 174.109;  
17 (w) Health and safety statutes and rules;  
18 (x) Any statute or rule that is listed in the charter;  
19 (y) ORS 336.840 (use of personal electronic devices); *[and]*  
20 **(z) ORS 340.300 to 340.330 (accelerated college credit programs); and**  
21 *[(z)] (aa)* This chapter.  
22 (2) Notwithstanding subsection (1) of this section, a charter may specify  
23 that statutes and rules that apply only to school district boards, school dis-  
24 tricts and other public schools may apply to a public charter school.  
25 (3) If a statute or rule applies to a public charter school, then the terms  
26 “school district” and “public school” include public charter school as those  
27 terms are used in that statute or rule.  
28 (4) A public charter school may not violate the Establishment Clause of  
29 the First Amendment to the United States Constitution or section 5, Article  
30 I of the Oregon Constitution, or be religion based.  
31 (5)(a) A public charter school shall maintain an active enrollment of at

1 least 25 students.

2 (b) For a public charter school that provides educational services under  
3 a cooperative agreement described in ORS 338.080, the public charter school  
4 is in compliance with the requirements of this subsection if the public  
5 charter school provides educational services under the cooperative agreement  
6 to at least 25 students, without regard to the school districts in which the  
7 students are residents.

8 (6) A public charter school may sue or be sued as a separate legal entity.

9 (7) The sponsor, members of the governing board of the sponsor acting in  
10 their official capacities and employees of a sponsor acting in their official  
11 capacities are immune from civil liability with respect to all activities re-  
12 lated to a public charter school within the scope of their duties or employ-  
13 ment.

14 (8) A public charter school may enter into contracts and may lease facil-  
15 ities and services from a school district, education service district, public  
16 university listed in ORS 352.002, other governmental unit or any person or  
17 legal entity.

18 (9) A public charter school may not levy taxes or issue bonds under which  
19 the public incurs liability.

20 (10) A public charter school may receive and accept gifts, grants and do-  
21 nations from any source for expenditure to carry out the lawful functions  
22 of the school.

23 (11) The school district in which the public charter school is located shall  
24 offer a high school diploma, a modified diploma, an extended diploma or an  
25 alternative certificate to any public charter school student who meets the  
26 district's and state's standards for a high school diploma, a modified diploma,  
27 an extended diploma or an alternative certificate.

28 (12) A high school diploma, a modified diploma, an extended diploma or  
29 an alternative certificate issued by a public charter school grants to the  
30 holder the same rights and privileges as a high school diploma, a modified  
31 diploma, an extended diploma or an alternative certificate issued by a non-

1 chartered public school.

2 (13) Prior to beginning operation, the public charter school shall show  
3 proof of insurance to the sponsor as specified in the charter.

4 (14) A public charter school may receive services from an education ser-  
5 vice district in the same manner as a nonchartered public school in the  
6 school district in which the public charter school is located.

7 **SECTION 8.** ORS 338.115, as amended by section 7, chapter 839, Oregon  
8 Laws 2007, and section 12, chapter 50, Oregon Laws 2008, is amended to read:

9 338.115. (1) Statutes and rules that apply only to school district boards,  
10 school districts or other public schools do not apply to public charter  
11 schools. However, the following laws do apply to public charter schools:

12 (a) Federal law;

13 (b) ORS 30.260 to 30.300 (tort claims);

14 (c) ORS 192.410 to 192.505 (public records law);

15 (d) ORS 192.610 to 192.690 (public meetings law);

16 (e) ORS chapters 279A, 279B and 279C (Public Contracting Code);

17 (f) ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law);

18 (g) ORS 326.565, 326.575 and 326.580 (student records);

19 (h) ORS 181.534, 326.603, 326.607, 342.223 and 342.232 (criminal records  
20 checks);

21 (i) ORS 329.045 (academic content standards and instruction);

22 (j) ORS 329.451 (high school diploma, modified diploma, extended diploma  
23 and alternative certificate);

24 (k) ORS 329.496 (physical education);

25 (L) The statewide assessment system developed by the Department of Ed-  
26 ucation for mathematics, science and English under ORS 329.485 (2);

27 (m) ORS 337.150 (textbooks);

28 (n) ORS 339.119 (consideration for educational services);

29 (o) ORS 339.141, 339.147 and 339.155 (tuition and fees);

30 (p) ORS 339.250 (9) (prohibition on infliction of corporal punishment);

31 (q) ORS 339.326 (notice concerning students subject to juvenile court pe-

1 titions);

2 (r) ORS 339.370, 339.372, 339.388 and 339.400 (reporting of abuse and sexual  
3 conduct and training on prevention and identification of abuse and sexual  
4 conduct);

5 (s) ORS chapter 657 (Employment Department Law);

6 (t) ORS 659.850, 659.855 and 659.860 (discrimination);

7 (u) Any statute or rule that establishes requirements for instructional  
8 time provided by a school during each day or during a year;

9 (v) Statutes and rules that expressly apply to public charter schools;

10 (w) Statutes and rules that apply to a special government body, as defined  
11 in ORS 174.117, or a public body, as defined in ORS 174.109;

12 (x) Health and safety statutes and rules;

13 (y) Any statute or rule that is listed in the charter;

14 (z) ORS 336.840 (use of personal electronic devices); [*and*]

15 **(aa) ORS 340.300 to 340.330 (accelerated college credit programs); and**  
16 [*aa*] **(bb)** This chapter.

17 (2) Notwithstanding subsection (1) of this section, a charter may specify  
18 that statutes and rules that apply only to school district boards, school dis-  
19 tricts and other public schools may apply to a public charter school.

20 (3) If a statute or rule applies to a public charter school, then the terms  
21 “school district” and “public school” include public charter school as those  
22 terms are used in that statute or rule.

23 (4) A public charter school may not violate the Establishment Clause of  
24 the First Amendment to the United States Constitution or section 5, Article  
25 I of the Oregon Constitution, or be religion based.

26 (5)(a) A public charter school shall maintain an active enrollment of at  
27 least 25 students.

28 (b) For a public charter school that provides educational services under  
29 a cooperative agreement described in ORS 338.080, the public charter school  
30 is in compliance with the requirements of this subsection if the public  
31 charter school provides educational services under the cooperative agreement

1 to at least 25 students, without regard to the school districts in which the  
2 students are residents.

3 (6) A public charter school may sue or be sued as a separate legal entity.

4 (7) The sponsor, members of the governing board of the sponsor acting in  
5 their official capacities and employees of a sponsor acting in their official  
6 capacities are immune from civil liability with respect to all activities re-  
7 lated to a public charter school within the scope of their duties or employ-  
8 ment.

9 (8) A public charter school may enter into contracts and may lease facil-  
10 ities and services from a school district, education service district, public  
11 university listed in ORS 352.002, other governmental unit or any person or  
12 legal entity.

13 (9) A public charter school may not levy taxes or issue bonds under which  
14 the public incurs liability.

15 (10) A public charter school may receive and accept gifts, grants and do-  
16 nations from any source for expenditure to carry out the lawful functions  
17 of the school.

18 (11) The school district in which the public charter school is located shall  
19 offer a high school diploma, a modified diploma, an extended diploma or an  
20 alternative certificate to any public charter school student who meets the  
21 district's and state's standards for a high school diploma, a modified diploma,  
22 an extended diploma or an alternative certificate.

23 (12) A high school diploma, a modified diploma, an extended diploma or  
24 an alternative certificate issued by a public charter school grants to the  
25 holder the same rights and privileges as a high school diploma, a modified  
26 diploma, an extended diploma or an alternative certificate issued by a non-  
27 chartered public school.

28 (13) Prior to beginning operation, the public charter school shall show  
29 proof of insurance to the sponsor as specified in the charter.

30 (14) A public charter school may receive services from an education ser-  
31 vice district in the same manner as a nonchartered public school in the

1 school district in which the public charter school is located.

2 **SECTION 9.** ORS 338.025 is amended to read:

3 338.025. (1) The State Board of Education may adopt any rules necessary  
4 for the implementation of this chapter. The rules shall follow the intent of  
5 this chapter.

6 (2) Upon application by a public charter school, the State Board of Edu-  
7 cation may grant a waiver of any provision of this chapter if the waiver  
8 promotes the development of programs by providers, enhances the equitable  
9 access by underserved families to the public education of their choice, ex-  
10 tends the equitable access to public support by all students or permits high  
11 quality programs of unusual cost. The State Board of Education may not  
12 waive any appeal provision in this chapter or any provision under ORS  
13 338.115 (1)(a) to [(y)] (z), 338.120, 338.125 (4), 338.135 (2)(b) or 339.122.

14 **SECTION 10.** ORS 338.025, as amended by section 8, chapter 839, Oregon  
15 Laws 2007, and section 14, chapter 50, Oregon Laws 2008, is amended to read:

16 338.025. (1) The State Board of Education may adopt any rules necessary  
17 for the implementation of this chapter. The rules shall follow the intent of  
18 this chapter.

19 (2) Upon application by a public charter school, the State Board of Edu-  
20 cation may grant a waiver of any provision of this chapter if the waiver  
21 promotes the development of programs by providers, enhances the equitable  
22 access by underserved families to the public education of their choice, ex-  
23 tends the equitable access to public support by all students or permits high  
24 quality programs of unusual cost. The State Board of Education may not  
25 waive any appeal provision in this chapter or any provision under ORS  
26 338.115 (1)(a) to [(z)] (bb), 338.120, 338.125 (4), 338.135 (2)(b) or 339.122.

27 **SECTION 11.** **In addition to and not in lieu of any other appropri-**  
28 **ation, there is appropriated to the Department of Education, for the**  
29 **biennium beginning July 1, 2015, out of the General Fund, the amount**  
30 **of \$\_\_\_\_\_, which may be expended for the grant program described**  
31 **in ORS 340.320.**

1     **SECTION 12. This 2015 Act being necessary for the immediate**  
2 **preservation of the public peace, health and safety, an emergency is**  
3 **declared to exist, and this 2015 Act takes effect July 1, 2015.**

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