



Accelerated Learning Committee

June 11, 2014

Oregon University System
Board Room, Suite 515
1800 SW 6th Avenue
Portland, Oregon 97201
1:30-3:30pm

MEMBERS:

Senator Mark Hass

Senator Bruce Starr

Representative Lew
Frederick

Representative John
Huffman

Nori Juba

Peyton Chapman

Nancy Golden

STAFF:

Hilda Rosselli

Phone In Information: (888) 204 - 5984

Participant Code: 992939

Meeting Live-streamed [HERE](#)

AGENDA

- 1. Welcome and Introductions**
- 2. Approval of the Agenda**
- 3. Approval of the May 7, 2013 notes**
Follow up from May meeting
- 4. External Feedback on Concept Paper**
Nancy Golden, Chief Education Officer
 - 4.1 Report to Oregon Education Investment Board
 - 4.2 Report to Senate Interim Education Committee on
Education and Workforce Development
- 5. *Enhancing Accelerated Learning Options in Oregon: A Draft Legislative Concept Report Prepared for the Accelerated Learning Committee***
 - 4.1 Update on suggestions and edits from last meeting
 - 4.2 Draft of Strategic Investments Requests to the OEIB Outcomes and Investment Subcommittee related to the Accelerated Learning Committee
 - 4.3 Review of timeline and next steps
- 6. Update on OCCA and COSA Work Group –Recommendations Regarding Instructor Qualifications to Increase Access to Dual Credit Programs in Oregon**
Andrea Henderson, Executive Director, Oregon Community College Association
Craig Hawkins, Executive Director, Confederated of Oregon School Administrators

Ver.2 , 6/9/14

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.

7. Update on Spanish Proficiency Results from Eastern Promise

6.1 Key points – Superintendent Mark Mulvihill, InterMountain Education Service District

6.2 Discussion

8. 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

9. Confirmation of next proposed meeting date:

~~Wednesday, July 9, 2014~~

August 13, 2014

1:30 – 3:30 pm, OUS Boardroom

10. Adjournment

Accelerated Learning Committee-May 7, 2014
Meeting Notes

1.0 Welcome and roll call

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

2.0 Review and approval of the Agenda

Agenda was revised to reflect changes in the

3.0 Review and approval of the March 12th notes

Motion was made by Chapman to approve the minutes from the March 12th meeting and seconded by Juba. Notes approved.

4.0 Enhancing Accelerated Learning Options in Oregon: A Draft Legislative Concept Report Prepared for the Accelerated Learning Committee

Members discussed concept paper and made recommendations including:

- Avoid early tracking as career interests and options change
- Determine how AP and IB “count”
- Like that teachers would help score assessments
- Determine impact on private colleges
- Consider how advising will take place with fewer advisors
- Build in more than a handshake-something that is replicable
- Delineate between legislative actions, tasks, etc.
- Include more emphasis on Early College and co-located programs
- Concern about mandates without funding
- Consider how barriers will be removed for families
- Consider needs of different communities
- Incentivize based on outcomes rather than mandate

Senator Hass shared that Legislative Counsel will be involved in helping to draft language which will be needed by November.

Chair Golden shared that the OEIB Board will be hearing a report on the work to date at next week’s OEIB Board meeting from Peyton Chapman and Hilda Rosselli.

Nancy noted that the OEIB Outcome and Investment Subcommittee is interested in any recommended strategic Investments resulting from the Committee’s work at their meeting in Portland on June 12 from 9 – 11. Members’ packets include copies of the questions that the Subcommittee is using to vet recommendations for Strategic Investments.

Hilda will draft a response to the questions for any strategic investments recommended from the paper and ALC members will have the chance to review the document before it is shared with the OEIB Outcomes and Investment Subcommittee.

5.0 Recommendations Regarding Instructor Qualifications to Increase Access to Dual Credit Programs in Oregon

Gerald Hamilton and Marla Edge review a draft proposal (see handout) outlining considerations for the demonstration of competency for teachers of Lower Division Collegiate Transfer Courses.

6.0 Oregon Community College Association Comments on the Concept Paper

Andrea Henderson summarized feedback provided from the Oregon Community College Association on the concept paper. She noted that colleges are supportive of the goal of the paper and reiterated their willingness to doing their share. She outlined issues related to the instructor qualifications issue and added that OCCA and COSA will provide an update at the next Committee meeting outlining solutions that will increase the students' access to courses that represent consensus around draft language.

7.0 Update on Spanish Proficiency Results from Eastern Promise

Mark Mulvihill agreed to share this information at the June meeting.

8.0 Public Testimony

Don Domes, Dual Credit High School Instructor in Engineering and Technology
Traci Hodgson, President - Chemeketa Community College Faculty Association
Margaret DeLacy, President of Oregon Association for Talented and Gifted

9.0 Next Meeting

Confirmed Wednesday, June 11th,
1:30 – 3:30 pm, OUS Boardroom

10.0 Meeting was adjourned at 3:38 by Chair Golden.

ACCELERATED LEARNING COMMITTEE: 2015-17 STRATEGIC INVESTMENT RECOMMENDATIONS

Presentation to OEIB Outcomes & Investment
Subcommittee by the Network Advisory

June 12, 2014

Accelerated Learning Committee' Charge

- *Examine methods to encourage and enable students to obtain college credits while still in high school.*
- *Align funding, assessments, and procedures*
- *Encourage efficiencies and affordability for families*
- **Final report due to the Legislature
October 1, 2014**



Terminology

- Acceleration across secondary and postsecondary education:
 - An opportunity for high school students to enroll in college courses and earn college credit.
 - The programs in this category vary by the location of delivery, the type of instructor, and credit accrual at secondary and postsecondary levels

Suggested One-Time Strategic Investments

- 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
- Strategy 2: Strengthening Dual Credit HS Instructor Pool
 - Online graduate content courses for HS instructors recommended as dual credit instructors
- Strategy 3: Blended Advising Model
 - Development by K-12 and postsecondary of blended advising models that support HS student transition to postsecondary

Strategy 1: Filling in the Gap

- **Seed funding for K-12-postsecondary partnerships to expand offerings in high schools with fewer than 3 classes for college credit**
 - Based on a high school opportunity gap analysis—Dual Credit/Advanced Placement/CTE course offerings
 - Regional convening of high school instructors/administrators and postsecondary faculty/administrators to:
 - Assess local accelerated learning option needs,
 - Plan and develop course/program options and student supports,
 - Address barriers of instructor qualifications and geographic access
 - Establish college-rigor curriculum and shared assessments, and
 - Plan for data monitoring on student access and participation in college credit-bearing courses by the end of the 2015-17 biennium.

Strategy 1 Outcomes:

- **Key Outcome on Achievement Compacts:**
 - Increase number of students completing 3+ college courses while enrolled in high school
- **Annual data used to measure improvement would include:**
 - High school course offerings by title, postsecondary partners and program/delivery model
 - Participating student data by school, credits attempted and earned, course titles, course delivery, grades and grade point average disaggregated by student demographics
- **Moderate investment would support HS/CC partnership development to:**
 - Assess local accelerated learning option needs,
 - Plan and develop course options and student supports,
 - Establish college-rigor curriculum and shared assessments, and
 - Plan how student outcomes will be monitored

Strategy 1 Equity Considerations:

- **How will strategy improve outcomes for underserved and at risk populations?**
 - Improves statewide equitable access to a known strategy that increases likelihood of HS completion and success in postsecondary education
- **What evidence do you have strategy will be successful?**
 - Students who earn six plus credits are significantly more likely than comparison students to attain a college degree.
- **How does strategy align to Equity Lens?**
 - Community colleges and universities play a critical role in serving Oregon's diverse populations, rural communities, English language learners and students with disabilities, ultimately impacting the ability of more Oregonians to be educationally successful and ultimately employed.

Strategy 1 Other Considerations:

- Reduces the need for post-secondary remediation (Currently 63% of Oregon HS graduates (2004/05 – 2010/11) enrolled in development education classes when they entered community colleges
- Transferable dual credit coursework can save students and their families considerable time and tuition costs, two barriers that often impact students' post-secondary enrollment and completion.

Strategy 2: Strengthening Dual Credit Instructor Pool

- Online graduate content courses for HS instructors recommended as dual credit instructors
 - Creates accessible statewide access to graduate content courses for high school instructors interested in teaching dual credit courses
 - Funds teams of faculty from postsecondary institutions and high schools to collaborate on course creation
 - Supports tuition costs for teachers at high schools offering <3 college credit-earning courses for high school students

Strategy 2 Outcomes:

- **Key Outcome on Achievement Compacts:**
 - Increase number of students completing 3+ college courses while enrolled in high school
- **Annual data used to measure improvement would include:**
 - Supply and demand data on qualified dual credit instructors by region
 - High school course offerings by title, postsecondary partners and program/delivery model
- **Moderate investment would support HS/CC partnership development to:**
 - Address shortages of qualified instructors to teach dual credit courses
 - Identify needed course offerings
 - Develop online courses
 - Develop schedule of course offerings and publicize broadly
 - Provide tuition vouchers for teachers in high schools offering <3 dual credit courses
 - Develop outcome monitoring plan

Strategy 2 Equity Considerations:

- **How will strategy improve outcomes for underserved and at risk populations?**
 - Increases statewide equitable access to a known strategy that increases likelihood of HS completion and success in postsecondary education
- **What evidence do you have strategy will be successful?**
 - Since 2001 ReadOregon has offered online literacy coursework accessible for teachers statewide. Courses are developed and offered by partnering institutions with an 8 term catalog of courses posted
- **How does strategy align to Equity Lens?**
 - Community colleges and universities play a critical role in serving Oregon's diverse populations, rural communities, English language learners and students with disabilities, ultimately impacting the ability of more Oregonians to be educationally successful and ultimately employed.

Strategy 2 Other Considerations:

- The Accelerated Learning Committee continues to seek solutions to address the credentialing process for high school instructors and supply of community college faculty qualified to teach dual credit courses.

Strategy 3: Blended Advising Model

- Development by K-12 and postsecondary of blended advising models that support HS student transition to postsecondary
- Useful model already exist in the Southern Oregon Success Collaborative and in Eastern Promise.
- A statewide set of models could draw from existing best practices and be shared across the state via the RACs and Eastern Promise

Strategy 3 Outcomes:

- Impact on Key Outcomes
 - Ninth grade on track
 - High school graduation rates
 - Number of students completing 3+ college courses while enrolled in high school
- How We Will Measure Impact
 - Participating student data by school, credits attempted and earned, course titles, course delivery, grades and grade point average disaggregated by student demographics
 - Students' successful transition to postsecondary institutions
- Effect of Various Investment Levels
 - A modest investment would support development for blended advising models to support a college-going culture in secondary schools by:
 - Creating a high school template for a dual credit College Success course,
 - Fully maximizing the potential of Oregon's required Individual Profile and Career Plan and tools like the Career Information System and Naviance,
 - Providing clear information for students and their families on available support resources. This strategy could impact 9th grade on track, high school graduation rates, number of course credits that transfer, and students' successful transition to postsecondary institutions.

Strategy 3 Equity Considerations:

- **How will strategy improve outcomes for underserved and at risk populations?**
 - Improves statewide equitable access to a known strategy that increases likelihood of HS completion and success in postsecondary education
- **What evidence do you have strategy will be successful?**
 - Students who earn six plus credits are significantly more likely than comparison students to attain a college degree
- **How does strategy align to Equity Lens?**
 - Community colleges and universities play a critical role in serving Oregon's diverse populations, rural communities, English language learners and students with disabilities, ultimately impacting the ability of more Oregonians to be educationally successful and ultimately employed.

Strategy 3 Other Considerations:

- Reduces the need for post-secondary remediation (Currently 63% of Oregon HS graduates (2004/05 – 2010/11) enrolled in development education classes when they entered community colleges
- Transferable dual credit coursework can save students and their families considerable time and tuition costs, two barriers that often impact students' post-secondary enrollment and completion.

Suggested One-Time Strategic Investments

- 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
- Strategy 2: Strengthening Dual Credit HS Instructor Pool
 - Online graduate content courses for HS instructors recommended as dual credit instructors
- Strategy 3: Blended Advising Model
 - Development by K-12 and postsecondary of blended advising models that support HS student transition to postsecondary

FEEDBACK FROM OREGON EDUCATION INVESTMENT BOARD MEMBERS

Enhancing Accelerated Learning Options in Oregon: A Draft Legislative Concept Report Prepared for the Accelerated Learning Committee

From May 13, 2014 Board Meeting

Samuel Henry-Liked the focus on transparency

Julia Brim-Edwards-Reiterated the need to include related metrics on the scorecard even if you don't have data yet. Noted that we should continue to be mindful of costs for students affiliated with AP and IB—sustain the test fee funding

Peyton Chapman—shared that schools self-share data on IB and AP without violation to FERPA so there should be a way to do this across the state, mapping where students are getting access. She also reiterated the need for multiple options for students including early college programs like Running Start.

Mark Mulvihill—finds it exciting to see how this supports the five pillars of Eastern Promise and believes we will see impact as the replication sites start implementing.

Nichole Maher—checked assumption that the emphasis is not just on high performing students. Would like to see these options for Alternative Schools as well. Suggested we pay attention to data on gender. College-going culture needs to include changes in school culture around which students are identified as benefitting from these services. Need an intentional effort to help school leaders change the hidden biases that are in operation.

Peyton Chapman—noted the importance of vertical Professional Learning Communities and pilots where high schools and colleges have co-located programs.

Mary Spilde— Noted the issues around instructor qualifications are related to accreditation, faculty culture and authority over hiring as well as collective bargaining. Feels this can't be handled with a technical fix as this is an adaptive issue.

Hilda shared that OCCA and COSA are partnering to dig deeper into this issue and will be providing suggestions.

David Rives- Thought the concepts are well laid out and comprehensive. Noted an added plus around eventual reduction in the need for remedial education with reduced costs to students and institutions. Collaboration needs to be more emphasized with sample scenarios. This work needs to be sustainable. Faculty

are concerned about statements regarding standardization, particularly around approval of instructors. Would like to see more included about current practices in instructor approval process and include some Career and Technical Education examples. Feels that faculty should be given the chance to weigh in.

NOTE: Following the board meeting, Nancy Golden, Hilda Rosselli, and Ben Cannon hosted a meeting with community college union representatives from OEA and will be hosting a follow up meeting that will include AFT reps as well.

Peyton shared an example of IB teachers who don't have a Masters in the content area but are called upon to help score IB exams.

Hanna Vaandering—echoed David's remarks and wants to see more engagement with teachers and faculty before this rolls out. Would like to see reference to ORVED (Oregon Virtual Education).

Nichole Maher-- noted that we impose standards on K-12 but are resistant to impose standards on post secondary. Wondered if there are deeper issues around job security or turf protecting.

Mary Spilde—noted the cultures are different and that faculty engagement is doubly important at the postsecondary level.

Kay Toran – would like to see more language about how students are selected to participate—don't leave it to the schools.



**ACCELERATED LEARNING COMMITTEE
OUTCOMES & INVESTMENTS SUBCOMMITTEE
2015-17 BUDGET RECOMMENDATIONS**

PART 1

The Accelerated Learning Committee established by SB 222 was tasked to examine methods to encourage and enable students to obtain college credits while still in high school, including Advanced Placement, International Baccalaureate, Dual Credit, Early College, or fifth year programs. The committee's work has focused on ways to:

1. Better align state funding, standards and assessments, and shared supports involving high schools and post-secondary institutions;
2. Encourage efficiencies for students and remove unintended barriers;
3. Create more equitable access and affordable postsecondary options for all eligible Oregon students; and
4. Ensure we meet the 40-40-20 goal by providing college courses to high school students

Starting in 2014-15, every school district must:

- (a) Provide students in grades 9 through 12 with accelerated college credit programs including, but not limited to, accelerated college credit programs related to English, mathematics and science; or
- (b) Ensure that students in grades 9 through 12 have online access to accelerated college credit programs including, but not limited to, accelerated college credit programs related to English, mathematics and science. (SB 254)

All community colleges are to implement at least one accelerated college credit program available to each school district within its boundaries (ORS 341.450). Each high school providing access to accelerated learning options in three or fewer subjects is to be contacted annually by ODE and provided with information about ways they can offer or provide access to accelerated learning options (ORS 340.305).

The Accelerated Learning Committee anticipates the need for one time funding during the 2015-17 biennium to support their policy recommendations due to the legislature in October 2014. The four strategies recommended are designed to stimulate transformational changes needed to achieve equitable access for students.

Strategies 1-4:

1. Seed funding to convene professional learning communities of college faculty and high school instructors and administrators where students have fewer than three college credit –bearing courses available at the high school level to assess local needs and operationalize offerings for students.
2. Seed funding to develop online 4-5 dual credit courses to meet the needs of high schools unable to provide college credit-bearing classes due to geographic location.
3. Seed funding for development of online graduate coursework available statewide and tuition vouchers for high school instructors recommended to teach dual credit courses in their respective high schools.
4. Support for a K-12 and postsecondary workgroup to refine and scale up a blended advising model that supports high school students transition into postsecondary programs.

- (1) How do the strategies align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

These proposed investments meets Budget Strategy 1 because it supports improved coordination and more equitable access to experiences known to help high school students successfully transition to post-secondary institutions. This work is a vital and effective component of the state's integrated systems to enhance students' college and career readiness, postsecondary success and achievement of Oregon's goal of 40-40-20. The investments also support achievement of Strategy 2 by providing funding for transformational and innovative support to improve post-secondary access, affordability and support.

Although the state lacks granular data on high school students' participation in and completion of accelerated options, Table 1 highlights interesting disparities across the state as reported by the Division of Community Colleges and Workforce Development. It illustrates the range of student participation in comparison to overall institutional enrollments. While the statewide average percentage of high school students earning dual credit and technical credits from the community colleges in 2011-12 was 6.9%, the individual campus percentage ranged from 2.4% to 12.96% and did not always mirror the total student enrollments at the community colleges. The third column shows percentages in bold for those community colleges that exceeded the state average percentage of dual credit and technical education unduplicated headcount enrollments to the total unduplicated college headcount enrollment.

Table 1.0 2011-12 Oregon Community College Unduplicated Headcount for Students Earning Dual Credit and Technical Education College Credit

College	2011-12 Unduplicated Headcount Dual Credit Students Served	2011-12 Unduplicated Headcount Total Students Enrolled	2011-12 Dual Credit Students Percentage of the Total Enrollment
Oregon Coast	43	1733	2.4%
Umpqua	654	16269	4.0%
Portland	4217	95063	4.4%
Columbia Gorge	225	4940	4.5%
Central Oregon	906	18331	4.6%
Clatsop	298	5939	5.0%
Treasure Valley	495	9446	5.2%
Chemeketa	2497	42071	5.9%
Mt. Hood	1819	29340	6.1%
Average Dual Credit % of total CC enrollment			6.9%
Southwestern Oregon	746	10140	7.3%
Tillamook Bay	184	2344	7.8%
Clackamas	2803	35191	7.9%
Klamath	477	5385	8.8%
Linn Benton	2138	22265	9.6%
Blue Mountain	980	9209	10.6%
Lane	4705	38670	12.1%
Rogue	2171	16749	12.9%
Total 2011-12	25358	363085	

Note: these are only the numbers for community college credit, it does not include the OUS which also offers some dual credit, nor does it include the numbers of HS students who took AP tests and got 3-5 on them.

- (2) How will the strategies lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

These strategic investments would support school districts in increasing the percentage of students who complete three or more college courses while enrolled in high school or earlier, a metric identified and tracked on the K-12 Achievement Compacts. Based on research results in Oregon and other states, this investment would likely also increase the four and five year high school graduation rate metric on the Achievement Compacts.

The Achievement Compacts for community colleges and public four-year institutions also track students enrolled in dual credit and students entering with HS dual credit.

- (3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk ? By when?

What metrics will be used to measure improvement?

Whereas many high schools offer college coursework to students who are already viewed as “college-ready,” Oregon needs offerings for students who may need to “try out” college level coursework and to obtain guidance and supports needed to help them transition from high school to postsecondary education more successfully. Currently, there are opportunity gaps relative to the number and types of college bearing credit courses offered to high school students across the state, both within a district and across districts. As expected, these differences are notable in areas serving students who are already typically underrepresented in postsecondary education.

The development of a more aligned, rigorous high school curriculum can help prepare students for the demands of college readiness and help students. Having a state set of online classes that high schools could offer would increase student participation across the state as measured by enrollment and completion data.

Transferable dual credit coursework can save students and their families considerable time and tuition costs, two barriers that often impact students’ post-secondary enrollment and completion.

Annual data collection used to measure improvement would include:

- High school course offerings by title, postsecondary partners and program/delivery model
- Participating student data by school, credits attempted and earned, course titles, course delivery, grades and grade point average disaggregated by student demographics
- Supply and demand data on qualified dual credit instructors by region
- Estimated tuition savings by program model

(4) How do these strategies demonstrate the priorities and values expressed in the OEIB equity lens?

The Equity Lens supports the need to make sure that EACH and EVERY learner will receive the necessary resources they need individually to thrive in Oregon’s schools. The Lens reminds us that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures. It recognizes the critical role that community colleges and universities play in serving Oregon’s diverse populations, rural communities, English language learners and students with disabilities, ultimately impacting the ability of more Oregonians to be educationally successful and ultimately employed.

(5) What evidence indicates this strategy will result in improvement?

The impact of dual enrollment on college degree attainment for low socio-economic students has been confirmed by a number of studies. A 2013 study that used the National Educational Longitudinal Study shows that students who earn three credits

(i.e., had one dual enrollment course) were not more likely to attain a college degree than comparison group students. However, students who earned six credits (i.e., two courses) and students who earned seven or more credits were significantly more likely to attain any college degree or a bachelor's degree than comparison students¹.

A 2010 study conducted the Oregon University System² found that:

- Dual credit students had a higher college participation rate than high school graduates overall.
- Dual credit students who went on to college continued to the second year at a higher rate than freshmen who entered college without having earned dual credit.
- Among freshmen who continued to the second year of college, dual credit participants earned a higher first year GPA.
- Students who continued to the second year of college accumulated more college credit if they took dual credit in high school.

Young, Joyner and Slate (2013) found that students who enrolled in dual credit courses while in high school have higher first term GPAs at the community colleges where they later enrolled than do students who did not enroll in dual credit courses.

A 2011 study using data collected from over 200 Illinois high school principals, reported that administrators see online learning as meeting the diverse needs of their students whether through advanced placement, elective college courses, or credit recovery. The major reason cited for online and blended offerings is to provide courses that otherwise would not be available. Rural schools have found online courses useful in overcoming significant issues of funding, teacher certification, and small enrollments.³

(6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

Strategy 1—Partnership Development A moderate investment would support meetings for high schools with <3 dual credit courses available with postsecondary partners to assess local accelerated learning option needs, plan and develop course options and student supports, establish college-rigor curriculum and shared assessments, and plan how student outcomes will be monitored and increase student access and participation in college credit-bearing courses by the end of the 2015-17 biennium.

Strategy 2—Online Course Offerings A modest investment would result in the rapid development of online dual credit courses accessible throughout the state by funding teams of faculty from postsecondary institutions and high schools to collaborate on the creation of at least four key hybrid online classes for dual credit.

¹ U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, December). WWC review of the report: The impact of dual enrollment on college degree attainment: Do low-SES students benefit? Retrieved from <http://whatworks.ed.gov>

² Oregon University System, *Dual Credit in Oregon: 2010 Follow Up*, September 2010.

³ Picciano, A, Seaman, J & Day, S. (2011) *Online Learning in Illinois High Schools*. Quahog Research Group, LLC and Babson Survey Research Group

Teams would develop commonly agreed upon syllabi that include student learning outcomes, course assessments, curriculum resources, a student guide and an instructor resource manual. Courses would be reviewed by the Dual Credit Oversight Committee to ensure that they not only meet the expected rigor of college credit but are transferable and can apply towards a student's General Education requirements or Career Technical coursework. At least one of the courses would be a College Success course that focuses on how to navigate college with lessons on study skills, time management, financial aid, and life/career management skills. The funding would also support development of an appropriate orientation module for instructors in the course curriculum, assessment criteria, course philosophy and administrative requirements as well as communication about the course availability to students and their families.

Strategy 3—Online Graduate Content Coursework for Instructors A moderate investment would increase development and availability of relevant online graduate courses in the key content areas for high school instructors who are recommended to teach dual credit courses. This would increase the number of qualified high school instructors available to teach college coursework.

Strategy 4—Blended Advising Model A modest investment would support a K-12 and postsecondary workgroup charged with developing a blended advising model that leverages both sectors' expertise to support a college-going culture in secondary schools, create a high school template for a dual credit College Success course, fully maximize the potential of Oregon's required Individual Profile and Career Plan and tools like the Career Information System and Naviance, and provide clear information for students and their families on available resources. A useful model already exists in the Southern Oregon Success Collaborative. This strategy could impact 9th grade on track, high school graduation rates, number of course credits that transfer, and students' successful transition to postsecondary institutions.

(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

Hybrid online courses would need to be developed with careful attention to how high school aged students will be engaged in the learning and how they will interact the material, the instructor and other students. Course material need not be limited to readings but can include engaging presentations provided by some of Oregon's best teaching faculty and as well as a access to resources now more available via the creative commons.

Districts will need to ensure access to computers either through scheduled time in a computer lab and/or provide access to laptops that can be checked out by students. Scheduled time during the school week for students to focus on online coursework has been found to greatly increase the engagement and completion of online college classes. Schools should provide staff who are available in the computer labs to support students, monitor progress, and serve as proctors for required assessments. Some

districts may opt to use the online course materials within a hybrid delivery model where students engage online supplemented by face-to-face time.

The funding model proposed by the Accelerated Learning Committee will need support to ensure that the efforts achieved through the Strategic Investments are sustained. Communities, local advocacy groups, parents and their students will need to be engaged to support successful implementation and student participation in course offerings and support for a college-going culture.

- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

Bandwidth issues could limit access to developed courses in some high schools depending on geographic location. Solutions to this issue are already being considered by a workgroup focused on connectivity that will report to the Oregon Broadband Advisory Council and the State Chief Information Officer and will monitor federal ConnectEd grants. Oregon's congressional delegation should be encouraged to revise qualifications for E-Rate program funding to allow post-secondary institutions working directly with districts on the delivery of dual credit courses to benefit from the program's discounted Internet and telecommunications infrastructure options

The Oregon Community College Association, Oregon Education Association, and OEIB are working together to identify administrative rules that may need addressing to support these strategies.

PART 2: Describe Conditions, Processes & Partners (No more than 2 pages)

- (1) What do you need from other agencies / boards / groups to enable you to be most effective?
- A unified message from legislators, school board members, the Governor, Chief Education Officer, State Board of Education, Higher Education Coordinating Commission, state agencies supporting increased access to accelerated learning options for Oregon high school students
 - Collaboration from ODE, CCWD, OCCA, OEA, COSA, OSBA, OEIB and community based organizations and tribes to support this effort
 - Communication and messaging about the importance of College and Career Readiness and Oregon's 40-40-20 goal
- (2) What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?
- Lessons learned from the Eastern Promise and replication sites funded by HB 3233 will be maximized to support closing the opportunity gaps in Oregon.
 - Best practice research from other states
 - Staff expertise in convening constituencies and connections with Regional Achievement Collaboratives

- (3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?
- The Accelerated Learning Committee has developed a full set of recommendations, proposed policy language, and a funding model to support this effort.
 - Cross sector organizational support includes: the Oregon Education Investment Board, the Oregon Community College Association, the Confederation of School Administrators, the Oregon Education Association, and others who have identified this work as a priority for the next biennium.
- (4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.
- More equitable access to college credit courses for high school students raises the bar for all students and supports district efforts to graduate students who are College and Career Ready; thus, reducing the cost for post-secondary remedial education services (currently estimated at XX)
 - Performance based funding and strategic use of the Achievement Compacts can provide incentives to districts and their partners to work collaboratively to recruit and serve more students statewide
- (5) Who are your key partners, stakeholders, and community groups?
- OEIB, HECC, ODE, CCWD, OCCA, OEA, COSA, OSBA, OEIB and community based organizations and tribes
- (6) What processes were used for public input in developing the strategies?

The seven meetings of the Accelerated Learning Committee were well attended and prompted testimony and feedback from the stakeholders listed above. Testimony provided in May 2014 to the Senate Interim Education and Workforce Development Committee was well received and the Committee was encouraged to move forward with their draft recommendations.

The Strategic Investments recommended in this report were vetted and received support by the Accelerated Learning Committee members at their last meeting.
