



Accelerated Learning Committee

May 7, 2014

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

Phone In Information: (888) 204 - 5984

Participant Code: 992939

Meeting Live-streamed [HERE](#)

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 March 12, 2013 notes**
Follow up from March meeting
- 4. Enhancing Accelerated Learning Options in Oregon: A Draft Legislative Concept Report Prepared for the Accelerated Learning Committee**
 - 4.1 Discussion
 - 4.2 Next steps
- 5. Recommendations Regarding Instructor Qualifications to Increase Access to Dual Credit Programs in Oregon**
Gerald Hamilton, Interim Exec. Director, Community College & Workforce Dev.
Marla Edge, Committee Chair, Dual Credit Oversight Committee
 - 5.1 Key points
 - 5.2 Discussion
- 6. Comments on the Draft Report**
Andrea Henderson, Executive Director, Oregon Community College Association
- 7. Update on Spanish Proficiency Results from Eastern Promise**
 - 6.1 Key points – Superintendent Mark Mulvihill, InterMountain ESD
 - 6.2 Discussion

Ver.4 , 5/6/14

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.

8. Public Testimony

9. Confirmation of next proposed meeting date:

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

10. Adjournment

Reminder about public testimony directions:

*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*

Accelerated Learning Committee-March 11, 2014 Meeting Notes

1.0 Welcome and roll call

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

2.0 Review and approval of the Agenda

The order of items was amended on the agenda to accommodate presenter schedules.

3.0 Review and approval of the January 14th notes

Motion was made by Hass to approve the minutes from the December 11th meeting and seconded by Frederick. Notes approved.

4.0 Follow up Information from last meeting

4.1 Letter from Nancy Golden reported that a letter was sent to the Committee from Sally Hudson, director of the Portland State University's Challenge program, a nationally accredited dual credit offering which has been in place for well over 30 years. The letter outlines practices and lessons learned from the program related to the work of the Committee. **Members are requested to review the letter and if there are specific questions raised to request that staff invite Sally Hudson to be present at the next Committee meeting.**

4.2 High School Instructor Qualifications-Response from NWCCU and other state policies Hilda Rosselli reported that she had a conversation with Sandra Ellman, president of the Northwest Commission for Colleges and Universities. President Ellman reiterated that the accrediting commission does not dictate what criteria institutions must use to hire instructors; rather, the institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Accreditation teams expect to find faculty using well-defined structures and processes in place for reviewing the courses and that faculty play an active role in selecting new faculty.

The Committee also reviewed a document prepared by staff outlining related policies from other states along with a proposed equivalency chart for consideration. Committee members made note of the unique expertise that high school teachers bring regarding knowledge of the development needs and appropriate pedagogical practices for teaching high school students and the need to avoid practices that appear to paint HS teachers as having deficits. An instructor's

relationship with students is also important. It was suggested that a quality tool similar to the audit process that is provided for IB courses could be useful.

Gerald Hamilton reported that in checking with the community college presidents on the status of the letter co-written with Rob Saxton, only one president had not been aware of the OAR changes.

It was suggested that perhaps the language in the OAR may need to move from “may” to “shall.”

Could the Master of Arts in Teaching include graduate coursework in content? (Note: would lengthen program)

Chair Golden recommended parameters for the process of instructor approval to include:

- Instructor approvals should be standardized to the degree that the same instructor would get the same approval outcome regardless of which institution is reviewing their application.
- There should be a reasonable timeframe involved in the approval process that allows both parties to move forward with planning.
- The partnership involved in a successful dual credit programs should be valued.

5.0 Legislative Update on 2014 session

Committee members reviewed related legislation from the 2014 session.

6.0

6.1 Dual Credit Impact on High School Graduation Requirements-

Committee member Peyton Chapman provided a review of a document distributed expressing principals’ concerns regarding a seven versus eight period schedule and the move to shorter class periods that are not aligned with college schedules.

Peyton noted that Indiana has passed rule changes, including the definition of credit, to allow schools more flexibility in awarding high school credits to help students meet state standards. Through credit flexibility, any activity can be worked into an individual education plan if it helps the student meet the physical education course descriptions and standards. Schools may award credit in any course based on demonstration of proficiency against the academic standards without regard to a minimum amount of instruction. The physical education teacher develops the course requirements, assesses performance and grants the grade and credit.

Representative Frederick noted that the PE issue has been around for

some time and Chapman noted that when states make recommendations, it make a difference in school district practices.

Chair Golden noted that these types of rule changes all need to be part of Oregon's bigger systems thinking around eliminating barriers for students to move successfully into postsecondary offerings. She also referenced the barrier of not providing high school language credit for students who are fluent in their native language. These all represent a shift to a more student-centric approach in education.

6.2 COSA paper: *Re-imagining Grades 9 – 14*

Superintendent Shelley Berman reviewed the key concepts from a paper drafted by a group of Superintendents that outline a vision of what could be possible with a more bended system (Grades 9 -14).

Discussion followed regarding alignment of student qualification for college level coursework with a note that instead of the requirements being characterized as cumulative X plus X plus X that the word "or" may be more appropriate.

7.0 Discussion of proposed concept paper

Hilda Rosselli reviewed key points from the evolving concept paper that will constitute the Accelerated Learning Committee's report due in October 2014. Representative Frederick suggested that criteria for online dual credit offerings be included in the paper.

Senator Hass applauded the notion of uniformity across areas of the state. He also suggested that it may be time to invite someone from Legislative Counsel to attend subsequent meetings to help start drafting language.

It was noted that a glossary may be needed to confirm common language. Peyton Chapman noted that the paper picks up the top practices and issues that have been discussed by the Committee members and that were highlighted in the research article that she reviewed earlier. She recommended that the economic impact of continued reliance on Postsecondary Remedial coursework should be referenced.

Nori Juba also noted that the paper includes positive suggestions.

There was agreement that the Committee would not be in favor of charging students who were unable to pass the courses.

Representative Lew Frederick suggested that the paper reference the Individual Plan for students required for High School graduation.

Next steps: Hilda will be vetting the concepts with Senator Starr and Representative Huffman who were unable to attend the meeting. She will also be reviewing the paper with leaders and staff from other sectors (ODE, CCWD, OUS). The next version of the paper will be provided at the April meeting.

8.0 Public Testimony No public testimony given.

9.0 Next Meeting The next meeting was confirmed for Wednesday, April 9th, 1:30 – 3:30 pm, Oregon University System Chancellor’s Office.

10.0 Meeting was adjourned by Chair Golden.

DRAFT

Enhancing Accelerated Learning Options in Oregon

**A Draft Legislative Concept Report
Prepared for the Accelerated Learning Committee**

Accelerated Learning Committee Members

**Peyton Chapman
Representative Lew Frederick
Chief Education Officer Nancy Golden
Senator Mark Hass
Representative John Huffman
Nori Juba
Senator Bruce Starr**

Revised Version 7
Dated May 1, 2014

EXECUTIVE SUMMARY

Senate Bill 222 tasked an Accelerated Learning Committee with examining methods to encourage and enable students to obtain college credits while still in high school. After reviewing data on current options, recent state and national research, and policies from other states, Committee members determined that the array of offerings available in Oregon to serve this purpose are fragmented and often vary substantially by district and even schools within districts. Of grave concern are inequities across the state limiting access for students sometimes based on geographic locations, economic factors, or knowledge of how these offerings operate. In keeping with Oregon's shift towards a unified education system, the Committee views this work as 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.

Proposed Recommendations

This paper proposes several sets of recommendations, some of which may require legislation in order to 1) create more seamless and equitable pathways for every Oregon student and 2) support a sustainable collaborative culture engaging K-12 and postsecondary educators to create and offer college level coursework. The recommendations establish clear requirements that:

- Provide free college credit courses for college-ready high school students where access has been traditionally absent or limited with specific attention to serving students typically under-represented in postsecondary education;
- Support alignment of curriculum with post-secondary expectations through common learning outcomes and assessments coordinated across high schools and postsecondary;
- Ensure that college credit courses offered to high school students 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;
- Support an earlier college-going culture that effectively engages students and their families in postsecondary planning and aspirational development;
- Define an equitable funding model for both K-12 and postsecondary partners to be used for student support and advising, staffing, initial and ongoing assurances of course alignment, as well as program administration, outreach efforts, data collection, and evaluation;
- Resolve concerns regarding programs that "retain" students into a 5th year in order to provide college course offerings and supports for students at their local high schools;
- Identify outcome data that Oregon should be collecting, analyzing, and sharing on all programs offering college credit to high school students and that document progress towards Oregon's 40-40-20 goal; and
- Support further development of a K-12 and postsecondary collaborative culture that addresses course alignment, student success, and shared professional development.

The Oregon Equity Lens adopted by the Oregon Education Investment Board (OEIB) serves to focus the state on increased access and cost savings for students and their families and to particularly address achievement and post-secondary enrollment gaps for Oregon's historically underserved groups.

Finally, this work aligns with the identified priorities of Governor John Kitzhaber and the Oregon Education Investment Board to build a seamless system that eliminates barriers to student achievement, supports students during key transition points and directs resources to most effectively improve student outcomes.

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Background and Rationale

Oregon's 40-40-20 Goal has focused attention on increasing access for Oregon students to college-bearing credits while still in high school. Although many Oregon districts and post-secondary institutions already collaborate on agreements to honor Advanced Placement coursework, International Baccalaureate coursework, dual credit/dual enrollment courses, and other options including Early College, the offerings are still fragmented and often vary substantially by district and even by school within districts. Of grave concern is the potential for inequities across the state that limit access for students sometimes based on geographic locations, economic factors, or knowledge of how these offerings operate. Thus, the intent of the Accelerated Learning Committee's recommendations is threefold:

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

Accelerated Learning Committee

Senate Bill 222 tasked an Accelerated Learning Committee with examining methods to encourage and enable students to obtain college credits while still in high school. The Committee reached agreement on a common goal guiding the development of this concept paper:

In order to meet the Oregon 40-40-20 goal, students within Oregon's public education system are able to earn up to nine college credits at no cost while still in high school to help them seamlessly transition from K-12 to postsecondary options without incurring debt.

Defining Terminology

Accelerated Learning Options in this paper refers to Oregon program offerings including:

- Dual credit awarding secondary and postsecondary credit for a course offered in a high school during regular school hours and taught by high school instructors (also called College Now in some areas of the state)
- Expanded Options which allow students to attend an eligible postsecondary institution either full or part-time to complete their high school diplomas and earn college credits with costs paid for by the local school district (also called Early or Middle College)
- "Fifth year" programs that offer college credit-bearing courses for students at their local high schools even following completion of high school diploma requirements
- Career Technical Education (CTE) programs sometimes referred to as "Two Plus Two" or Tech Preparation that offer career-focused pathways aligning curriculum and articulation of credit between high schools and postsecondary programs
- Online college courses accessible by high school students
- Credit by proficiency courses that employ collaboratively-developed learning outcome assessments to award college credit to high school students
- Formalized programs for which students receive college credit or alternative placement based on exam results (Advanced Placement and International Baccalaureate)

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Past Progress in Oregon

Compared to other states in the nation, Oregon has been forward thinking in terms of accelerated college credit opportunities, starting in 1997 with Oregon Revised Statute 341.450 that stated every community college district must make at least one such program available to each interested school district that is within the boundaries of the community college district.

In 2005, the Oregon Legislature passed Senate Bill 342 with the express intent of improving student progress through postsecondary education by encouraging cooperation among the postsecondary education sectors on articulation and transfer alignment statewide to ensure that post-secondary education needs of students are met without unnecessary duplication of courses. Reports on the progress made by education sectors related to SB 342 included:

- AAOT revisions,
- Degree pathways,
- Course transfers for 100 and 200 level courses,
- Use of a statewide online degree audit program (ATLAS),
- Use of the National Alliance of Concurrent Enrollment Partnerships accreditations standards for Oregon's Dual Credit programs,
- Adoption of statewide standards for awarding credit for AP and IB exam scores, and
- Expansion of Early College Programs.

Oregon Revised Statutes 340.005 to 340.090 spelled out details intended to:

- (1) Create a seamless education system for students enrolled in grades 11 and 12 to:
 - (a) Have additional options to continue or complete their education;
 - (b) Earn concurrent high school and college credits; and
 - (c) Gain early entry into post-secondary education
- (2) Promote and support existing accelerated college credit programs, and support the development of new programs that are unique to a community's secondary and post-secondary relationships and resources.
- (3) Allow eligible students who participate in the Expanded Options Program to enroll full-time or part-time in an eligible post-secondary institution.
- (4) Provide public funding to the eligible post-secondary institutions for educational services to eligible students to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the Expanded Options Program.
- (5) Increase the number of at-risk students earning college credits or preparing to enroll in post-secondary institutions. [2005 c.674 §2; 2011 c.456 §1

In 2007 SB 23 was passed creating new provisions related to the Expanded Options Program and amending ORS 340.005, 340.015, 340.025, 340.030, 340.037, 340.045 and 340.065

In 2011, SB 254 was passed to promote additional accelerated learning opportunities and create an Accelerated College Credit Account in the state Treasury seeded with \$250,000 biennially administered by the Oregon Department of Education to award grants to school districts, community colleges, and four-year institutions supporting:

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- Education or training for teachers to provide instruction in accelerated college credit programs,
- Assisting students in costs for books, materials and other costs and fees, and
- Paying for classroom materials.

The bill also allowed for waivers from school districts that could document adverse financial impact or that could document that at-risk students participating in accelerated college credit programs were not required to make any payments and that there was a process for participation that allowed all eligible at-risk students to participate.

Of particular interest, SB 254 specified that starting in 2014-15, every school district is to:

- (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.

Also in 2014-15 year, all community colleges are to implement at least one accelerated college credit program available to each school district within its boundaries (ORS 341.450). The Superintendent of Public Instruction is charged with ensuring that each high school that provides access to accelerated learning options in three or fewer subjects is contacted annually by the department and provided with information about ways they can offer or provide access to accelerated learning options (ORS 340.305).

During the 2013 legislative session, HB 3232 originally included over \$2.6 million to create a scholarship fund aimed at increasing access for underserved students to post-secondary institutions by paying for first year college courses or accelerated college credit programs. However, a legislative budget note within SB 5518 stipulated that the entire amount be awarded as grants to pay Advanced Placement and International Baccalaureate exam fees for students.

In 2010, high schools and their partnering postsecondary institutions in Eastern Oregon launched the Eastern Promise initiative and began collaborating in new ways to providing students with a variety of accelerated learning opportunities, building a college-going culture, supporting proficiency-based opportunities, and developing cross-sector professional learning to ensure that all levels of instruction are represented and participate in establishing appropriate curriculum and shared assessment to measure outcomes. In addition to the direct impact on students, the collaborative culture among high school and postsecondary faculty has resulted in the development of proficiency assessments, created, normed, and scored by teachers from school districts, community colleges, and universities that ensure academic rigor and consistency across instructors.

Recognizing the benefits accrued for Oregon students and their families, the OEIB recommended further expansion of the Eastern Promise model as well as funding for

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replication in other areas of the state. HB 3232 specifically directed the Department to distribute monies to consortiums to design and deliver individualized, innovative and flexible ways of delivering content, awarding high school and college credit and providing developmental education for students in high school or in the first two years of post-secondary education. As of April of 2014, all but 18 counties in Oregon are engaged in work that either expands or replicate the four pillars of the Eastern Promise model:

- (a) A commitment to a cross-sector collaboration between a university, community college(s), education service district(s) and districts where each partner is engaged as an equal partner.
- (b) A commitment to providing students with a variety of accelerated learning opportunities such as dual credit, Advanced Placement, International Baccalaureate, and to ensure students receive support and specific instruction around knowledge, skills and behaviors necessary to be successful in college-level coursework or post-secondary training.
- (c) A commitment to building a college-going culture, which refers to the environment, attitudes, and practices in schools and communities that encourage students and their families to obtain the information, tools and perspective to enhance access to and success in post-secondary education.
- (d) A commitment to developing cross-sector professional learning including faculty and teachers from university, community college, ESD and high school to ensure that all levels of instruction are represented and participate in establishing appropriate curriculum and shared assessment to measure outcomes.

In addition to the specific legislative action outlined, the Oregon Education Investment Board (OEIB) is supporting development of a more unified education system that applies an Equity Lens across valued student outcome metrics supporting Oregon's 40-40-20 goal. This includes a key measure on the Achievement Compacts that track the number of colleges course credits earned by students before they graduate from high school. Several of the Regional Achievement Collaboratives funded by the OEIB in the Fall of 2013 are also focused on collective solutions that can bring communities and education sectors together to support smooth and successful transitions for secondary level students. Indeed many educators are suggesting that a new vision of 12th grade as a college and career transition year is emerging. This is fueled by several factors including:

- Adoption and implementation of College and Career Ready (CCR) Common Core Curriculum Standards (CCSS);
- Anticipation of the SBAC as an early indicator of CCR;
- Increased numbers of high school graduates who are enrolled in postsecondary remedial coursework;
- Recognition of the rising costs of postsecondary education and increasing level of debt being assumed by students and their families

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Related Directives

An increased focus on postsecondary access and affordability during the 2013 and 2014 legislative sessions resulted in related tasks and workgroups being led by the Higher Education Coordinating Commission to:

- Review current Oregon Opportunity Grant (OOG) program and develop recommendations to OEIB for the most effective use of financial aid to achieve 40-40-20
- Consideration of the creation of a proposed pilot program called Pay Forward, Pay Back
- Call for a study on how Oregon can provide two-years of free tuition and fees to all Oregon high school graduates who attend community colleges

Research Findings

Results from local, state, regional, and national research detailed in Appendix B all overwhelmingly support a variety of benefits resulting from increased access to college coursework for high school students including:

- Improved students' high school graduation and completion;
- Reduced need for remedial education in the first year of college;
- Improved postsecondary articulation, success, and persistence, particularly for first-generation college students;
- Improved attitudinal, behavioral traits, and socialization skills conducive to college success;
- A more realistic understanding of college expectations for students and their families;
- Reduced students' time to college graduation;
- Reduced postsecondary costs and debt for students and their families;
- Increased probability of earned postsecondary degrees for lower-income participants and first-generation students;
- Reduced need for remedial or developmental coursework after high school; and
- Support for a college-going culture within K-12 schools.

Why the Need for Additional Policy Recommendations?

Each of the models offered in Oregon has distinct benefits and contributes to the overall intent to help students move more seamlessly from high school to pursue their desired educational goals. However, the efforts have not been sufficient to significantly advance high school students' progress along a pathway to college. In particular, Oregon ranks among the states with the lowest graduation rates and falls short in closing equity and opportunity gaps for students typically underrepresented in postsecondary programs. As such, the Accelerated Learning Committee offers solutions to address the following issues:

- Participation of students typically under-represented in postsecondary education is still uneven and notably lower than for their mainstream peers in Oregon's accelerated learning programs.

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- Whereas some dual credit programs are more geared to serving students who are already viewed as “college-ready,” Oregon needs Advanced Options offerings that serve as pathways to college for students who may need to “try out” college level coursework and obtain guidance and supports needed to help them transition from high school to postsecondary education more successfully.
- The funding sources for programs vary widely across the state and Oregon lacks an equitable funding model that acknowledges implementation costs for both K-12 and postsecondary partners to provide instruction as well as student support and advising, shared professional development, program administration, outreach efforts, data collection, and evaluation efforts;
- The state’s high school graduation rate have been impacted when districts withhold the high school diploma as a means of supporting students accessing college credits after the student has already met requirements to graduate.
- Alignment of high school curriculum with postsecondary expectations is needed that involves regular engagement of secondary and postsecondary faculty focusing on common learning outcomes and assessments that reflect college rigor;
- College credits earned by high school students should be transferable and apply towards a student’s General Education requirements, Career Technical coursework, or as an acceptable elective;
- High school students, in particular, have a need for co-designed and blended supports and services to ensure their successful transition into postsecondary education;
- Students who are deemed under-prepared for entry-level, credit-bearing college courses should have automatic access to transitional course options that can be taken during the senior year or earlier, including a College Success course that includes supporting students in apply for college and financial aid.
- The wide array of program models available across the state and accompanying education terminology can be confusing to students and their families; and
- The state lacks a consistent means by which to document the impact of these offerings towards achievement of the 40-40-20 goal.

Key Parameters Guiding the Accelerated Learning Committee

To guide the development of policy to achieve its goal, the Accelerated Learning Committee identified and agreed on key parameters that are deemed critical to guide their work:

- Every high school student in Oregon who is ready for college level work should be able to earn at least nine college credits (equivalent to three high school courses)¹ while in high school without incurring debt.
- A student-centric policy focus blurs the historical demarcations separating high school from postsecondary education and creates more seamless approaches that meet students’ needs. **(NEW FOR THE COMMITTEE)**

¹ Also reflects K-12 Oregon Achievement Compact metrics.

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- Standards developed by the National Alliance of Concurrent Enrollment Partnerships (NACEP) serve to provide assurances for course and program quality.
- Credits earned by students should be transferable to any in-state public college or university.
- High school instructor approval processes should be standardized to the extent that the same approval outcome for an instructor's application results in the same decision regardless of the approving institution. **(NEW FOR THE COMMITTEE)**
- Statewide agreement on acceptable instructor qualifications should include demonstrated proficiency rather than degree qualifications only.
- Although primarily focused on 11th and 12th graders, there should be consideration given to younger students who are ready for the rigor of college level coursework.

Use of the Equity Lens

The creation of strategic opportunities for educational equity and excellence for every child and learner in Oregon is guided by the principles of the OEIB Equity Lens. The Equity Lens provides 12 core beliefs that fuel opportunities to bolster success for diverse student populations across the state. The beliefs most pertinent to this work are highlighted below:

- **We believe** that everyone has the ability to learn and that we have an ethical responsibility and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.
- **We believe** that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.
- **We believe** that the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40-40-20 goals.
- **We believe** that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.
- **We believe** that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen—and have the courage to share decision-making, control, and resources.

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Funding Issues

Currently, there are a many approaches used by community colleges to charge for dual credits. For example:

- Six of the colleges don't charge anything for dual credit,
- Three charge a one-time transcription fee (\$25-35)
- Ones charges an annual \$25 fee
- Some charge per credit (\$10-40)
- Others charge per course (\$30-45), and may or may not also charge a transcription fee.

Although sometimes viewed as a recruitment pipeline for community colleges, the charges do not reflect other college costs including faculty time for collaboration with high school instructors on course outcomes and assessment alignments and costs for advising.

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 in 5th year programs. This is estimated to have a \$6.5 million impact on the K-12 General Fund and is unsustainable. Without definitive guidance from the state level, the perception exists of "double dipping" when high schools use K-12 general funds to fund high school college credit earning programs which contributes to a perception of unfairness across districts.

RECOMMENDATIONS

The Accelerated Learning Committee will need to prioritize the following recommendations and determine those that will require: 1) legislative action, 2) rules or policy changes within the State Board of Education or the Higher Education Coordinating Commission, or 3) focused actions by a state agency to promote the intent of the Accelerated Learning Committee's charge.

A. Program Participation

1. All public school districts are partnered with public postsecondary institutions to ensure that before graduating, every public high school student in Oregon has opportunities to:
 - a. Determine their individual level of College and Career Readiness,
 - b. Access supports that help close College and Career Readiness gaps,
 - c. Experience the academic rigor of college-level coursework, and
 - d. Access college courses offered locally that can result in up to nine free and college credits (It is anticipated that general education courses can transfer to both community colleges and four year institutions and that CTE courses would transfer to community colleges offering an aligned program.)

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2. An agreement is developed and maintained between each school district/charter school or ESD, and partnering college or university and reviewed annually by the partners to address these recommendations.
3. Recognizing the value of exam-based accelerated credit programs, districts are strongly encouraged to intensify their efforts to enroll more students, particularly those in the opportunity gap, low income and students of color in existing Advanced Placement (AP) and International Baccalaureate (IB) programs, expand the courses offered through their AP and IB programs, and offer Pre-AP and Pre IB. Impact on traditionally underserved students should also be part of an annual state report.

The remaining recommendations in this report pertain to arrangements for programs in which high school students are enrolled in courses offered by an Oregon college or university that results in transcribed high school and college credit at the successful conclusion of the course. Both AP and IB programs differ from other models described in this report in that the curriculum, assessments, and professional development for teachers are all developed and overseen by national/international agencies, credit is linked to passing of standardized exams and the credit is not awarded until students enter a postsecondary institution.

B. Program development

1. Data mapping of the state coordinated by the Oregon Department of Education and the Higher Education Coordination Commission is needed to document where students are not able to enroll in up to nine college credits in their local high schools.
2. The state will provide seed funding to establish new partnerships between high schools and postsecondary partners focused on ensuring students of color and those living in the most geographically isolated areas and other students in the opportunity gap of each college district have access to coursework that can help them earn up to nine college credits at no cost to the students or their families.
3. The state will provide seed funding to districts, ESDs and postsecondary institutions willing to partner, develop and offer online or hybrid courses that can be used by any high school in Oregon where access to college credits has been limited by geographic distance from a postsecondary institution. Online or hybrid coursework should adhere to guidelines that help ensure the academic integrity and rigor of online coursework².
4. First priority for course offerings should be given to accelerated college courses in core subject areas to ensure that general education courses required at Oregon's post-secondary institutions (as identified in the Oregon Transfer Module) are among the first guaranteed to transfer and be counted as meeting program requirements.
5. Priority in course offerings should be given to career pathways which provide a coherent, articulated sequence of rigorous academic and CTE courses that lead to post-secondary

² Bandwidth issues and solutions are 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.

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degrees, industry certifications or licensure leading to occupations identified by the Oregon Employment Department as in high demand for the foreseeable future.

6. The Common Core State Standards are intended to result in more college and career-ready instruction. As they consider how to redesign the senior year, districts may need to develop and offer more specific interventions for high school juniors and seniors who are assessed as under-prepared for entry-level, credit-bearing college courses per ACT or SBAC. This could include intensive transitional coursework or dual credit courses³. Automatic enrollment options may be useful in ensuring that the students who need these courses are enrolled.

C. Enrollment

1. The courses in which high school students enroll must be applicable to earning a degree or certificate or completion of the General Education course sequence.
2. Students enrolled in the 11th or 12th grade who do not satisfy the minimum prerequisites for postsecondary courses are enrolled in a College Success course offered for college credit through Accelerated Learning Options that provide supports rather than label them as “ready” or “not ready” and allow students to quickly overcome their challenges in a context that engages and motivates them to persist.
3. Districts enroll students in College courses that pertain to the degree or certificate program indicated on their Individual Profile and Career Plan (IPCP).
4. A college going culture supports students and includes academic advising, college success skills, and career planning.

D. Financial Provisions/Tuition

1. A public K-12 school student attending a public college may not be charged any portion of the per-credit cost of participation nor can they be charged for books or program fees.

³ Colorado state law (H.B. 09-1319) allows 12th-grade students to enroll in developmental education courses offered by colleges through the state’s concurrent enrollment program. The Colorado Commission on Higher Education policies recognize developmental education courses for purposes of admission and remedial placement. The California State University has developed an Expository Reading and Writing Course developed by CSU English faculty and high school teachers. High school teacher receive three days of professional development to be qualified to teach the course. New York is implementing transitional courses in 62 high schools that include an embedded College Access and Success Workshop to support students in applying for college and financial aid. The Tennessee SAILS (Seamless Alignment and Integrated Learning Support) program introduces the college developmental math curriculum in the high school senior year. Denver is offering a summer boot camp offered through dual enrollment that offers college-bound seniors remedial English and mathematics courses on two college campuses. Colorado Aurora Public Schools designed a yearlong sequence for 12th-grade mathematics using dual enrollment. In the fall semester, students scoring just below the state’s official remedial cut scores are invited to enroll in Introduction to Algebra (Mathematics 090), a high-level remedial course and College Algebra in spring.

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2. The intent of this model is to continue the current practice whereby students in dual credit count for funding purposes both for K-12 Average Daily Membership (ADM) and post-secondary full-time equivalency (FTE).
3. A portion of the K-12 funding will be directed to the post-secondary partners based on the number of college credit hours in which a student is enrolled based on 4th week enrollment numbers. Some funding will remain in the district to counsel, guide, and support the student and some will go to the post-secondary partner to support the course offering and additional faculty time.
4. Districts and public post-secondary providers will negotiate a per credit rate depending on local conditions, the delivery models, who teaches the course, and any other considerations. This rate will include course delivery costs, books, fees, and student administrative responsibilities and can be different for different course offerings.
5. The OEIB will define a “floor” and a “ceiling” rate that sets the maximum and minimum per-credit charge for any negotiated agreement. In addition, a default rate, based on delivery model, will be created for districts and post-secondary institutions that cannot negotiate a rate.
6. The postsecondary institutions partnering to provide the course credit receive FTE and district funding for students participating in the Accelerated Learning Options upon successful completion of the course.
7. The districts partnering to provide the course credit receives district funding for students participating in the Accelerated Learning Options (whether or not they earn a credit) and a bonus payment upon successful completion of the course.
8. Districts can opt to use the funding received to provide services to K-12 students who, although they have met all of their graduation requirements, are enrolled in college courses on the high school campus but for state reporting purposes, these students will be counted as high school graduates.

Should the State Pay Twice?

The national trend in accelerated college programs is for the state to provide dual funding to both participating districts and their higher education partners. The undergirding rationale is that rather than paying twice, the state is actually paying early if the course is transferable to the postsecondary institution.

For a high school student enrolled in a Calculus 101 course, the state may be reducing its costs on remedial education costs if taking the college course while in high school helps avoid placement into remedial education later in college.

E. Facilities and Faculty

1. If College courses are taught at local high school or Education Service District facilities, the Local Education Provider shall provide adequate classroom and furnishings to facilitate teaching of courses. The parties shall mutually agree upon days and times of the course offerings.
2. The Cooperative Agreement shall specify who is responsible for providing instructional supplies and equipment necessary to facilitate teaching of courses that take place at the high school or Education Service District facilities.

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3. Colleges will approve development and classroom delivery of all course curriculums that occur at the high school or Education Service District facilities.
4. High school faculty who facilitate teaching of dual credit courses at the high school or Education Service District facilities shall be provided by and paid by the high school or Education Service District.
5. College instructors who teach dual credit courses at the high school or Education Services District facilities shall be provided by the partnering postsecondary institution.
6. The partnering postsecondary institutions in Oregon will work collaboratively with the school districts to approve and reject faculty provided by the Local Education Provider in a timely fashion that facilitates course scheduling and program offerings.
7. The postsecondary institutions retain the final approval rights but the instructor approval processes should result in the same approval outcome for an instructor's application results in the same decision regardless of the approving institution.
8. Acceptable instructor qualifications must consider demonstrated proficiency in addition to degree qualifications.
9. A statewide equivalency table created in cooperation with community college faculty and administrators will be used to provide guidance and consistency across the state for approval of high school instructors, particularly in hard-to-fill areas.
10. In 2015-17, strategic investment funding should be available to seed the development and tuition costs for a cross-institutional menu of online graduate level courses in the various content areas for high school teachers committed to teaching dual credit courses in their high schools⁴.

F. Quality Assurances

1. Cross-sector collaboration between a university, community college(s), education service district(s) and districts is best achieved where each partner is engaged as an equal partner. Although partnering postsecondary institutions have oversight for Accelerated Learning Option course offered for college credit meaning they must:
 - a. Engage with high school instructors to provide appropriate training and orientation in course curriculum, assessment criteria, course philosophy and administrative requirements after approval;
 - b. Ensure that instructors receive professional development through continuing collegial interaction with college faculty through professional development and site visits that address topics such as course content, course delivery, student learning assessment, in-class evaluation, and professional development in the field of study. This should include engagement around standardized proficiency assessments.
2. Lessons learned from the Eastern Promise point to the importance of ensuring students receive support and specific instruction around the knowledge, skills and behaviors

⁴ One possible model to consider is ReadOregon which has been offering a menu of online graduate classes available through participating universities for the past 10+ years to provide teachers statewide access to literacy courses needed to meet Title I requirements.

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necessary to be successful in college-level coursework. Each school district and their postsecondary partners should be encouraged to build a plan for K-12 educators and support personnel to provide a college-going culture that starts in middle grades or even earlier. This blended advising plan should describe the environment, attitudes, and practices in schools and communities that encourage students and their families to obtain the information, tools, and perspective to enhance access to and success in post-secondary education including services that:

- a. Help students learn about options for their future, careers and the education they require;
- b. Convey the expectation that all students can prepare for the opportunity to attend and be successful in post-secondary education; and
- c. Ensure schools, families, and communities give students the same message of high expectations for their future.

It is expected that additional funding may be needed in the 2015-17 biennium to scale up the development of a college-going culture and the blended advising needed for students.

3. Where possible, common or universal placement test “cut scores” should determine eligibility with colleges and universities maintaining statewide placement test concordance tables clearly identifying equivalent scores with use of Smarter Balanced test results as appropriate. (A newly formed Developmental Education Redesign Workgroup will be issuing recommendations relevant to practices and policies in this area as early as June 2014.)
4. Effective advising and student support provided early ultimately saves state dollars later. Districts and their partners need to provide a full menu of supports that help students transition successfully with a special emphasis on students who are typically under-represented in the Oregon postsecondary system⁵. A blended advising model that maximizes 21st century tools and systems accessible by high school students can include training on college advising software, available degree pathways and hiring opportunities, orientation to college support systems, parent/student orientations, college & program visits, and financial literacy skills.

G. Transparency and Transferability

1. Districts inform all middle and secondary students and their families of Accelerated Learning Options including the educational options, student eligibility requirement, and impact of GPA earned from college coursework on financial aid⁶.
2. Districts ensure that students begin incorporating plans to access either program in their individual career and academic plans starting in grade 7. The plans can also link students to a Personal Achievement Record and include information on all available opportunities to

⁵ One model conceptualized by the Southern Oregon Success Collaborative uses a multi-tiered assessment tool to self-assess and develop a full menu of supports that encourage students to go on to successful post-secondary education experiences (See Appendix D).

⁶ If a student’s cumulative GPA is less than 2.0 or if they completed less than 67% of enrolled credits, they are placed on financial aid warning. They can lose their financial aid if they do not improve.

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earn college credit in high school, including: AP courses; the IB Program; and Accelerated Learning Options.

3. Students and their families receive a statement on transfer guidelines for public institutions informing them (preferably available in home language), prior to a student's enrollment in an Accelerated Learning Options course, of the potential for the course to count as a general education course, a recognized career and technical course or elective that can be used within a postsecondary certificate or degree program.
4. Information about Accelerated Learning Options will be distributed to college access organizations and non-profit community groups supporting students and their families.
5. The Oregon Department of Education and the Higher Education Coordinating Commission annually submit a report to the governor's office, legislative leaders and the State Board of Education on program participation by high school and postsecondary partners, disaggregated by student demographics and by course type (academic, remedial/developmental education, career and technical). (See Appendix C for more details).

H. Potential areas for strategic investments

Senate Bill 222 tasked the Accelerated Learning Committee with examining methods to encourage and enable students to obtain college credits while still in high school. A number of tasks outlined in Appendix A will be needed. In addition, the Accelerated Learning Committee needs to apply the Equity Lens and determine what key strategic investments could be most transformational and effective levers in closing opportunity gaps that exist in Oregon. Four potential areas include:

1. Seed funding to bring together K-12 and postsecondary educators to refine and scale up a blended advising model,
2. Seed funding to develop online dual credit course content that could meet the needs of high schools unable to serve their students due to geographic distance,
3. Funding for collaborative professional development opportunities for high school teachers seeking dual credit qualifications via collaborative PLC work with postsecondary institutions; and
4. One-time funds for rapid development of online courses offered statewide to high school teachers seeking more graduate coursework in content areas.

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APPENDIX A

Key Tasks

The following key tasks are necessary to develop the Accelerated Learning Options as conceived. It is expected that agencies will involve engagement from both high school and postsecondary communities to ensure input on these tasks.

| Category/Task | Collaborating Agencies |
|--|--|
| Program Basics | |
| Create job-embedded, targeted professional development opportunities for districts and postsecondary institutions on course outcomes and assessments and which help qualify more high school teachers for dual credit instruction | CCWD, ODE, HECC, OEIB |
| Develop a policy that specifies under which conditions remedial or developmental education courses qualify for both high school and post-secondary credit and when they do not | ODE, CCWD, SBE, HECC |
| Urge Oregon's congressional delegation 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 | Governor's office, OEIB, HECC |
| Access | |
| Develop and share a statewide equivalency chart of acceptable qualifications and waivers for qualifying high school instructors | ODE, CCWD, HECC, SBE |
| Create a concordance table to show placement test cut-score equivalencies * | CCWD, SBE, HECC, CIA |
| Develop print and online program guides for students and their families and incorporate information into students' individual plans | ODE, CCWD, HECC |
| Create a student counseling model that ensures students and families receive the most appropriate advice re: program participation, transferability, etc. | ODE, DCOC, CSSA, CCWD |
| Program Quality | |
| Establish course quality assurance guidelines, particularly for online courses, e.g., courses must have a teacher-led discussion section | ODE, CCWD, HECC, Postsecondary and HS faculty, CIA |
| Transferability | |
| Review the Oregon Transfer Module to ensure maximum transferability | HECC, JBAC |
| Update and maintain a first year transfer guide and communicate to students and families which key academic dual credit course sequences and regionally appropriate (CTE) courses transfer to which postsecondary institutions . | ODE, CCWD, HECC, OED, JBAC |
| Institutional Reporting Requirements | |
| Develop annual state reports on progress and outcomes for students across options. | ODE, CCWD, HECC |
| Strategic Investments | |
| Draft strategic investment guidelines for scaling up a blended advising model, developing accessible statewide online dual credit course materials, and creation of more professional development opportunities for high school teachers seeking dual credit qualifications (either through PLC work or online graduate coursework). | ALC, OEIB, HECC, ODE, CCWD |

KEY: OEIB-Oregon Education Investment Board, ODE-Oregon Department of Education, CCWD-Division of Community Colleges and Workforce Development, HECC-Higher Education Coordinating Council, SBE-State Board of Education, JBAC-Joint Board Articulation Committee, DCOC-Dual Credit Oversight Committee, SBHE-State Board of Higher Education, CIA-Council of Instructional Administrators, CSSA-Council of Student Services Administrators, OED-Oregon Employment Division

APPENDIX B

Relevant Data and Research

Oregon Statistics

Data reported by the Division of Community Colleges and Workforce Development (CCWD) show the number of Dual Credits earned by students in Oregon in 2012-13 has increased by 10.2% from 2011-12 while Tech Prep credits earned increased by 5.5% for the same time period. A total of 27,367 students were enrolled in either Dual Credit or Tech Prep courses in 2012-13, an increase of 7.9% from the 2011-12 year. **When disaggregated by race and ethnicity, the data showed that nine of the 17 community colleges reported significant increases in the number of Hispanic students enrolled in dual credit courses during that same time period.**

In 2013, Oregon high school students took a total of 16,056 Advanced Placement (AP) exams that resulted in scores of three or higher. Based on students' opportunity to earn at least three college credits for each AP exam score of three or higher, this represents an estimated 48,168 college credits, or a potential cost savings to Oregon students and families of \$13,816,188.

According to a 2014 College Board Report over 8,300 Oregon students (24% of the 2013 graduating class) took at least one AP course during high school. However, the state still lags behind the national average. Only a third of students in the 2013 graduating class with demonstrated potential for Advanced Placement took an AP exam, with lower rates for Native American, African American, and Hispanic students.

State, Regional, and National Research

In 2008, the OUS Office of Institutional Research, working with the Department of Community Colleges and Workforce Development, undertook a pilot study to evaluate dual credit instruction – courses taught in an Oregon high school, by a high school teacher sanctioned through a college, that carry both high school and college credit. The results confirmed that dual credit instruction does as well as college- situated instruction in readying students for future college work. After the study appeared, the Joint Boards of Education, acting through the Unified Education Enterprise, directed that it be repeated every two years with the aim of establishing a protocol by which to assess the effectiveness of dual credit programs. In the second study published in 2010, data on dual credit course work in 2007- 08 and subsequent college course work in 2008- 09 were analyzed to determine if students taking dual credit courses succeed in college⁷. Specific findings relevant to this paper include:

- Dual credit students have a higher college participation rate than high school graduates overall.
- Dual credit students who go on to college continue to the second year at a higher rate than freshmen who enter college without having earned dual credit.
- Among freshmen who continue to the second year of college, dual credit participants

⁷ Oregon University System, *Dual Credit in Oregon: 2010 Follow Up*, September 2010.

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earn a higher first year GPA.

- Students who continue to the second year of college accumulate more college credit if they take dual credit in high school.

Data analyzed by the Education Commission of the States and other researchers suggest that dually enrolled students share the following characteristics:

- More likely to meet college-readiness benchmarks⁸
- More likely to enter college, and enter shortly after high school graduation⁹
- Lower likelihood of placement into remedial English or math¹⁰
- Higher first-year grade point average (GPA)¹¹
- Higher second-year retention rates¹²
- Higher four- and six-year college completion rates¹³
- Shorter average time to bachelor's degree completion for those completing in six years or less.¹⁴

Using data from the National Educational Longitudinal Study, the impact of dual enrollment on college degree attainment for low socio-economic students has been confirmed. Students who earned 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 students¹⁵.

⁸ South Dakota Board of Regents, *Postsecondary Outcomes of Dual Enrollment Students*, October 2013.

⁹ Joni L. Swanson, *Dual Enrollment Course Participation and Effects Upon Student Persistence in College*, 2008; Tom North and Jonathan Jacobs, *Oregon University System Office of Institutional Research, Dual Credit in Oregon 2010 Follow-up: An Analysis of Students Taking Dual Credit in High School in 2007-08 with Subsequent Performance in College*, September 2010; Melinda Mechur Karp, Juan Carlos Calcagno, Katherine L. Hughes, Dong Wook Jeong, Thomas R. Bailey, Community College Research Center, Teachers College, Columbia University, *The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States*, October 2007.

¹⁰ South Dakota Board of Regents, p. 5; Colorado Department of Education and Colorado Department of Higher Education, *Annual Report on Concurrent Enrollment, 2012-2013 School Year*, March 27, 2014, p. 24

¹¹ Colorado Department of Education and Colorado Department of Higher Education, *Annual Report on Concurrent Enrollment, 2012-2013 School Year*, March 27, 2014; North and Jacobs, p. 7; Karp et al, p. 30.

¹² South Dakota Board of Regents, p. 5; Swanson, p. 20; North and Jacobs, p. 7; Colorado Department of Education and Colorado Department of Higher Education, p. 21; Karp et al, p. 30; Drew Allen and Mina Dadgar, "Does Dual Enrollment Increase Students' Success in College? Evidence from a Quasi-Experimental Analysis of Dual Enrollment in New York City," *New Directions for Higher Education* 158 (Summer 2012): 15.

¹³ South Dakota Board of Regents, p. 5.

¹⁴ South Dakota Board of Regents, p. 5.

¹⁵ 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>

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APPENDIX C

Proposed Institutional Reporting Requirements

The Oregon Department of Education and the Higher Education Coordinating Commission would annually submit a report to the governor's office, legislative leaders, State Board of Education and Higher Education Coordinating Commission that includes:

- The number and names of districts and post-secondary institutions that have entered into cooperative service agreements for accelerated college offerings;
- The number of accelerated college instructors in the aggregate and by type, e.g., qualified high school teacher or community college adjunct faculty;
- The number of students who participated in an accelerated college program, including subtotals for each district and post-secondary institution, along with their course grades and grade point average (GPA) to date;
- The total number of accelerated college students in the aggregate and disaggregated by student demographics and by course type;
- The total number of credit hours enrolled and in which programs (including IB and AP);
- Enrollment to completion ratios by district and post-secondary institution, course type (academic, remedial/developmental education, career and technical), instructor type (qualified high school instructor vs. adjunct faculty) and delivery method (in-person vs. online);
- A general narrative on the types of courses or programs in which students were enrolled, with particular attention to online offerings;
- Any new or revised courses introduced into the Oregon Transfer Model; and
- Program costs in the aggregate and disaggregated by district and post-secondary institution, course type and delivery method.

Post-secondary institutions must analyze student performance in accelerated college/Senior Plus courses to ensure that the level of preparation and future success is comparable to that of non-accelerated college post-secondary students. Analyses and recommendations must be shared and reviewed with the principal and local high school district.

High schools must, in turn, analyze course and instructor evaluations for accelerated college courses on the high school campus. Analyses and recommendations must be shared and reviewed by both the high school and the college/university. The reports should also discuss key program challenges and recommendations for overcoming them.

Program accountability at the state level would include biennial studies of outcomes including:

- Impact of both options on high school completion
- Academic achievement and performance of participating students
- Impact of both options on subsequent enrollment in postsecondary education
- Academic achievement/performance of students who continue in postsecondary programs
- Impact of both options on completion of college certificates or degrees

APPENDIX D

Southern Oregon Post-Secondary Encouragement Systems

Screen 1 --Universal Supports

- Full array of college credit options
- Career fairs touch all students
- All students have 13th year plans
- All middle & high student visit sites yearly
- Elem/middle motivation programs in place
- Guidance counselors & academic advisors at high school have an understanding & clear materials describing available postsecondary options

Screen 2--Parent Support Systems

- Clear postsecondary option materials distributed
- Special outreach so all parents understand
- Clear & easily accessed info & outreach regarding financial assistance
- Visits to postsecondary sites

Screen 3--Small Group Support Systems

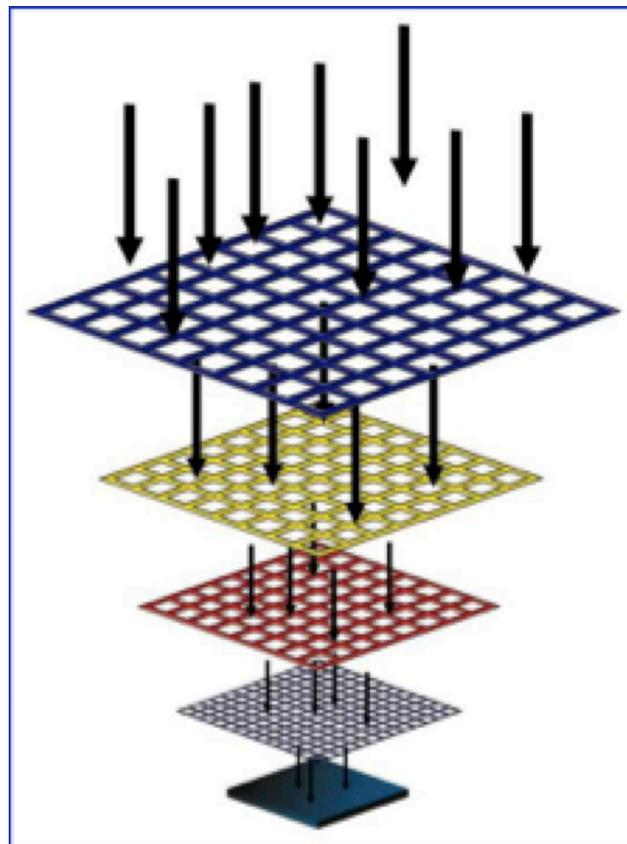
- At-risk youth sub-groups identified
- Specific activities developed & delivered
- Job shadowing

Screen 4--Individual Assessment & Supports

- Students identified with no postsecondary plans
- Regular mentoring available
- School counselor available who knows services
- Community Supports

Screen 5--Family outreach and case management for identified youth

- Intensive mentoring/counseling available
- Wraparound support available



Background: The Southern Oregon Success collaborative has developed an assessment tool to assist schools in self-assessment of systems and supports they have in place that encourage students to go on to successful post-secondary education experiences. The description of these systems and supports is provided by way of the attached “screen diagram” which describes various levels of post-secondary encouragement support that a school may want to consider.

Use of this tool: It is recommended that high school administrative/counseling teams use this tool to identify systems and supports they have in place and those they wish to develop in their work to encourage post-secondary education with students and parents. In Southern Oregon, it is also used as a basis for conducting interviews with the high school teams in the region and developing a full regional picture of existing supports-in-place and challenges-to-address.

Tool Description: This graphic organizer is a representation of a series of screens with smaller and smaller screen mesh as one proceeds down the chart. The key message of this graphic is that when all screens are in place and functioning well, the flow of students falling to the bottom (and most resource-costly) level is reduced to a small and manageable “trickle”.

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Top Screen: Universal Supports: The top, largest screen represents Universal Post-Secondary Encouragement Supports that occur in the school and touch every student. This screen is functioning well when all students have such things as access to college credit options, 13th year plans and at least annual opportunities to visit post-secondary education sites such as college campuses, job training settings, etc. A more complete listing of post-secondary encouragement elements at the universal level can be found in the assessment tool itself. This screen is sufficient to encourage most students in the school to go on to post-secondary education experiences. Some need additional support and therefore “slip through this screen” to the next level.

Yellow Screen: Parent Support Systems: This screen represents systems in the school whereby parents are informed and encouraged to help encourage their student to plan for post-secondary education. Elements schools will want to have in place for parents are listed in the assessment tool. Even with strong parental support, some still need additional support and “slip through this screen” to the next level.

Red Screen: Small Group Support Systems: This screen represents systems of specific support provided to at-risk sub-populations within the school. These could be any sub-group of students the school, through careful data analysis, has discovered are less likely to go on to successful post-secondary education experiences. When such systems are in place, additional students attend school regularly. Some still need additional support and “slip through this screen” to the next level.

Black Screen: Individual Assessment & Support: This screen represents support systems for students who are particularly unlikely to consider post-secondary education without significant individual supports such as mentoring, access to social services, etc. When such supports are in place, additional students attend school regularly. A small number may still need additional support and “slip through this screen” to the next level.

Blue Plate: Community Supports: Students who are unresponsive to “black screen” individual supports are likely in need of interventions and resources beyond those that can be provided by the school alone. Case staffing with other agencies or wraparound planning with family and community supports are often appropriate and necessary.

Key Observations about the Screens:

1. Remove a screen and students who would have been assisted by that screen fall to the next level – often overburdening that next level.
2. Screens that are in place but filled with holes are often as useless as no screen at all.
3. The bottom screen is a plate. It is not a screen. Remove the bottom plate and the next screen up become the bottom and becomes a plate. When it is full, students fall off.
4. The key message of this graphic is that when all screens are in place and functioning effectively, the flow of students falling to the bottom (and most resource-costly) level is reduced to a small and manageable “trickle”

PRESENTATION TEMPLATE & INSTRUCTIONS OUTCOMES & INVESTMENTS SUBCOMMITTEE

PART 1 –

**Please identify the 2-4 highest priority strategies for your board / agency / group.
For each strategy, please identify:**

- How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?
- How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?
- 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?
- How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?
- What evidence indicates this strategy will result in improvement?
- At various levels of investment (modest, medium, substantial), what will the state be "buying"? What impact will this have on measurable results described above?
- What other conditions, supports and/or changes are needed for the strategy to be successful?
- Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

PART 2 –

Please answer the following:

- What do you need from other agencies / boards / groups to enable you to be most effective?
- What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?
- What 2-4 strategies suggested by other agencies/board/groups would enable you to achieve your results (better, faster, etc.)?
- Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.
- Who are your key partners, stakeholders, and community groups?
- What processes were used for public input?



2015-17 BUDGET STRATEGIES & PRIORITIES

EQUITABLE PROGRESS TOWARD 40-40-20 GOAL

Strategy 1:

Coordinated, student-centered education system, from birth through college and career readiness.

- ❖ Age 3 to Grade 3 Success
- ❖ “11-14”: Transition from High School to Post-Secondary
- ❖ Supporting Out-of-School Youth and Youth at Risk
- ❖ Post-Secondary Governance & Coordination / Alignment to Workforce
- ❖ Regional Collaboration

Strategy 2:

Focus state investment on achieving key student outcomes.

- ❖ Increasing, Targeting and Leveraging Investment
- ❖ Build Strong Early Learning System and Target Supports
- ❖ Focus Base Funding for K-12 and Post-Secondary on Achievement of Outcomes
- ❖ Transformational, Innovative and Effective Strategic Investments, such as:
 - Early Literacy
 - CTE / STEM / Arts
 - Post-Secondary Access, Affordability & Support

Strategy 3:

Build statewide support systems.

- ❖ Network for Quality Teaching & Learning
- ❖ Support for School and Institutional Improvement
- ❖ P-20W Policy Database
- ❖ Research and Dissemination of Best Practices/Policies

Enhancing Accelerated Learning Options in Oregon



A Draft Legislative Concept Report Prepared for the
Accelerated Learning Committee

Presented May 7, 2014

Committee Members

- Peyton Chapman, Principal of Lincoln High School
- Representative Lew Frederick (D-Portland)
- Nancy Golden, Chief Education Officer
- Senator Mark Hass (D-Tigard)
- Representative John Huffman (R-The Dalles)
- Nori Juba, Managing Partner of Bend Capital Partners
- Senator Bruce Starr (R-Hillsboro)

Committee' Charge

- *Senate Bill 222 tasked an Accelerated Learning Committee with examining methods to encourage and enable students to obtain college credits while still in high school.*

Committee's Goal

- *In order to meet the Oregon 40-40-20 goal, students within Oregon's public education system are able to earn up to nine college credits at no cost while still in high school to help them seamlessly transition from K-12 to postsecondary options without incurring debt.*

Intent of Recommendations

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

Benefits for Students

- Low socio-economic students who earned more dual enrollment credits are significantly more likely to attain any college degree or a bachelor's degree than comparison students (An, 2012).
- Participants often learn valuable skills and habits related to college success, including time management, note taking, and the ability to navigate college campuses and offices (Nakkula & Foster, 2007).

ECS Analysis of Research

- Dually enrolled students share these characteristics:
 - More likely to meet college-readiness benchmarks
 - More likely to enter college, and enter shortly after high school graduation
 - Lower likelihood of placement into remedial English or math
 - Higher first-year grade point average
 - Higher second-year retention rates
 - Higher four- and six-year college completion rates
 - Shorter average time to bachelor's degree completion for those completing in six years or less

What do we mean by Accelerated Learning?

- Offers opportunities for high school students to enroll in college courses and earn college credit in advance of their formal transition into postsecondary education
- Accelerated learning options were originally developed to serve as enrichment opportunities for students who were high achievers. Often, these options blurred the lines between
- More recently, accelerated learning options also have been used to engage middle and low achievers in their learning and increase academic momentum for underrepresented student populations.

Accelerated Learning Options

- Dual Credit - courses taught during school hours in a High School (HS) by either college or HS instructors
- Expanded Options – students attend an eligible postsecondary institution (full or part-time) to complete their high school degree (Early/Middle College)
- Fifth Year – students who have completed HS diploma requirements remain on HS roster to take college course
- Career Technical Education (CTE) – offer career-focused courses aligned with postsecondary program/pathways

Advanced Coursework

Advanced Placement (AP) and International Baccalaureate (IB) programs differ from other models described in this report in that:

- Programs are overseen by national/international agencies that provide standardized curriculum, exams, and professional development
- Credits are not awarded until after students have passed standardized exams and the postsecondary institution at which the student is attending determines what credit will be awarded.
- HB 3232 included over \$2.6 M to support AP and IB test fee costs.

International Baccalaureate (IB)

- 18 International Baccalaureate high schools in Oregon
- Students can earn a certificate for passing the IB exam in a single subject or they can earn an IB Diploma if they:
 - Pass six subject area tests
 - Pass a courses in Theory of Knowledge
 - Write an extended essay
 - Complete a Creativity, Action, and Service hours outside of class

Fifth Year / Extended Campus Program

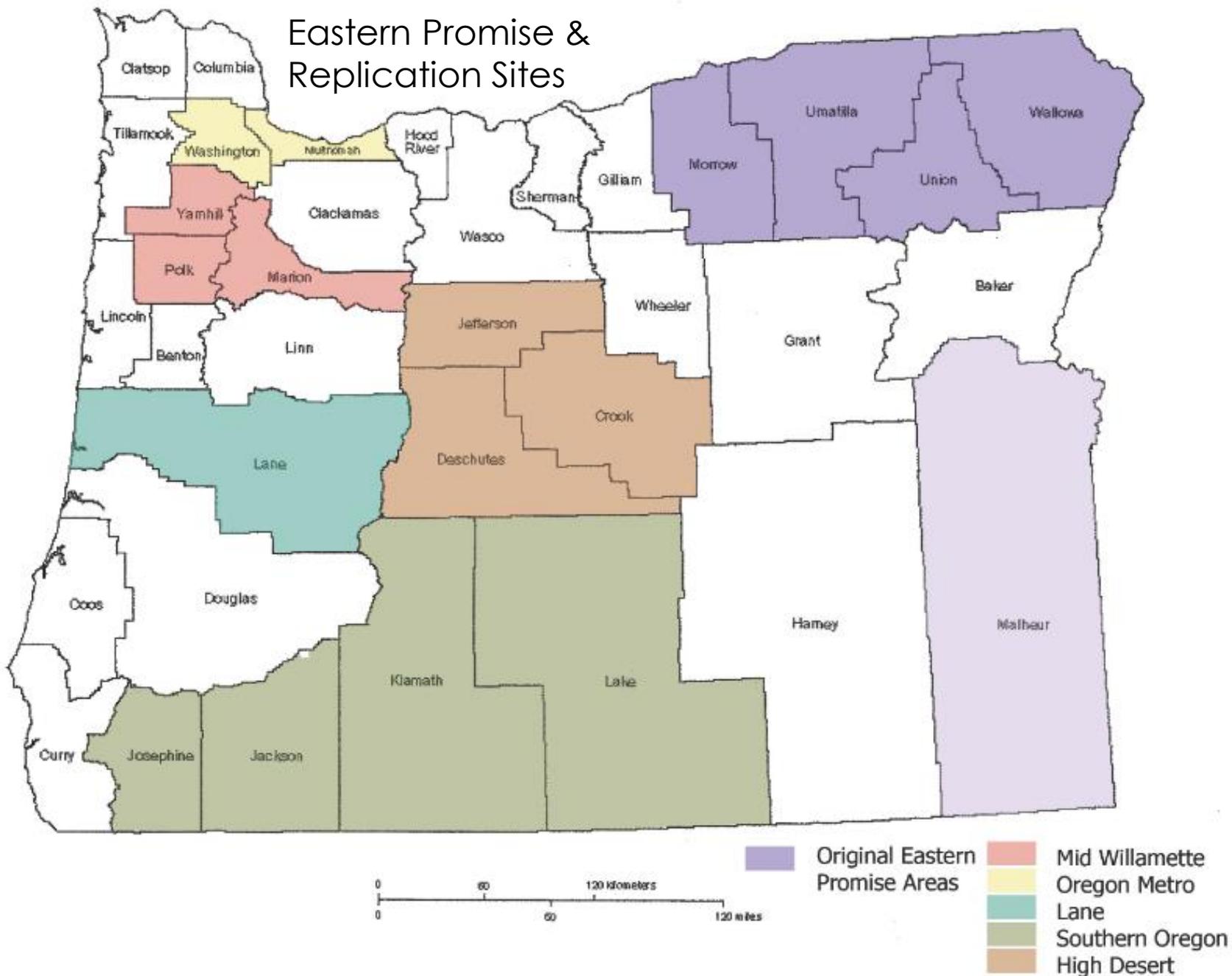
- Fifth Year Programs – eases students' transition into college and makes the first year free
- Offered in Albany, Corvallis, Crook County, Dallas, Eugene, Gaston, Klamath, Philomath, Redmond, and Springfield school districts
- Students enroll in a fifth year of high school and attend local community college with tuition and books funded by the full K-12 funding weight that the HS receives for the student

Eastern Promise

- Involving 33+ high schools, Blue Mountain Community College, Treasure Valley Community College, and Eastern Oregon University,
- Providing students with a variety of accelerated learning opportunities,
- Building a college-going culture starting in 5th grade,
- Developing cross-sector professional learning for teachers from school districts, community colleges, and universities to establish appropriate curriculum, outcomes and assessments, and
- Using proficiency assessments, created, normed, and scored by teachers from school districts, community colleges, and universities to ensure academic rigor and consistency across instructors.

OREGON

Eastern Promise & Replication Sites



Lingering Issues

- Participation of students typically under-represented in postsecondary education is still uneven.
- Not every student in Oregon has access to free college coursework while in high school.
- Some students need to “try out” college level coursework and receive structured support to get started on a postsecondary path.
- Oregon lacks an equitable funding model that acknowledges implementation costs for both K-12 and postsecondary partners.
- The wide array of program models available across the state and terminology can be confusing to students and their families.

Lingering Issues

- Alignment of high school curriculum with college level expectations requires more engagement of secondary and postsecondary faculty focusing on common learning outcomes and assessments.
- College credits earned by high school students should apply towards a student's General Education requirements, Career Technical coursework, or as an elective.
- High school students have specific needs for supports and services to ensure their successful transition into postsecondary education.
- Access to a College Success course that includes supporting students in apply for college and financial aid is very inconsistent.
- The state lacks a consistent means by which to document the impact of accelerated offerings towards achievement of the 40-40-20 goal.

ALC Guiding Parameters

- Every high school student in Oregon who is ready for college level work should be able to earn at least nine college credits (equivalent to three high school courses) while in high school without incurring debt.
- A student-centric policy focus blurs the historical demarcations separating high school from postsecondary education and creates more seamless approaches that meet students' needs Also reflects K-12 Oregon Achievement Compact metrics.

ALC Guiding Parameters

- Standards developed by the National Alliance of Concurrent Enrollment Partnerships (NACEP) serve to provide assurances for course and program quality.
- Credits earned by students should be transferable to any in-state public college or university.
- High school instructor approval processes should be standardized to the extent that the same approval outcome for an instructor's application results in the same decision regardless of the approving institution.

ALC Guiding Parameters

- Statewide agreement on acceptable instructor qualifications should include demonstrated proficiency rather than degree qualifications only.
- Although primarily focused on 11th and 12th graders, there should be consideration given to younger students who are ready for the rigor of college level coursework.

Overview of Recommendations

- Provide free college credit courses for college-ready high school students where access has been traditionally absent or limited with specific attention to serving students typically under-represented in postsecondary education;
- Support alignment of curriculum with post-secondary expectations through common learning outcomes and assessments coordinated across high schools and postsecondary;
- Ensure that college credit courses offered to high school students 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;
- Support an earlier college-going culture that effectively engages students and their families in postsecondary planning and aspirational development;

Overview of Recommendations

- Define an equitable funding model for both K-12 and postsecondary partners to be used for student support and advising, staffing, initial and ongoing assurances of course alignment, as well as program administration, outreach efforts, data collection, and evaluation;
- Resolve concerns regarding programs that “retain” students into a 5th year in order to provide college course offerings and supports for students at their local high schools;
- Identify outcome data that Oregon should be collecting, analyzing, and sharing on all programs offering college credit to high school students and that document progress towards Oregon’s 40-40-20 goal; and
- Support further development of a K-12 and postsecondary collaborative culture that addresses course alignment, student success, and shared professional development.

Suggested Prioritization of what is needed to move the dial?

1. Legislative action
2. Rules or policy changes within the State Board of Education or the Higher Education Coordinating Commission
3. Focused actions by a state agency
4. One time strategic investment funds

Use of the Equity Lens

- ✓ We should provide every student with an educational system that leads students to be prepared for their individual futures.
- ✓ Community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities.
- ✓ Students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes.

Use of the Equity Lens

- ✓ We demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.
- ✓ Communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems.

A. Program Participation

1. Access is needed for every public HS student to:
 - a. Determine their individual level of College and Career Readiness,
 - b. Access supports that help close College and Career Readiness gaps,
 - c. Experience the academic rigor of college-level coursework, and
 - d. Access college courses offered locally that can result in up to nine free and transferable college credits (It is anticipated that general education courses can transfer to both community colleges and four year institutions and that CTE courses would transfer to community colleges offering an aligned program.)

A. Program Participation

2. Agreements are developed and reviewed annually between each school district/charter school or ESD, and partnering college or university.
3. Districts should intensify their efforts to enroll more students, particularly those in the opportunity gap, low income and students of color in existing AP and IB programs and report their success annually to the state.

B. Program Development

1. ODE and HECC need to document where students are not able to enroll in up to nine college credits in their local high schools.
2. Seed funding is needed to establish new partnerships between high schools and postsecondary partners in areas where some students are not able to access free college credits while in high school.
3. Seed funding is needed to develop online or hybrid courses that can be used by any high school in Oregon where access to college credits has been limited by geographic distance from a postsecondary institution.

B. Program Development

4. Priority for course offerings should be for accelerated college courses in core subject areas required in the Oregon Transfer Module.
5. Priority in course offerings should also be given to coherent, articulated sequence of rigorous academic and CTE courses that lead to post-secondary degrees, industry certifications or licensure.
6. Districts need to develop and offer more specific interventions for high school juniors and seniors who are assessed as under-prepared for entry-level, credit-bearing college courses per ACT or SBAC.

C. Enrollment

1. The courses in which high school students enroll should be applicable to earning a degree or certificate or completion of the General Education course sequence.
2. Students enrolled in the 11th or 12th grade who do not satisfy the minimum prerequisites for postsecondary courses should be enrolled in a College Success course offered for college credit through Accelerated Learning Options that provide supports rather than label them as “ready” or “not ready” and allow students to quickly overcome their challenges in a context that engages and motivates them to persist.

C. Enrollment

3. Districts should enroll students in College courses that pertain to the degree or certificate program indicated on their Individual Profile and Career Plan (IPCP).
4. A college going culture is needed that includes academic advising, college success skills, and career planning.

D. Financial Provisions

1. Public school students should not be charged for tuition, textbooks or program fees.
2. Students in dual credit should count for funding purposes both for K-12 Average Daily Membership (ADM) and post-secondary full-time equivalency (FTE).
3. A portion of the K-12 funding should be directed to the post-secondary partners to support the course offering and additional faculty time.

D. Financial Provisions

4. Districts and public post-secondary providers should negotiate a per credit rate depending on local conditions, the delivery models, who teaches the course, and any other considerations.
5. A “floor” and a “ceiling” rate should be sets for the per-credit charge for any negotiated agreement and a default rate, based on delivery model, used for districts and post-secondary institutions that cannot negotiate a rate.

D. Financial Provisions

6. Postsecondary institutions partnering to provide the course credit receive FTE and district funding for students participating in the Accelerated Learning Options upon successful a student's completion of the course.
7. Districts partnering to provide the course credit should receive district funding for students participating (whether or not they earn a credit) and a bonus payment upon successful completion of the course.
8. Districts can opt to use the funding received to provide services to K-12 students who, although they have met all of their graduation requirements, are enrolled in college courses on the high school campus but for state reporting purposes, these students will be counted as high school graduates.

E. Facilities and Faculty

1. Local Education Provider should provide adequate classroom and furnishings to facilitate teaching of courses offered on HS campuses.
2. Cooperative Agreements should specify who is responsible for providing instructional supplies and equipment necessary to facilitate teaching of courses that take place at the HS campuses.
3. Colleges should approve the courses and classroom delivery of all course curriculums that occur on the HS campuses.

E. Facilities and Faculty

4. High school faculty who teaching dual credit courses at the HS campuses shall be provided by and paid by the high school or Education Service District.
5. College instructors who teach dual credit courses at the HS campuses should be provided by the partnering postsecondary institution.
6. Partnering postsecondary institutions in Oregon will work collaboratively with the school districts to approve and reject faculty provided by the Local Education Provider in a timely fashion.

E. Facilities and faculty

7. Instructor approval processes should result in the same approval outcome for an instructor's application results regardless of the approving institution.
8. Acceptable instructor qualifications must consider demonstrated proficiency in addition to degree qualifications.
9. A statewide equivalency table created should be used to provide statewide guidance and consistency for approval of high school instructors.
10. Seed funding may be needed to develop and offer statewide online graduate courses in content areas to help quality teachers .

F. Quality Assurances

1. Partnering postsecondary institutions should offer HS instructors training and orientation in course curriculum, assessment criteria, course philosophy and administrative requirements
2. Ongoing professional development should include topics such as course content, course delivery, student learning assessment, proficiency-based assessments, in-class evaluation, and professional development in the field of study

F. Quality Assurances

3. Each school district and their postsecondary partners should be encouraged to build a plan for K-12 educators and support personnel to provide a college-going culture that starts in middle grades or even earlier. Additional funding may be needed in the 2015-17 biennium to scale up the development of a college-going culture and the blended advising needed for students.
4. A blended advising model that maximizes 21st century tools and systems should include college advising software, available degree pathways and employment needs, orientation to college support systems, parent/student orientations, college & program visits, and financial literacy skills.

G. Transparency and Transferability

1. Districts should inform all middle and secondary students and their families of available options, supports, student eligibility requirements, and impact of GPA earned from college coursework on financial aid.
2. Districts should ensure that students access and use their individual career and academic plans starting in grade 7.
3. Students should receive a statement on transfer guidelines before a student enrolls.

G. Transparency and Transferability

4. Information about Accelerated Learning Options will be distributed to college access organizations and non-profit community groups supporting students and their families.
5. ODE and HECC should annually submit a report to the governor's office, legislative leaders and the State Board of Education on program participation by high school and postsecondary partners, disaggregated by student demographics and by course type (academic, remedial/developmental education, career and technical).

Recommendations to Increase Access to Dual Credit Programs in Oregon

In 2009, the Joint Boards of Education adopted the Oregon Dual Credit Standards, state standards for Dual Credit programs that were developed by the Dual Credit Task Force in response to Senate Bill 342 and in alignment with Oregon Revised Statute (ORS) 340.010. The Joint Boards recommended that Oregon be guided by those standards (modeled on, and closely aligned to, the national standards set forth by NACEP, the National Association for Concurrent Enrollment Partnerships) over the next five years.

Oregon has seen significant growth in Dual Credit programs and enrollments since that time. In 2010-11, the first year in which Dual Credit programs began to be evaluated and recommended for Joint Boards approval by the Dual Credit Oversight Committee, Oregon community colleges offered 3,409 Dual Credit sections (including 1,931 Lower Division College Transfer courses and 1,478 Career Technical Education courses) and served 24,564 students, awarding a total of 177,590 college credits earned by high school students. In 2012-13, 3,850 sections of Dual Credit courses were offered (2,168 Lower Division courses and 1,682 CTE courses); 27,367 students were enrolled; and 209,248 college credits were earned by students in Lower division Transfer and CTE. Programs continue to expand in support of Oregon's 40-40-20 completion goals and in the interest of increasing access for College and Career Ready high school students to participate in Accelerated College Credit opportunities prior to graduation.

In 2013, the State Board of Education amended the Oregon Administrative Rules to align the community college general personnel and Dual Credit instructor policies, OAR 589-008-0100 and OAR 589-007-0200. These changes were recommended by the bi-sector Work Group of Community College Presidents and School District Superintendents. The changes clarify the opportunity for high school instructors who have “demonstrated their competencies and served in professional fields, and in cases in which documentation to support the individual's proficiency and high level of competency can be assembled,” to serve as Dual Credit instructors. Based on the responses to the survey of community college presidents conducted recently, community college presidents are aware of these Rule changes and the potential for alternative instructor qualification.

The alignment of these Rules within the OARs was a positive step for Oregon. Consistency between general college personnel and Dual Credit instructor policies ensures compliance with NACEP and Oregon's Dual Credit Faculty Standard (F1), which specifies, “Instructors teaching college or university courses through Dual Credit meet the academic requirements for faculty and instructors teaching in the college or university.” Based on the increasing demand for Dual Credit programs and the limited numbers of teachers who meet the traditional Lower Division Collegiate Personnel Policy standard of a Master's degree in a closely related subject area, it is evident that further work is needed to refine this policy and ensure institutional agreement around waivers for alternative certifications. Therefore, the following are recommended as considerations for the demonstration of competency for teachers of Lower Division Collegiate Transfer Courses:

- A Master's degree (education related) plus XX quarter credits of graduate study in the subject area

- A Master’s degree (education related) plus documented evidence of prior successful professional experience teaching college courses in the subject area

In cases where a high school instructor has not documented and demonstrated proficiency through one of these ways, it is recommended that

- A postsecondary institution (or collective of institutions) establish a rigorous and clear process through which college faculty may provide professional development to the high school instructor to ensure the instructor is thoroughly trained in course curriculum, assessment criteria, course philosophy, and Dual Credit administrative requirements prior to certification. This process must include professional learning communities (PLCs) of secondary-postsecondary instructors in the subject area. As in the current Eastern Promise model and as an added assurance that the student has met the required learning expectations to be considered proficient in the course, the postsecondary instructors in the PLC will approve a final exam or other assessments and establish the grading specifications necessary to ensure student proficiency in meeting course outcomes.

Or

- A postsecondary faculty member may serve as the Instructor of Record for the college course delivered via Dual Credit. High school instructors will be expected to engage in continuing collegial interaction with the Instructor of Record and other postsecondary faculty and Dual Credit administrators. As an added assurance that the student has met the required learning expectations to be considered proficient in the course, the Instructor of Record will approve a final exam or other assessments and establish the grading specifications necessary to ensure student proficiency in meeting course outcomes.

To recap:

| | |
|---|--|
| Standard Personnel Policy for Qualification | Subject-related Master’s degree |
| Waiver Considerations: Demonstrated competency | A. Education-related Master’s degree plus XX graduate credits in the subject area |
| | B. Education-related Master’s degree plus prior successful experience teaching college courses in the subject area |
| Waiver considerations: Absent demonstrated competency | A. Professional Learning Community model (Requires transparent demonstration of student proficiency) |
| | B. Instructor of Record model (Requires transparent demonstration of student proficiency) |

These models may be used for both in-person and online course delivery, to ensure equitable access to Dual Credit programs for underserved students in geographically rural and remote areas.

To support the professional advancement of high school teachers and encourage increased educational attainment, it is also recommended that Oregon

- Increase opportunities for educator growth and development through disciplinary graduate work in non-traditional (weekend, online, and summer) programs intentionally designed to offer graduate-level subject area study for working high school teachers. This strategy demonstrates Oregon’s commitment to lifelong learning and investment in secondary educators’ professional and leadership development; providing grants and scholarships for these programs to teachers in high-demand subjects and geographically remote areas will ensure equitable access to advanced training and career growth.
- Establish mechanisms to promote educator preparation programs and disciplinary graduate programs working together to ensure pre-service high school teachers have access to subject-area graduate courses that enable them to complete at least XX quarter-credits within their content area. This strategy would result in multiple benefits for newly certified high school teachers, including: increased educational attainment; documented proficiency to teach both high school and college courses; demonstrated commitment to grades 11-14 teaching and learning; potential for consideration as “preferred” teacher candidates by employers (districts).

To ensure that Dual Credit courses provide a meaningful “head start” to postsecondary certificate and degree completion consistent with Oregon’s 40-40-20 educational goals, it is further recommended that

- High schools and postsecondary institutions engaged in Dual Credit focus their work on program pathways (i.e. the Oregon Transfer Module or CTE certificate and degree programs) rather than simply expanding the number of credits offered to high school students. College courses undertaken through Dual Credit should be relevant to the student’s identified educational goals. Investments to develop cross-sector, blended advising models will further help to smooth student transition into, persistence through, and completion of postsecondary programs in support of our statewide goals for educational achievement.

Enhancing Accelerated Learning Options in Oregon

**A Draft Legislative Concept Report
Prepared for the Accelerated Learning Committee**

Accelerated Learning Committee Members

**Peyton Chapman
Representative Lew Frederick
Chief Education Officer Nancy Golden
Senator Mark Hass
Representative John Huffman
Nori Juba
Senator Bruce Starr**

INTERNAL DOCUMENT-NOT FOR DISTRIBUTION

Revised Version 5
Dated April 24, 2014

EXECUTIVE SUMMARY

Senate Bill 222 tasked an Accelerated Learning Committee with examining methods to encourage and enable students to obtain college credits while still in high school. After reviewing data on current options, recent state and national research, and policies from other states, Committee members determined that the array of offerings available in Oregon to serve this purpose are fragmented and often vary substantially by district and even schools within districts. Of grave concern are inequities across the state limiting access for students sometimes based on geographic locations, economic factors, or knowledge of how these offerings operate. In keeping with Oregon's shift towards a unified education system, the Committee views this work as 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.

Proposed Recommendations

This paper proposes several sets of recommendations, some of which may require legislation in order to 1) create more seamless and equitable pathways for every Oregon student and 2) support a sustainable collaborative culture engaging K-12 and postsecondary educators to create and offer college level coursework. The recommendations establish clear requirements that:

- Provide free college credit courses for college-ready high school students where access has been traditionally absent or limited with specific attention to serving students typically under-represented in postsecondary education;
- Support alignment of high school curriculum with post-secondary expectations through common learning outcomes and assessments coordinated across high schools and their postsecondary partners;
- Ensure that college credit courses offered to high school students 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;
- Define an equitable funding model reflective of the true operating costs for both K-12 and postsecondary partners including student support and advising, staffing, initial and ongoing assurances of course alignment, as well as program administration, outreach efforts, data collection, and evaluation;
- Resolve concerns regarding programs that "retain" students into a 5th year in order to provide college course offerings and supports for students at their local high schools; and
- Identify outcome data that Oregon should be collecting, analyzing, and sharing on all programs offering college credit to high school students and that document progress towards Oregon's 40-40-20 goal
- Support further development of a collaborative culture between K-12 and postsecondary education

The Oregon Equity Lens adopted by the Oregon Education Investment Board (OEIB) serves to focus the state on increased access and cost savings for students and their families and to particularly address achievement and post-secondary enrollment gaps for Oregon's historically underserved groups.

Finally, this work aligns with the identified priorities of Governor John Kitzhaber and the Oregon Education Investment Board to build a seamless system that eliminates barriers to student achievement, supports students during key transition points and directs resources to most effectively improve student outcomes.

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Background and Rationale

Oregon's 40-40-20 Goal has focused attention on increasing access for Oregon students to college-bearing credits while still in high school. Although many Oregon districts and post-secondary institutions already collaborate on agreements to honor **Advanced Placement** coursework, International Baccalaureate coursework, dual credit/dual enrollment courses, and other options including Early College, the offerings are still fragmented and often vary substantially by district and even schools within districts. Of grave concern is the potential for inequities across the state that limit access for students sometimes based on geographic locations, economic factors, or knowledge of how these offerings operate. Thus, the intent of the Accelerated Learning Committee's recommendations is threefold:

1. Better align state funding, assessments, and procedures between high schools and post-secondary institutions
2. Encourage efficiencies for students and remove unintended barriers; and
3. Create more equitable access and affordable postsecondary options for all eligible Oregon students^[AM3]^[AM4]

Defining Terminology

The term *Accelerated Learning Options* refers to Oregon program offerings including:

- Dual credit awarding secondary and postsecondary credit for a course offered in a high school during regular school hours and taught by high school instructors (also called College Now in some areas of the state)
- Expanded Options which allow students to attend an eligible postsecondary institution either full or part-time to complete their high school diplomas and earn college credits with costs paid for by the local school district (also called Early or Middle College)
- "Fifth year" programs that offer college credit-bearing courses for students at their local high schools even following completion of high school diploma requirements
- Career Technical Education (CTE) programs sometimes referred to as "Two Plus Two" or Tech Preparation that offers career-focused pathways aligning curriculum and articulation of credit between high schools and postsecondary programs
- Online college courses accessible by high school students
- Credit by proficiency courses that employ collaboratively-developed learning outcome assessments to award college credit to high school students
- Formalized programs for which students receive college credit or alternative placement based on exam results (**Advanced Placement and International Baccalaureate**)

Accelerated Learning Committee

Senate Bill 222 tasked an Accelerated Learning Committee with examining methods to encourage and enable students to obtain college credits while still in high school. The Committee reached agreement on a common goal guiding the development of this concept paper:

In order to meet the Oregon 40-40-20 goal, students within Oregon's public education system are able to earn up to nine college credits at no cost while still in high school to help them seamlessly transition from K-12 to postsecondary options without incurring debt.

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Past Progress in Oregon

Compared to other states in the nation, Oregon has been forward thinking in terms of accelerated college credit opportunities, stipulating in 1997 Oregon Revised Statute 341.450 that every community college district must make at least one such program available to each interested school district that is within the boundaries of the community college district. [1997 c.521 §2]

In 2005, the Oregon Legislature passed Senate Bill 342 with the express intent of improving student progress through postsecondary education by encouraging cooperation among the postsecondary education sectors on articulation and transfer alignment statewide to ensure that post-secondary education needs of students are met without unnecessary duplication of courses. At the direction of the Joint Boards of Education, the Dual Credit Oversight Committee was formed to implement an application and certification process for Oregon's Dual Credit programs using standards based on those developed by the National Alliance of Concurrent Enrollment Partnerships accreditations standards. Research was conducted on the subsequent academic performance of Dual Credit students resulting in widespread agreement that these options are good for students and their families (See Appendix X for more specifics).

In 2005 the Oregon Legislature established the Expanded Options Program to promote accelerated learning opportunities. Amendments were added in 2007 and in 2011, SB 254 was passed to promote additional accelerated learning opportunities and create an Accelerated College Credit Account administered by the Oregon Department of Education to award grants to school districts, community colleges, and four-year institutions supporting education or training for teachers to provide instruction in accelerated college credit programs, assisting students in costs for books, materials and other costs and fees, and paying for classroom materials. Joint Boards of Education was charged with developing statewide standards for dual credit programs (APPENDIX X) and directed teachers involved in dual credit programs to work together to ensure alignment of the content, objectives, and outcomes of individual courses.

The bill allowed for waivers from school districts that could document adverse financial impact or that could document that at-risk students participating in accelerated college credit programs were not required to make any payments and that there was a process for participation that allowed all eligible at-risk students to participate.

SB 254 also specified that starting in 2014-15, every school district shall:

- (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.

[AM5]

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More Recent Developments^[AM6]

In 2010, high schools and their partnering postsecondary institutions in Eastern Oregon began collaborating in new ways to providing students with a variety of accelerated learning opportunities, building a college-going culture, supporting proficiency-based opportunities, and developing cross-sector professional learning to ensure that all levels of instruction are represented and participate in establishing appropriate curriculum and shared assessment to measure outcomes. To date, this effort has resulted in XXX. (ADD IN DATA FROM MARK M)

Recognizing the benefits accrued for Oregon students and their families, the OEIB recommended further expansion of the Eastern Promise model as well as funding for replication in other areas of the state. HB 3232 specifically directed the Department to distribute monies to consortiums to design and deliver individualized, innovative and flexible ways of delivering content, awarding high school and college credit and providing developmental education for students in high school or in the first two years of post-secondary education. In April of 2014, five grants were awarded designed to replicate effective accelerated learning models, leverage system-wide collaboration, and foster a college-going culture in communities around the state.

As Oregon shifts to a more unified education system and applies an Equity Lens across valued student outcome metrics including number of colleges course credits earned by students before they graduate from high school, the vision of 12th grade as a college and career transition year is emerging, creating new opportunities for seamless collaboration. This is fueled by adoption and implementation of College and Career Ready (CCR) Common Core Curriculum Standards (CCSS), adoption of the SBAC as a early indicator of CCR increased focus on the rising costs of postsecondary education and increased debt being assumed by students and their families

Related Directives

An increased focus on postsecondary access and affordability continued during the 2013 and 2014 legislative sessions resulting in related work underway to:

- Review current OOG program and develop recommendations to OEIB for most effective use of financial aid to achieve 40-40-20
- Consider the creation of a proposed pilot program called Pay Forward, Pay Back
- Study how Oregon can provide two-years of free tuition and fees to all Oregon high school graduates who attend community colleges

Research Findings

Results from local, state, regional, and national research all overwhelmingly support a variety of benefits resulting from increased access to college coursework for high school students including:

- Improved students' high school graduation and completion;
- Improved postsecondary articulation, success, and persistence, particularly for first-generation college students;

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- A more realistic understanding of college expectations for students and their families;
- Reduced students' time to college graduation;
- Reduces postsecondary costs and debt for students and their families;
- Reduced need for remedial or developmental coursework after high school; and
- Support for a college-going culture within K-12 schools.

Why the Need for Additional Policy Recommendations?

Each of the models offered in Oregon has distinct benefits and contributes to the overall intent to help students move more seamlessly from high school to pursue their desired educational goals. However, the efforts have not been sufficient to significantly advance high school students progress along a pathway to college and Oregon still falls short in closing equity and opportunity gaps for students typically underrepresented in postsecondary programs (determine which elements should be in this chart).

Specifically, the Accelerated Learning Options Act developed by the Accelerated Learning Committee offers solutions to address the following issues:

- Participation of students typically under-represented in postsecondary education is uneven and notably lower than for their mainstream peers in Oregon accelerated learning programs.
- Whereas some dual credit programs are more geared to serving students who are already viewed as “college-ready”, Oregon needs more Advanced Options offerings that serve as pathways to college and that address the guidance and supports needed to help students transition from high school to postsecondary education successfully.
- The funding sources for programs vary widely across the state¹ and Oregon lacks an equitable funding model that acknowledges implementation costs for both K-12 and postsecondary partners' to provide instruction as well as student support and advising, shared professional development, program administration, outreach efforts, data collection, and evaluation efforts;
- Alignment of high school curriculum with postsecondary expectations is needed that involves regular engagement of secondary and postsecondary faculty focusing on common learning outcomes and assessments that reflect college rigor;

¹ At least half a dozen school districts in Oregon are using K-12 general funds to support high school students accessing college credits while enrolled in the district after the student has already met requirements to graduate. In some models, the high school diploma is being withheld as a means of qualifying for funding to support high school students earning college credits. The use of K-12 general funds to support tuition and other costs of college credit-bearing programs at the high school level is estimated to be close to a \$6.5 million impact on the K-12 General Fund and is unsustainable. Without definitive guidance from the state level, the perception exists of “double dipping” when high schools use K-12 general funds to fund high school college credit earning programs and which contributes to a perception of unfairness.

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- College credits earned by high school students should be transferable and apply towards a student's General Education requirements, Career Technical coursework, or as an acceptable elective;
- High school students, in particular, have a need for co-designed and blended supports and services to ensure their successful transition into postsecondary education;
- The wide array of program models available across the state and accompanying education terminology can be confusing to students and their families; and
- The state lacks a consistent means by which to document the impact of these offerings towards achievement of the 40-40-20 goal.

To guide the development of policy to achieve its goal, the Accelerated Learning Committee identified key parameters that are deemed critical to guide their work:

- Every high school student in Oregon should be able to earn at least nine college credits while in high school without incurring debt.
- A student-centric policy focus blurs the historical demarcations separating high school from postsecondary education and creates more seamless approaches that meet students' needs. **(NEW FOR THE COMMITTEE)**
- Standards developed by the National Alliance of Concurrent Enrollment Partnerships (NACEP) serve to provide assurances for course and program quality.
- Credits earned by students should be transferable to any in-state public college or university.
- High school instructor approval processes should be standardized to the extent that the same approval outcome for an instructor's application results in the same decision regardless of the approving institution. **(NEW FOR THE COMMITTEE)**
- Statewide agreement on acceptable instructor qualifications should include demonstrated proficiency rather than degree qualifications only.
- Although primarily focused on 11th and 12th graders, there should be consideration given to younger students who are ready for the rigor of college level coursework.

Use of the Equity Lens

The creation of strategic opportunities for educational equity and excellence for every child and learner in Oregon is guided by the principles of the OEIB Equity Lens. The Equity Lens provides 12 core beliefs that fuel opportunities to bolster success for diverse student populations across the state. The beliefs most pertinent to this work are highlighted below:

- **We believe** that everyone has the ability to learn and that we have an ethical responsibility and moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.
- **We believe** that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and

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students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

- **We believe** that the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40-40-20 goals.
- **We believe** that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.
- **We believe** that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen—and have the courage to share decision-making, control, and resources.

RECOMMENDATIONS

Recognizing the value of exam-based accelerated credit programs, districts are strongly encouraged to intensify their efforts [AM7] to enroll low income and students of color in existing Advanced Placement (AP) and International Baccalaureate (IB) programs and expand the courses offered through their AP and IB programs².

[AM8]

For programs in which high school students are enrolled in courses offered by a college that automatically results in transcripted high school and college credit at the successful conclusion of the course, the Oregon Accelerated Learning Options Act, as described in this report will govern all arrangements.

A. Program Participation

1. All public school districts are partnered with public postsecondary institutions to ensure that before graduating, every public high school student in Oregon has opportunities to:
 - a. Determine their individual level of College and Career Readiness,
 - b. Access supports that help close College and Career Readiness gaps,
 - c. Experience the academic rigor of college-level coursework, and
 - d. Access college courses offered locally that can result in up to nine free and transferable college credits.

² AP and IB programs differ from other models described in this report in that the curriculum is overseen by national/international agencies and credits are not awarded until after students have passed standardized exams and the postsecondary institution at which the student is attending determines what credit will be awarded.

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2. A standardized cooperative service agreement is developed and maintained between each school district/charter school or ESD, and partnering college or university and reviewed annually by the partners to address these recommendations.

B. Program development

1. The priority for new partnerships between high schools and their postsecondary partners is to focus on insuring equity of student access to at least nine credit hours in the most geographically isolated areas of the state. [AM9]
2. Data mapping of the state coordinated by the Oregon Department of Education and the Higher Education Coordination Commission will be used to document where students are not able to enroll in at least nine college credits in their local high schools. It is recognized that some colleges may need to serve a larger number of districts, particularly in rural areas where fewer existing options are in place.
3. The state will provide incentives to districts, ESDs and postsecondary institutions willing to partner, develop and offer online or hybrid courses across the state that support the extra development work involved and that are in adherence with guidelines that help ensure the academic integrity and rigor of online coursework³.
4. First priority for course development and offerings should be given to accelerated college courses in core subject areas to ensure that general education courses required at Oregon's post-secondary institutions (as identified in the Oregon Transfer Module) are among the first guaranteed to transfer and be counted as meeting program requirements. [AM10]
5. CTE courses are aligned with a career pathway (a coherent, articulated sequence of rigorous academic and CTE courses that lead to post-secondary degrees, industry certifications or licensure). [AM11]
6. Priority in course development should be given to career pathways leading to occupations identified by the Oregon Employment Department as in high demand for the foreseeable future.

C. Enrollment

1. The courses offered by the College must be applicable to earning a degree or certificate or completion of the General Education course sequence.
2. Students enrolled in the 12th grade who do not satisfy the minimum prerequisites for postsecondary courses may enroll in College basic skills courses through Accelerated Learning Options.
3. The College has the right to discontinue a student's enrollment based on a determination that the student does not have sufficient skills or abilities to continue in the course selected. In such cases, the College will notify the school district and student.

³ Bandwidth issues and solutions are 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.

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4. Students enrolled in College courses through Accelerated Options are subject to the academic and disciplinary rules of the College's Student Code of Conduct and adhere to all College policies and procedures.
5. Academic advising and career planning must be available to students starting in 7th grade and should be designed by both the K-12 and College partners.

D. Credit

1. Course credits offered in Accelerated Options programs earn students postsecondary credit that transfer toward completion of General Education course requirements (Oregon Transfer Module or Associate of Arts Transfer Degree) or career technical course sequences.
2. Districts should enroll students in College courses that pertain to the degree or certificate program indicated on their Individual Profile and Career Plan (IPCP). **NEW REFERENCE TO IPCP**
3. Students who have not satisfied the minimum requirements for graduation established by the school district by the end of their 12th grade year and are therefore retained by the high school may not concurrently enroll in more than 9 credit hours, including basic skills courses.
4. Otherwise, students are not limited in the number of credit hours in which they concurrently enroll.

E. Financial Provisions/Tuition **THIS WHOLE SECTION IS NEW DRAFT LANGUAGE BASED ON A FINANCIAL MODEL ADOPTED IN OHIO THAT IS STILL IN THE DISCUSSION STAGE**

Accelerated college/Senior Plus students enrolled in a course offered through a public post-secondary institution would be exempt from the payment of registration, tuition, and fees, including costs for instructional materials and laboratory fees. The tuition and fees charged by the College for students enrolled in Accelerated Options offerings will be as follows:

1. A public school student admitted to a public college may not be charged any portion of the per-credit cost of participation nor can they be charged for books or program fees.
2. Accelerated Learning Options funding is allocated based on the number of college credit hours a student has completed.
3. There is a maximum per-credit charge (Ceiling) and a minimum per-credit charge (Floor).
4. The per-credit hour Ceiling is calculated from a base that equals 83% of the per pupil formula amount allotted to school districts (Average Daily Membership or ADM). This allows the district to retain a portion of state funding in recognition of continuing costs of support for the students regardless of the delivery model. [In fiscal year 2013-14, this base would be equal to \$XXX x .83 = \$XXXX.]

Should the State Pay Twice?

The national trend in accelerated college programs is for the state to provide dual funding to both participating districts and their higher education partners. The undergirding rationale is that rather than paying twice, the state is actually paying early if the course is transferable to the postsecondary institution.

For a high school student enrolled in a Calculus 101 course, the state may be reducing its costs on remedial education costs if taking the college course while in high school helps avoid placement into remedial education later in college.

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5. The maximum tuition rate (Ceiling) is set equal to the base {\$XXXX IN 2013-14} divided by the XX credit hours a full-time student would be expected to earn during a full academic year with the minimum (Floor) set to 25% of the Ceiling.
6. The Ceiling and Floor change as changes are made to the per-pupil formal amount.
7. In recognition of unique cost structures across the state, school districts and their postsecondary partners may negotiate and create agreements detailing an amount per-credit hour but it must fall between the Floor and Ceiling.
8. Agreements on course delivery costs, books and fees and student administrative responsibilities(In Ohio, this is negotiated by the parties.)
9. In the case that a school district and an postsecondary partnering institution are unable to negotiate a per-credit amount within the Ceiling and Floor, the following will apply:
 - a. If the course is delivered on a college campus, then the per-credit hour amount will be set at the statutory Ceiling (in Ohio this is \$160 per-credit).
 - b. If the credit is delivered at the high school by a high school teacher, then the per-credit amount will be set at the statutory Floor (in Ohio this is \$40 per-credit).
 - c. Under the default provision, the school district shall be responsible for the cost of textbooks and the postsecondary partner shall pay the cost of any course-related fee.
10. The postsecondary institutions partnering to provide the course credit receives the Full-Time Equivalency (FTE) for students participating in the Accelerated Learning Options upon successful completion of the coursework.
11. The School District or Education Service District agrees to provide the partnering postsecondary institution with each student's unique identification number used to authorize payments to the postsecondary partner on behalf of the enrolled student.

Other Funding Models

Two additional options follow for further analysis and consideration.

Option A. The basic premise of this option is that districts and their post-secondary partners would receive state funding based on current budgeting practices and on direct costs incurred based on these principles:

- Districts receive funding on a per pupil basis equal to that of other, non-accelerated college/Senior Plus students. In turn, districts reimburse post-secondary institutions for their services on a proportional basis⁴.
- Participating post-secondary institutions would waive tuition when they incur no direct expenses, i.e., faculty or location; rather, institutions charge only for faculty, location, materials and other expenses actually incurred. When students take an accelerated college/Senior Plus course at their high school from a qualified high school instructor, the

⁴ For example, if a student is enrolled in accelerated college/Senior Plus coursework taught by adjunct faculty (not a qualified high school instructor) for 20% of the school day and the district receives \$9,400 from the state for that student (the average statewide figure for 2010-11, not including capital spending) then the district must pay the higher education institution either the cost of tuition or 20% of its per pupil funding, whichever is less.

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affiliated post-secondary institution would charge districts ~~only~~ for materials, advising, and a small administrative fee intended to cover the costs of registration.

Option B. Like the first option, Option B assumes that districts and their post-secondary partners would receive state funding based on the direct costs incurred. Unlike Option A, however, Option B assumes that districts would be funded on a per pupil basis according to current budget practices with the state reimbursing post-secondary institutions for accelerated option courses and advising supports from a repurposed Oregon Opportunity Grant (lots of concern about use of these funds) or another dedicated fund. If this option were pursued, districts could fund additional counseling services using the funds that would otherwise have gone to their post-secondary institution partners as part of Option A.

F. Facilities and Faculty

1. If College courses are taught at local high school or Education Service District facilities, the Local Education Provider shall provide adequate classroom and furnishings to facilitate teaching of courses. The parties shall mutually agree upon days and times of the course offerings.
2. The Cooperative Agreement shall specify who is responsible for providing instructional supplies and equipment necessary to facilitate teaching of courses that take place at the high school or Education Service District facilities.
3. Colleges will approve development and classroom delivery of all course curriculums that occur at the high school or Education Service District facilities.
4. Faculty who facilitate teaching of courses at the high school or Education Service District facilities shall be provided by and paid by the high school or Education Service District.
5. The partnering postsecondary institutions in Oregon will work collaboratively with the school districts to approve and reject faculty provided by the Local Education Provider in a timely fashion that facilitates course scheduling and program offerings.
6. The postsecondary institutions retain the final approval rights but the instructor approval processes must be standardized to the extent that the same approval outcome for an instructor's application results in the same decision regardless of the approving institution.
7. Acceptable instructor qualifications must consider demonstrated proficiency in addition to degree qualifications.
8. A statewide equivalency table created in cooperation with community college faculty and administrators will be used to provide guidance and consistency across the state for approval of high school instructors, particularly in hard-to-fill areas.
9. Starting in 2015-16, strategic investment funding is available to seed the development and tuition costs for a cross-institutional menu of online graduate level courses in the various content areas for high school teachers committed to teaching dual credit courses in their high schools⁵.

⁵ One possible model to consider is ReadOregon which has been offering a menu of online graduate classes available through participating universities for the past 10+ years to provide teachers statewide access to literacy courses needed to meet Title I requirements.

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G. Quality Assurances^[AM12]

1. Cross-sector collaboration between a university, community college(s), education service district(s) and districts is best achieved where each partner is engaged as an equal partner. Although partnering postsecondary institutions have oversight for Accelerated Learning Option course offered for college credit meaning they must:
 - a. Engage with high school instructors to provide appropriate training and orientation in course curriculum, assessment criteria, course philosophy and administrative requirements after approval;
 - b. Ensure that instructors receive professional development through continuing collegial interaction with college faculty through professional development and site visits that address topics such as course content, course delivery, student learning assessment, in-class evaluation, and professional development in the field of study. This should include engagement around standardized proficiency assessments.
2. Lessons learned from the Eastern Promise point to the importance of ensuring students receive support and specific instruction around the knowledge, skills and behaviors necessary to be successful in college-level coursework. Each school district and their postsecondary partners must build a college-going culture beginning in middle grades or even earlier. This blended advising plan should describe the environment, attitudes, and practices in schools and communities that encourage students and their families to obtain the information, tools, and perspective to enhance access to and success in post-secondary education including services that:
 - a. Help students learn about options for their future, careers and the education they require;
 - b. Convey the expectation that all students can prepare for the opportunity to attend and be successful in post-secondary education; and
 - c. Ensure schools, families, and communities give students the same message of high expectations for their future.
3. Where possible, common or universal placement test “cut scores” should determine eligibility with colleges and universities maintaining statewide placement test concordance tables clearly identifying equivalent scores with use of Smarter Balanced test results as appropriate.
4. Realizing that effective advising and student support provided early ultimately saves state dollars later, students need to be provided with 21st century tools and systems to self-assess college readiness. Districts and their partners need to provide a full menu of supports that help students transition successfully with a special emphasis on students who are typically under-represented in the Oregon postsecondary system⁶.

⁶ One model conceptualized by the Southern Oregon Success Collaborative uses a multi-tiered assessment tool to self-assess and develop a full menu of supports that encourage students to go on to successful post-secondary education experiences (See Appendix XX).

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H. Transparency and Transferability

1. Districts inform all middle and secondary students and their families of Accelerated Learning Options including the educational options, student eligibility requirement, and impact of GPA earned from college coursework.
2. High school students begin incorporating plans to access either program in their individual career and academic plans starting in grade 8. The plans use a standard template, revamped by the Oregon Department of Education, and include information on all available opportunities to earn college credit in high school, including: AP courses; the IB Program; and Accelerated Learning Options.
3. Students and their families receive a statement on transfer guarantees for public institutions informing them (preferably available in home language), prior to a student's enrollment in an Accelerated Learning Options course, of the potential for the course to count as a general education course, a recognized career and technical course or elective that can be used within a postsecondary certificate or degree program.
4. Since Accelerated Learning Options students would be eligible to register for an Oregon Opportunity Grant (OOG) stipend, participating students and their families would confirm their understanding that credits earned would be deducted from the OOG lifetime account limit (currently four years' worth of credits). BASIC SKILLS CREDITS FIGURE INTO THIS?
5. All Accelerated Learning Options communication will be coordinated with college access organizations and non-profit community groups supporting students and their families.
6. The Oregon Department of Education and the Higher Education Coordinating Commission annually submit a report to the governor's office, legislative leaders and the State Board of Education on program participation by high school and postsecondary partners, disaggregated by student demographics and by course type (academic, remedial/developmental education, career and technical). (See Appendix X for more details).

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APPENDIX X

Key Pre-launch Tasks

The following key tasks are necessary to develop the Accelerated Learning Options as conceived. It is expected that agencies will involve representatives from the high school and postsecondary communities to ensure input on these tasks.

| Category/Task | Collaborating Agencies |
|--|--|
| Program Basics | |
| Create job-embedded, targeted professional development opportunities for districts and postsecondary institutions on course outcomes and assessments and which help qualify more high school teachers for dual credit instruction * | CCWD, ODE, OUS, HECC, OEIB |
| Develop a policy that specifies under which conditions remedial or developmental education courses qualify for both high school and post-secondary credit and when they do not | ODE, CCWD, OUS, SBE, HECC |
| Develop a sample cooperative service agreement for districts and post-secondary institutions use | ODE, CCWD, HECC |
| Urge Oregon's congressional delegation 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 | Governor's office, CCWD, ODE, OUS, SBE, OEIB |
| Access^[AM13] | |
| Identify a standardized process for qualifying high school instructors and a statewide equivalency chart of acceptable qualifications that includes demonstrated proficiency | ODE, CCWD, HECC, SBE |
| Create a concordance table to show placement test cut-score equivalencies * | CCWD, SBE, SBHE? HECC, CIA |
| Develop print and online program guides for students and their families and incorporate information into students' individual plans | ODE, CCWD, HECC |
| Create a student counseling model that ensures students and families receive the most appropriate advice re: program participation, transferability, etc. | ODE, DCOC, CSSA, CCWD |
| Program Quality | |
| Establish course quality assurance guidelines, particularly for online courses, e.g., courses must have a teacher-led discussion section | ODE, CCWD, HECC |
| Transferability | |
| Review the Oregon Transfer Module to ensure universal transferability | HECC, JBAC |
| Identify key academic dual credit course sequences and regionally appropriate (CTE) courses, to create list of courses guaranteed to transfer. | ODE, CCWD, HECC, OED, JBAC |
| Institutional Reporting Requirements | |
| Develop a standard report for high schools and post-secondary institutions | ODE, CCWD, HECC |
| Financial Model | |
| Identify how a revenue-enhance Oregon Opportunity Grant fund could be used to support students enrolled in Accelerated Learning Options | HECC, OSAC, LFO, FAOs, ODE, CCWD |

KEY: OEIB-Oregon Education Investment Board, ODE-Oregon Department of Education, CCWD-Division of Community Colleges and Workforce Development, HECC-Higher Education Coordinating Council, SBE-State Board of Education, OSAC-Office of Student Access and Completion, SHBE-State Higher Education Board, JBAC-Joint Board Articulation Committee, OUS-Oregon University System, DCOC-Dual Credit Oversight Committee, SBHE-State Board of Higher Education, FAOs-Financial Aid Officers, CIA-Council of Instructional Administrators, CSSA-Council of Student Services Administrators, OED-Oregon Employment Division

NOTE: Some agencies may change as of July 1, 2014.

APPENDIX X

Relevant Data and Research

Oregon Statistics

Recent data from CCWD (ADD SOURCE) show that the number of Dual Credits earned by students in Oregon in 2012-13 increased by 10.2% from 2011-12 while the Tech Prep credits earned increased by 5.5% for the same time period. A total of 27,367 students were enrolled in either Dual Credit or Tech Prep courses in 2012-13, an increase of 7.9% from the 2011-12 year. When disaggregated by race and ethnicity, the data showed that nine of the 17 community colleges reported significant increases in the number of Hispanic students enrolled in dual credit courses during that same time period.

In 2013, Oregon high school students took a total of 16,056 Advanced Placement (AP) exams that resulted in scores of three or higher. Based on students' opportunity to earn at least three college credits for each AP exam score of three or higher, this represents an estimated 48,168 college credits, or a potential cost savings to Oregon students and families of \$13,816,188.

According to College Board (ADD SOURCE) over 8,300 Oregon students (24% of the 2013 graduating class) took at least one AP course during high school. However, the state still lags behind the national average. Only a third of students in the 2013 graduating class with demonstrated potential for Advanced Placement took an AP exam, lower rates for Native American, African American, and Hispanic students. [AM14]

Regional Research

Data analyzed by the Education Commission of the States suggest that dually enrolled students share the following characteristics:

- More likely to meet college-readiness benchmarks⁷
- More likely to enter college, and enter shortly after high school graduation⁸
- Lower likelihood of placement into remedial English or math⁹
- Higher first-year grade point average (GPA)¹⁰

⁷ South Dakota Board of Regents, *Postsecondary Outcomes of Dual Enrollment Students*, October 2013.

⁸ Joni L. Swanson, *Dual Enrollment Course Participation and Effects Upon Student Persistence in College*, 2008; Tom North and Jonathan Jacobs, *Oregon University System Office of Institutional Research, Dual Credit in Oregon 2010 Follow-up: An Analysis of Students Taking Dual Credit in High School in 2007-08 with Subsequent Performance in College*, September 2010; Melinda Mechur Karp, Juan Carlos Calcagno, Katherine L. Hughes, Dong Wook Jeong, Thomas R. Bailey, Community College Research Center, Teachers College, Columbia University, *The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States*, October 2007.

⁹ South Dakota Board of Regents, p. 5;

¹⁰ Colorado Department of Education and Colorado Department of Higher Education, *Annual Report on Concurrent Enrollment, 2011-2012 School Year*, February 20, 2013; North and Jacobs, p. 7; Karp et al, p. 30.

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- Higher second-year retention rates¹¹
- Higher four- and six-year college completion rates¹²
- Shorter average time to bachelor's degree completion for those completing in six years or less.¹³

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¹¹ South Dakota Board of Regents, p. 5; Swanson, p. 20; North and Jacobs, p. 7; Colorado Department of Education and Colorado Department of Higher Education, p. 21; Karp et al, p. 30; Drew Allen and Mina Dadgar, "Does Dual Enrollment Increase Students' Success in College? Evidence from a Quasi-Experimental Analysis of Dual Enrollment in New York City," *New Directions for Higher Education* 158 (Summer 2012): 15.

¹² South Dakota Board of Regents, p. 5.

¹³ South Dakota Board of Regents, p. 5.

APPENDIX XX

Details on Potential First-Year Forecast

[AM15] DOES NOT YET INCLUDE DETAILS BASED ON THE OHIO FINANCIAL MODEL

NOTE: These figures represent a rough initial estimate. They require further inquiry and testing based on different program parameters. This estimate does not include potential costs for capacity building, e.g., course development and related teacher training, additional counseling services, and marketing and promotions, among other things.

The number of students likely to participate in this program will depend on a variety of related factors, including program demand, funding, and the effectiveness of related promotions and counseling services, among other things. The following describes one potential scenario:

Option A

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 program launch in fall of 2017, we might expect about 30,000 to participate in the first year as part of the accelerated college program.

The adjusted five-year high school graduation cohort from 2007-08 to 2011-12 was 47,601 students. About 60% of all high school graduates enroll in a post-secondary institution, split about evenly between two-year and four-year schools. That would be about 28,561 students in the five-year cohort ending in 2012. **NEEDS UPDATING**

Given that the Senior Plus program represents a new opportunity for students to earn college/university credit and that most of the group comes from those who plan to attend community college (about 14,000 total), we might reasonably expect about half or 7,000 students to enroll in Senior Plus in its first year.

These (admittedly rough) assumptions produce an estimate of about 37,000 students participating in accelerated college/Senior Plus.

- *Community college tuition rates.* These rates vary by institution but using those for Portland Community College as a proxy (plus 9% to account for inflation), the cost of a standard three-credit class in 2017 could be around \$260 or \$3,218 for a full year (30 credits).
- *Approximate program cost in its first year.* Assuming for this scenario that 37,000 participating students earned an average of nine (9) college credits per student (a fairly generous estimate inspired by the aspirational standard in the Achievement Compact) at the cost of full tuition for six out of every nine credits (about \$520) then the total cost of the program in its first year would equal about \$19,240,000.

Option B

Hypothetically, under the Option B funding model, a repurposed Oregon Opportunity Grant (OOG) alone could fund this program. The 2012-13 OOG budget was \$53 million. Other sources of funding could include the Accelerated College Credit Account in the State Treasury which continuously appropriates monies to the Oregon Department of Education for dual credit-related grants to districts along with PELL Grants secured by students.

APPENDIX X

Proposed Institutional Reporting Requirements

[AM16]

The Oregon Department of Education and the Higher Education Coordinating Commission would annually submit a report to the governor's office, legislative leaders, State Board of Education and Higher Education Coordinating Commission that includes:

- The number and names of districts and post-secondary institutions that have entered into cooperative service agreements for accelerated college/Senior Plus courses;
- The number of accelerated college/Senior Plus instructors in the aggregate and by type, e.g., qualified high school teacher or community college adjunct faculty;
- The number of students who participated in an accelerated college/Senior Plus program, including subtotals for each district and post-secondary institution, along with their course grades and grade point average (GPA) to date;
- The total number of accelerated college and Senior Plus students in the aggregate and disaggregated by student demographics and by course type;
- The total number of credit hours enrolled and in which programs;
- Enrollment to completion ratios by district and post-secondary institution, course type (academic, remedial/developmental education, career and technical), instructor type (qualified high school instructor vs. adjunct faculty) and delivery method (in-person vs. online);
- A general narrative on the types of courses or programs in which students were enrolled;
- Any new or revised courses introduced into the Oregon Transfer Model; and
- Program costs in the aggregate and disaggregated by district and post-secondary institution, course type and delivery method.

Post-secondary institutions must analyze student performance in accelerated college/Senior Plus courses to ensure that the level of preparation and future success is comparable to that of non-accelerated college/Senior Plus post-secondary students. Analyses and recommendations must be shared and reviewed with the principal and local high school district.

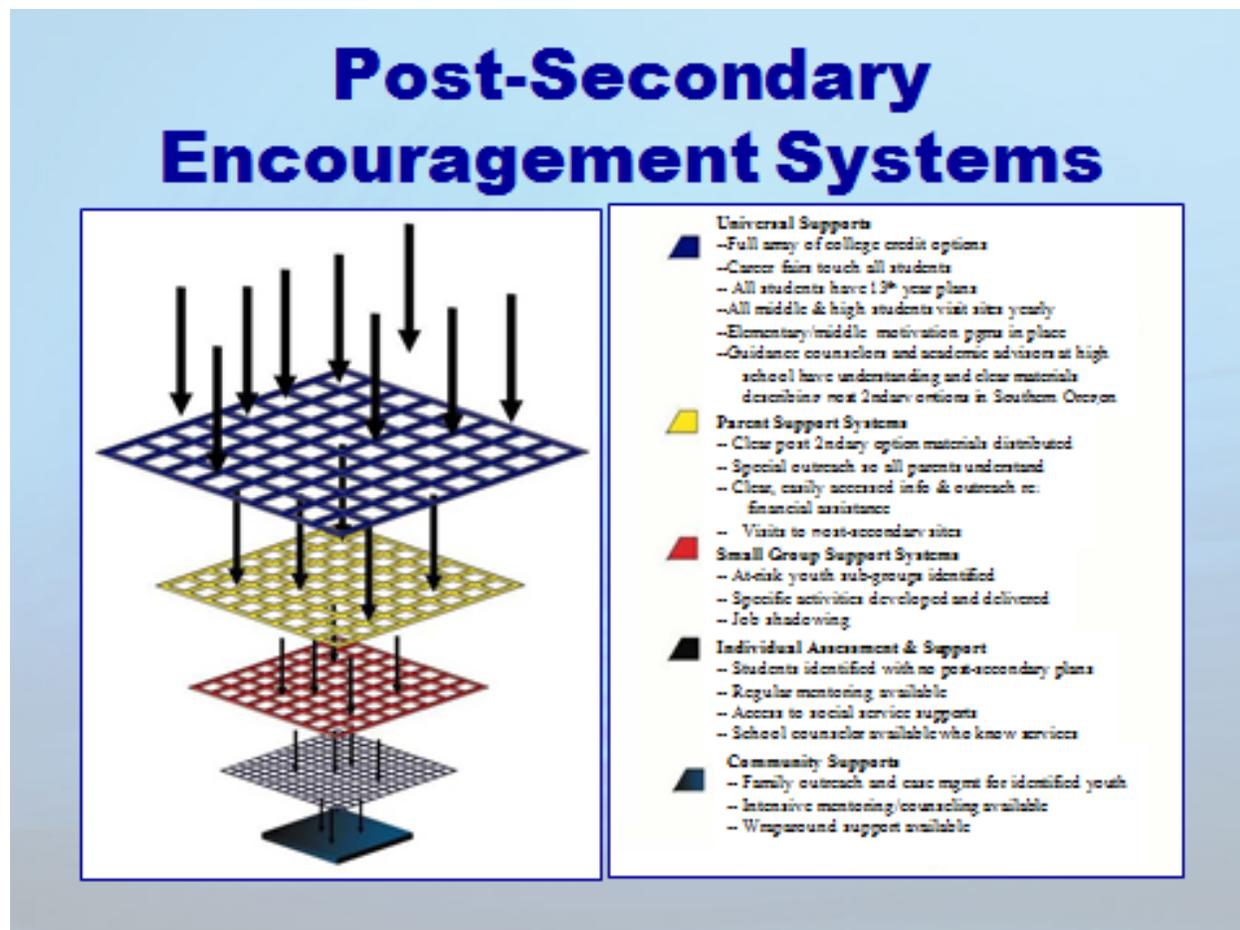
High schools must, in turn, analyze course and instructor evaluations for accelerated college/Senior Plus courses on the high school campus. Analyses and recommendations must be shared and reviewed by both the high school and the college/university. The reports should also discuss key program challenges and recommendations for overcoming them.

Program accountability at the state level would include biennial studies of outcomes including:

- Impact of both options on high school completion
- Academic achievement and performance of participating students
- Impact of both options on subsequent enrollment in postsecondary education
- Academic achievement/performance of students who continue in postsecondary programs
- Impact of both options on completion of college certificates or degrees

APPENDIX XX

Southern Oregon Post-Secondary Encouragement Screen



Background: The Southern Oregon Success collaborative has developed an assessment tool to assist schools in self-assessment of systems and supports they have in place that encourage students to go on to successful post-secondary education experiences. The description of these systems and supports is provided by way of the attached “screen diagram” which describes various levels of post-secondary encouragement support that a school may want to consider.

Use of this tool: It is recommended that high school administrative/counseling teams use this tool to identify systems and supports they have in place and those they wish to develop in their work to encourage post-secondary education with students and parents. In Southern Oregon, it is also used as a basis for conducting interviews with the high school teams in the region and developing a full regional picture of existing supports-in-place and challenges-to-address.

Tool Description: This graphic organizer is a representation of a series of screens with smaller and smaller screen mesh as one proceeds down the chart. The key message of this graphic is that when all screens are in place and functioning well, the flow of students falling to the bottom (and most resource-costly) level is reduced to a small and manageable “trickle”.

Top Screen: Universal Supports: The top, largest screen represents Universal Post-Secondary Encouragement Supports that occur in the school and touch every student. This screen is

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functioning well when all students have such things as access to college credit options, 13th year plans and at least annual opportunities to visit post-secondary education sites such as college campuses, job training settings, etc. A more complete listing of post-secondary encouragement elements at the universal level can be found in the assessment tool itself. This screen is sufficient to encourage most students in the school to go on to post-secondary education experiences. Some need additional support and therefore “slip through this screen” to the next level.

Yellow Screen: Parent Support Systems: This screen represents systems in the school whereby parents are informed and encouraged to help encourage their student to plan for post-secondary education. Elements schools will want to have in place for parents are listed in the assessment tool. Even with strong parental support, some still need additional support and “slip through this screen” to the next level.

Red Screen: Small Group Support Systems: This screen represents systems of specific support provided to at-risk sub-populations within the school. These could be any sub-group of students the school, through careful data analysis, has discovered are less likely to go on to successful post-secondary education experiences. When such systems are in place, additional students attend school regularly. Some still need additional support and “slip through this screen” to the next level.

Black Screen: Individual Assessment & Support: This screen represents support systems for students who are particularly unlikely to consider post-secondary education without significant individual supports such as mentoring, access to social services, etc. When such supports are in place, additional students attend school regularly. A small number may still need additional support and “slip through this screen” to the next level.

Blue Plate: Community Supports: Students who are unresponsive to “black screen” individual supports are likely in need of interventions and resources beyond those that can be provided by the school alone. Case staffing with other agencies or wraparound planning with family and community supports are often appropriate and necessary.

Key Observations about the Screens:

1. Remove a screen and students who would have been assisted by that screen fall to the next level – often overburdening that next level.
2. Screens that are in place but filled with holes are often as useless as no screen at all.
3. The bottom screen is a plate. It is not a screen. Remove the bottom plate and the next screen up become the bottom and becomes a plate. When it is full, students fall off.
4. The key message of this graphic is that when all screens are in place and functioning effectively, the flow of students falling to the bottom (and most resource-costly) level is reduced to a small and manageable “trickle”