

PLEASE MUTE ALL CELL PHONES

Accelerated Learning Committee

Committee Members: Senator Mark Hass, Senator Bruce Starr, Representative Lew Frederick,
Representative John Huffman, Nori Juba, Peyton Chapman, Nancy Golden

**Wednesday, November 13, 2013
2:30 – 4:30 PM**

Franklin High School, 5405 SE Woodward St., Portland, OR 97206

Phone In Information: **1 888 204-5984**
Participant Code: **992939**

AGENDA

- 1.0 Welcome, roll call and introductions
- 2.0 Welcoming remarks—Shay James, Franklin High School Principal
- 3.0 Review and approval of notes from October 21, 2013 meeting
- 4.0 Committee member updates
- 5.0 Follow up information from last meeting
 - 5.1 Equity Lens—Nancy Golden
 - 5.2 Faculty qualifications—Gerald Hamilton and Hilda Rosselli
 - 5.3 Data tracking issues—CCWD and ODE
 - 5.4 Longitudinal data design—Peter Tromba
- 6.0 Review, discuss and refine draft Big Driving Idea to guide Committee’s work
- 7.0 Program Considerations
 - 7.1 Fiscal parameters—David Edwards
 - 7.2 Oregon models inventory –Hilda Rosselli
- 8.0 Identify member questions resulting from resources provided
- 9.0 Identify next tasks and next meeting date
- 10.0 Public Testimony
- 11.0 Adjourn

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@das.state.or.us. Requests for accommodation should be made at least 48 hours in advance.

Rep Huffman: The graduation rate was mentioned and I believe that definitely needs to be a part of this discussion. If a main reason that students are not graduating is that they are behind and they don't see themselves being able to graduate on time then they drop out then what Gerald said is key about advising and even tutoring to get students to the point of being on track to graduate and then making sure they also know that there is the possibility to earn college credit. If they are not on track to graduate then they probably are not wanting to be college ready.....it isn't even on their radar.

The “BIG” Idea:

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

This effort involves high schools and postsecondary institutions working together to ensure equitable access for traditionally underserved students and to promote collaboration across sectors to resolve geographic disparities, as well as funding, record-keeping, and credentialing issues.

ISSUE OF FACULTY QUALIFICATIONS

BACKGROUND:

Currently two separate Oregon Administrative Rules influence faculty qualifications at Oregon community colleges. One is specific to instructors of dual credit programs and one is a general rule for all faculty. Both rules have been in existence for over 30 years. With the emergence of Oregon's 40-40-20 goal and focused alignment of secondary to postsecondary education, there is a heightened need for a clear and concise alignment of the rules.

ACTION TAKEN:

Last year a group of superintendents and community college presidents, co-convened by COSA and CCWD, met to discuss issues related to faculty qualification and financing of dual credit programs. The group who focused on faculty qualifications reviewed relevant accreditation standards from the Northwest Commission on Colleges and Universities (NWCCU). They determined that NWCCU does not directly call out dual credit or similar programs but references them as "special learning programs and courses" beyond the phrase "wherever and however delivered" as is referenced in the following standard:

- 2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Although the role of faculty is referenced in 2.C.5, NWCCU does not tell colleges directly what the qualifications for faculty must be as seen in 2.B.4:

- 2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.
- 2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

The group also reviewed Oregon's Dual Credit Planning Guide and Procedures that incorporates standards from the National Alliance of Concurrent Enrollment Partnerships (NACEP) to ensure that instructors teaching college or university courses through the concurrent enrollment program meet the academic requirements for faculty and instructors teaching in the sponsoring post-secondary institution as indicated below:

- Faculty 1 (F1) Concurrent Enrollment Partnership (CEP) instructors are approved by the respective college/university academic department and meet the academic department's requirements for teaching the college/university courses.

The NACEP standards also reference *discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course and annual discipline-specific training and orientation regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy and administrative responsibilities and procedures prior to the instructor teaching the course.*

The subgroup charged with reviewing the issue of faculty qualifications then examined the relevant Oregon Administrative Rules and made recommended changes using NWCCU standards 2.B.4 to better align two instances in which the OARS reference faculty qualifications. The recommended language recommended to the State Board of Education is pasted below with changes shaded, strikeouts for deleted language, and *italics* for new language.

OAR 589-008-0100 Guidelines for Formation of Community College Personnel Policies

(1) Each community college Board of Education shall establish a personnel policy statement, including a policy on instructor selection and development that must include, but need not be limited to, the following:

(b) Institutional standards for instructor qualifications (standards for teachers of lower division collegiate courses must include a masters degree in a subject area closely related to that in which the instructor will be teaching; however in subject areas in which individuals 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, the master's degree requirement may be waived by the college president or substituted according to the community college's personnel policy.

OAR 589-007-0200 (excerpt below) Sets out policy for 2+2 and Dual Credit Programs in community colleges

(b) "Dual Credit" is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college board policy.

(2) Before developing programs with high schools, each college shall file with the Department a policy for governing Two Plus Two and Dual Credit programs. Policies must include the following:

~~(a) Requirements for instructors equivalent to that of other college instructors in the discipline, including:~~

~~(A) Masters degree for instructors of Lower Division Collegiate courses; and~~

~~(B) An appropriate combination of education and experience for instructors of professional technical courses.~~

Insert: (a) Institutional standards for instructor qualifications (standards for teachers of lower division collegiate courses must include a masters degree in a subject area closely related to that in which the instructor will be teaching; however in subject areas in which individuals 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, the master's degree requirement may be waived by the college president or substituted according to the community college's personnel policy.

These revisions were approved at the June 20, 2013 meeting of the State Board of Education.

CONTINUING ISSUES:

Most Community Colleges have a general policy state that Dual Credit instructors must meet **the same requirements as for on-campus faculty**. (There are differences in faculty qualifications policies for Academic Transfer vs. Career Technical Education.) There is still a wide range of policies in place that are more specific. Samples include:

- Masters in subject area or masters +24 sem hrs/30 qtr hrs in subject area
- Masters in subject area or masters in related area +24-30 hrs in subject area
- Masters in content area or at least 15 credits of graduate level coursework in the subject area or bachelors in content area and master's in any discipline plus professional experience teaching at the college level.
- 27 graduate credits in subject matter
- Candidates holding a Master of Arts in Teaching, licensed by Oregon Teacher Standards and Practices board, and who have demonstrated competence in their subject area, will be considered provisionally approved to teach lower- division collegiate courses (Rogue Community College)

Faculty credentials may still be a barrier to ensuring increased access to dual credit and other models providing that support the state's 40/40/20 goal by:

- providing rigorous college level coursework to high school students;
- developing a college-going culture and pathway for students and their families; and
- reducing costs that serve as a barrier to students' post-secondary aspirations.

QUESTIONS TO CONSIDER:

- To what degree did the recent alignment of policies by the State Board of Education resolve the issue of faculty qualifications for dual credit courses?
- What other indicators of content knowledge should be promoted as acceptable alternatives to language requiring specific number of course credits?
- Are dual credit models that involve high school and community college instructors in discipline-specific professional development focused on the course outcomes, instruction and assessment a better alternative to community college policies specifying the number of graduate courses that a high school instructor must have? (e.g. Eastern Promise model)
- Does NWCCU need to weigh in on alternatives that would meet the intent of accreditation standards?
- Should community college presidents and boards be encouraged to exercise **current** waiver for faculty qualifications when there is sufficient cross-institutional collaboration around course outcomes and a commonly accepted rubric?
- Should community college presidents and boards be encouraged to exercise **current** waiver for faculty qualifications to accept an MAT plus completion of 12 graduate hours of content prior to second license renewal [in order to continue teaching dual credit]?
- What else would open the door wider if community college presidents and boards do not take advantage of this policy opportunity to achieve more access for students?



Education Investment Board:

Equity Lens

OEIB Vision Statement

To advise and support the building, implementation and investment in a unified public education system in Oregon that meets the diverse learning needs of every pre-K through postsecondary student and provides boundless opportunities that support success; ensuring a 100 percent high school graduation rate by 2025 and reaching the 40-40-20 goal.

OEIB Equity Lens: Preamble

The Oregon Educational Investment Board has a vision of educational equity and excellence for each and every child and learner in Oregon. We must ensure that sufficient resource is available to guarantee their success and we understand that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. The attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live, and make progress towards becoming a place of economic, technologic and cultural innovation.

Oregon faces two growing opportunity gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent achievement gap between our growing populations of communities of color, immigrants, migrants, and low income rural students with our more affluent white students. While students of color make up over 30% of our state- and are growing at an inspiring rate- our achievement gap has continued to persist. As our diversity grows and our ability to meet the needs of these students remains stagnant or declines- we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output¹ and these losses are compounded every year we choose not to properly address these inequalities.

¹ Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.* www.all4ed.org

The second achievement gap is one of growing disparity between Oregon and the rest of the United States. Our achievement in state benchmarks has remained stagnant and in some communities of color has declined while other states have begun to, or have already significantly surpassed our statewide rankings. If this trend continues, it will translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete criteria and policies in order to reverse this trend and deliver the best educational continuum and educational outcomes to Oregon's Children.

The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

Beliefs:

We believe that everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

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 intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

We believe that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and appropriate parent engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

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.

We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

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 the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

And, we believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”² An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

Oregon Educational Investment Board Case for Equity:

Oregonians have a shared destiny. Individuals within a community and communities within a larger society need the ability to shape their own present and future and we believe that education is a fundamental aspect of Oregon’s ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics are changing to provide rich diversity in race, ethnicity, and language.³ Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and changing practice over time to ensure that all communities can reach the goal and the vision of 40/40/20.

Purpose of the OEIB Equity Lens: The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the OEIB executes its charge to align and build a P-20 education system, an equity lens will prove useful to ensure **every** learner is adequately prepared by educators focused on equity for meaningful contributions to society. The **equity lens** will confirm the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, overall investments, hiring and professional learning.

² Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. P. 238.

³ Oregon Statewide Report Card 2011-2012. www.ode.state.or.us

ADDENDUMS

Basic Features of the Equity Lens:

Objective: By utilizing an equity lens, the OEIB aims to provide a common vocabulary and protocol for resource allocation and evaluating strategic investments.

The following questions will be considered for resource allocation and evaluating strategic investments:

- 1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?**
- 2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?**
- 3. How does the investment or resource allocation advance the 40/40/20 goal?**
- 4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)**
- 5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?**
- 6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?**
- 7. How are you collecting data on race, ethnicity, and native language?**
- 8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?**

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. OEIB will apply the equity lens to strategic investment proposals reviews, as well as its practices as a board.

Definitions:

Equity: in education is the notion that EACH and EVERY learner will receive the necessary resources they need individually to thrive in Oregon’s schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

Underserved students: Students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

Achievement gap: Achievement gap refers to the observed and persistent disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status.

Race: Race is a social – not biological – construct. We understand the term “race” to mean a racial or ethnic group that is generally recognized in society and often, by government. When referring to those groups, we often use the terminology “people of color” or “communities of color” (or a name of the specific racial and/or ethnic group) and “white.”

We also understand that racial and ethnic categories differ internationally, and that many of local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

White privilege: A term used to identify the privileges, opportunities, and gratuities offered by society to those who are white.

Embedded racial inequality: Embedded racial inequalities are also easily produced and reproduced – usually without the intention of doing so and without even a reference to race. These can be policies and practices that intentionally and unintentionally enable white privilege to be reinforced.

40-40-20: Senate Bill 253 - states that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate’s degree or a meaningful postsecondary certificate, and 40% will hold a bachelor’s degree or

advanced degree. 40-40-20 means representation of every student in Oregon, including students of color.

Disproportionality: Over-representation of students of color in areas that impact their access to educational attainment. This term is a statistical concept that actualizes the disparities across student groups.

Opportunity Gap: the lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the achievement gap to more fundamental questions about social and educational opportunity.⁴

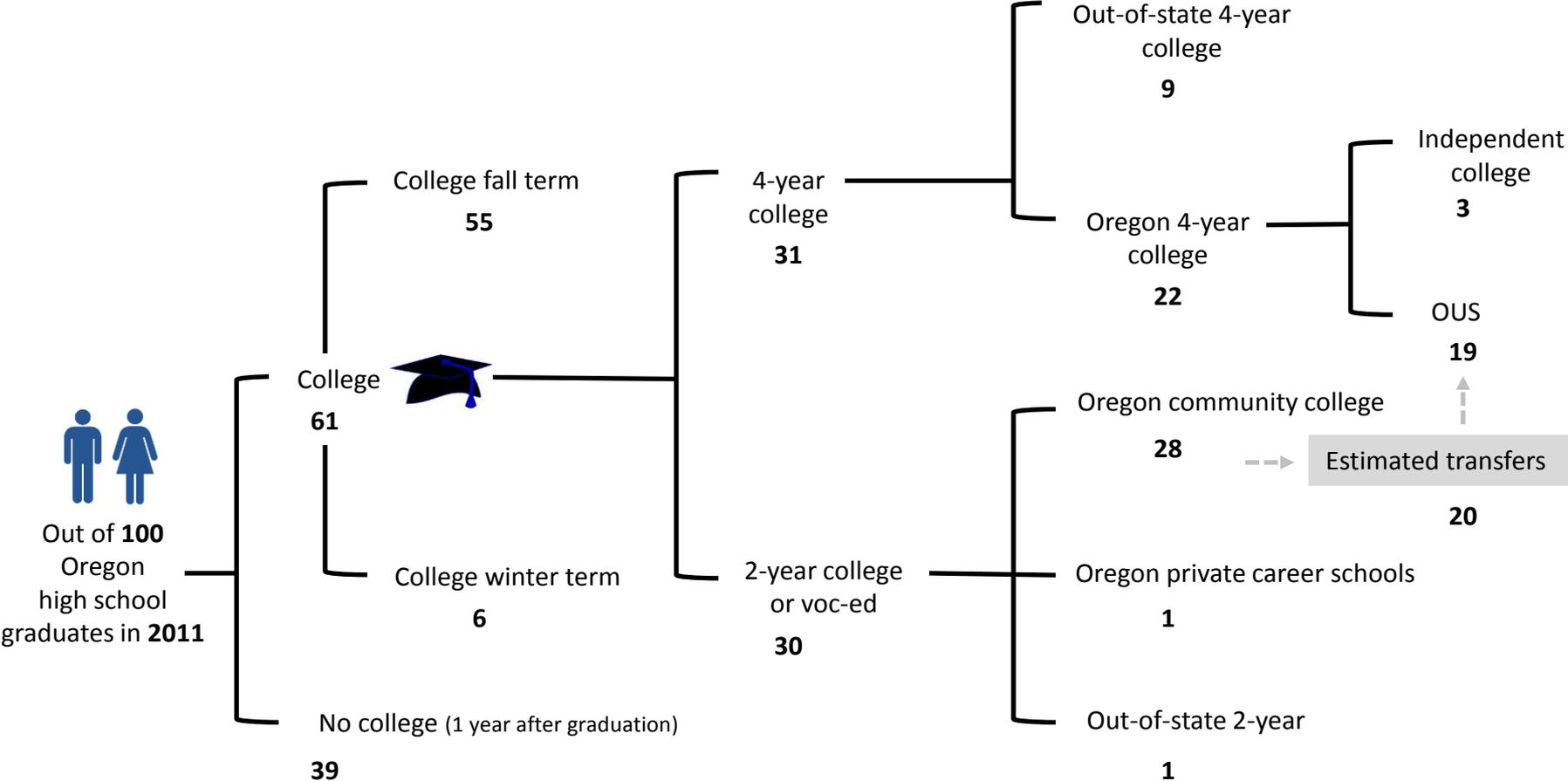
Culturally Responsive: Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.⁵

⁴ (The Opportunity Gap (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao.

⁵ Ladson-Billings, Gloria (1994). *The Dreamkeepers: Successful Teachers of African American Children*.

Oregon Education Pathway

High School Graduates from Class of 2011



Notes: High school graduation data from the Oregon Department of Education. Includes only students who received a regular diploma. College enrollment data from The National Student Clearinghouse (NCS). Estimated transfers from community college or vocational program to OUS based on (NCS) data for graduating class of 2009.

**Accelerated Learning Committee
Dual Credit Program Design Considerations & Fiscal Parameters
v1 11.12.13**

The following is a simple list of program design considerations and associated fiscal parameters for the Committee's consideration in developing dual credit program concepts.

- **Grade-level Focus**

The base program model adopted by the Committee will impact a number of fiscal parameters.

- High school—all grades
- 11th & 12th grades
- 12th grade—allows for high school completion at 11th grade, remakes 12th grade as college/career transition period
- 13th grade (so-called '5th year' of high school)
- Up to two years of community college (free or at reduced cost) post-high school

- **Student Eligibility Requirements**

Eligibility requirements may vary depending on type of course (academic or career/technical), e.g., Texas has lower eligibility requirements for career/technical courses

- Age (currently, OUS will grant credit to students under 16; community colleges will not)
- High school GPA
- PSAT score
- Subject-level placement test score
- None

- **Types of Courses**

Courses offered will impact delivery options, e.g., some career or technical courses may only be offered at college because of lab/equipment requirements.

- Academic only (core classes and/or electives)
- Career/technical only
- Academic and career

- **Crediting Institution**

Students may earn credit at one or both types of institutions depending on coursework. Where students earn credit may or may not be tied to funding source, e.g., students taking career or technical course receiving college-only credit may not receive payment from K-12 district but from state as part of college budget.

- High school only
- College only
- Both high school & college

- **Eligible Colleges**

- Public colleges only (all or subset of OUS)
- Both public & private colleges

- **Transferability of Credit**
 - Only to community college involved in program
 - Any in-state community college
 - Only to OUS involved in program
 - Any OUS
 - Any in-state community college or OUS (fully articulated program)

- **Course Delivery Options**
 - HS to college delivery: HS students bussed to college campus for classes
 - College to HS delivery: college instructors teach at high school
 - Shared delivery at HS: college instructors join HS teachers and co-teach course at high school
 - Shared delivery at college: HS teachers join college instructors and co-teach course at college campus
 - Coordinated delivery: college instructors work with HS teachers on syllabi, books, labs and assessments to ensure content and testing are equivalent; courses taught by HS teacher
 - Options above could also have online variations and/or involve a combination of locations—some HS, some college (note that even beyond infrastructure costs, online courses are generally more expensive than traditional face-to-face courses due to generally smaller class sizes and greater instructor time spent in individual communication with students via email)

- **College-approval/Quality Assurance Requirements**
 - Must be accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP)
 - Must be modeled on NACEP standards but not accredited
 - Courses taught in high schools must use the same syllabi, text books, exams and other materials as the equivalent college course
 - High school instructors must be approved by college (range of models for this exist including approval by instructor of same course)

- **Course Enrollment Minimums**

Potential cost-containment measure as cost per credit hour is lower for larger class sizes; may consider minimum instructor/student ratio.

 - Minimum in place
 - No minimum

- **Dual Credit Minimums/Maximums**

Some states have required dual credit minimums to ensure equality of opportunity, e.g., Texas requires all local educational institutions to implement a program under which students may earn a minimum of 12 credit hours in HS.

 - Minimum in place
 - No minimum

Some programs impose dual credit caps as a cost-containment measure.

 - Maximum in place
 - No maximum

- **Program Development Costs**
 - Borne by local education institution (HS and/or college)
 - Borne by state (in whole or in part; may want to explore notion of providing competitive grants for particularly desirable but generally expensive courses, e.g., STEM-related courses)

- **Credit Costs**

Regardless of cost arrangement, may consider minimum instruction cost/administrative cost ratio (potentially, variable by region).

 - Borne by student (individually or through private corporation or foundation monies)
 - Borne by high school (from ADMw allotment)
 - Borne by college (by waiving fees)
 - Shared by student, high school and/or college (in Washington State's "Running Start" program, college receives 93% of relevant per pupil cost that would typically go to K-12 district; remaining 7% goes to district for administrative & student counseling costs)

- **Lab & Materials Costs**

This has been a sticking point for some programs, e.g., "Running Start."

 - Borne by student
 - Borne by high school
 - Borne by college
 - Shared by student, high school and/or college

- **Counseling Costs**

It's possible significant counseling services for students taking dual credit courses will be necessary to confirm eligibility, ensure coursework is aligned with both HS and degree program requirements, warn of possible risks re: courses that wouldn't necessarily count toward HS graduation but could be credited as general education at the school to which they matriculate, etc.

 - Borne by high school
 - Borne by college
 - Shared by high school & college

- **Oversight features**
 - Curriculum and assessment design (graduate college credit can be available for high school instructors)
 - Course approvals
 - Formalized Memorandums of Understanding
 - Periodic program review
 - Student outcome analysis
 - Regular professional development meetings
 - Annual Report

ACCELERATED LEARNING COMMITTEE READINGS NOV 2013

- √X Nancy Golden- ECS Improving Outcomes Early College
- √ Senator Mark Hass- ECS Model State Dual Enrollment Policy
- √X Senator Bruce Starr – CO State Policy Dual Credit
- √X Representative Lew Frederick- ECS Dual Enrollment Policy Issues
- √X Representative John Huffman- Funding Early and Middle College High Schools
- √ X Peyton Chapman- Executive Summary Early College Success Impact Study
- √X Nori Juba- Case Study San Fran Dual Enrollment
- X David Edwards- CBD Rewarding Dual Enrollment
- √ Hilda Rosselli- Concurrent Enrollment

Improving Outcomes for Traditionally Underserved Students Through Early College High Schools by Jennifer Dounay Oct 2008

Defined early college high school Can have various models but all serve under-represented students offering opportunities to earn secondary and postsecondary credit with a goal for enough credits for tec certification, an AA or transfer degree.

Location doesn't matter. Focus is on small individualized learning with student supports built in e.g. shadow or lab courses to complement college courses. 240 now. Positive student outcomes: early college high school attendance rates are over 90%, and that more than 60% of early college graduates enroll in four-year postsecondary institutions, exceeding the nationwide average for their peers.

Components of model programs:

- Outreach, notification, counseling and parent involvement as early as middle grades and early identification
- Instructors—use innovative teaching practices, be selected carefully, evaluated & supervised parallel to other postsecondary faculty
- Curriculum—same as postsecondary
- Course Focus --on high-demand, career wage focus
- Funding—should be same as for high school or postsecondary programs
- Students should not have to pay
- Save through shared facilities, etc.
- Ensure that credits transfer
- Great to award students with remaining funds to finish 4 years
- Annual Re-approval and accountability
- Some offering online

ECS Model State Dual/Concurrent Enrollment Policy Jennifer Dounay 2011

Offered in every state, statewide polices governing this in 46 states. Go by variety of names.

Issue—students enrolled often don't mirror student diversity.

Seems to influence 4 year college completion and more likely than AP or IB to culminate in postsecondary course credits.

Policy components may influence inclusion of under-represented students:

- Available regardless of a partnership in place and whenever space is available in classes

- Don't limit to just Community Colleges—include 4 year and privates
- Student eligibility should be based on quantifiable evidence to access college-level content. (placement tests, ACT/SAT.)
- Avoid over reliance on state developed assessment scores...may reflect students' disengagement from high school rather than true ability
- Avoid caps on number of courses students can get credit for.
- Stipulate that students will earn both high school and postsecondary credit.
- Make sure that families of under-represented students are informed about potential and process
- Don't make families pay upfront for tuition costs
- Fully fund both districts and postsecondary institution costs
- Not really paying twice—see scenario
- Make sure coursework is rigorous and comparable to postsecondary level
- Some states specify same syllabus, same assessment, using NCAEP standards
- High school faculty should be approved by the post secondary institution
- Provide professional development and supervise regularly
- Track student outcomes:
 - Numbers participating disaggregated by gender, eligibility, low-income, race, rural, ELL etc
 - Courses attempted and completed, Subject areas, high school completion
 - Subsequent enrollment in postsecondary, remediation rates
 - Percentage of credits transferred, retake data, cost for retakes
 - 2 year retention rates, six year completion rates, college GPA, degrees completed
- Potentially require any postsecondary institution to award postsecondary credit for any course offered through a program certified by National Alliance of Concurrent Enrollment Partnerships

Enhancing Student Access and Success through a Model Statewide Policy Jennifer Dounay

Access

1. Districts/institutions allow eligible students to participate
2. Student eligibility requirements are based on demonstration of ability to access college-level content
3. Caps on the maximum number of courses students may complete are not overly restrictive
4. Students earn both secondary and postsecondary credit for successful completion of approved postsecondary courses
5. All students and parents are annually provided with program information
6. High-quality counseling/advising is made available to students and parents before and during program participation

Finance

7. Responsibility for tuition payments does not fall to parents/students
8. Districts and postsecondary institutions are fully funded or reimbursed for participating students

Ensuring Program Quality

9. Courses meet the same level of rigor as the same course taught to traditional students at the partner postsecondary institution (i.e., syllabi, assignments, textbooks, tests, etc.)
10. Instructors meet the same expectations as instructors of similar traditional postsecondary courses, and

receive appropriate support and evaluation

11. Districts and institutions publicly report on student participation and outcomes

12. Programs undergo meaningful evaluation based on student data, and are revised as needs are identified

Transferability

13. Public postsecondary institutions in the state accept dual enrollment credit as transfer credit (and *notas* elective credit for completion of courses that fulfill general core or majors/minor requirements), provided measures of quality are ensured.

Dual Enrollment: Policy Issues Confronting State Policymakers By Carl Krueger March 2006

Recognizes program distinctions: All provide students with the rigor of a college curriculum while still in high school, and the opportunity to receive both high school and college credits

- *Dual enrollment programs* can be administered in high school classrooms, on a college campus or through a distance-learning provider
- *Middle college high schools* are essentially high schools located on college campuses and enrollment is usually limited. Some middle college programs target low-income or at-risk students.
- *Early college high schools integrate high school and college resources to create an accelerated curriculum and allow students to graduate with a high school diploma and an associate's degree in 4 or 5 years instead of 6. Targets underserved students.*

Some policymakers and researchers see dual enrollment as diluting quality, while others see a system that shuts out low-income and low-achieving students. Still others worry about the quality of certain high school teachers who are asked to teach college-level courses. The view of others, there is no attention paid to rigor in dual enrollment programs, only to seat time and standardized testing. Proponents of dual enrollment point to success stories like Lauren Adams, insisting that when students are challenged, they achieve at higher levels.

Currently, dual-enrollment policies exist at the state, board or institutional level in 47 states and their popularity seems to be growing.

U.S. Department of Education claims that college credits earned prior to high school graduation in dual-enrollment programs reduce the average time-to-degree.

There is evidence that dual enrollment programs are not reaching low-income or minority students. In Florida, where access to dual enrollment programs is fairly open, African American students who participate in a dual enrollment program enroll in postsecondary education at higher rates than peers who do not, 70% to 45%. Students who attend a Florida public college or university are exempt from paying registration, matriculation or laboratory fees for courses taken through dual enrollment.

Florida's data collection system can follow students through the high-school-to-college pipeline to determine where achievement gaps exist.

Program Web site: http://www.firn.edu/doe/postsecondary/pdf/dual_enroll_faq.pdf

Legislation: <http://caps.fiu.edu/de/destatute.html>

Minnesota Established in 1985, the *Postsecondary Enrollment Options Program* was the first dual enrollment program in the United States. Minnesota statute makes the offering of dual enrollment options mandatory. Students pay no tuition or associated costs. The state has also set participation guidelines that specify students may not take more than the equivalent of two years of coursework through the program and schools may not offer students developmental or remedial coursework.

New York The College Now program provides opportunities to students at different states, including earning a high school diploma and an associate's at the same time. Course credits are free of charge to students.

Utah The *New Century Scholarship Program*, created by the Utah legislature in 1999, allows students to complete the requirements for an Associate of Arts or Science degree while they are enrolled in high school. Students who complete the A.A. or A.S. degree by the fall following their high school graduation are then offered a scholarship that pays for 75% of their tuition at a Utah four-year college or university.

Washington *Running Start Program*, created in 1990 allows 11th and 12th graders to take college level courses at any WA CC as well as three 4 yr universities.

Policy implications:

Financial arrangements in states like Utah, where funding is shared by the state and the K-12 and postsecondary systems, ensure that the widest possible range of students can benefit from dual enrollment programs without hampering partnering institutions.

California State Univ has developed an Early Assessment Program which allows 11th graders to gauge their preparation for college level English and math.

Florida uses a common course numbering system to facilitate transfer between the systems.

WA is working to align their Washington Assessment for Student Learning (WASL) reading, math, writing, science in 10th grade.

Issues in Funding Early & Middle College High Schools By Michael Griffith March 2008

Early and middle colleges allow students to earn a high school diploma free of cost while gaining postsecondary credit in a small school environment.

Early college high schools can be located on a college campus, inside a traditional high school, or on their own campus, and are often focused on serving low-income and/or minority populations.

Middle colleges are located on college campuses and tend to target students who are at risk of dropping out.

Early/middle college programs are highly structured and provide the same level of service to each student

(California, Colorado, Michigan, North Carolina, Pennsylvania, Tennessee and Texas) have specific state-

level policies that allow for the establishment of early/middle colleges.

Based on this review, it appears that each of the seven states with state-level early/middle college policies adjusted its funding formula to address the uniqueness of these programs. These adjustments attempt to ensure that early/middle colleges are funded at the same level as traditional high schools for their secondary education programs and that funding for higher education courses equals what state postsecondary institutions receive. In addition, all seven states adopted policies that mandate or encourage free postsecondary tuition for students attending early/middle colleges.

	Does the State Have A Policy For:		How Does the State Fund Early/Middle Colleges Compared To:		Does A Student Have to Pay Tuition Costs?
	Early College	Middle College	Traditional High Schools	Traditional Higher Education Institutions	
California	No	Yes	Equal	Equal	Varies (See State Write-up)
Colorado	Yes	No	Equal	Equal	No
Michigan	Yes	Yes	Equal	Equal	Varies (See State Write-up)
North Carolina	Yes	No	Equal	Varies (See State Write-up)	No
Pennsylvania	Yes	Yes	Equal (See State Write-up)	Equal (See State Write-up)	Varies (See State Write-up)
Tennessee	Yes	No	Equal	Equal	No
Texas	Yes	Yes	Equal	Equal	No

Early College, Early Success: Early College High School Initiative Impact Study

In 2002, the Bill & Melinda Gates Foundation launched the ECHSI with the primary goal of increasing the opportunity for underserved students to earn a postsecondary credential. To achieve this goal, Early Colleges provide underserved students with exposure to, and support in, college while they are in high school. Early Colleges partner with colleges and universities to offer all students an opportunity to earn an associate’s degree or up to two years of college credits toward a bachelor’s degree during high school at no or low cost to the students. The underlying assumption is that engaging underrepresented students in a rigorous high school curriculum tied to the incentive of earning college credit will motivate them and increase their access to additional postsecondary education and credentials after high school. Since 2002, more than 240 Early Colleges have opened nationwide.

1. Do Early College students have better outcomes than they would have had at other high schools?
2. Does the impact of Early Colleges vary by student background characteristics (e.g., gender and family

income)?

Used lottery-based randomized experiment, taking advantage of the fact that some Early Colleges used lotteries in their admissions processes. Compared outcomes for students who participated in admissions lotteries and were offered enrollment with the outcomes for students who participated in the lotteries but were not offered enrollment to draw causal conclusions about the impact of Early Colleges.

The primary student outcomes for this study were high school graduation, college enrollment, and college degree attainment. Studies ten sites that enrolled students in grades 9–12 and had high school graduates in the study years (2005–2011). The overall study sample included 2,458 students and the survey sample included 1,294 students.

86 percent of Early College students graduated from high school, which was significantly higher than the 81 percent for comparison students.

80 percent of Early College students enrolled in college, compared with 71 percent of comparison students. In addition, Early College students were more likely than comparison students to enroll in both two-year and four-year colleges or universities.

22 percent of Early College students earned a college degree (typically an associate's degree), as compared with only 2 percent of comparison students.

Early College impact generally did not differ by subgroup, and when the impact differed, the difference was generally in favor of underrepresented groups.

City College of San Francisco Academy and Pathway Dual Enrollment Program

In 2008, the City College of San Francisco (CCSF) partnered with four high schools—Burton, Lincoln, Mission, and Wallenberg—to expand their long-standing career–technical education (CTE) dual enrollment program and enroll greater numbers of minority and low-income students.

All the participating high schools use a standardized system for student orientation and registration, but course offerings and student supports are modified to fit each high school's population and programs.

Program staff have increased enrollment at these schools by opening dual enrollment courses to juniors; providing preparatory courses for the California High School Exit Exam (CAHSEE), which students must pass in order to qualify; assigning dedicated staff to work with the schools; and implementing high school–based student success courses.

At the beginning of each semester, students complete an online application, often with the help of CCSF staff at their high school, and then attend a daylong orientation at the college campus, for which they receive half a college credit. At this event, students hear from guest speakers, meet with a counselor, take a tour of the campus, and get information on textbooks and other logistical matters.

CAHSEE courses are offered at both high school and college locations and take place during the summer, after school, and on weekends.

Recently the program engaged a well-regarded Bay Area tutoring provider, Tutorpedia, to work in the CAHSEE classrooms and with individual students.

In 2009, CCSF and San Francisco Unified School District (SFUSD) staff partnered to create a CTE Professional Development Day, featuring speakers from CTE fields, conversations on curricular alignment, and information about dual enrollment. The event familiarized high school CTE instructors with the college's course offerings and encouraged them to become more invested in the dual enrollment program. The college also hosted monthly professional development meetings for college faculty with high school students in their courses. Topics included academic intervention strategies and adolescent development.

Students should sign a form allowing college instructors to send their grades directly to their high schools, which can then play a more active role in providing supports.

Variety of sources including grant funds used to start and sustain the program.

REWARDING DUAL ENROLLMENT IN PERFORMANCE-BASED FUNDING FORMULAS

JOBS FOR THE FUTURE AND COMPLETION BY DESIGN (a five-year Bill & Melinda Gates Foundation initiative that works with community colleges to significantly increase completion and graduation rates for low-income students under 26. FL, NC, OH)

Multiple approaches to incentives could be effective in increasing degree attainment in colleges. Giving colleges a reason to reach back to high school students and make sure that more students (especially low-income students) are prepared for college is an approach that could deliver strong positive outcomes and help students complete college.

Four loss/momentum points in a student's college experience: Connection, Entry, Progress, and Completion

Research suggests that dual enrollment is an effective way for students to accelerate their educational attainment, save money on college tuition, and build momentum toward completing a college degree (Struhl & Vargas 2012). Also called a college reach-back strategy.

Early college high schools use dual enrollment to enable largely low-income, underserved student populations to graduate from high school with one to two years of transferrable college credit or an Associate's degree. In addition, these schools provide considerable supports that enable students to succeed in the college environment.

The American Institutes for Research experimentally determined that early college high schools increase college degree attainment for enrolled students admitted by lottery compared with students who were not (Berger et al. 2013).

Lack of hold-harmless funding policy is a discouragement.

Some states have created their own scholarship or other financial-aid programs and allow students to

access those funds early to pay for dual enrollment, but this is far from the norm

Performance-based funding--the state awards a portion of its funds to institutions based on outcomes delivered or annual improvement goals met or exceeded. "Performance Funding in Higher Education," an online map of state activity as of February 2013, is available at: <http://www.ncsl.org/issues-research/educ/performance-funding.aspx>

- Such funding can range from around 5 to 100 percent of total higher education spending.
- Some states take performance-based funding from normal higher education spending. Other states give it out only when the state budget allots extra funds for it.
- States often give colleges extra funding for meeting goals or achieving specific outcomes for low-income or at-risk student populations.
- States sometimes allow institutions to set their own targets while some states set the targets.

As of February 2013, 12 states were using it in their higher education funding formulas. Four others were transitioning to performance-based funding, and 19 were engaged in formal discussions about adopting it. Currently, three states—Indiana, Louisiana, and Tennessee—provide performance-based funding for dual enrollment. Texas is next.

Each state either provides scholarships for dual enrollees, has a hold-harmless state reimbursement policy, or does both.

Indiana allocates 5 percent of the state higher education budget using performance-based funding, with plans to increase that to 6 percent in FY2014 and 7 percent in FY2015. Indiana rewards 5.5 % based on # of students who complete dual enrollment credit hrs. and .8% for successful completion of early college credit hours. (\$1.5 M in 2012) but Indiana has made several recent revisions-

In **Louisiana**-- Performance-based funding covers 25 percent of institutional operating budgets. In addition, the state allows colleges meeting their performance goals to increase their tuition by up to 10 percent. Institutions receive points for meeting targets in four areas: student success; articulation and transfer; workforce and economic development; and institutional efficiency and accountability.

Louisiana also has goals for increased partnerships with the K-12 system. Colleges must track three statistics related to dual enrollment: the number of high school students enrolled; the number of credit hours high school students enroll in; and the number of credit hours high school students complete.

Since Louisiana instituted the performance-based reporting requirements for dual enrollment, the number of students taking dual enrollment courses, credit-hour enrollments, and credit-hour completions have risen sharply in seven of nine of the schools in the University of Louisiana system. Overall, dual enrollment credit-hour completion in the system has increased 46 percent (*see Table 1*). Another explanation could be that colleges understand that the early enrollment of high school students in college courses can help the colleges improve retention, student-readiness, and student-completion rates—all of which are directly rewarded through the new funding system. The state's scholarship and other tuition-assistance programs for dual enrollees are likely also a significant factor in making dual enrollment more prevalent.

Tennessee has completely replaced enrollment-based funding with an outcomes-based model. The Tennessee system has different formulas for community colleges and four-year colleges, reflecting their

different missions. The specific amount of funding each college receives depends on the weight it gives to dual enrollment as part of its institutional mission. Enrollment vs completion.

Tennessee’s funding model gives extra weight to outcomes for groups of students that are historically underserved in higher education. The state awards an additional premium of 40 percent for outcomes related to underserved students (e.g., low-income or older adult students). However, no weighting by income status applies to dual enrollment.

Texas--system would award 10 percent of funding for higher education on the basis of outcomes metrics, with the other 90 percent still based on enrollment.



Source: Texas Two-year Colleges: Briefing for State Policymakers

Texas is designing performance-based funding around steps on a pipeline that help s at-risk students progress through important education milestones. Students can enter the system at any level of competency, and the college receives funding for getting them to the next level (e.g., completion of remediation, graduation) and regardless of whether the student is in high school or college.

While being sensitive to differences in mission, states need not consider dual enrollment as something that should be located only in the community college system.

States should consider devoting extra funds to serving low-income or at-risk dual enrollment students. States could allocate additional funding to provide additional supports and college-connection services for underserved student populations and to improve college outcomes for these students.

Giving postsecondary institutions an incentive to partner with early college schools by providing additional performance-based funding would help make that happen— perhaps offsetting, for example, the cost to a college of additional enrollments.

Funding strategies that create disincentives to offering dual enrollment courses on college campuses may be counterproductive. Offering courses on the high school campus is an effective strategy that many districts can leverage successfully. However, offering courses on the college campus gives students “the power of place” and a more authentic college experience, and a few studies conclude that offering dual enrollment on the college campus is more effective than offering it on the high school campus (Karp 2012; Speroni 2011a).

States should consider if they want to provide performance based funding for all dual enrollment courses or be selective about which ones to incent. Arguments exist for both approaches.

Increasing College Preparation and Completion through Concurrent Enrollment-The Next Steps California Commission on the Future 2013

- Prohibit charging tuition/fees to any concurrent enrollment student, or require (or encourage) that fees be waived for students with financial need, or authorize local boards of trustees to waive fees at their discretion.
- Clearly specify that distance education is allowed as an option within the concurrent enrollment program.
- Delete the five percent limitation on students from a single grade and school attending concurrent enrollment classes in summer sessions, except for physical education.
- Encourage/require high schools to provide information annually about concurrent enrollment and its benefits to all high school students and their parents.
- Encourage/require concurrent enrollment to be integrated into high school CTE pathways and programs.
- Specifically encourage districts to hold as many concurrent enrollment classes as possible on the local college campus rather than at the high school.
- Encourage/require students to earn both secondary and postsecondary credit for successful completion of approved postsecondary courses, rather than current law which allows the local school district and community college governing board to determine if dual credit will be awarded.
- Encourage/require all public postsecondary institutions to accept concurrent enrollment credit.
- Include data on concurrent enrollment in high school accountability reporting.
- Eliminate the requirement in Education Code Section 76002 that classes for special part-time or full-time students be open to the general public.

The OEIB P-20W Longitudinal State Database System

1. The OEIB and other policy makers have no means to track expenditures and measure progress.
2. Institutional and agency databases are not compatible.
3. Students and families do not have personal and portable method to track achievement.

