

**OREGON EDUCATION INVESTMENT BOARD  
Accelerated Learning Committee**

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

**Monday, October 21, 2013  
1:30 – 3:00 PM**

Portland Oregon University System Chancellor's Office  
Suite 520 1800 SW 6<sup>th</sup> Avenue  
Portland, Oregon 97201

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

**AGENDA**

- 1.0 Welcome and Introductions
- 2.0 Review of Committee Procedures and Meeting Schedule
- 3.0 Election of Committee Chair
- 4.0 Review and Discussion Committee Charge and Deliverables
- 5.0 Review of Available Resources
- 6.0 Review and Revise Draft Timeline
- 7.0 Identify Next Tasks
- 8.0 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.*

## **Accelerated Learning Committee Charge and Membership**

**Charge:** "examine methods to encourage and enable students to obtain college credits while still in high school." SB 222

The committee needs to emphasize alignment of funding, assessments, and procedures between high schools and post-secondary institutions of higher education to encourage efficiencies and to make post-secondary education more affordable for families.

The report to the interim legislative committees on education is due Oct 1, 2014 and the committee sunsets with the beginning of the 2015 legislative session.

**Membership:** SB 222 established the seven-member committee that includes:

- Nancy Golden, Chief Education Officer

The Governor has appointed two members to the Committee:

- Peyton Chapman, Principal of Lincoln High in Portland
- Nori Juba, Managing Partner of Bend Capital Partners

The President of the Senate has appointed two members to the Committee:

- Senator Mark Hass (D-Tigard)
- Senator Bruce Starr (R-Hillsboro)

The Speaker of the House has appointed two members to the Committee:

- Representative Lew Frederick (D-Portland)
- Representative John Huffman (R-The Dalles)

**Staffing:** OEIB is to provide the staff support for the committee.

## **Accelerated Learning Committee Procedural Rules**

### **As stipulated in SB 222:**

A majority of the members of the committee constitutes a quorum for the transaction of business.

Official action by the committee requires the approval of a majority of the members of the committee.

The committee shall elect one of its members to serve as chairperson.

If there is a vacancy for any cause, the appointing authority shall make an appointment to become immediately effective.

The committee shall meet at times and places specified by the call of the chairperson or of a majority of the members of the committee.

The committee may adopt rules necessary for the operation of the committee.

### **Others: (To be determined)**

**Accelerated Learning Committee SB 222**  
**Draft Timeline**  
**(Report due to Legislature October 1, 2014)**

| <b>Month (and date if known)</b> | <b>Task</b>  | <b>Outcomes / Responsibility</b>   |
|----------------------------------|--|--|
| End of September, 2013           | Welcome email sent to Committee Members  | Members contacted.   |
| Early October 2013               | Schedule first meeting   | Staff coordinates calendars and schedules first meeting.   |
| October 21 2013                  | 90 minute Committee Meeting  | Elect Chair. Review procedures and meeting dates. Review charge. Discuss deliverables, committee structure, timeframes, and available resources. Committee members identify additional needed information and resources. OEIB and other state agency staff provide follow up as requested. |
| November 2013                    | 90 minute meeting. Guests: David Edwards, Rob Saxton, Gerald Hamilton, OUS rep, ECS, other                 | Discuss current structures and barriers in Oregon, Set parameters for fiscal modeling. Identify questions resulting from resources provided from other states and national organizations OEIB and other state agency staff provide follow up as requested.                                 |
| December 2013/January 2014       | 90 minute meeting. Define areas for recommendations and policy development, Sub committee work determined. | Committee members identify necessary next steps and resources needed to develop recommendations and policy OEIB and other state agency staff provide support as requested.   |
| January - March 2014             | Continued research and resource development  | Committee oversees processes defined e.g. site visits, focus groups, data analysis, and consultation with experts OEIB and other state agency staff provide support as requested.  |
| February – April 2014            | 90 minute meeting each month. Initial recommendations drafted  | Committee members guide development of initial recommendations OEIB and other state agency staff provide support as requested.   |
| April/May 2014                   | 90 minute meeting each month. Engagement of other groups (State Board, SBHE, HECC, OEIB, etc.)             | Committee members vet initial recommendations for final report with other stakeholders and state agencies OEIB and other state agency staff provide support as requested.  |

| <b>Month (and date if known)</b>       | <b>Task</b>  | <b>Outcomes / Responsibility</b>   |
|--|--|--|
| Early June 2014                        | 90 minute meeting each month. Final Report Outline approved                    | Committee approves outline of final report.  |
| Rest of June 2014                      | Development of Draft of Final Report   | Staff develops draft of final report.  |
| July 2014                              | 90 minute meeting each month. Committee input on Draft of Final Report         | Staff to email out draft of final report with directions for Committee feedback.   |
| August 2014                            | 90 minute meeting each month. Review feedback for for Final Draft Report       | Chair, Golden, Hass, and Rosselli meet by phone or in person to review input from committee members.<br>Revised draft final report is sent out to Committee Members. |
| September 2014                         | 90 minute meeting. Workgroup members to discuss and approve Final Draft Report | Committee meeting to discuss and approve final report.   |
| 4 <sup>th</sup> week in September 2014 | Submit final report to Legislative Staff.                                      | Staff finalize report formatting and sends to Committee Members and Legislative Staff  |

## Accelerated Learning Committee

### Resource List

#### Committee Resources

[SB 222](#) Creates new provisions, establishes Accelerated Learning Committee (2013 Legislative Session)

[Community College Concept](#) A concept shared during the Senate Interim Committee on Education and Workforce Development (9/17/13) that provides two years of community college at no charge to qualified Oregon high school graduates, includes details on NY State Pathways in Technology Early College High School

[Education Pays: Oregon](#) Slides shared by Brian Fox outlining a variety of benefits and cost savings for Oregon related to level of educational attainment.

#### State Resources

[Accelerated Learning in Oregon](#) This document describes opportunities to foster smoother and more successful transitions from high school to college while allowing students to earn dual credit (a course or program where high school students can earn both high school and postsecondary credit for the same course). Briefly summaries Dual Credit, Career and Technical Education Programs of Study and Tech Prep, Expanded Options, etc.

[Oregon Dual Credit Approval Guide](#) Provides a tool for use by college/university staff. This document identifies the essential processes and information required to meet the Joint Boards of Education program approval standards for a Dual Credit Program in Oregon. A Dual Credit Oversight Committee was formed at the direction of the Joint Board of Education to implement the program application and certification process for Oregon's dual credit programs to align with the Oregon Dual Credit Standards.

[Dual Credit and Tech Prep Statistics](#) are tracked through the Oregon Community College Uniform Reporting System (OCCURS), disaggregated by individual Community College, include separate categories for Dual Credit and Tech Prep, and reported annually on the Oregon Department of Education website.

[Achievement Compacts Outcome Measures](#) The community colleges track the number of high school students who are dually enrolled at a community college, the number of community college students who are dually enrolled at an OUS institution, and the number of community college students who successfully transfer to OUS.

[Regional Achievement Collaboratives](#) were launched in October 2013 in 11 regions of the state to work together on improving outcomes across the educational continuum and overall educational quality throughout the region. The majority of these collaboratives include a focus on 11-14 initiatives.

### **Previous Oregon Legislation**

[Expanded Options @ a Glance](#) passed in SB 200 passed in 2005 outlines key features which had at its goals to:

- Provide students with additional options to continue or complete their education,
- Earn concurrent high school and college credits; and
- Gain early entry into postsecondary education

### HB 3418 Task Force Final Report

- Not enough communication and understanding between educational sectors. Currently there is a confusing array of Advanced Placement, dual credit, and other programs between high school and post-secondary institutions.
- Post-secondary institutions and high schools need to work together to ensure that high school teachers are trained to teach these classes. Post-secondary institutions need to be clear about expectations at the next level of instruction and learning in order to enable high quality teaching of high school classes. Institutions currently lack awareness of each other's policies and practices.
- Transitions need to start well before 12th grade, and the degree to which resources are pooled into one cohesive transition program will increase the likelihood of success. The current ratio of high school counselors to students makes this effort more difficult, as there are insufficient numbers to support student needs. In addition, more work needs to be completed around the issue of who carries the costs of providing greater opportunities for high school students to enroll in post-secondary classes.
- Cost for students to obtain college credit varies greatly across post-secondary institutions. The current funding model does not encourage school districts to motivate students to enroll in community college and university courses because the districts may lose state funds for doing so.
- Admissions policies may also facilitate transitions from high school to post-secondary institutions. Examples include a guaranteed admission track so students know if they achieve certain GPA, test scores or other criteria that they will be admitted.
- HB 3418 Task Force identified five elements for success that start before students enter post-secondary:

### The Road Map to Success – Five Elements for Success

1. Pre-Matriculation Success – K-12 partnerships with post-secondary institutions to promote a college-going culture with commitments to life-long learning, dual credit options, and preparation for post-secondary learning.
2. Planning for Success – Assessments, placements, orientation, academic goal setting and planning and registration before classes begin.
3. Initiating Success – First year experiences, student success courses, creating learning communities and accelerated or fast track developmental education.
4. Sustaining Success – class attendance, alerts and interventions, experiential learning, tutoring, supplemental instruction, and support for faculty development in effective learning strategies.
5. Academic/Classroom Success – first-year seminars, learning communities, writing intensive courses, common intellectual experiences, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning and community-based learning, internships, capstone courses and projects, and effective documentation and assessments of prior learning experiences.

### Other States

Washington [Learning By Choice](#) outlines a variety of Dual Credit Enrollment Options including [College in the High School](#) and [Running Start](#).

- Running Start was initiated by legislation as part of Learning by Choice Law.
- Students in grades 11 and 12 are allowed to take college courses at WA's community and technical colleges and at CWU, EWU, WSU, and Northwest Indian College.
- Students do not pay tuition but pay college fees and buy their own books. They receive both high school and college credit. T
- School districts must determine that
  1. Student is eligible to be in the 11th or 12th grade, and
  2. College courses selected by the student qualify for high school credit.
- The college determines if the student qualifies for admission and student may be required to take a placement test administered by the college.
- Legislation ([RCW 28A.600.310](#)) provides for the transfer of funds between school districts and higher education institutions and places a cap on the amount of funding available (2.0 FTE to 1.2 FTE).

New York [Pathways in Technology Early College High School](#) (P-TECH)

- Founded in 2011 from a Title I School Improvement Grant with an industry partner and co-located in the Paul Robeson Educational Complex with two other high schools
- Offers an Associate Degree at no cost to students or their families
- Offers Saturday Academy, one-on-one mentoring from IBM, and summer

bridge enrichment programs

- Connects teachers with industry professionals to enhance workplace-learning curriculum
- In August of this year, Governor Cuomo announced [plans to replicate](#) the model of P-TECH in 16 locations around the state.
- Winners will spend the 2013-14 school year recruiting students, building partnerships and training teachers and principals, and will enroll their first class of students in September 2014.

#### [Colorado ASCENT Program](#)

- Colorado State Legislature passed House Bill 09-1319 and Senate Bill 09-285, the Concurrent Enrollment Programs Act in May 2009
- Collective intent is to broaden access to and improve the quality of concurrent enrollment programs, improve coordination between institutions of secondary education and institutions of higher education, and ensure financial transparency and accountability.
- Legislation also created the ASCENT program a fifth-year program in which students who are eligible to graduate instead remain enrolled in their high school to take postsecondary coursework.
- Includes CTE courses as well as transferable general education credits.
- 30,000 students enrolled with a higher proportion of participating students of color and LSES than the state population.
- All students must have a Individual Career and Academic Plan and the student is registered for the College Opportunity Fund (COF) and credits earned are deducted from the COF account.

#### [Oklahoma Tulsa Achieves](#)

- Eligibility: students with 2.0+ high school GPA
- Coverage: pays 100% tuition and mandatory fees up to 63 credit hours or three years, whichever comes first
- Must maintain good academic standing
- Requirements: must give 40 hours of community service each academic year
- Program founded in 2005
- Donor covers book costs
- 1500-1600 a year at Tulsa Community College with 9,000 served to date
- TCC has added a director and three advisors to work with the Tulsa Achieves students on campus as well as in the high schools.
- Each Tulsa Achieves student must now take a three-hour orientation course that helps them improve study skills and learn how to navigate the college system.

#### [Tennessee Achieves](#)

- Began in 2008 and focuses primarily on first generation, low income students.

- 27 counties; 38 school districts; 146 high schools 29,785 total graduates offered the scholarship; 48% of Tennessee's public high school graduates
- 6,366 students enrolled at a post-secondary institution with tnAchieves support; 4,139 were first generation students 7,802 total applicants (Class of 2013) 65% first generation; 69% come from families who earn less than \$50,000 annually 91% met February 1st FAFSA filing deadline 2,947 entered in fall 2013 (represents a 34% increase from previous year)
- 6,484 total applicants (Class of 2012) 65% first generation; 62% come from families who earn less than \$50,000 annually 90% met February 1st FAFSA filing deadline 2,197 entered a post-secondary institution (represents a 287% increase from previous year; 668% increase from initial year) 75% fall-fall retention rate\* 2,785 mentors paired with students (This includes a 50% mentor retention rate.) 49,234 community service hours completed
- Each student is assigned a volunteer mentor who supports the student through admission and financial aid paperwork, motivates the student to meet deadlines, and perhaps most importantly, encourages the student to reach his/her potential.
- Students are required to complete at least eight hours of community service each semester of college.
- Program does not have GPA or ACT requirements to participate. Acceptance policy allows tnAchieves to reach the student who lacks financial support via the state's lottery scholarship and/or other academic scholarships.

### [New Jersey Stars](#)

- Scholarship program exclusively for New Jersey residents that covers the cost of tuition at New Jersey's 19 community colleges.
- Requires students graduate in the top 15% of their high school class
- Students must take at least 12 college credits per semester and will be allowed to take up to 18 credits each semester if they are able to handle the course load and wish to accelerate their graduation.
- Students will be permitted to use summer sessions as part of their five semesters of eligibility, depending on state appropriation.
- Students who score 540 or better on the critical reading and 530 or better on the math portions of the SAT are considered college-ready.
- Students who graduate from high school and still need developmental course work will be given up to one year at their own cost or using other non-STARs funds to gain the skills they need to be college ready.
- NJ STARs students must have a 3.0 or better grade point average moving from freshmen to sophomore years to be eligible for scholarship renewal for the second year.
- Students who have earned an associate degree with a 3.25 grade point average or better while enrolled in high school will be eligible to apply directly to a senior New Jersey public college or university for inclusion in NJ STARs II.

- Students who meet the top 15 percent requirement must first apply for all other federal and state financial aid available to them by filing a FAFSA annually within New Jersey's deadline. If a student receives financial aid, NJ STARS will cover the remaining cost of tuition. If a student is not eligible for financial aid, NJ STARS will cover the entire cost of tuition.

#### California [Long Beach College Promise](#)

- Partnership between Long Beach School District (LBSD), Long Beach Community College (LBCC) and Cal. State Univ. at Long Beach (CSULB).
- Been in existence for 5 years
- LBSD graduates completing college-level (non-remedial) Math at LBCC increased by 200 % over the previous year
- LBSD graduates completing college-level (non-remedial) English at LBCC increased by 500 % over the previous year.
- Program provides key incentives and services, including:
  - Tuition-free semesters for 4,000 students at LBCC,
  - Guaranteed admission at Cal State Univ. Long Beach for local students who qualify, and
  - College preparation and guidance as early as elementary school.
- CSULB reported a 43% increase in freshmen from the LBSD increasing from 519 in Fall 08 to 743 in Fall 12.
- Freshmen from LBUSD and transfers from LBCC have remained enrolled, or persisted, at a higher rate than non-local California students, who are admitted to the university with more rigorous criteria.

### **National Resources**

[Education Commission of the States](#) (ECS) has offered to provide the following support at no cost:

- Specific research analysis on state policies or research as requested
- A customized Oregon Policy Audit
- Visit and meeting with the Committee from Matt Gianneschi, Director of the Postsecondary and Workforce Development Institute or Jennifer Dounay Zinth, Senior Policy Analyst
- Convening and facilitation support for statewide stakeholder group in Oregon
- Site visit for ALC members to meet with policymakers and ECS staff in Colorado
- Copy of an audit of state policies related to Dual Enrollment which will be released in two weeks.

ECS has published a report on [Guaranteed College Admissions Policies for High School Graduates](#) available online.

[A Policymaker’s Guide to Early College Design: Expanding a Strategy for Achieving College Readiness for All](#) outlines what it would take to systematize and scale up early college course taking

[Promoting Quality: State Strategies for Overseeing Dual Enrollment Programs](#) includes case studies from Oregon and other states and outlines role of the Oregon Dual Credit Oversight Committee.

[National Alliance of Concurrent Enrollment Partnerships](#) is the sole accrediting body for concurrent enrollment partnerships and works to ensure that college courses offered by high school teachers are as rigorous as courses offered on the sponsoring college campus.

### Useful Glossary of Terms Used in the Field

[Accelerated Learning in Oregon](#) includes opportunities to foster smoother and more successful transitions from high school to college while allowing students to earn dual credit (a course or program where high school students can earn both high school and postsecondary credit for the same course).

[Concurrent Enrollment](#) refers to models providing high school students the opportunity to take college-credit bearing courses taught by college-approved high school teachers. Sometimes called “dual credit,” “dual enrollment,” or “college in the high school,” concurrent enrollment partnerships differ from other models of dual enrollment because high school instructors teach the courses. Although concurrent enrollment courses share some elements or characteristics of other programs, concurrent enrollment differs in significant ways from the following:

- Programs in which the high school student travels to the college campus or college faculty travel to the high school
- Programs where the student takes a course from a college instructor via distance education
- Articulation agreements where a college retroactively assigns credit for high school coursework upon matriculation
- Advanced Placement and International Baccalaureate high school courses where standardized tests are used to assess students’ knowledge at the end of a course

The National Alliance for Concurrent Enrollment Partnerships (NACEP) defines **concurrent enrollment** as the opportunity for high school students to take a college class taught by a trained high school teacher in order to simultaneously earn both high school and transcribed college credit, at their high school, during the regular school day. NACEP considers concurrent enrollment to be a subset of dual enrollment opportunities for high school students to take a college class in order to simultaneously earn both high school and transcribed college credit.

**Dual Credit** is defined in Oregon 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. Dual Credit courses are designed to help high school students' progress through postsecondary education by eliminating duplication of course work and/or proficiencies.

**Dual enrollment** courses can be taught by high school and/or college/university instructors and can occur on the high school campus, the college/university campus, or via distance education.

**Early College** Unlike traditional dual enrollment programs, early college initiatives are primarily focused on the underprepared student, rather than the high achiever.

**Early College High Schools** are small autonomous schools operated in close connection with a postsecondary institution. The schools are designed so that students have the opportunity earn an Associate's degree or up to two years of transferable college credit tuition free along with a high school diploma. The [Early College High School Initiative](#) provides a network involving over 200 early colleges in 24 states enrolling more than 50,000 students primarily serving low-income and young people of color. Oregon sites include:

- [Gateway to College at Portland Community College](#)
- [Beaverton Early College High School](#)
- [Salem Keizer Early College High School](#)

**Two Plus Two** is defined as planned professional technical programs articulated between high schools and community colleges.