



Accelerated Learning Committee

September 30, 2014

2:00 – 4:00 pm

Meyer Memorial Boardroom, Rm. 170

506 SW Mill Street, Portland, OR

Phone In Information: (888) 204 - 5984

Participant Code: 992939

MEMBERS:

Senator Mark Hass

Senator Bruce Starr

Representative Lew
Frederick

Representative John
Huffman

Nori Juba

Peyton Chapman

Nancy Golden

STAFF:

Hilda Rosselli

AGENDA

1. **Welcome and Introductions**
2. **Approval of the Agenda**
3. **Approval of the August 13, 2014 notes**
4. **Follow up on request from August meeting**
 - a. AP offerings in Eastern Promise high schools
 - b. Full day and half day funded high school students
5. **Proposed Fiscal Model**
6. **Draft Legislative Report**
 - a. Discussion and suggested edits
 - b. Action Item: Move to accept Legislative Report
7. **Draft Legislative Concept**
 - a. Review of latest draft of LC 274
 - b. Discussion and suggested edits
 - c. Action Item: Move to accept Legislative Concept
8. **Public Testimony**

Reminder about public testimony: Members of the public wanting to give public testimony must sign in. There will only be one speaker from each group. Each individual speaker or group spokesperson will have 3 minutes
9. **Reflections on the past 11 months**
10. **Final Adjournment**

DRAFT Ver.1 , 9/22/14

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

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**Accelerated Learning Committee-August 13, 2014
Meeting Notes**

1. Welcome and Introductions

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

2. Approval of the Agenda

Motion made by Peyton Chapman to approve the Agenda. Motion seconded by Representative Huffman.

3. Approval of the June 11, 2014 notes Follow up from May meeting

Motion made by Nancy Golden to approve the notes from the June 11, 2014 meeting. Motion seconded by Nori Juba. Notes were approved.

4. Updates

Nancy Golden reviewed highlights from feedback received from COSA, OEIB, and OEA/AFT meeting. She noted that one of the recommendations brought up was to include Career Technical Education in this work since these offerings are critical for engaging many students.

Hilda shared that a group of four faculty from the OEA/AFT meeting volunteered to work with OEIB on thinking about common ways that are currently working and other possible strategies that can help address instructor qualifications. Also, Frank Goulard from PCC is gathering data on community colleges on key class offerings that we've discussed.

TO DO: Rep. Huffman requested information on what options are available e.g. AP and IB in the Eastern Promise region. Hilda will follow up on this with number of courses by type that are offered.

5. Fiscal Projections

Committee members reviewed more details about fiscal projections. Committee members would like more details on the mechanics of the floor and ceiling and how it would work. Need to be able to explain it to others.

Peter Tromba explained how current model works funding students at either .50 or 1.0 FTE (\$6800 average). Student taking a dual credit course still counts in this model but based on agreement with post-secondary partner, district pays the partner for tuition per class. Peter will research more about current progress at ODE at fair and granular allotment of funding for students between halftime and fulltime.

Peyton raised concerns around textbooks—State funds only what is required for high school adoption but not sufficient funding for AP and IB courses so in her

DRAFT NOTES

area, historically underserved were prioritized. She also raised a question about how districts distribute funds to all high schools.

Regarding full schedule of students, if not funded enough to offer full day schedule, may look like students don't want it.

Hilda and Peter will bring data back from ODE on % of students funded at .5 versus 1.0.

Nori inquired about how community colleges are funded for this work. Angela Henderson provided insights on definition of FTE (510 contact hours) and it is a backwards look of the past three years. When extra students are served, the next year the CC will get 40% of the FTE and
What is the district paying for? Advising, instructor costs, professional development. Not actually paying for full cost of tuition. Perverse disincentive to do this—need a demilitarized zone.

OEIB staff will try and provide to committee members the numbers on high school students for the last three years funded at .5 versus 1.0.

Hilda will also provide a diagram or brief on community college funding.

Hass would like a ball park estimate of what this would add to CC and K-12 budgets.

Senator Starr—Has this been vetted with stakeholders? Staff are vetting the documents with OEA/AFT, COSA, OSBA, OCCA, CCWD, ODE

Nori—why would community colleges accept the floor if the default is higher? Could be based on courses offered by qualified high school instructors which keeps costs low.

Nancy—partnerships are needed where the thinking is not just on whose money it is but what is needed to serve the students?

Nori—Does it make a difference on CC funding FTE if the student is on campus or back at the high school? Not for the FTE portion that the CC receives but it would impact the amount that might transfer from the high school to the community college.

Hass-Will need rules set up to define a finite set of courses that would be offered?

Huffman—Make sure we are covering the foundational needs of budget needed.

6. Draft Legislative Language

Committee members walked through a first draft of Legislative Concept 274 and generally were in agreement with the general direction of the proposed legislation. Suggested edits are summarized below:

Key Suggestions, Questions, or Comments
Work on definitions of applicable programs
Define <i>transferable</i>
How can language be included that assures that every high school rather than every district offers programs
IB and AP—How can issues of costs like textbooks, fees, tests be addressed
Relook at language on page 3 <i>Must</i> for Math, writing and Speech versus <i>May</i> for courses like sciences, arts, humanities, etc—these also need to be transferable
Include references to CTE
Define-- <i>partner</i>
Continue vetting this with stakeholders COSA, OCCA, OSBA, etc
Make sure components like college going culture are included
Consider funding amount in ODE Grant program – does this need to be increased?

7. Public Testimony

Brad New, Assistant Director of Secondary Education, Eugene School District described guidance model at ECCO High School

8. Next meeting

CHANGE: Tuesday, September 30, 2014 2:00 to 4:00 PM
Location TBA

9. Adjournment

Meeting adjourned at 3:30 exactly.



Senate Bill 222 Legislative Report

Accelerated Learning Committee

October 1, 2014

Senate Bill 222: Accelerated Learning Committee Legislative Report

Executive Summary October 1 2014

Passed during the 2013 Oregon legislative session, Section 1 of Senate Bill 222 (Appendix A) established an Accelerated Learning Committee to examine methods to encourage and enable students to obtain college credits while still in high school. In accordance, the following committee members were appointed:

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

The Committee met between October 2013 and October 2014 to address their charge and was supported by Oregon Education Investment Board staff. During their eight meetings, the committee focused on high school and postsecondary institutional alignment of funding, assessments and procedures to encourage efficiencies and ways to make post-secondary education more affordable for families.

The Committee has proposed recommendations, some of which will require legislation during the 2015-2017 session 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 for high school students. An additional state appropriation of at least \$15 million for the 2015-2017 biennium is recommended to implement the following:

- Provide access at every Oregon high school to at least three college credit courses at no cost to students and their families; increasing participation of students typically underrepresented in postsecondary education;
- Support alignment of curriculum with postsecondary expectations through clearly agreed upon learning outcomes and assessments coordinated across high schools and postsecondary institutions;
- Ensure that college credit courses offered to high school students not only meet the expected rigor of college credit but are accepted by an Oregon institution towards requirements for a postsecondary degree or technical education certificate;
- Support earlier college-going practices in schools and communities that effectively engage students and their families to obtain the information, tools, and perspective to enhance access to and success in postsecondary education;
- Address shortages and approval process limitations that impact the supply of

- qualified high school instructors of dual credit courses in the high schools;
- 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;
 - 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 engagement that continuously addresses course alignment, student success, and shared professional development.

This Legislative Report was received, accepted, and approved for submission to the legislature by October 1, 2014. It includes highlights from the research evidence, data, public testimony, lingering issues, recommended best practices, and potential solutions discussed by the members. As the Accelerated Learning Committee concludes its charge, it has also developed a draft Legislative Concept 274 to be introduced during the 2015-2017 legislative session.

An electronic copy of the full report and all meeting agendas, materials, notes, formal testimony, and reports are archived at: <http://education.oregon.gov/Pages/Accelerated-Learning-Committee.aspx>.

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Introduction and Charge

Oregon's 40-40-20 Goal has focused increased attention on access for Oregon students to college-bearing credits while still in high school. Although many Oregon districts and postsecondary institutions already collaborate on agreements to offer and honor Advanced Placement classes, International Baccalaureate coursework, dual credit/dual enrollment courses, and other options including Expanded Options and Career Technical Education, the offerings are still fragmented and often vary substantially by district and even by school within a district. 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. To achieve the 40-40-20 Goal, it will be necessary to pursue significant improvements redefining the shared space of Oregon's education system for high school and the first two years of college (grades 9-14). Thus, the intent of the Accelerated Learning Committee's recommendations was fourfold:

1. Support attainment of Oregon's 40-40-20 goal by providing more financial support for high school students pursuing college courses
2. Create more equitable access and affordable postsecondary options for all eligible Oregon students, particularly those in the Opportunity Gap¹
3. Encourage efficiencies for students and remove unintended barriers
4. Better align state funding, standards and assessments, and shared supports involving high schools and postsecondary institutions

Defining Terminology

The term "Accelerated Learning" 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 (such as Expanded Options, Early and Middle College)
- 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 specifically targeted for high school students
- Credit by proficiency courses that employ collaboratively developed learning outcome assessments to award college credit to high school students, such as Eastern Promise
- Advanced Placement programs using copyrighted curriculum, materials, and examinations from The College Board.

¹ Opportunity Gap is a term that refers to students for whom their race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment.

- International Baccalaureate pre-university course of study that using copyrighted curriculum, materials, and examinations.

What About Advanced Placement and International Baccalaureate Programs?

The Committee recognizes formalized programs like Advanced Placement (AP) and International Baccalaureate (IB) for which students receive college credit based on exam results once they have transferred to a postsecondary institution that accepts the credit. Although there is not the same level of collaboration expected between high schools and postsecondary institutions given that AP and IB curriculums are pre-determined, exams are externally scored, and postsecondary institutions do not approve or provide professional development to instructors., these programs provide a valuable opportunity for students to experience college rigor. As such, the Committee recommends funding help address the rising cost of IB and AP textbooks and instructional materials, and support for enrolling more students in the Opportunity Gap.

Committee Process

Members started by reaching agreement on philosophical parameters and a Big Idea or goal for the Committee to guide their work as well. Committee member read articles, reviewed research, state policies, and data related to accelerated learning. They brought in policy leaders from other states, as well as analysts from the Education Commission of the States and they reviewed legislation passed by Washington, Colorado, Ohio and Texas. Staff consulted with the Western Interstate Commission for Higher Education, Northwest Commission on Colleges and Universities and the National Alliance of Concurrent Enrollment Partnerships. In May 2014, a Concept Paper² was drafted, reviewed, and then vetted with dozens of individuals and stakeholder groups (Appendix D). In August, a draft Legislative Concept was drafted reviewed and vetted by various stakeholders.

Accelerated Learning Committee Goal

Early on in their deliberations, the Committee reached agreement on a common goal to guide their recommendations:

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.

Compelling Research Evidence

Research results from local, state, regional, and national studies overwhelmingly support a variety of benefits resulting from increased access to college level coursework for high school students and, in particular, students in the Opportunity Gap. Benefits of dual enrollment

² The full Concept Paper can be accessed in the May Archives of the [Accelerated Learning Committee website](#).

programs extend beyond simple performance differences. Researchers have found that students shift their conceptions of the role of college and develop a greater awareness of the requirements of college and skills conducive to college success³.

The impact of dual enrollment on college degree attainment for low socio-economic students has been confirmed by a number of studies. In 2013, a study using the National Educational Longitudinal Study showed that 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 student⁴.

One pivotal 2012 study conducted by Rodríguez, Hughes, & Belfield⁵ involved 3,000 underrepresented minority students (60% students of color, 40% living in non-English speaking households, and nearly 33% first in their families to attend college) who were participating in eight different dual enrollment efforts in California. The researchers found that underrepresented minority students who participated in dual enrollment had higher graduation rates, were less likely to take basic skills courses once they enrolled in college, were more likely to attend and persist in college once they completed high school, and were more likely to earn more college credits than their peers who did not participate in dual enrollment.

Research conducted by the American Institutes for Research⁶ on ten Early College sites revealed that participants had significantly better outcomes than comparison groups: 86% of the students graduated from high school, 80% enrolled in college, and 22% graduated from college and graduated earlier. Eight of the ten Early Colleges were on located college campuses.

Studies conducted by the Oregon University System twice showed that Oregon students who participate in Dual Credit programs have higher college participation rates, higher retention rates, higher GPAs, and earn more college credits⁷. Additional research on accelerated learning programs is posted on the [OEIB website](#)⁸.

Probably the most compelling evidence promoting earlier exposure to college credits for high school students is found in data on Oregon students' participation in postsecondary remedial

³ M. Karp, *Learning About the Role of College Students Through Dual Enrollment Participation*, Working paper 007 (New York City, NY: Community College Research Center, Teachers College, Columbia University, 2007).

⁴ 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>

⁵ Rodríguez, O., Hughes, K. L., & Belfield, C. (2012). *Bridging college and careers: Using dual enrollment to enhance career and technical education pathways*. Retrieved from http://www.postsecondaryresearch.org/i/a/document/NCPRBrief_RodriguezHughesBelfield_DualEnrollment.pdf

⁶ American Institutes for Research (2013). Early College High School Initiative Impact Study. Retrieved from http://www.air.org/sites/default/files/downloads/report/ECHSI_Impact_Study_Report_Final1_0.pdf

⁷ Oregon University System. "2011 Legislative Issue Brief Higher Education." Retrieved from http://www.ous.edu/sites/default/files/dept/govrel/files/Day1C_IssueBriefDualCredit.pdf

⁸ <http://education.oregon.gov/Documents/archive/Research%20Summary%20on%20Accelerated%20Learning.pdf>.

education⁹.

- Oregon student participation in remedial education has increased from 47% in 2005 to 67% in 2010 for recent Oregon high school graduates enrolled in community colleges in the past.
- Within two years of high school graduation, two out of three Oregon students who received federal aid participated in developmental education.
- Black, Hispanic, and American Indian students are much more likely than white students to be enrolled in developmental education classes in Oregon community colleges.
- Students' college persistence and completion decreases based on the level of math and English classes in which students are first enrolled

Oregon Statistics on Accelerated Program Course Offerings and Participation

Dual Credit

Data from the Division of Community Colleges and Workforce Development (CCWD) show that in 2012-13, Oregon high school students earned 157,731 community college credits in Dual Credit Programs, a 10.2% increase from the 143,157 dual credits earned from 2011-2012. Likewise, Career and Technical Education (CTE) course credits earned increased from 48,843 to 51,517 for the same time period (a 5.5% increase). A total of 27,367 students were enrolled in either Lower Division Collegiate or CTE courses in 2012-2013, an increase of 7.9% from the 2011-2012 year. Combined, these 209,248 credits earned represented a conservative estimated cost savings to Oregon students and their families of over \$21 million, based on community college costs. However, when disaggregated by race and ethnicity, the data showed that only nine of the seventeen community colleges reported significant increases in the number of Hispanic students enrolled in dual credit courses during that same time period.

Recent high school graduates who took dual-credit math were 33 percentage points less likely to enroll in developmental math at community college than their peers who did not take dual-credit math, and students who took dual-credit English were 15 percentage points less likely to enroll in developmental reading and/or writing at community college than their peers who did not. These findings have a simple explanation: The most common dual-credit math and English courses are college-level algebra and English composition. Students who take college algebra in high school do not need to take developmental math in college, unless they did not pass the dual-credit college algebra course. Similarly, students who take college English composition in high school do not need to take developmental reading or writing in college, unless they did not pass the dual-credit college English composition course.

⁹ Remedial education refers to development education classes (primarily in math, reading, and writing) required of students considered academically underprepared for college-level coursework. The courses are prerequisites to college-level courses and don't count toward all degree programs but cost students time and money/financial aid.

Dual-credit participation in other subject areas was also associated with enrolling in college-level math and English. Recent high school graduates who took a dual-credit course in college English, social science, history, world languages, science, and three career technical education (CTE) areas were 2 to 8 percentage points less likely to enroll in developmental math than their peers who did not. Recent high school graduates who took a dual-credit course in college math, social science, history, world languages, and the CTE area, business and management, were 2 to 7 percentage points less likely to enroll in developmental reading and writing than their peers who did not.¹⁰

Advanced Placement

In 2013, Oregon high school students took a total of 26,158 Advanced Placement (AP) exams that resulted in scores of three or higher. Based on most 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 over well over \$5 million.

According to a 2014 College Board Report¹¹, 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. Although College Board reported that more public school students in Oregon took Advanced Placement exams in 2013-14 than the previous year (5.18%), 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. While the number of white students taking AP exams increased by 7.81% from 2012 to 2013, the number of black students taking AP exams only grew 1.2% and there was no positive gain for Mexican American students¹².

Early College

A number of other promising programs exist in some areas of the state that are part of Expanded Options. In about a dozen Oregon communities, the Early and Middle College model combines high school and college, most often situated on college campuses, in a rigorous, supportive environment that enables struggling

NAYA Early College Academy

Serving Portland, Douglas, and Centennial school districts, the Native American Youth and Family Center (NAYA) Early College Academy offers a blended high school and postsecondary curriculum for 9th to 12th graders aged 14 to 20. Students can earn a high school diploma and earn college credit. Academic programming integrates local Native culture, family and community outreach, and partnerships with Portland Community College and other postsecondary institutions.

¹⁰ Hodara, M. (2014). *What predicts developmental education participation? Lessons from Oregon*. (REL 2014). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Northwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

¹¹ College Board (2014). The 10th Annual AP Report to the Nation. Retrieved from <http://apreport.collegeboard.org>.

¹² College Board (2013). AP Program Participation and Performance Data 2013. Retrieved from <http://research.collegeboard.org/programs/ap/data/participation/2013>

students to graduate with college credit and tools for postsecondary success.

However, there are still high schools in Oregon where students have little to no opportunity to enroll in and earn college credits while still in high school. A report provided by Education Northwest using Oregon Department of Education data showed that over 200 schools serving high school age students in 2011-12 offered fewer than three dual credit courses taught by approved high school instructors affiliated with an Oregon community college (M. Hodara, personal communication, August 12, 2014).

Furthermore, 13 high schools and 15 charter schools serving high school aged students had absolutely no dual credit courses offered at local high schools during regular school hours and taught by approved high school instructors affiliated with an Oregon community college. Although the state still does not have the ability to aggregate data for all accelerated learning program data, an informal analysis indicated that most of these same schools also lacked offerings in AP, IB, CTE, and Expanded Options.

Review of Recent Legislative Action

Compared to other states in the nation, Oregon has been forward thinking in terms of accelerated college credit opportunities as is shown in the Chronology of Related Legislation in Appendix B. The early versions of SB 222 during the 2013 legislative session included appropriations: a) \$3.0 million for assistance with accelerated college credit programs; and b) \$5.0 million for consortiums of school districts and post-secondary institutions for flexible and innovative ways of providing accelerated credits and developmental education. These were removed because HB 3232 had \$3 million for dual or accelerated learning credits.

Although HB 3232 originally included approximately \$3 million to create a scholarship fund aimed at increasing access for underserved students to postsecondary institutions by paying for first year college courses or accelerated college credit programs, 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.

HB 3232 also included \$4 million to scale up and replicate the Eastern Promise model that has been accruing sizable benefits for Oregon students and their families.

Eastern Promise Model

In 2010, high schools and their partnering postsecondary institutions in Eastern Oregon launched the Eastern Promise initiative and began collaborating in new ways to:

- 1) Increase cross sector collaboration
- 2) Provide students with a variety of accelerated learning opportunities,
- 3) Build a college-going culture,
- 4) Develop cross-sector professional learning involved in establishing appropriate curriculum and shared assessment.

Unique to the Eastern Promise model is a proficiency-based approach that helps students demonstrate achievement of the course credits. Between dual credit and proficiency based classes, the number of early college credits earned in Eastern Promise increased from 14,000+ in 2012-13 to over 27,000 in 2013-14 involving 45 high schools, two community colleges, and one university.

HB 3232 specifically directed the Oregon Department of Education 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 postsecondary education. As of April of 2014, all but 18 counties in Oregon have at least one high school replicating four pillars of the Eastern Promise model.

Lingering Barriers

Despite the efforts described, Oregon still ranks among the states with the lowest high school graduation rates and falls short in closing equity and opportunity gaps for students typically underrepresented in postsecondary programs. As was noted in testimony provided by the Confederation of School Administrators,

“The traditional high school experience—in which the senior year is a less than challenging year for many students and a high school’s responsibilities toward students end at the annual graduation ceremony—be reimaged as part of a larger and more flexible continuum of formal education designed to ensure students with differing aspirations and abilities are prepared to continue their learning after high school.”

As such, the Accelerated Learning Committee is seeking to address the following issues:

- Uneven college course offerings in high school settings and participation by all student groups across the state
- More opportunities for students who may not view themselves as “college-going” to try out college level coursework and become college and career ready either in their home schools or on college campuses
- Uneven and unsustainable funding models for accelerated learning models that shortchange supports and quality assurances
- Inadequate numbers of qualified instructors able to teach college courses in high schools

- Need for clear alignment of high school curriculum and new state standards with college expectations to improve statewide transfer of college credits earned by students while in high school.

Instructor Qualifications

A persistent barrier to providing sustainable access to dual credit courses in all high schools lies in the dearth of qualified instructors. The Northwest Commission on Colleges and Universities which accredits institutions in our region has three standards related to this issue:

- 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.
- Standard 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.
- Standard 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.

However, at least one other regional accreditor provides more latitude as seen in this excerpt from the North Central Association of the Higher Learning Commission:

“Instructors must possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.”

Currently, the majority of community colleges in Oregon require:

- A Master’s degree in the content area, or
- Graduate quarter credit hours (24 to 30) along with a Master’s degree in a related field

The Committee heard and reviewed testimony from both K-12 and postsecondary institutions on issues surrounding instructor qualifications which are summarized in the table below:

K-12 Issues
Impact of approval process timeline on scheduling classes

Consistency of approvals—varies across institutions, no reciprocity, and can be inconsistent at the same institution or across departments
Overemphasis on degree qualifications and graduate coursework in content - Currently no consideration of teacher’s proficiency in teaching the course (IB/AP test results, co-teaching experience, proficiency)
More online graduate coursework in content area needed for high school teachers
Community College Issues
OARS related to faculty qualifications for community colleges are not consistent with requirements for those who teach at the universities- universities don’t have to require a Master’s degree in the content area.
Approval of faculty is part of faculty governance control and part of union contracts
Regional accreditation requires the same qualifications for full-time/part-time faculty or high school instructors
Colleges can’t give instructors approval to teach courses at another college
The postsecondary institution requirements for high school instructors of dual credit courses exceeds licensure requirement from Oregon Teacher Standards and Practices Commission for high school teachers. Graduate programs that prepare teachers to teach in high schools should include sufficient graduate subject area coursework to meet postsecondary teaching qualifications.
Certification issues and contract language limit part-time faculty interested in teaching at the high school level

The Committee reaffirmed the role of postsecondary institutions to approve instructors but recommended:

- Consideration of other qualifications that could be considered equivalent to the Master’s degree in the content area and that include demonstrated proficiency in addition to degree qualifications (Appendix E)
- A more streamlined application process, consideration of timelines for course scheduling, and more consistency in approval decisions across campuses
- A predictable schedule and offering of summer online graduate courses for high school teachers seeking to enhance their degree qualifications for teaching dual credit courses

Funding Issues

Considerable time was spent examining how different kinds of accelerated learning programs are funded. It became clear that some accelerated learning options require more extensive collaboration than others between both high schools and a partnering postsecondary institution. Unlike Advanced Placement and International Baccalaureate programs where the curriculum is developed, teachers are trained, and exams are scored by the parent company, dual credit courses involve costs for both the high school and the postsecondary institution.

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

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

Although sometimes viewed by universities as a recruitment pipeline, the charges and tuition rates do not reflect costs for faculty time for collaboration with high school instructors on course outcomes and assessment alignments. When a high school teacher teaches a course, college faculty time is still required to approve instructors, provide course and institutional orientation, and ongoing professional development. In addition, costs affiliated with program planning, course development, textbooks, student advising, instructional supports, and transcription add to actual costs per course.

Furthermore, there are salient differences between high school and community college funding formulas, as summarized below by Jim Middleton, a former community college president:

- School districts receive revenue through State funding equalized based on varied local property taxes. Thus, fundamentally, more students means more income; fewer students, less income.
- Community colleges receive revenue both through tuition (approximately 50% on a statewide basis) and State funding equalized based on varied local property taxes. Thus, more students do not necessarily mean more State funding for the community college.
- The current enrollment based funding distribution system calculates College X's percentage of the total state Full Time Equivalent (FTE) enrollment and the college receives that percentage of allocated CCWD Support Fund (increases or decreases are rolled in over three years – 40/30/30%).
- However, should all 17 community college increase (or decrease) enrollment by exactly 10% through Accelerated Learning or some other mechanism, no college would realize any change in State funding.
- Additionally, over the past several years, CCWD has had a State Board-approved enrollment management system that caps the number of funded FTE. This was intended to recognize the decline in revenue per FTE and was designed to diminish the competitive enrollment "race." Under this system, additional enrollment expansion for many colleges has been irrelevant.

“Thus, while on face value, there may seem to be a State funding incentive/reward for community colleges to expand Accelerated Learning; in fact, there may be little or no fiscal benefit. In fact, added expense for curriculum alignment, faculty mentoring and other college expenses may exceed any revenue realized.”

Jim Middleton, former president
Central Oregon Community College

According to the Education Commission on the States, the national trend in accelerated college programs is for the state to provide dual funding to both participating districts and their higher education partners. Although some are concerned that the state is paying twice for dual credit, 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 example, when a high school student is 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. Given that participation in remedial education has increased from 47% to 67% for recent Oregon high school graduates enrolled in community colleges and that students’ college persistence and completion decreases based on the level of math and English classes in which students are first enrolled¹³, there are compelling reasons for reversing course.

Funding Design: A Supposal

A new model of funding is proposed by the Accelerated Learning Committee to address uneven and unsustainable funding models for accelerated learning models that are shortchanging supports and quality assurances. The model applies to the first three (3) college credit-bearing courses that high school students take and is designed to fund a more equitable model of access to college coursework in every Oregon high school, particularly for students in the Opportunity Gap. For AP and IB programs, only feature 8 applies.

- 1) Districts continue to receive ADM for all students in accelerated learning courses.
- 2) Postsecondary institutions continue to receive FTE as defined by their current respective budget model for accelerated options in which they partner.
- 3) For partnering districts and post-secondary providers providing dual credit opportunities a fee agreement is negotiated:
 - a. Floor (minimum per-credit charge for any negotiated agreement): Districts directly pay 15% of the per-credit cost to the post-secondary institution when the instructor is provided by the high school.

¹³ Hodara (2014) “Oregon HS Graduates at Community College: Developmental Education Participation & Postsecondary Outcomes” Retrieved from http://education.oregon.gov/Documents/OEIBsubs/BP4_8_14matsV2.pdf

- b. Ceiling (maximum per-credit charge for any negotiated agreement): Districts directly pay 90% of the per-credit cost to the post-secondary institution when the postsecondary partner provides the instructor.
- 4) No high school students are charged any tuition or fee for textbooks or materials for the first three courses in which they enroll. Districts and their postsecondary partners can negotiate the students' shared responsibilities beyond the first three courses in which they enroll.
- 5) For the first 3 college courses that a student completes in an accelerated learning program (excluding IB and AP), additional funding per credit earned is paid by the state to each school district and postsecondary partnership annually. The funding is to be divided evenly between the high school and the postsecondary partners to help fund expenses related to:
 - a. Student advising/instructional supports and outreach
 - b. Faculty engagement in course and assessment development
 - c. Textbooks
 - d. State reporting
 - e. Teacher tuition for graduate coursework in the content area that qualifies them as dual credit instructors
 - f. Periodic calibration of student performance to ensure college rigor of the coursework
- 6) Two weighting factors apply:
 - a. An additional amount is paid annually to the school district for the first three accelerated learning credits earned by Opportunity Gap students that is used to:
 - i. Develop and offer instructional skill supports for students
 - ii. Fund a course that provides an orientation to college
 - iii. Expand earlier exposure and advising for students and their families to make choices among available accelerated learning options and create plans for future post-secondary training and life goals
 - b. An additional amount is paid annually to the school district for the first CTE dual credits earned by students that is used to:
 - i. Provide for additional costs of CTE instructional costs
 - ii. Pay teacher tuition for coursework that results in CTE licensure
- 7) Current models of funding still apply to any credits earned beyond the first three courses.
- 8) Advanced Placement and International Baccalaureate programs would earn an additional amount per student per AP or IB course offered that is to be used for class sets of textbooks and other materials.

- 9) When adopted for use in Oregon’s postsecondary funding models, performance-based elements linked to course completion should apply to the FTE payment to institutions for students in accelerated learning programs.
- 10) In addition to considering how to create a sustainable funding model, the Accelerated Learning Committee considered three areas of one-time investments that they recommended to the OEIB Outcomes and Investments Subcommittee in June 2014:
- a. One-time seed funds to convene professional learning communities of college faculty, high school instructors and administrators to assess local needs and operationalize offerings for high schools where students have fewer than three college credit-bearing courses available at the high school level. These funds could also be used to develop high quality online courses, supported at the school site, for students in rural and remote areas.
 - b. Seed funding to university faculty teams to collaborate on development of online graduate course sequences in Math, Writing and Speech available during the summer for high school instructors seeking to teach dual credit courses in their respective high schools.
 - c. Support for OEIB to facilitate a K-12 and postsecondary workgroup to refine and scale up an advising continuum model that helps students make choices among available accelerated learning options and create plans for future post-secondary training and life goals.

Estimated Fiscal Costs

Item Explanation	Amounts
Cost factor \$20 per dual credit paid by the state to each high school and postsecondary partnership in addition to existing ADM and FTE	\$5,400,000
Additional Weighting Factor of \$15 for each dual credit earned assuming 10,000 students (1/3) participating in program represent Opportunity Gap and take a full 9 hours	900,000
Additional Weighting Factor of \$10 for each AP/IB credit earned assuming 5,000 students (16%) participating in program represent Opportunity Gap and take a full 9 hours	450,000
Additional Weighting Factor of \$10 for each CTE dual credit earned assuming 1/3 of the courses offered will be CTE and 1/3 of the participating 30,000 students participating in the program take an average of one CTE course	300,000
Cost factor of \$20 per AP/IB student for textbook costs assuming approximately 20,000 students participating	200,000
Per year additional costs	\$7,250,000
Per Biennium	\$14,500,000
Strategic Investments	500,000
Total Package	\$15,000,000

Scenario Assumptions

\$300	Average Oregon Community College tuition cost per three credit course (in state rate for fulltime student based on full carrying load of 45 credits annually) and does not include fees. Tuition rates for universities are higher.
\$170	Average Negotiated Price for Accelerated Learning—cost per 3 credit class assuming \$60 is the floor and \$270 is the ceiling
30,000	Estimated number of students participating in Dual Credit and assuming similar gains based on incremental Dual Credit growth over the last several years
10,000	Estimated number of students participating in AP/IB with some anticipated growth

Program Recommendations from the Accelerated Learning Committee

In addition to the funding models proposed, the Committee offered recommendations that may be included in legislation or interpreted through Oregon Administrative Rules to enhance how Accelerated Learning options are provided in Oregon. These are summarized below:

- Every public high school in Oregon should provide students with the opportunity to:
 - Determine their individual level of College and Career Readiness
 - Access supports that help close College and Career Readiness gaps
- While still in high school, every eligible Oregon student should be able to enroll, at no cost, in at least three transferable college credit bearing classes.
- Priority for additional course offerings should be for core subject areas that an Oregon-based, generally accredited, public institution of higher education accepts towards the requirements of a post-secondary degree or the prerequisites for career and technical education.
- Models of accelerated learning should complement the Common Core State Standards movement with its goals of strengthening rigor and raising expectations.
- Districts should identify and work with postsecondary partners to best meet the needs of the students they are serving.
- Districts should intensify efforts to expand existing AP and IB offerings and enroll more students, particularly those in the Opportunity Gap.
- A statewide equivalency table should be developed to help provide guidance and consistency for approval of high school instructors to teach dual credit courses that also considers demonstrated proficiency in addition to degree qualifications.
- Ongoing professional development that engages high school instructors and postsecondary faculty should not only address course expectations and levels of rigor but engage both partners in understanding more about students' performance as it relates to college course expectations and the new expectations of new state standards.
- Districts and public post-secondary providers should negotiate a per credit rate depending on local conditions, the delivery models, who teaches the course, and other consideration that encompass additional costs of sustainable rigorous implementation.

- A portion of K-12 funding for dual enrollment courses should be directed to the post-secondary partners to support faculty involvement in assuring college rigor even when they are not the instructors of record.
- Partners in accelerated learning programs need to adopt cost saving measures that help address the rising costs of textbooks, including increased use of open source materials. (Higher Education Coordinating Commission [2012 Textbook Affordability Report](#).)
- 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 SAT, ACT or SBAC before they graduate from high school.
- Students who may not see themselves as “college-going” should have access to a college course option that can be taken during the senior year, or earlier, that helps them learn about college rigor, benefits and expectations and supports their navigation of college applications and financial aid procedures.
- Counselors, teachers, and support staff/volunteers should provide early communication and advising that:
 - Helps students learn about options for their future, careers, the education required and how to make plans for future postsecondary training and life goals
 - Conveys the expectation that all students can prepare for the opportunity to attend and be successful in post-secondary education
 - Ensures all students get the same message of high expectations for their future
- ODE and HECC should submit a report every two years to the OEIB, 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).

Next Steps

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 specific tasks outlined in Appendix F need to be addressed. Some of these will require additional FTE for personnel to oversee and provide coordination.
- An initial draft of Legislative Concept 274, intended to capture the intent of the Accelerated Learning Committee’s recommendations, needs to be further refined and vetted prior to the start of the 2015 legislative session.
- Regular collection and analysis of data across all accelerated learning options will be essential to gain a complete picture of student enrollment patterns across the state.
- To the greatest extent possible, the State Longitudinal Data System needs to incorporate aspects of the data referenced in Appendix G.
- Like any good idea, effective communication is key and will be needed to reach students, parents, instructors, administrators, and potential partners.

Appendix A: Senate Bill 222

77th OREGON LEGISLATIVE ASSEMBLY--2013 Regular Session

Enrolled

Senate Bill 222

Sponsored by Senator HASS, Representatives DEMBROW, READ, Senator BATES; Senators BEYER, STARR, STEINER HAYWARD, Representatives BENTZ, GELSER, JOHNSON (Presession filed.)

AN ACT

Relating to accelerated college credit programs; creating new provisions; amending ORS 329.451 and 341.450; and declaring an emergency.

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

SECTION 1. (1) The Accelerated Learning Committee is established.

(2) The committee consists of the following seven members:

(a) The Chief Education Officer.

(b) Six members appointed as follows:

(A) The President of the Senate shall appoint two members from among members of the Senate.

(B) The Speaker of the House of Representatives shall appoint two members from among members of the House of Representatives.

(C) The Governor shall appoint two members.

(3) The committee shall examine methods to encourage and enable students to obtain college credits while still in high school. The committee shall emphasize the 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.

(4) A majority of the members of the committee constitutes a quorum for the trans- action of business.

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

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

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

(8) 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.

(9) The committee may adopt rules necessary for the operation of the committee.

(10) The committee shall submit a report, and may include recommendations for legislation, to the interim legislative committees on education no later than October 1, 2014.

(11) The Oregon Education Investment Board shall provide staff support to the committee.

(12) Notwithstanding ORS 171.072, members of the committee who are members of the Legislative Assembly are not entitled to mileage expenses or a per diem and serve as volunteers on the committee. Other members of the committee are not entitled to compensation or reimbursement for expenses and serve as volunteers on the committee.

(13) All agencies of state government, as defined in ORS 174.111, are directed to assist the committee in the performance of its duties and, to the extent permitted by laws relating to confidentiality, to furnish such information and advice as the members of the committee consider necessary to perform their duties.

SECTION 2. Section 1 of this 2013 Act is repealed on the date of the convening of the 2015 regular session of the Legislative Assembly as specified in ORS 171.010.

SECTION 3. ORS 329.451 is amended to read:

329.451. (1)(a) At or before grade 12, a school district or public charter school shall award a high school diploma to a student who completes the requirements established by subsection (2) of this section.

(b) A school district or public charter school shall award a modified diploma to a student who satisfies the requirements established by subsection (6) of this section, an extended diploma to a student who satisfies the requirements established by subsection (7) of this section or an alternative certificate to a student who satisfies the requirements established by subsection (8) of this section.

(c) A school district or public charter school may not deny a student who has the documented history described in subsection (6)(b) or (7)(b) and (c) of this section the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason that the student has the documented history.

(d) A school district or public charter school may award a modified diploma or extended diploma to a student only upon receiving consent as provided by subsection (5) of this section.

(2)(a) In order to receive a high school diploma from a school district or public charter school, a student must satisfy the requirements established by the State Board of Education and the school district or public charter school and, while in grades 9 through 12, must complete at least:

[[a)] **(A)** Twenty-four total credits; [(b)] **(B)** Three credits of mathematics; and [(c)] **(C)** Four credits of English. **(b) If a school district or public charter school requires a student to complete more than 24 total credits, as provided by paragraph (a)(A) of this subsection, the school district or public charter school may only require the student to complete additional credits for:**

(A) Subjects for which the State Board of Education has established academic content standards under ORS 329.045;

(B) Courses provided as part of a career and technical education program; or

(C) Courses that provide, or qualify to provide, credit at post-secondary institutions of education.

(3) A student may satisfy the requirements of subsection (2) of this section in less than four years. If a student satisfies the requirements of subsection (2) of this section and a school district or public charter

school has received consent as provided by subsection (5) of this section, the school district or public charter school shall award a high school diploma to the student.

(4) If a school district or public charter school has received consent as provided by subsection (5) of this section, the school district or public charter school may advance the student to the next grade level if the student has satisfied the requirements for the student's current grade level.

(5)(a) For the purpose of receiving consent as provided by subsections (1)(d), (3) and (4) of this section, consent shall be provided by:

(A) The parent or guardian of the student, if the student: (i) Is under 18 years of age and is not emancipated pursuant to ORS 419B.550 to 419B.558; or (ii) Has been determined not to have the ability to give informed consent regarding the student's education pursuant to a protective proceeding under ORS chapter 125; or

(B) The student, if the student is 18 years of age or older or is emancipated pursuant to ORS 419B.550 to 419B.558.

(b) For the purpose of awarding a modified diploma or extended diploma as provided by subsection (1)(d) of this section or of awarding a high school diploma as provided by subsection (3) of this section, consent must be received during the school year for which the diploma will be awarded.

(6) A school district or public charter school shall award a modified diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations. To be eligible for a modified diploma, a student must:

(a) Satisfy the requirements for a modified diploma established by the State Board of Education; and

(b) Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or have a documented history of a medical condition that creates a barrier to achievement.

(7) A school district or public charter school shall award an extended diploma only to students who have demonstrated the inability to meet the full set of academic content standards for a high school diploma with reasonable modifications and accommodations. To be eligible for an extended diploma, a student must:

(a) While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits earned in a self-contained special education classroom and shall include:

(A) Two credits of mathematics; (B) Two credits of English; (C) Two credits of science; (D) Three credits of history, geography, economics or civics; (E) One credit of health;

(F) One credit of physical education; and (G) One credit of the arts or a second language; (b) Have a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers or have a documented history of a medical condition that creates a barrier to achievement; and

(c)(A) Participate in an alternate assessment beginning no later than grade six and lasting for two or more assessment cycles; or

(B) Have a serious illness or injury that occurs after grade eight, that changes the student's ability to participate in grade level activities and that results in the student participating in alternate assessments.

(8) A school district or public charter school shall award an alternative certificate to a student who does not satisfy the requirements for a high school diploma, a modified diploma or an extended diploma if the student meets requirements established by the board of the school district or public charter school.

(9) A student shall have the opportunity to satisfy the requirements of subsection (6), (7) or (8) of this section by the later of:

(a) Four years after starting grade nine; or

(b) The student reaching the age of 21 years, if the student is entitled to a public education until the age of 21 years under state or federal law.

(10)(a) A student may satisfy the requirements described in subsection (6), (7) or (8) of this section in less than four years if consent is provided in the manner described in subsection (5)(a) of this section.

(b) The consent provided under this subsection must be written and must clearly state that the parent, guardian or student is waiving the time allowed under subsection (9) of this section. A consent may not be used to allow a student to satisfy the requirements of subsection (6), (7) or (8) of this section in less than three years.

(c) A copy of all consents provided under this subsection for students in a school district must be forwarded to the district superintendent.

(d) Each school district must provide to the Superintendent of Public Instruction information about the number of consents provided during a school year.

(11)(a) A student who receives a modified diploma, an extended diploma or an alternative certificate shall:

(A) Have the option of participating in a high school graduation ceremony with the class of the student; and

(B) Have access to instructional hours, hours of transition services and hours of other services that are designed to:

(i) Meet the unique needs of the student; and

(ii) When added together, provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

(b)(A) The number of instructional hours, hours of transition services and hours of other services that are appropriate for a student shall be determined by the student's individualized education program team. Based on the student's needs and performance level, the student's individualized education program team may decide that the student will not access the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection.

(B) A school district may not unilaterally decrease the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection, regardless of the age of the student.

(c) If a student's individualized education program team decides that the student will not access the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection, the school district shall annually:

(A) Provide the following information in writing to the parent or guardian of the student:

(i) The school district's duty to comply with the requirements of paragraph (a)(B) of this sub-section; and

(ii) The prohibition against a school district's unilaterally decreasing the total number of hours of instruction and services to which the student has access.

(B) Obtain a signed acknowledgment from the parent or guardian of the student that the parent or guardian received the information described in subparagraph (A) of this paragraph.

(C) Include in the individualized education program for the student a written statement that explains the reasons the student is not accessing the total number of hours of instruction and services to which the student has access under paragraph (a)(B) of this subsection.

(d) For purposes of paragraph (a)(B) of this subsection, transition services and other services designed to meet the unique needs of the student may be provided to the student through an inter-agency agreement entered into by the school district if the individualized education program developed for the student indicates that the services may be provided by another agency. A school district that enters into an interagency agreement as allowed under this paragraph retains the responsibility for ensuring that the student has access to the number of service hours required to be provided to the student under this subsection. An agency is not required to change any eligibility criteria or enrollment standards prior to entering into an interagency agreement as provided by this paragraph.

(12) A school district or public charter school shall:

(a) Ensure that students have on-site access to the appropriate resources to achieve a high school diploma, a modified diploma, an extended diploma or an alternative certificate at each high school in the school district or at the public charter school.

(b) Provide literacy instruction to all students until graduation.

(c) Beginning in grade five, annually provide information to the parents or guardians of a student taking an alternate assessment of the availability of a modified diploma, an extended diploma and an alternative certificate and the requirements for the diplomas and certificate.

SECTION 4. (1) The amendments to ORS 329.451 by section 3 of this 2013 Act become operative July 1, 2015.

(2) The amendments to ORS 329.451 by section 3 of this 2013 Act first apply to students graduating on or after July 1, 2015.

SECTION 5. ORS 341.450 is amended to read:

341.450. Every community college district shall encourage high school students to start early on a college education by:

(1) Implementing two-plus-two programs and other related programs[. Each community college district shall make] **and making** at least one such program available to each interested school district that is within ALC Legislative Report October 1, 2014

the boundaries of the community college district.

(2) Collaborating with interested school districts that are within the boundaries of the community college district to facilitate the delivery of two-plus-two programs and other related programs.

SECTION 6. ORS 341.450, as amended by section 5, chapter 639, Oregon Laws 2011, is amended to read:

341.450. Every community college district shall encourage high school students to start early on a college education by:

(1) Implementing a dual credit program, a two-plus-two program or another accelerated college credit program[. Each community college district shall make] **and making** at least one such program available to each interested school district that is within the boundaries of the community college district.

(2) Collaborating with interested school districts that are within the boundaries of the community college district to facilitate the delivery of a dual credit program, a two-plus-two program or other accelerated college credit program.

SECTION 7. This 2013 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2013 Act takes effect on its passage.

Appendix B: Chronology of Related Legislation

In 1997, Oregon Revised Statute 341.450 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 postsecondary 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),
- Adoption of statewide standards for awarding credit for AP and IB exam scores,
- Use of the National Alliance of Concurrent Enrollment Partnerships accreditations standards for Oregon's Dual Credit programs, 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 to support high school students' early entry into postsecondary studies for dual credit by providing public funding to the postsecondary institutions to offset the cost of tuition, fees, textbooks, equipment and materials for students who participate in the program. Postsecondary institutions receiving state funds for participating students were not permitted to charge students any tuition or fees, and the postsecondary and secondary institutions were to negotiate a financial agreement to cover the actual instructional costs. The law required that all high school students and their parents

were to be informed of the program, and outreach to dropouts was emphasized. The law also sets some limits on the amount of time students may participate and on the number of credit hours awarded to students at any one high school (330 for a school of 1000 students). The Oregon Department of Education was asked provide an annual report on the Expanded Options Program to the Joint Boards of Education and the House and Senate committees relating to education. House Bill 3160 required districts to apply for waivers if they were not offering this option based on financial hardship or other program offerings.

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:

- 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 2014-2015, 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 the 2014-2015 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).

Appendix C: Invited and Public Testimony

Accelerated Learning Committee Meetings October 2013-September 2014

- Randy Spaulding, Director of Academic Affairs and Policy,
 - Washington Student Achievement Council
- Jim West, Associate Director, Academic Affairs and Policy
 - Washington Student Achievement Council
- Noreen Light, Associate Director, Academic Affairs and Policy,
 - Washington Student Achievement Council
- Matt Gianneschi, Vice President of Policy and Programs
 - Education Commission of the States
- Margaret DeLacey
 - Oregon Association for Talented and Gifted
- Sally Hudson, Director
 - Portland State University Challenge Program
- Craig Hawkins, Executive Director
 - Confederation of School Administrators
- Shelley Berman, Superintendent
 - Eugene School District
- Gerald Hamilton, Interim Executive Director
 - Oregon Department of Community Colleges and Workforce Development
- Marla Edge, Committee Chair of Dual Credit Oversight Committee
 - Director of Academic Agreements and Articulations, Oregon Institute of Technology
- Andrea Henderson, Executive Director
 - Oregon Community College Association
- Mark Mulvihill, Superintendent
 - InterMountain Education Service District
- Don Domes, Dual Credit High School Instructor in Engineering and Technology
 - Hillsboro High School
- Traci Hodgson, President - Faculty Association
 - Chemeketa Community College
- Shay James, Principal
 - Franklin High School
- Richard Donovan, Committee Administrator
 - Oregon State Legislature
- Elizabeth Cox-Brand, Research and Communication Director
 - Oregon Department of Community Colleges and Workforce Development
- David Edwards, Director of Policy
 - Oregon Education Investment Board
- Laura Paxton Kluthe, Social Studies teacher
 - Lake Oswego High School

Appendix D: Summary of Feedback on Accelerated Learning Committee Concepts

Confederation of School Administrators Summer Institute- June 20, 2014

a. Pluses—

- Time & tuition savings for students,
- Increases likelihood in graduating from High School & on to college
- Needs to be available statewide
- Like that there is a plan for funding and structure for implementation
- Begins good discussion on rigor, gaps, assessment, etc.
- Helps close achievement gap

b. Concerns/Questions

- Needs to include CTE focus
- Need to make sure students can succeed
- Need equity of resources statewide
- What will happen for students not ready for college courses
- Need clearer curriculum articulation between High School & beyond
- Will this dilute K-12 ADM
- Make sure there are enough qualified instructors
- Need to make sure that courses transfer
- Does this nullify existing agreements between K-12 & postsecondary

OEIB Outcomes and Investments Subcommittee presentation June 12, 2014

- Interest in what courses make the most sense
- Why not just offer the courses online
- What about technical colleges and courses
- Would like to see Return on Investment
- What will be different in 10 years?

OEA and AFT faculty meeting -- July 23, 2014

- Focus on faculty leadership/input with a focus area specifically on ALC
- Agreement on two key issues: Transfer issue and quality of courses
- Concern that there are many college instructors who are not fully employed who would be willing to teach—TSPC licensure issue
- Additional work load issue for faculty
- Need for a minimum and maximum set of criteria for instructor qualifications for courses offered to high school students
- Questions about Eastern Promise instructor approval model
- Four members will be working with OEIB on draft of chart to bring back to next meeting.
- Frank Goulard is surveying current instructor qualifications for Biology 101,102,103, Math 111, 112, Speech 111, Wr121
- Majority approved to move forward with this discussion

Appendix E: Sample Equivalency Chart for High School Instructor Approval Process

This chart proposes sample equivalencies, some of which are already used by community college in Oregon, to determine a high school instructor’s qualifications for teaching a dual credit course.

Bachelor's	plus	Masters in subject area	plus	College approval		
Bachelor's	plus	XX graduate credit hours in subject area	plus	College approval		
Bachelor's	plus	An education related Masters	plus	XX sem. Hrs./XX qtr. Hrs. in content area	plus	College approval
Bachelor's in Subject Area	plus	An education related Masters	plus	Successful teaching experience teaching at college level.	plus	College approval
Bachelor's	plus	An education related Masters	plus	XX sem hrs/XX qtr hrs earned through professional development offered by IHE related to content being taught	plus	College approval
Bachelor's	plus	Master of Arts in Teaching	plus	High score on Praxis or NES content test AND One term of successful co-teaching of the course	plus	College approval

Appendix F: 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
Establish funding guidelines and oversee appropriation distribution	
	HECC, SBE, ODE, CCWD
Program Quality	
Assure course quality using recognized guidelines such as those established by NACEP, the Dual Credit Oversight Committee, and the Revised Oregon Dual Credit Standards	ODE, CCWD, HECC, SBE, College and HS faculty, CIA
Transferability	
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 biennial state reports on student progress outcomes across options.	HECC, SBE, OEIB
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).	OEIB w/partners from state agencies, K-12, IHEs, and community partners

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 G: Proposed Reporting Requirements

Each biennium, the Oregon Department of Education and the Higher Education Coordinating Commission would 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 by content area and type, e.g., qualified high school teacher or college faculty;
- The number of students who participated in an accelerated college program, including subtotals for each district and postsecondary 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 in which students enroll and in which programs (including IB and AP);
- Enrollment to completion ratios by district and postsecondary 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 postsecondary institution, course type and delivery method.
- Summaries of course and instructor evaluations

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

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

D R A F T

SUMMARY

Establishes statewide standards for accelerated college credit programs for high school students.

Declares emergency, effective July 1, 2015.

A BILL FOR AN ACT

1
2 Relating to accelerated learning; creating new provisions; amending ORS
3 337.150, 338.025, 338.115, 340.300, 340.305, 340.310, 340.320 and 340.330; and
4 declaring an emergency.

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

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

1 educational attainment; and

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

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

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

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

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

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

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

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

31 **(2) “Post-secondary institution of education” means a community**

1 **college in this state or a public university listed in ORS 352.002.**

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

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

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

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

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

13 **(1) Each school district must offer an accelerated college credit**
14 **program at each high school in the school district. The program must**
15 **provide all students in grades 9 through 12 with opportunities to earn**
16 **college credit while in high school.**

17 **(2)(a) An accelerated college credit program:**

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

19 **(i) Three college-level courses; or**

20 **(ii) Nine quarter hours of college-level courses;**

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

24 **(C) May include courses in the sciences, arts, humanities, social**
25 **sciences and other courses for which college credit is transferable to**
26 **a post-secondary institution of education.**

27 **(b) For the purpose of this subsection, a college credit is**
28 **transferable if a post-secondary institution of education or an**
29 **Oregon-based, generally accredited, not-for-profit private institution**
30 **of higher education accepts the credit for application toward the re-**
31 **quirements of a post-secondary degree or the prerequisites for career**

1 and technical education.

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

5 (b) When a post-secondary institution of education provides a
6 course supported by online resources as described in paragraph (a) of
7 this subsection, the post-secondary institution of education must make
8 reasonable efforts to enter into agreements to enable students in
9 grades 9 through 12 to take the course if space is available in the
10 course. Efforts must be made under this subsection to serve all stu-
11 dents regardless of the community college district that serves the
12 students.

13 (4) Except as provided by subsection (5) of this section, a student
14 participating in an accelerated college credit program may not be re-
15 quired to pay any expenses, including charges for tuition, fees and
16 instructional materials, imposed by a post-secondary institution of
17 education.

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

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

22 (b) Incurred for courses that are in excess of the three college-level
23 courses or nine quarter hours of college-level courses that a school
24 district is required to provide under subsection (2) of this section. A
25 school district may charge a minimal fee per course for college-level
26 courses that are in excess of the requirement under subsection (2) of
27 this section.

28 (6) Each school district that provides an accelerated college credit
29 program shall collaborate with a post-secondary institution of educa-
30 tion to ensure that:

31 (a) Courses offered through an accelerated college credit program

1 **meet standards for transferable credits;**

2 **(b) Students receive technical assistance in applying for admission**
3 **and financial aid at a post-secondary institution of education; and**

4 **(c) Students receive instructional support and other nonmonetary**
5 **support that are targeted to improve the success of the students at a**
6 **post-secondary institution of education.**

7 **(7) Each school district shall annually inform the parents of its**
8 **students in grades 9 through 12 of the availability and transferability**
9 **of accelerated college credit program credits, including the student**
10 **eligibility requirements and the financial and academic benefits of**
11 **earning college credit while in high school.**

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

13 340.305. *[(1) As used in this section:]*

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

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

17 *[(B) Provides standardized testing related to accelerated learning options*
18 *that lead to college credit.]*

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

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

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

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

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

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

7 (4) To the extent that [*accelerated learning entities*] **accelerated college**
 8 **credit program entities** provide information to the Superintendent of Pub-
 9 lic Instruction about [*accelerated learning options*] **accelerated college**
 10 **credit programs** made available by [*high schools*] **school districts**, the su-
 11 perintendent shall ensure that each [*high school*] **school district** that offers
 12 or provides access to [*accelerated learning options in three or fewer subjects*]
 13 **courses through accelerated college credit programs** is contacted annu-
 14 ally and is provided with information about resources and the various means
 15 for offering or providing access to [*accelerated learning options*] **accelerated**
 16 **college credit programs**.

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

19 340.310. [(1) *The Higher Education Coordinating Commission shall develop*
 20 *statewide standards for dual credit programs to be implemented by public high*
 21 *schools, community colleges and public universities listed in ORS 352.002. The*
 22 *standards must establish the manner by which:]*

23 **(1) The Higher Education Coordinating Commission, in consultation**
 24 **with the State Board of Education, shall adopt statewide standards for**
 25 **accelerated college credit programs that do not have nationally estab-**
 26 **lished standards. The standards must be implemented by school dis-**
 27 **tricts and post-secondary institutions of education and must establish**
 28 **the manner by which:**

29 (a) A student in any grade from 9 through 12 may, upon completion of a
 30 course, earn course credit both for high school and for [*a community college*
 31 *or public university; and*] **general education or career and technical ed-**

1 **ucation at a post-secondary institution of education.**

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

7 (c) **Teachers of courses that are part of an accelerated college credit**
8 **program must be approved by a post-secondary institution of educa-**
9 **tion based on a process established by the Higher Education Coordi-**
10 **nating Commission, in consultation with the State Board of**
11 **Education. The process must:**

12 (A) **Result in the same outcome regardless of the approving post-**
13 **secondary institution of education; and**

14 (B) **Provide that a teacher who is approved by one post-secondary**
15 **institution of education to teach a course may not be required to re-**
16 **ceive additional approval to teach the same course at a different**
17 **post-secondary institution of education.**

18 (d) **Payment for accelerated college credit programs is distributed**
19 **by school districts to high schools and to post-secondary institutions**
20 **of education, including designating acceptable uses of moneys received**
21 **from the State School Fund for accelerated college credit programs**
22 **and establishing a minimum rate, a maximum rate and a default rate**
23 **for payment to a post-secondary institution of education for an accel-**
24 **erated college credit program.**

25 (2) Each *[public high school, community college and public university]*
26 **school district and post-secondary institution of education** that provides
27 *[a dual credit program]* **an accelerated college credit program** must im-
28 plement the statewide standards *[developed]* **adopted** under subsection (1) of
29 this section **and must annually review the program to ensure compli-**
30 **ance with the standards.**

31 *[(3) Each school district, community college and public university that*

1 *provides a dual credit program shall submit an annual report to the Higher*
2 *Education Coordinating Commission on the academic performance of students*
3 *enrolled in a dual credit program. The Higher Education Coordinating Com-*
4 *mission shall establish the required contents of the report, which must provide*
5 *sufficient information to allow the commission to determine the quality of the*
6 *dual credit program.]*

7 **(3)(a) Each school district and post-secondary institution of educa-**
8 **tion that provides an accelerated college credit program shall submit**
9 **to the Higher Education Coordinating Commission an annual report**
10 **on the academic performance of students participating in the program**
11 **and the participation level of underrepresented students in the pro-**
12 **gram. A school district must provide a separate report for each high**
13 **school in the school district.**

14 **(b) The Higher Education Coordinating Commission shall establish**
15 **the required contents of the report required by this subsection. The**
16 **report must provide sufficient information to allow the commission to**
17 **determine the quality of the program and to document progress to-**
18 **ward meeting the mission described in ORS 351.009.**

19 **(c) For purposes of the report required by this subsection, the**
20 **commission shall identify the characteristics of underrepresented stu-**
21 **dents.**

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

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

27 *340.320. [(1) As used in this section, “accelerated college credit programs”*
28 *includes dual credit programs, two-plus-two programs, advanced placement*
29 *programs and International Baccalaureate programs.]*

30 **[(2)] (1) The Department of Education shall administer a grant program**
31 **that provides grants for the purposes of:**

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

3 (b) Assisting students in paying for [*books,*] **instructional** materials and
4 other costs[, *other than test fees,*] related to accelerated college credit pro-
5 grams **that are incurred by a student for courses that are in excess of**
6 **three college-level courses or nine quarter hours of college-level**
7 **courses;** and

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

9 [(3)] **(2)** Any school district[, *community college district or state institution*
10 *of higher education in this state*] **or post-secondary institution of educa-**
11 **tion** may individually or jointly apply for a grant under this section.

12 [(4)] **(3)** If a grant is awarded for the purpose of providing education or
13 training to teachers who will provide or are providing instruction in an ac-
14 celerated college credit program:

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

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

22 [(5)] **(4)** For the purposes described in subsection [(2)] **(1)** of this section,
23 the department may:

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

28 (b) Enter into agreements with school districts[, *community college dis-*
29 *tricts and state institutions of higher education*] **and post-secondary insti-**
30 **tutions of education** related to the funding to provide education or training
31 to teachers who will provide or are providing instruction in an accelerated

1 college credit program.

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

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

7 340.330. The Accelerated College Credit Account is established in the
8 State Treasury, separate and distinct from the General Fund. Interest earned
9 by the Accelerated College Credit Account shall be credited to the account.
10 Moneys in the Accelerated College Credit Account are continuously appro-
11 priated to the Department of Education for the purposes described in ORS
12 340.320 [(2)] (1).

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

14 338.115. (1) Statutes and rules that apply only to school district boards,
15 school districts or other public schools do not apply to public charter
16 schools. However, the following laws do apply to public charter schools:

17 (a) Federal law;

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

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

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

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

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

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

24 (h) ORS 181.534, 326.603, 326.607, 342.223 and 342.232 (criminal records
25 checks);

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

27 (j) ORS 329.451 (high school diploma, modified diploma, extended diploma
28 and alternative certificate);

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

31 (L) ORS 337.150 (textbooks);

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

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

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

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

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

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

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

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

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

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

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

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

8 338.115. (1) Statutes and rules that apply only to school district boards,
9 school districts or other public schools do not apply to public charter
10 schools. However, the following laws do apply to public charter schools:

- 11 (a) Federal law;
- 12 (b) ORS 30.260 to 30.300 (tort claims);
- 13 (c) ORS 192.410 to 192.505 (public records law);
- 14 (d) ORS 192.610 to 192.690 (public meetings law);
- 15 (e) ORS chapters 279A, 279B and 279C (Public Contracting Code);
- 16 (f) ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law);
- 17 (g) ORS 326.565, 326.575 and 326.580 (student records);
- 18 (h) ORS 181.534, 326.603, 326.607, 342.223 and 342.232 (criminal records
19 checks);
- 20 (i) ORS 329.045 (academic content standards and instruction);
- 21 (j) ORS 329.451 (high school diploma, modified diploma, extended diploma
22 and alternative certificate);
- 23 (k) ORS 329.496 (physical education);
- 24 (L) The statewide assessment system developed by the Department of Ed-
25 ucation for mathematics, science and English under ORS 329.485 (2);
- 26 (m) ORS 337.150 (textbooks);
- 27 (n) ORS 339.119 (consideration for educational services);
- 28 (o) ORS 339.141, 339.147 and 339.155 (tuition and fees);
- 29 (p) ORS 339.250 (9) (prohibition on infliction of corporal punishment);
- 30 (q) ORS 339.326 (notice concerning students subject to juvenile court pe-
31 titions);

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

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

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

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

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

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

11 (x) Health and safety statutes and rules;

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

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

14 **(aa) ORS 340.300 to 340.330 (accelerated college credit programs); and**

15 *[(aa)]* **(bb)** This chapter.

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

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

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

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

27 (b) For a public charter school that provides educational services under
28 a cooperative agreement described in ORS 338.080, the public charter school
29 is in compliance with the requirements of this subsection if the public
30 charter school provides educational services under the cooperative agreement
31 to at least 25 students, without regard to the school districts in which the

1 students are residents.

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

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

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

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

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

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

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

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

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

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

2 338.025. (1) The State Board of Education may adopt any rules necessary
3 for the implementation of this chapter. The rules shall follow the intent of
4 this chapter.

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

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

15 338.025. (1) The State Board of Education may adopt any rules necessary
16 for the implementation of this chapter. The rules shall follow the intent of
17 this chapter.

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

26 **SECTION 11.** ORS 337.150 is amended to read:

27 337.150. (1) Subject to ORS 339.155, each district school board shall pro-
28 vide [*textbooks*] **instructional materials**, prescribed or authorized by law,
29 for free use by all resident public school [*pupils*] **students** enrolled in
30 kindergarten through grade 12.

31 (2) Subject to ORS 339.155, each public charter school, as defined in ORS

1 338.005, shall provide [*textbooks*] **instructional materials**, prescribed or au-
2 thorized by law, for free use by all [*pupils*] **students** enrolled in the public
3 charter school.

4 **(3) Instructional materials required for an accelerated college credit**
5 **program, as defined in section 1 of this 2015 Act, must be provided to**
6 **students in the same manner that instructional materials are provided**
7 **to students under subsections (1) and (2) of this section, except that**
8 **the instructional materials do not need to be on a list adopted under**
9 **ORS 337.050, 337.120 or 337.141 and do not need to meet any of the**
10 **guidelines and criteria for the review and selection of instructional**
11 **materials that are established under ORS 337.035.**

12 **SECTION 12. In addition to and not in lieu of any other appropri-**
13 **ation, there is appropriated to the Department of Education, for the**
14 **biennium beginning July 1, 2015, out of the General Fund, the amount**
15 **of \$_____, which may be expended for the grant program described**
16 **in ORS 340.320.**

17 **SECTION 13. This 2015 Act being necessary for the immediate**
18 **preservation of the public peace, health and safety, an emergency is**
19 **declared to exist, and this 2015 Act takes effect July 1, 2015.**

20

Accelerated Learning Committee Feedback Sheet

Committee Member _____

Issue Raised	Current Language in Legislative Concept 274	Proposed solution or wording	Committee Member Feedback
Definition of Accelerated Options	Includes dual credit programs, two-plus-two programs, advanced placement programs, International Baccalaureate Programs and any other programs meeting criteria specified by the State Board of Education by rule as enabling high school students to earn college credit.	“Accelerated college credit programs are programs where the high school and postsecondary institution work together to facilitate the process and completion of a course that can be used to meet high school requirements and earn college- level credit.”	<input type="checkbox"/> In favor <input type="checkbox"/> Not in favor <input type="checkbox"/> Suggested edits:
<p>AP and IB not included in all aspects of report and funding.</p> <p>AP and IB are different from other accelerated learning programs. Curriculum is pre-determined, exams are externally scored, and Oregon colleges are not responsible for approving or supporting costs or prof dev for instructors.</p>	<p>LC 274 includes AP and IB in definition.</p> <p>Legislative paper includes AP and IB for only some aspects that are common e.g. funding for textbooks, need to report data.</p>	<p>The Committee supports increased offerings of AP and IB programs, particularly to serve students in the Opportunity Gap and includes AP and IB:</p> <ul style="list-style-type: none"> • Funding towards class sets of textbooks • Incentive funding for Opportunity Gap students completing AP or IB courses (NEW) • Require participation in state reporting 	<input type="checkbox"/> In favor <input type="checkbox"/> Not in favor <input type="checkbox"/> Suggested edits:
<p>Reference to 9th through 12th grade-focus should be on readiness</p> <p>Some believe that this should not be available to 9th and 10th graders</p>	<p>LC 274 currently states that program must serve all students in grade 9 through 12</p> <p>Legislative Report doesn't specify grades; just states high school level.</p>	Keep as is.	<input type="checkbox"/> In favor <input type="checkbox"/> Not in favor <input type="checkbox"/> Suggested edits:
Term “students in the Opportunity Gap”	LC 274 uses “under-represented students” Leg Report uses Opportunity Gap term	Keep as is.	<input type="checkbox"/> In favor <input type="checkbox"/> Not in favor <input type="checkbox"/> Suggested edits:
<p>Number and type of required courses.</p> <p>Existing shortage of Speech instructors in community colleges</p>	<p>Must include, at a minimum, the greater of three college level courses; or nine quarter hours.</p> <p>Must included courses in mathematics, writing and speech</p> <p>May include courses in the sciences, arts, humanities, social sciences, and other courses for which college credit is transferable to a post-secondary institutions of education</p>	Keep it at three courses minimum but allow more flexibility in the 3 classes that all districts <i>must</i> offer.	<input type="checkbox"/> In favor <input type="checkbox"/> Not in favor <input type="checkbox"/> Suggested edits:

Accelerated Learning Committee Feedback Sheet

<p>Restricting totally online programs hampers rural communities' ability to provide access.</p>	<p>LC 274 states "Courses offered through an accelerated college credit program may be support by online resources, but a course may not be exclusively provided online.</p>	<p>Add language to ensure that purely online courses could be permitted with permission of the school principal or district administrator and onsite presence of a teacher providing support</p>	<p><input type="checkbox"/> In favor <input type="checkbox"/> Not in favor <input type="checkbox"/> Suggested edits:</p>
<p>Definition of transferable course credits</p>	<p>LC 274 states transferable if a postsecondary institution of education or an Oregon-based, generally accredited, not-for-profit private institution of higher education accepts the credit for application towards the requirements of a post-secondary degree or the prerequisites for career and technical education.</p>	<p>Add: the Oregon Transfer Module, or industry recognized certificate. Also on page 4 line 28 add: Courses offered through an accelerated college credit program are consistent with the Oregon Dual Credit Standards and meet the College's standards for transferable credit.</p>	<p><input type="checkbox"/> In favor <input type="checkbox"/> Not in favor <input type="checkbox"/> Suggested edits:</p>
<p>Concern that funding provided through this bill should fund beyond just three courses</p>		<p>This would increase the estimated appropriation exponentially. If intent of Committee is to reach students in the Opportunity Gap and get them started then three courses helps do that.</p>	<p><input type="checkbox"/> In favor <input type="checkbox"/> Not in favor <input type="checkbox"/> Suggested edits:</p>
<p>College and career going culture: Simply increasing accelerated credit offerings in high schools will not by itself achieve the desired outcome of increasing traditionally underrepresented students transition to postsecondary education.</p>	<p>LC 274 is silent on this currently. Legislative Report states that appropriation would help: Support an earlier college-going culture that effectively engages students and their families in postsecondary planning and goal development;</p>	<p>Each district will begin college and career readiness programs (curriculum and/or events) beginning in the elementary school through middle and high school that prepare students to make decisions about choosing accelerated college credit courses and creating plans for future post-secondary training and life goals.</p> <ul style="list-style-type: none"> • Develop communication and advising provided by counselors, teachers, and support staff/volunteers that consistently provides college and career readiness curriculum and events beginning in elementary level that: <ul style="list-style-type: none"> ○ Helps students learn about options for their future, careers, the education required and how to make plans for future postsecondary training and life goals ○ Conveys the expectation that all students can prepare for the opportunity to attend and be successful 	<p><input type="checkbox"/> In favor <input type="checkbox"/> Not in favor <input type="checkbox"/> Suggested edits:</p>

Accelerated Learning Committee Feedback Sheet

		<ul style="list-style-type: none"> o in post-secondary education o Ensures schools, families, and communities give students the same message of high expectations for their future 	
<p>Annually requiring state reporting is an increased workload</p> <p>With SLDS, this is challenging.</p>	<p>LC 274 recommends annual report</p> <p>Legislative Report suggests every 2 yrs.</p>	<p>Require report to SBE, HECC, OEIB, Governor's office, Legislators every two years.</p>	<p>___ In favor</p> <p>___ Not in favor</p> <p>___ Suggested edits:</p>
<p>Costs to sustain programs and ensure college rigor extend well beyond tuition costs.</p> <p>Concern that floor and ceiling may result in less direct college instruction and a lost of rigor with too rapid of an expansion in courses being taught at high school</p>	<p>LC 274 is silent on additional funding. Simply references floor and ceiling.</p>	<p>Recommend new fiscal model outlined in Legislative Report on pages 13 -16.</p>	<p>___ In favor</p> <p>___ Not in favor</p> <p>___ Suggested edits:</p>
<p>HECC should not set floor and ceiling—OSBA believes that is local school board responsibility.</p>	<p>LC 274 (page 6) gives this responsibility to HECC in consultation with State Board of Education.</p> <p>Leg Report is silent on this.</p>	<p>???</p>	<p>___ In favor</p> <p>___ Not in favor</p> <p>___ Suggested edits:</p>
<p>Default rate was not seen as useful.</p> <p>Why would districts or postsecondary partners agree to floor if default is higher?</p>		<p>Take out default. Leave in floor and ceiling.</p>	<p>___ In favor</p> <p>___ Not in favor</p> <p>___ Suggested edits:</p>
<p>Concerns about level of floor and ceiling. Suggestions for floor included 10, 15, and 20%. Suggestions for Ceiling include 90%, 100% and 120%.</p>	<p>LC 274 is silent on the actual rates.</p> <p>Legislative Report recommends: --15% floor --90% ceiling</p>	<p>Should LC 274 be silent on the floor and ceiling and refer this to an agency?</p>	<p>___ In favor</p> <p>___ Not in favor</p> <p>___ Suggested edits:</p>

Accelerated Learning Committee Feedback Sheet

<p>Instructor qualifications language is opposed because</p> <p>A statewide equivalency table could help provide statewide guidance and consistency for approval of high school instructors that also considers demonstrated proficiency in addition to degree qualifications.</p> <p>OAR's regarding teacher qualifications should apply to both community colleges and universities</p> <p>Suggested having qualified teachers employed at the high school is the high school's responsibility and choice. If qualified teachers are not available, then the high school must make available the many other options for accelerated college credit.</p> <p>Accreditation does not allow colleges to have separate qualifications for full- time faculty, adjuncts and/or high school faculty who teach accelerated learning courses.</p> <p>Colleges are individually accredited, have separate faculty unions – this would not be reinforced as the union contracts trump.</p> <p>Colleges cannot grant an individual the right to teach courses at another college.</p>	<p>LC 274 Page 7 now states: Teachers must be approved by post secondary institution based on process established by the HECC in consultation with SBE and must:</p> <ul style="list-style-type: none"> • Result in same outcomes regardless of the approving postsecondary institution of education • Provide that a teacher who is approved by one postsecondary institution to teach a course may not be required to receive additional approval to teach the same course at a different institution <p>Legislative Report recommends:</p> <ul style="list-style-type: none"> • Consideration of other qualifications that could be considered equivalent to the Master's degree in the content area and that include demonstrated proficiency in addition to degree qualifications (Appendix E) • A more streamlined application process, consideration of timelines for course scheduling, and more consistency in approval decisions across campuses • A predictable schedule and offering of summer online graduate courses for high school teachers seeking to enhance their degree qualifications for teaching dual credit courses 	<p>How does the Committee want to handle this concern?</p>	<p>___ In favor</p> <p>___ Not in favor</p> <p>___ Suggested edits:</p>
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Accelerated Learning Committee Feedback Sheet

<p>Concern that high schools may not always get full benefit of funding if it is given to school districts</p>	<p>LC 274 now states: Each school district must offer an accelerated college credit program at each high school in the district.</p>	<p>Does this handle the concerns?</p>	<p>___ In favor ___ Not in favor ___ Suggested edits:</p>
<p>Concern that school districts and colleges are free to partner with one another all over the state. Could lead to a kind of shopping for the cheapest or easiest course rather than the best course for the students</p>	<p>LC 274 page 4: When a post-secondary institution of education provides a course supported by online resources...must make reasonable efforts to enter into agreements to enables high school students to take the course if space is available. Efforts must be made to serve all students regardless of the community college districts that serves the students.</p>	<p>How does the Committee want to handle this concern?</p>	<p>___ In favor ___ Not in favor ___ Suggested edits:</p>
<p>Standards for accelerated college credit programs already exist and should be regularly reviewed</p>	<p>LC 274 page 6 HECC in consultation with SBE shall adopt statewide standards for accelerated college credit programs that do not have nationally established standards.</p>	<p>The HECC and SBE will collaborate with postsecondary institutions to adopt standards for accelerated college credit programs that reflect national standards, accreditation requirements, and best practices for student success.</p>	<p>___ In favor ___ Not in favor ___ Suggested edits:</p>