Oregon Grades 11-14 Transitions:
A Status Report on Changes Needed around Access, Affordability, and Student Success

GOAL: In order to meet the Oregon 40-40-20 goal, every student within the public education system is able to earn at least 12 college credits at no tuition cost while still in high school to help them seamlessly transition from K-12 to postsecondary education.

Assumption: Oregon will need to structure every student's secondary education to develop full option graduates who are prepared to succeed in college and career while ensuring that no doors are closed to students in their post-secondary options. (Rationale: Students who arrive at postsecondary institutions unprepared are likely to face more courses, longer times to a degree, higher costs, and, far too often, less success in meeting their goals. The colleges serving these students face the challenges of staffing developmental education courses and the associated cost, and attrition issues arise as students fall short of their aspirations.)

Issue	What is needed?	Who is working on this?
ACCESS Every Oregon student, regardless of age, race, ethnicity, family income level, or geographic location should have access to college credit while in High School (HS). Although Oregon offers a variety of models, they are not available to all students and may not consistently deliver outcomes. Too many HS students take reduced course schedules during their junior and senior years, impacting success entering post-secondary education	• State data to map key areas where opportunity gaps exist for various groups of students • Achievement Compacts metrics that incent collaboration and accountability for the goal • Funding models and systems of accountability that support the desired outcomes • Best practices refined from RACs and other sites to promote full scale implementation while honoring local innovation • Technology solutions that help close geographic opportunity gaps • Review and revise policies restricting access to age 16 or higher	• **OEIB** staff are working with CCWD, ODE, and OUS staff to assess current models and gaps • **OEIB** staff researching current Achievement Compact metrics • **OEIB** tasked by Gov. to optimize outcomes from 5th year model w/designs that efficiently allocate funding & accurately report data • **COSA OASE and 11-14** workgroup • Several **RACs** are focused on this issue • **HB 3232 Student Investment** of close to $3 M focused on dual credit is funding up to 10 school districts with grants ranging from $20,000-$300,000 to enroll 4,000 underserved and/or at-risk students in accelerated high school, dual credit, AP and IB courses.
AFFORDABILITY There are motivated and capable students who cannot afford costs associated with earning college credits.	• Cost-benefit analyses and financial models that support programs with value to both K-12 and postsecondary • Identification of funding sources and financial models for postsecondary that can incent system change and	• **SB 222 Accelerated Learning Committee** • **Pay It Forward/ Tuition Promise**—HECC workgroup • **ODE Accelerated College Credit Program Grant** awards districts funds to implement

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Most programs are not based on viable financial models that fully consider program costs for both HS and postsecondary (including course alignment as well as financial and academic supports for students)	create efficiencies through fewer Dev Ed courses, fewer offerings needed at CC level, etc. • Leverage ODE Accelerated College Credit grant, GEAR UP and OOG funds as appropriate • Cost savings related to textbooks	and enhance program offerings. • **Oregon Opportunity Grants** • **HECC Oregon Opportunity Grant redesign workgroup** • **HECC** has indicated continued interest in textbook savings
RELEVANT AND TRANSFERABLE COURSES Transferability of college credits earned in HS to all public postsecondary institutions must be assured based on comparable rigor with courses offered in CCs & four-year institutions. Developing assurances on course rigor, alignment, and assessments take time and need to be sustained Students should be able to acquire postsecondary CTE credits applicable towards career pathways that enhance employability following HS graduation	• Alignment of high school and college courses outcomes and common assessments • A common course numbering system can facilitate development of common learning outcomes. • Collaborative professional development strategies involving HS and college faculty to align curricula and instructional strategies • Policy development—e.g. focus on course outcomes and results rather than faculty qualifications (accreditor assurances needed) • CTE credit for applied learning skills/certificates that can be obtained through courses, mentors, apprenticeships, etc.	• Included within **ODE's Dual Credit Approval** process • **HECC's Work Group on Common Course Numbering** per HB 2979 • **Eastern Promise Professional Learning Communities** focus HS, CC, and EOU faculty in PLCs on common course outcomes, resources & assessments awarding Credit for Proficiency • **Advancing CTE Project** Grant involving CCWD, ODE, ASPIRE, Oregon Employment Department, districts and community colleges
COLLEGE GOING CULTURE AND SUPPORTS Students need access to student supports and services throughout K-12	• Identify essential practices and funding needed for blended supports using a prevention-intervention framework) (e.g. College 101, summer programming, AVID, GEAR UP, ORCAN, Navigators, extended learning time options, early college and career awareness) • Expand college-going cultures needed for smooth transitions	• **OEIB's College & Career Ready Cross Sector Planning Group** is connecting existing work across sectors • **HB 3232 Student Investments** are funding mentoring, ASPIRE and family engagement models

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	between high school and post-secondary education	
ALIGNMENT Essential skills and knowledge necessary for college and career success have not been broadly embedded in K-12.	Development of common assessment tools/standards for achievement for high school and post-secondary institutions including a focus on essential skills and those skills not measured by CCSS. (Conley, 2013)	**Network for Quality Teaching & Learning** Investment in development and use of formative assessments and other work samples
Secondary assessments and post-secondary placement exams are not aligned resulting in barriers to students' entry to credit-bearing work.	Use SBAC results to: • Signal a student's preparedness for credit-bearing college courses • Inform 12th grade course-taking • Serve as a factor in course placement • Reduce variety of placement tests in post-secondary • Reduce need for remedial courses • Improve HS alignment with college entry courses	**Core to College SBAC Alignment Workgroup** Lumina funded grant supporting alignment of CCSS, SBAC and student readiness indicators