OREGON EDUCATION INVESTMENT BOARD

Tuesday May 13, 2014
Oregon State Capitol, Hearing Room F
900 Court Street, NE, Salem, OR 97301
Video Streaming HERE (Click Hearing Room F)

JOHN KITZHABER
Governor of Oregon
OEIB Chair

JULIA BRIM-EDWARDS

YVONNE CURTIS

MATTHEW DONEGAN

SAMUEL HENRY

NICHOLE JUNE MAHER

MARK MULVIHILL

DAVID RIVES

RON SAXTON

MARY SPILDE
Chair-Designee

KAY TORAN

JOHANNA VAANDERING

DICK WITHNELL

Chief Education Officer
NANCY GOLDEN

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.

AGENDA

1. **Board Welcome and Roll Call**

2. **Approval of Minutes from April board meeting**
   Action Item

3. **Chief Education Officer Update**
   Dr. Nancy Golden, Chief Education Officer

4. **Reaching the Third Grade Proficiency Benchmark**
   Rob Saxton, Deputy Superintendent, ODE
   Karen Twain, ODE
   Kindergarten Readiness Assessment Update
   Jada Rupley, Director, Early Learning System, ODE

5. **OEIB Quarterly Scorecard**
   Whitney Grubbs, Chief of Staff, OEIB

6. **Accelerated Learning Update**
   Hilda Rosselli, College of Career Readiness Director, OEIB
   Peyton Chapman, Principal, Lincoln High School

7. **Subcommittee Update**
   Best Practices and Student Transitions – Dr. Yvonne Curtis, Chair
   Equity and Partnerships – Nichole June Maher, Chair
   Outcomes and Investments - Dick Withnell, Chair
   Personnel Management & Oversight – Julia Brim-Edwards, Chair

8. **Agency Reports**
   Youth Development Council, Iris Bell, Director

9. **Public testimony**

10. **Adjournment**

All meetings of the Oregon Education Investment Board 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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OREGON EDUCATION INVESTMENT BOARD
April 8, 2014
1pm – 5pm
Oregon State Capitol
900 Court Street, NE, Salem 97301
LINK TO AUDIO
LINK TO MATERIALS

OEIB Members Present;
Mark Mulvihill, Chair; Johanna Vaandering ; Nichole June Maher ; Dick Withnell ; Samuel Henry; Yvonne Curtis ; David Rives;

Advisors Present
Gerald Hamilton; Bob Brew; Jada Rupley; Ben Cannon; Rob Saxton; Vicki Chamberlain

Members/Advisors Excused
Governor John Kitzhaber, Chair; Julia Brim-Edwards, Mathew Donegan; Ron Saxton; Mary Spilde; Kay Toran; Melody Rose

Staff/Other Participants
Nancy Golden - OEIB Chief Education Officer
Ben Cannon -HECC
Whitney Grubbs – OEIB Staff
Hilda Rosselli – OEIB Staff
Serena Stoudamire Wesley – OEIB Staff
Mark Lewis – OEIB Staff
Peter Tromba – OEIB Staff
Seth Allen – OEIB Staff

Governor Kitzhaber and Mary Spilde were both absent. Mark Mulvihill served as Chair.

1. **Board Welcome and Roll Call**
   The meeting is called to order at 1:05pm

2. **Approval of Minutes from March 2014 board meeting**
   Action Item

MOTION: Samuel Henry moves to accept the meeting minutes from the March meeting. Nichole June Maher seconds the motion. The motion passes unanimously.

3. **Chief Education Officer Update**
   Dr. Nancy Golden, Chief Education Officer

DRAFT

4. **Network for Quality Teaching & Learning**

    - **Brief Overview: Vision of Network/ Programs and Resources**
      Hilda Rosselli, College & Career Readiness Director, OEIB
      Johnna Timmes, Network Administrator, ODE
    - **TeachOregon: New Models of Educator Preparation**
      Sue Hildick, President, Chalkboard Project
      Kevin Carr, Pacific University professor
      Debbie Klumph, Tillamook School District, High School Math teacher
      Kathy Campobasso, PAC TeachOregon coach
    - **Empowering Teachers and Raising Student Achievement**
      Matt Yoshioka, Sunridge Middle School Principal, Pendleton
      Athena Nelson, Washington Elem., 3rd grade teacher, Pendleton
    - **Supportive Environments for Beginning Educators**
      Thu Truong, Portland Public Schools Mentor
      Mandy Carrigg, Peninsula School, 2nd grade teacher, Portland
    - **Supporting Teacher Leadership**
      Lindsey Capps, Assistant Executive Director, Oregon Education Association
      Colleen Mileham, Center for Great Public Schools, Oregon Education Association

5. **Chief Education Officer's Achievement Compact Recommendations**
   Peter Tromba, Research & Policy Director, OEIB

6. **Adoption of 40-40-20 Policy Statement**
   Second Reading and Final Action

MOTION: Samuel Henry moves to adopt the 40-40-20 Policy Statement. Yvonne Curtis seconds the motion. The motion passes unanimously.

7. **Adoption of College and Career Readiness Definition**
   Second Reading and Final Action
   Hilda Rosselli, Hilda Rosselli, College & Career Readiness Director, OEIB

MOTION: Samuel Henry moves to adopt the College and Career Readiness Definition. Yvonne Curtis seconds the motion. The motion passes unanimously.

8. **Subcommittee Update**
   Best Practices and Student Transitions – Dr. Yvonne Curtis, Chair

9. **Agency Reports**
   Teacher Standards and Practices Commission
   Vickie Chamberlain, Executive Director

DRAFT

10. Public testimony

11. Adjournment

Chair Mulvihill adjourned the meeting at 4:50pm

DRAFT

APRIL UPDATE - 2014

A Progress Report for Nancy Golden

OBJECTIVE #1

DESIGN & IMPLEMENTATION OF BIRTH TO COLLEGE & CAREER STRUCTURE

Ongoing Systems of Communication/Alignment Across Birth to College and Career

- Met with leadership from the Oregon Department of Education and the Department of Human Services to discuss joint initiative.

OBJECTIVE #2

ADOPT STRONG POLICY FRAMEWORK

Secure Adoption of Legislative/Administrative Policy Agenda

- Met with Representative Sara Gelser on educational matters and the modified diploma.
- Met with the representatives of the Oregon Education Association, the Governor's Office and the OEIB to develop an effective state assessment system.
- Met with representatives of the Governor's Office for a meeting on Legislative Communication Strategies.

Develop Strong Partnerships and Accountability Across Birth to College and Career

- Met with Scott Nine (Institute for Democratic Education in America) to discuss educational change theory/innovative programs.
- Met with Swati Adarkar, of the Children's Institute, to discuss opportunities to partner.
- Met with Duncan Wyse, of Employers for Education Excellence and Mark Aasch on educational strategic planning.
- Participated in Chalkboard's TeachOregon Project in a collaborative conversation with leaders from K12 and higher education.
- Met with Duke Shepard, Policy Advisory to the Governor, to discuss Early Learning programs.
- Toured the Davis Douglas S.D., Alder School's Dreamers School, and Park Rose Middle School and met with school leaders.
- Worked with Rob Saxton, Sarah Pope, and April Campbell to discuss the Troubled Youth Report.
- Met with Oregon Department of Education leaders to discuss district-level accountability.
- Met with Sona Andrews and Sukhwant Jhaj of Portland State University to discuss leadership and educational programs.
- Met with Ken Thrasher to discuss potential partnerships.
- Met with the Equity Summit Planning Team to strategically plan.
- Discussed strategic planning with Oregon superintendents.
- Met with Scott Perry, Southern Oregon ESD Superintendent, to discuss a reading campaign event in Klamath Falls.
- Met with the Northwest Health Foundation to discuss health and education.
- Met with the Indian Education Coordinator to discuss upcoming meeting.
- Visited Lincoln High School in the Portland School District for a site visit.
- Campus tours of PSU and PCC. Met with leadership of Jefferson HS and PCC to learn about the Middle College partnership.
- Visited a focus school at Cascade School District, met with the district's leadership team and met with both veteran and new teachers to observe teaching styles.
- Met with Brett Bigham, Oregon State Teacher of the Year.
- Met with Yvette Assensoh, of the University of Oregon's Equity and Inclusion Department, to work on partnership efforts.
- Met with leaders to plan the Government-to-Government Tribal Summit Meeting.
- Attended the Board and Commission training.

OBJECTIVE #3

CREATE OUTCOMES-BASED BUDGET, ALIGNED TO INITIATIVES

Create Recommendations for Outcomes-Based Budget

- Attended preliminary budget/strategy meeting with the Governor's Office.

OBJECTIVE #4

WORK TO BUILD AN ENGAGED & MOTIVATED PUBLIC

Engage and Activate Diverse Communities, Parents and Students

- Participated at the Children's Institute Luncheon as guest of Swati Adarkar of the Children's Institute.
- Participated at the Native American Youth and Family Center's (NAYA) Community Forum to meet with communities of color and discuss barriers to early literacy. Also discussed how OEIB and community organizations can help support students.
- Keynote speaker at the Oregon Parent Teacher Association's annual conference. Spoke on poverty, educational equity and how the Oregon PTA can help further critical state-wide initiatives.
- Met with Hertica Martin, Superintendent of Springfield Public Schools, to discuss third grade reading proficiency and working with community agencies to obtain this outcome.
- Participated in video production that summarized the Relief Nursery for their annual "Main Event" celebration.
- Interviewed by KKNU-FM radio, to discuss accomplishments of the Eugene Relief Nursery.
- Provided introduction/welcome for the STEM Leadership Summit.
- Spoke at the STEM Summit Luncheon to discuss critical questions on building a statewide network around STEM.
- Keynoted the Oregon Community College Association Student Success Celebration titled, All-Oregon Academic Team.
- Met with Metropolitan Group to discuss the Statewide Reading Campaign.

3rd Grade Reading Initiative

During the presentation, please write down 5 points you find compelling.
At the end of the presentation, we will share these points.

1.

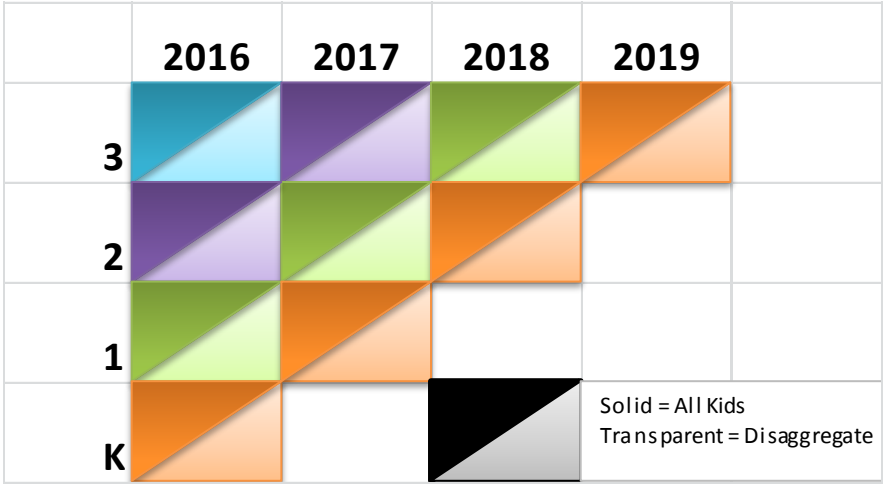
2.

3.

4.

5.

What outcomes define success?



REACHING THE 3RD GRADE BENCHMARK

Rob Saxton & Karen Twain

Presentation to the

Oregon Education Investment Board

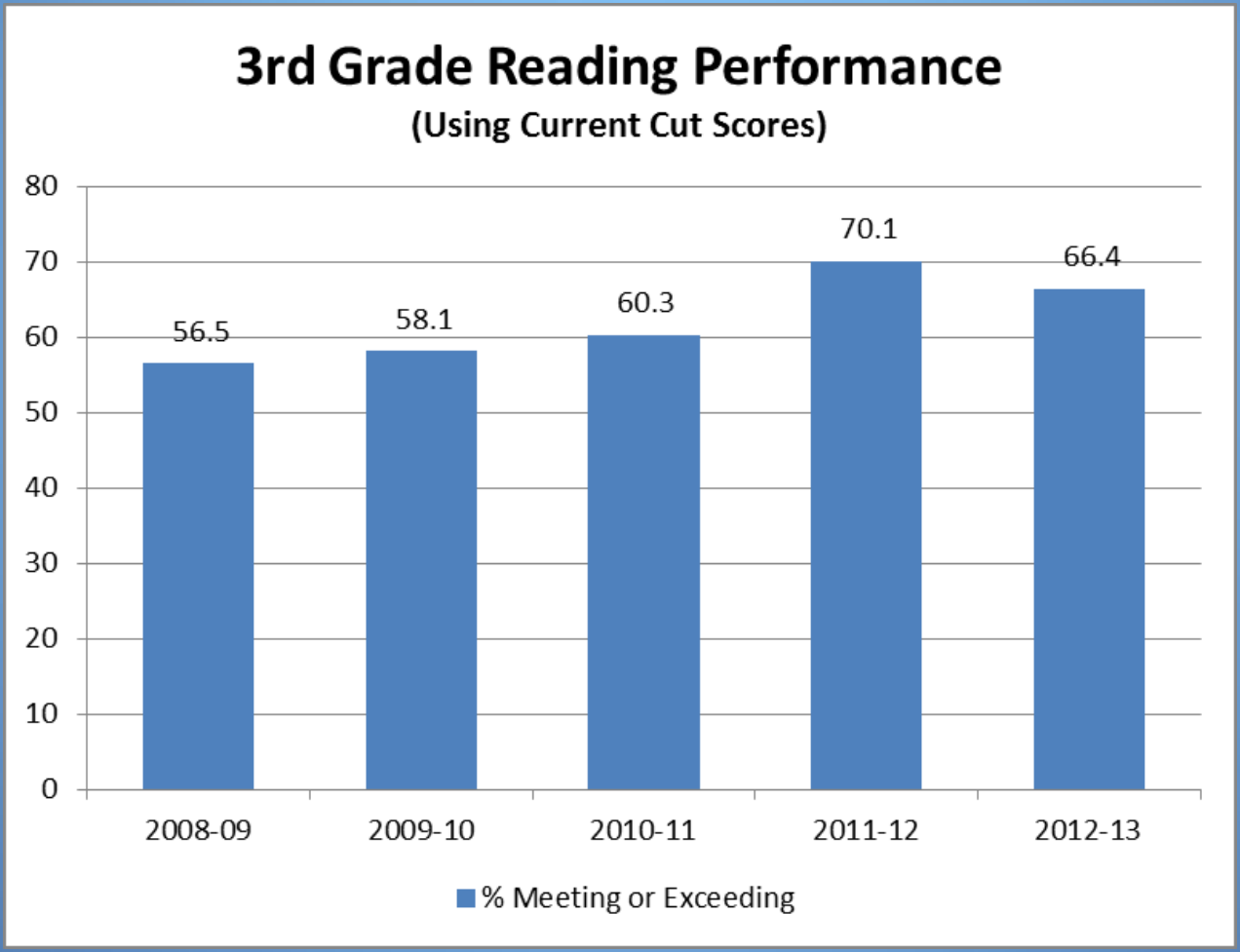
May 13, 2014

What is compelling?

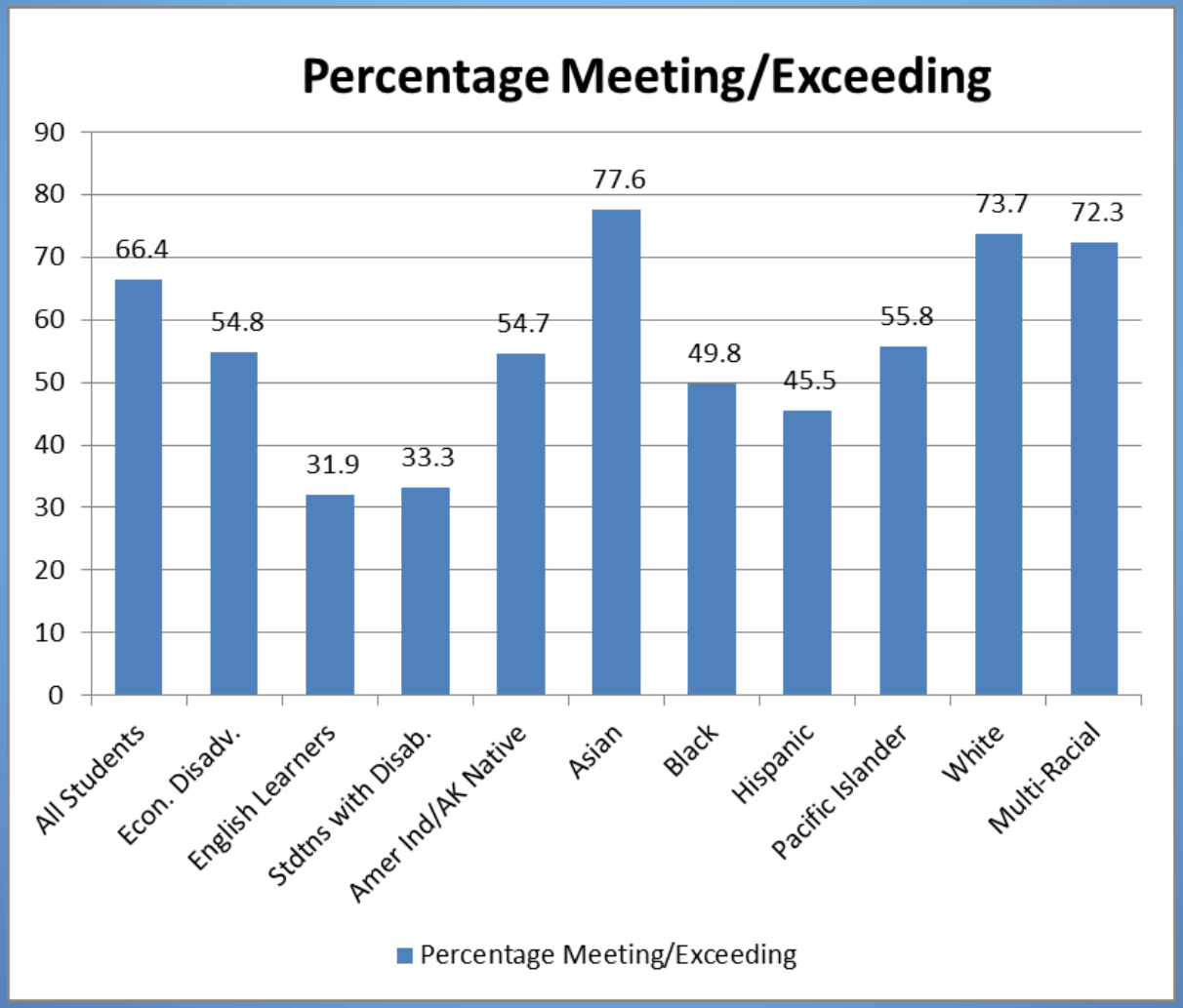
Getting to 40-40-20

K-3 Literacy Initiative

Current Results (OAKs)



Current Results (OAKs)



What is the K-3 Literacy Initiative?

- *Full Day Kindergarten*
- *Highly Effective Literacy Programs in Grades K,1-3*
- *Equitable Outcome Supports*

Full Day Kindergarten

- *Summer before Kindergarten*
- *Additional Time within the Kindergarten Day*
- *Effective Full Day*
- *Literacy & Numeracy Focus*

Components of Highly Effective K-3 Literacy Programs

- Progress Monitoring
- Research Based Interventions
- Decision Rules & Ready Protocol
- Universal Screener
- Core Curriculum & Effective Instruction
- Data Based Teaching / Leadership / Professional Development
- Community & Equity Focus

Kindergarten Readiness

- *Healthy Learners*
- *Hubs, Community Support, CBOs and CCOs*
- *Quality Rating and Improvement System (QRIS)*
- *Kindergarten Assessment baseline*
  - *Geographical Data*
  - *Disaggregated Data*
- *Summer Kindergarten Programs*
  - *Equitable entry to Kindergarten without gaps*

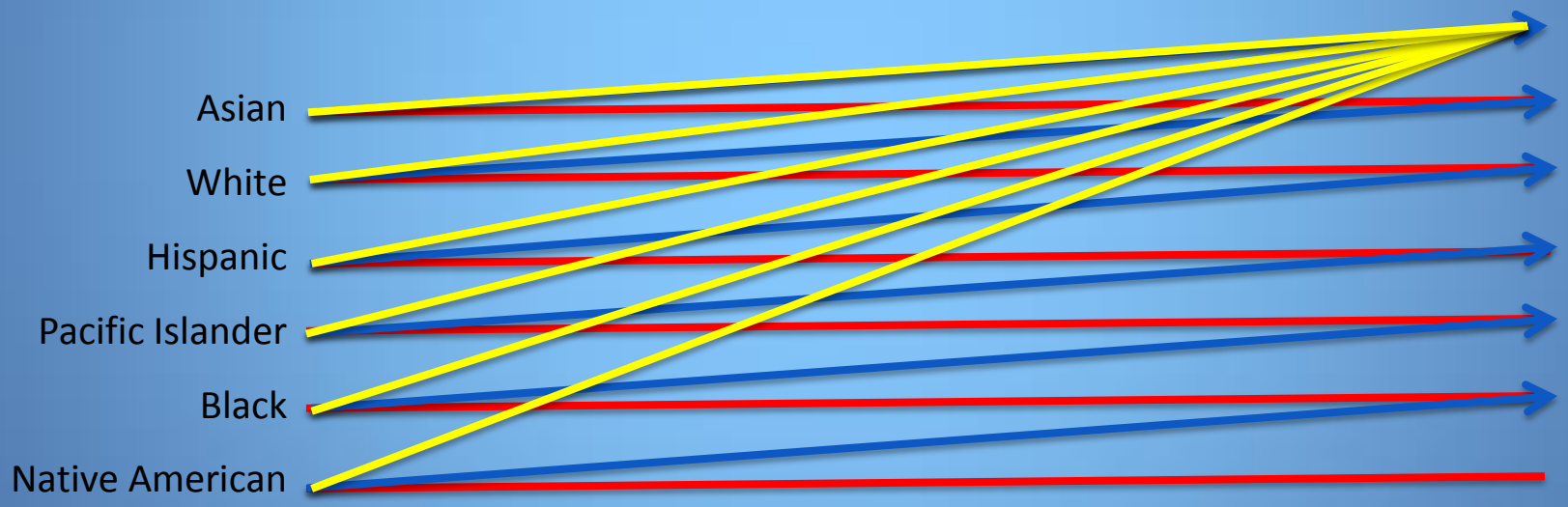
Implementation

- Outcome Accountability / Fidelity
- Full Day Kindergarten
- Appropriate Assessments - Language
- Community Involvement and Support
- Focus on Equitable Outcomes
- Evidence Based Curriculum
- Training and Coaching Support
- Culturally Relevant Instruction and Practices

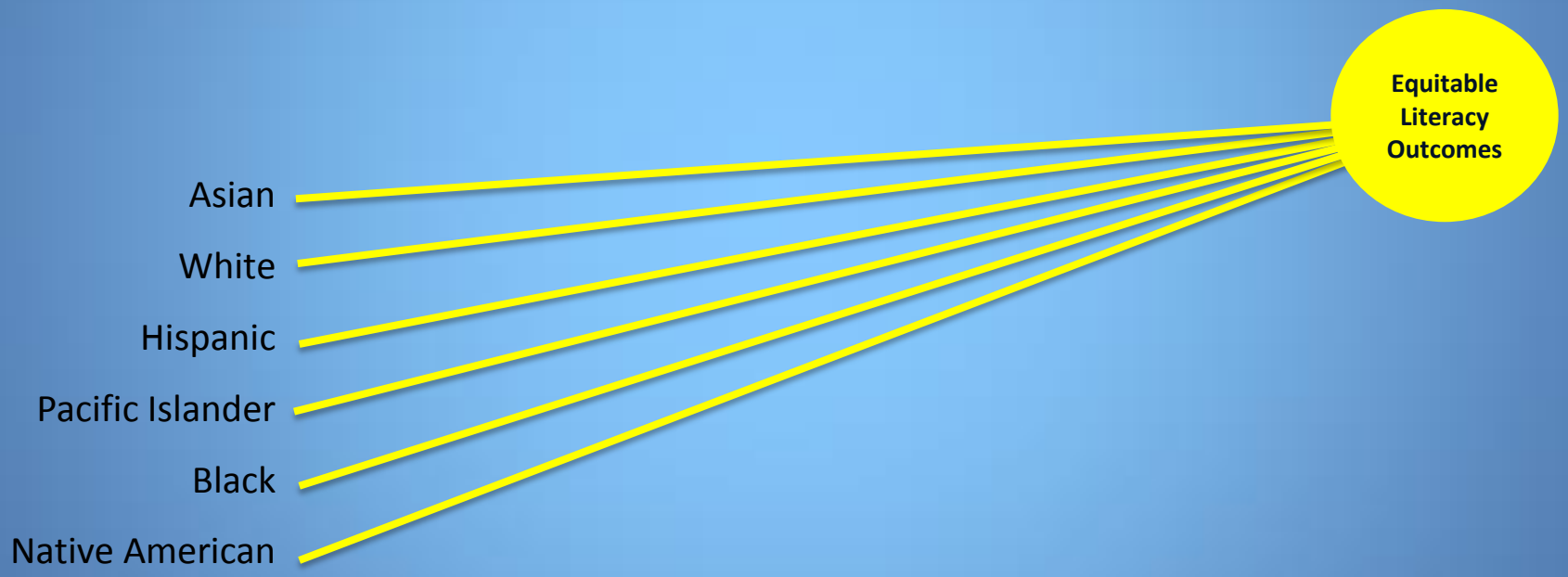
Literacy Program

Evidence Based Literacy Program

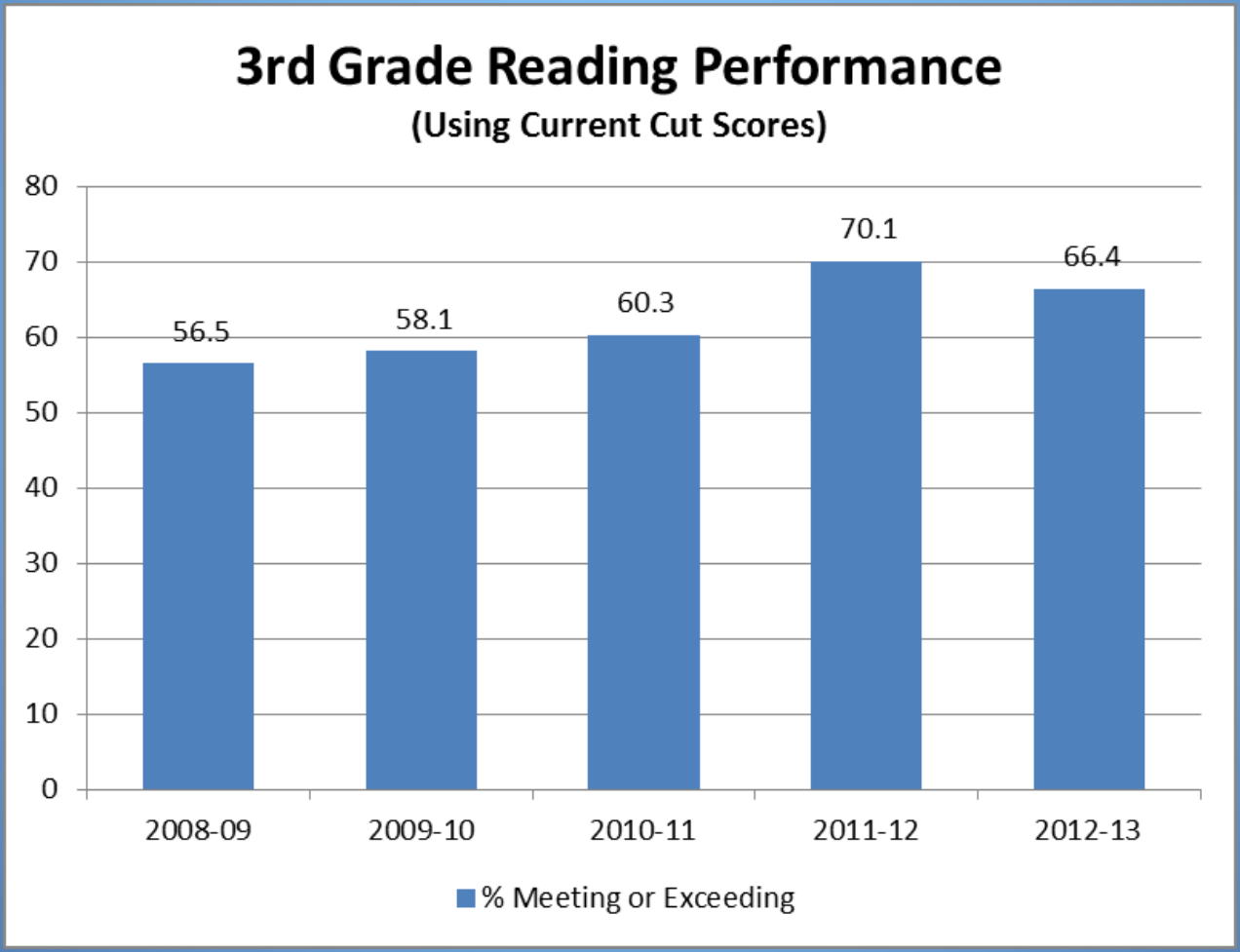
Evidence Based & Equity Focused Literacy Program



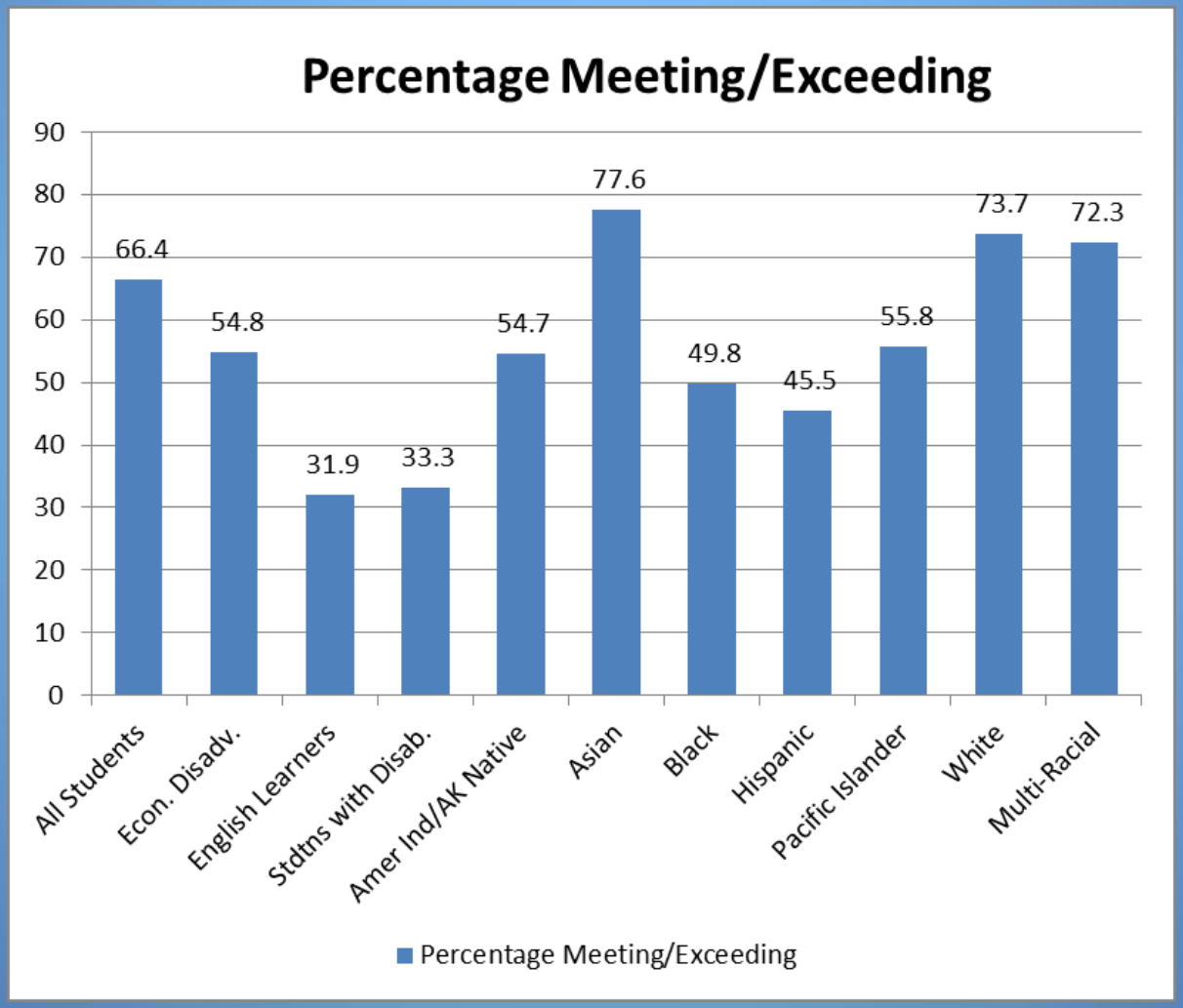
Evidence Based & Equity Focused Literacy Program



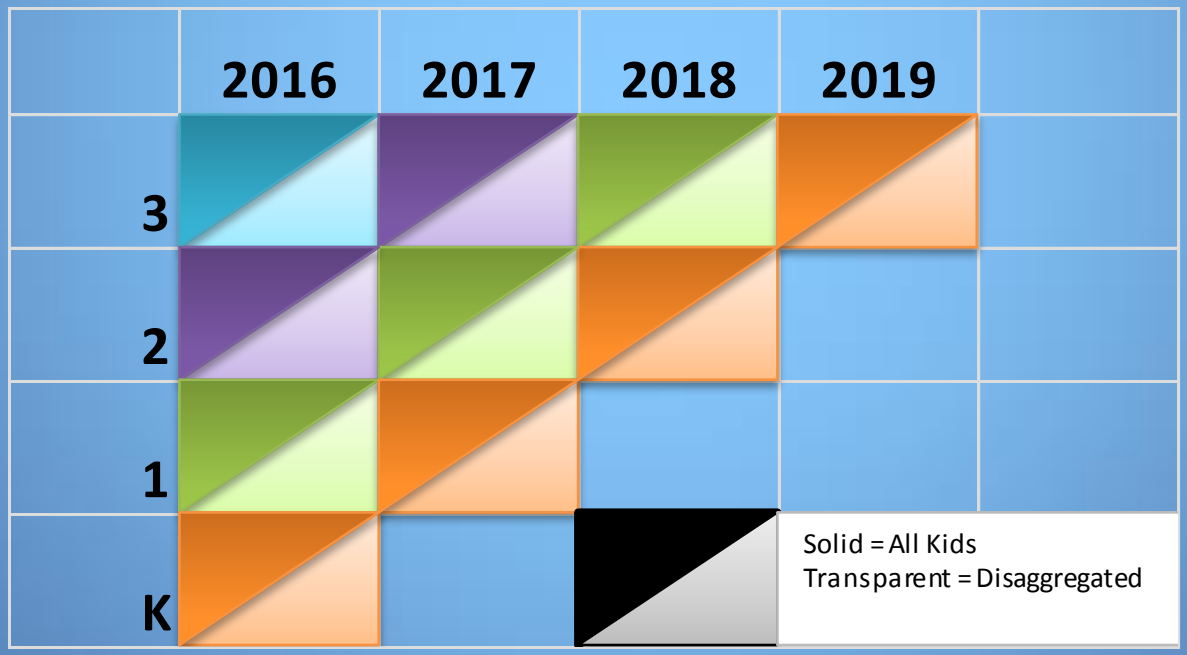
Current Results (OAKs)



Current Results (OAKs)



What outcomes define success for you?



Oregon Education
Investment Board

Scorecard on Key Outcomes

- Student Outcomes
- Equity Outcomes
- Educator Outcomes
- Systems Outcomes

This scorecard reflects annual progress on outcomes adopted by the Oregon Education Investment Board, and provides quarterly status updates on key strategies.

April 2014

KEY STUDENT OUTCOMES

STATUS

GOAL: Increase Children Ready for Kindergarten

Increase the number of children ready for kindergarten.

ON TRACK

Strategy 1: **Create Early Learning Hub System** ..... **On Track →**

Round 2 Hub applications being reviewed; Round 1 Hubs launched and are receiving technical assistance.

Strategy 2: **Align with Health Care System** ..... **On Track →**

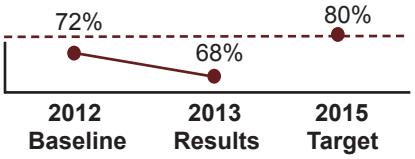
ELC and Health Policy Board completed initial recommendations for alignment.

Strategy 3: **Increase Access to Quality Early Learning Environments** ..... **On Track →**

Quality Rating Improvement System has registered 4,340 providers and awarded 36 high-quality ratings; 15,529 children served in environments who have star ratings or "committed to quality."

GOAL: Increase 3rd Grade Reading Proficiency

Increase the number of 3rd graders demonstrating reading proficiency.



ATTENTION NEEDED

Strategy 1: **Statewide Literacy Campaign/Reading Investments** ..... **On Track →**

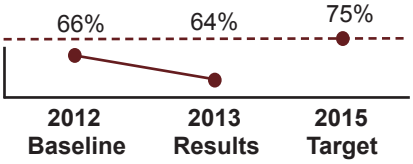
Reading campaign set to launch in summer/initial forums in focus communities will occur this month; early literacy grants awarded.

Strategy 2: **Strengthen Partnerships Between Early Learning & K-12/Launch Quality Full-Day K** ..... **On Track →**

K innovation grants will be awarded this month/full-day K Summit held & budget concept to support launch is in development.

GOAL: 8th Grade Math Proficiency

Increase the number of 8th graders demonstrating proficiency in Math.



ATTENTION NEEDED

Strategy 1: **STEM Hubs** ..... **On Track →**

STEM Hubs awarded; technical assistance plan being developed; STEM leadership summit successfully brought together hubs, practitioners, policy-makers & business leaders.

GOAL: On Track with Credits by End of 9th Grade

Increase the number of students on track with credits by end of 9th grade.

TARGET ATTAINABLE

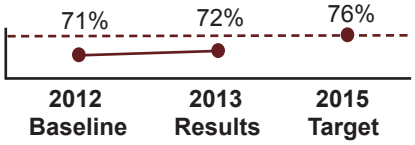
Strategy 1: **Mentoring, Monitoring & Support Investment** ..... **On Track →**

Another round of mentoring grants will be awarded; data collection developed to obtain accurate data for 9th grade on track.

Strategy 2: **Align Youth Development Division Investments** ..... **Target Attainable ↓**

Implementation of legislatively-approved investments has begun.

GOAL: Increase 5-Year Cohort Graduation Rate



TARGET ATTAINABLE

Strategy 1: **Accelerated Learning Opportunities and 11-14 Initiatives** ..... **On Track →**

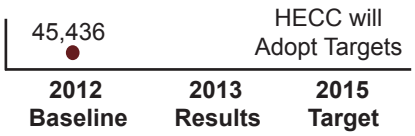
Eastern Promise replication awarded to 5 consortiums; Accelerated Learning Task Force released initial draft report.

KEY STUDENT OUTCOMES (Continued)

STATUS

GOAL: Certificates, Associates Degrees & Transfers

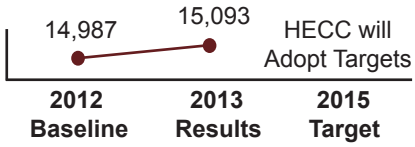
Increase certificates, associates degrees and transfers.



Strategy 1: **STEM and CTE Investments** ..... **On Track** ↑

Evaluation & technical assistance plans being developed for STEM grants; additional $2 million allocated by Legislature and distributed for CTE.

GOAL: Increase Degrees (Bachelors & Higher)



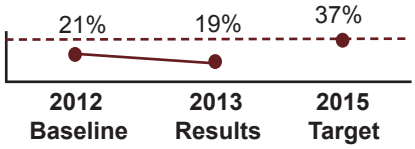
Strategy 1: **Oregon Opportunity Grant Redesign** ..... **On Track** →

HECC workgroup developed initial recommendations; will present to OEIB in June.

KEY EQUITY OUTCOMES

GOAL: 5th Grade ELL Reading Proficiency

Increase the number of 5th grade ELLS demonstrating reading proficiency.



Strategy 1: **Implement State ELL Plan** ..... **On Track** ↑

Best Practices subcommittee monitoring plan implementation.

GOAL: Decrease Achievement Gaps in All Metrics

ATTENTION NEEDED

Strategy 1: **Implement Equity Lens** ..... **Strategy Attainable** ↓

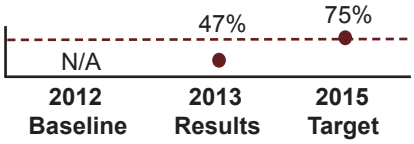
Equity lens implementation underway; additional staff training and implementation plans to be developed in next quarter.

Strategy 2: **Closing the Achievement Gap Investments** ..... **On Track** ↑

Culturally Responsive Pedagogy and Practice grants awarded.

GOAL: Focus and Priority Schools

Increase achievement growth at Focus & Priority Schools.



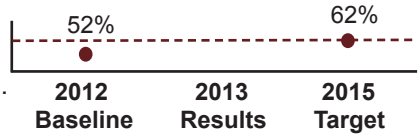
ON TRACK

Strategy 1: **Support Improvement in Focus and Priority Schools** ..... **On Track** →

All Focus & Priority schools implementing improvement plans.

GOAL: College Enrollment Rate for Underserved

Increase college enrollment rate for underserved students.



TARGET ATTAINABLE

Strategy 1: **implement Post-Secondary Aspirations Investments** ..... **On Track** →

Eastern Promise plans contain pillar of post-secondary readiness and building college-going culture; ASPIRE in 185 schools.

KEY EDUCATOR OUTCOMES

STATUS

GOAL: Non-White, Hispanic or Non-Native English Educators
Increase non-white, Hispanic, or non-Native English educators.

2012 Baseline	2013 Results	2015 Target
Baseline data being collected		

Strategy 1: **Create and Implement Statewide Plan for Recruitment and Retention** ..... **On Track** →
Establish Oregon Minority Educator Advisory Group, Minority Educator report to be completed in July, minority recruitment and retention programs funded.

GOAL: Educator Satisfaction/Professional Support
Increase educator satisfaction with professional support.

2012 Baseline	2013 Results	2015 Target
N/A	N/A	

Strategy 1: **Develop and Invest in Network for Quality Teaching & Learning** ..... **Target Attainable** ↓
All investments all distributed; Network Advisory Steering Committee created, web portal to access Network resources in development.

KEY EQUITY OUTCOMES

Key System Outcomes	2015 Target	February 2014 - Update	Status
Standards & Assessment Aligned Across P-20	Complete	Significant efforts underway at all levels but still lack alignment.	Target Attainable ↓
Functional P-20 Policy Data System	Complete	Funded for biennium to complete business case; will present to eBoard in September; ODE's ALDER project on track for key deliverables.	Target Attainable →
Achievement Compacts Track Key Outcomes & Drive Local Budgeting	Annual Analysis of Trajectory/Recom-mendation Complete	Achievement compact report released; vetting recommendations for field and will bring to June OEIB.	On Track ↑
Policy Barriers to Student Success Removed/Mandates Reduced	Legislative Agenda Passed	2015 Legislative agenda being developed; Chief Education Officer working with ODE on mandate relief.	On Track ↑
Develop Strong Partnerships and Accountability Across P-20	Effective Accountability System	Accountability charge issued to all levels by Chief Education Officer; reports back to OEIB in fall.	On Track →
Outcome-based State Budget	Developed & Passed	Budget process underway with significant focus on outcomes.	On Track →
Key Initiatives are Analyzed for Impact and Return on Investment	ROI Model Built & Key Initiatives Analyzed	Plans for evaluation of key initiatives in process; plan for development of ROI model complete by June.	Target Attainable →
Stakeholders Adequately Informed with Adequate Opportunities to Provide Input	85% Key Stakeholders Informed & Engaged	Survey in development for June distribution; legislative communications plan being developed.	Target Attainable →

STATUS INDICATORS: ↑ = Progress Improvement
→ = Progress Maintained
↓ = Progress Slipped

STATUS COLOR KEY: On Track = On track to reach target
Target/Strategic Attainable = Target attainable with continued efforts
Attention Needed = Attention needed

Current Disaggregated Data

3rd Grade Reading Proficiency*

Goal by 2015: Decrease each gap by at least 5 percentage points

Students	2012-13	Gap w/White Students
All Students	66	-8
Asian	78	
Native Hawaiian/Pacific Islander	56	-18
Black (not of Hispanic origin)	50	-24
Hispanic origin	45	-29
American Indian/Alaskan Native	55	-19
White (not of Hispanic origin)	74	
Multi-racial	72	-2
English Learners	32	-42

*Based on percentage of students achieving a “meets” or “exceeds” score on the Oregon Assessment of Knowledge & Skill for English Language Arts.

High School Completion Rates**

Goal by 2015: Decrease each gap by at least 5 percentage points

Students	2012-13	Gap w/White Students
All Students	75	-3
Asian	83	
Native Hawaiian/Pacific Islander	71	-7
Black (not of Hispanic origin)	62	-16
Hispanic origin	65	-13
American Indian/Alaskan Native	60	-18
White (not of Hispanic origin)	78	
Multi-racial	76	-2
English Learners	53	-25

**The cohort completer rate shown includes those students who graduated with a regular diploma, as well as those who earned a modified, extended, or adult high school diploma, or a GED within the same time period. Students who earned multiple credentials are not counted more than once.

Oregon Education Investment Board

Update from the Accelerated Learning Committee Reflection Sheet

1. **Of the list of Lingering Issues highlighted in the paper, how would you rate these in terms of Oregon's need to resolve: 3 = Very important 2 = Important 1 = Less important**

	☐ **Participation of students typically under-represented in postsecondary education is still uneven.**
	☐ **Not every student in Oregon has access to free college coursework while in high school.**
	☐ **Some students need to "try out" college level coursework and receive structured support to get started on a postsecondary path.**
	☐ **Oregon lacks an equitable funding model that acknowledges implementation costs for both K-12 and postsecondary partners.**
	☐ **The wide array of program models available across the state and terminology can be confusing to students and their families.**
	☐ **Alignment of high school curriculum with college level expectations requires more engagement of both secondary and postsecondary faculty focusing on common learning outcomes and assessments.**
	☐ **College credits earned by high school students do not always apply towards a student's General Education requirements, Career Technical coursework, or as an elective.**
	☐ **Many high school students have specific needs for supports and services to ensure their successful transition into postsecondary education.**
	☐ **Access to a College Success course that includes a focus on developing post-secondary plans, self-assessing study skills, and navigating college and financial aid is very inconsistent across the state.**
	☐ **The state lacks a consistent means by which to document the impact of accelerated offerings towards achievement of the 40-40-20 goal.**

Comments:

2. **Are there recommendations in this presentation that if promoted by the Committee would ignore or worsen existing disparities or produce other unintended consequences? Explain.**

3. **To what degree would the recommendations help eliminate the opportunity gap for Oregon students typically underrepresented in postsecondary education?**

Enhancing Accelerated Learning Options in Oregon

A Draft Legislative Concept Report Prepared for the Accelerated Learning Committee

Presented May 7, 2014

Committee Members

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

Committee' Charge

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

Committee's Goal

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

ALC Guiding Parameters

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

ALC Guiding Parameters

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

ALC Guiding Parameters

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

Lingering Issues

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

Lingering Issues

- Alignment of high school curriculum with college level expectations requires more engagement of secondary and postsecondary faculty focusing on common learning outcomes and assessments.
- College credits earned by high school students do not apply towards a student's General Education requirements, Career Technical coursework, or as an elective.
- Many high school students have specific needs for supports and services to ensure their successful transition into postsecondary education.
- Access to a College Success course that includes a focus on developing post-secondary plans, self-assessing study skills, and navigating college and financial aid is very inconsistent across the state. .
- The state lacks a consistent means by which to document the impact of accelerated offerings towards achievement of the 40-40-20 goal.

Suggested Prioritization of what is needed to move the dial?

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

Use of the Equity Lens

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

Use of the Equity Lens

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

A. Program Participation

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

A. Program Participation

2. Agreements are developed and reviewed annually between each school district/charter school or ESD, and partnering college or university.

3. Districts should intensify their efforts to enroll more students, particularly those in the opportunity gap, low income and students of color in existing AP and IB programs and report their success annually to the state.

B. Program Development

1. ODE and HECC need to document where students are not able to enroll in up to nine college credits in their local high schools.

2. Seed funding is needed to establish new partnerships between high schools and postsecondary partners in areas where some students are not able to access free college credits while in high school.

3. Seed funding is needed to develop online or hybrid courses that can be used by any high school in Oregon where access to college credits has been limited by geographic distance from a postsecondary institution.

B. Program Development

4. Priority for course offerings should be for accelerated college courses in core subject areas required in the Oregon Transfer Module.

5. Priority in course offerings should also be given to coherent, articulated sequence of rigorous academic and CTE courses that lead to post-secondary degrees, industry certifications or licensure.

6. Districts need to develop and offer more specific interventions for high school juniors and seniors who are assessed as under-prepared for entry-level, credit-bearing college courses per ACT or SBAC.

C. Enrollment

1. The courses in which high school students enroll should be applicable to earning a degree or certificate or completion of the General Education course sequence.

2. Students enrolled in the 11th or 12th grade who do not satisfy the minimum prerequisites for postsecondary courses should be enrolled in a College Success course offered for college credit through Accelerated Learning Options that provide supports rather than label them as "ready" or "not ready" and allow students to quickly overcome their challenges in a context that engages and motivates them to persist.

C. Enrollment

3. Districts should enroll students in College courses that pertain to the degree or certificate program indicated on their Individual Profile and Career Plan (IPCP).

4. A college going culture is needed that includes academic advising, college success skills, and career planning.

D. Financial Provisions

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

D. Financial Provisions

4. Districts and public post-secondary providers should negotiate a per credit rate depending on local conditions, the delivery models, who teaches the course, and any other considerations.

5. A "floor" and a "ceiling" rate should be sets for the per-credit charge for any negotiated agreement and a default rate, based on delivery model, used for districts and post-secondary institutions that cannot negotiate a rate.

D. Financial Provisions

6. Postsecondary institutions partnering to provide the course credit receive FTE and district funding for students participating in the Accelerated Learning Options upon successful a student's completion of the course.

7. Districts partnering to provide the course credit should receive district funding for students participating (whether or not they earn a credit) and a bonus payment upon successful completion of the course.

8. Districts can opt to use the funding received to provide services to K-12 students who, although they have met all of their graduation requirements, are enrolled in college courses on the high school campus but for state reporting purposes, these students will be counted as high school graduates.

E. Facilities and Faculty

1. Local Education Provider should provide adequate classroom and furnishings to facilitate teaching of courses offered on HS campuses.

2. Cooperative Agreements should specify who is responsible for providing instructional supplies and equipment necessary to facilitate teaching of courses that take place at the HS campuses.

3. Colleges should approve the courses and classroom delivery of all course curriculums that occur on the HS campuses.

E. Facilities and Faculty

4. High school faculty who teaching dual credit courses at the HS campuses shall be provided by and paid by the high school or Education Service District.

5. College instructors who teach dual credit courses at the HS campuses should be provided by the partnering postsecondary institution.

6. Partnering postsecondary institutions in Oregon will work collaboratively with the school districts to approve and reject faculty provided by the Local Education Provider in a timely fashion.

E. Facilities and faculty

7. Instructor approval processes should result in the same approval outcome for an instructor's application results regardless of the approving institution.

8. Acceptable instructor qualifications must consider demonstrated proficiency in addition to degree qualifications.

9. A statewide equivalency table created should be used to provide statewide guidance and consistency for approval of high school instructors.

10. Seed funding may be needed to develop and offer statewide online graduate courses in content areas to help quality teachers .

F. Quality Assurances

1. Partnering postsecondary institutions should offer HS instructors training and orientation in course curriculum, assessment criteria, course philosophy and administrative requirements

2. Ongoing professional development should include topics such as course content, course delivery, student learning assessment, proficiency-based assessments, in-class evaluation, and professional development in the field of study

F. Quality Assurances

3. Each school district and their postsecondary partners should be encouraged to build a plan for K-12 educators and support personnel to provide a college-going culture that starts in middle grades or even earlier. Additional funding may be needed in the 2015-17 biennium to scale up the development of a college-going culture and the blended advising needed for students.

4. A blended advising model that maximizes 21st century tools and systems should include college advising software, available degree pathways and employment needs, orientation to college support systems, parent/student orientations, college & program visits, and financial literacy skills.

G. Transparency and Transferability

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

G. Transparency and Transferability

4. Information about Accelerated Learning Options will be distributed to college access organizations and non-profit community groups supporting students and their families.

5. ODE and HECC should annually submit a report to the governor's office, legislative leaders and the State Board of Education on program participation by high school and postsecondary partners, disaggregated by student demographics and by course type (academic, remedial/developmental education, career and technical).

Enhancing Accelerated Learning Options in Oregon

A Draft Legislative Concept Report
Prepared for the Accelerated Learning Committee

Accelerated Learning Committee Members

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Representative Lew Frederick
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EXECUTIVE SUMMARY

Senate Bill 222 tasked an Accelerated Learning Committee with examining methods to encourage and enable students to obtain college credits while still in high school. After reviewing data on current options, recent state and national research, and policies from other states, Committee members determined that the array of offerings available in Oregon to serve this purpose are fragmented and often vary substantially by district and even schools within districts. Of grave concern are inequities across the state limiting access for students sometimes based on geographic locations, economic factors, or knowledge of how these offerings operate. In keeping with Oregon's shift towards a unified education system, the Committee views this work as a vital and effective component of the state's integrated systems to enhance students' college and career readiness, postsecondary success and achievement of Oregon's goal of 40-40-20.

Proposed Recommendations

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

- Provide free college credit courses for college-ready high school students where access has been traditionally absent or limited with specific attention to serving students typically under-represented in postsecondary education;
- Support alignment of curriculum with post-secondary expectations through common learning outcomes and assessments coordinated across high schools and postsecondary;
- Ensure that college credit courses offered to high school students not only meet the expected rigor of college credit but are transferable and can apply towards a student's General Education requirements or Career Technical coursework;
- Support an earlier college-going culture that effectively engages students and their families in postsecondary planning and aspirational development;
- Define an equitable funding model for both K-12 and postsecondary partners to be used for student support and advising, staffing, initial and ongoing assurances of course alignment, as well as program administration, outreach efforts, data collection, and evaluation;
- Resolve concerns regarding programs that "retain" students into a 5th year in order to provide college course offerings and supports for students at their local high schools;
- Identify outcome data that Oregon should be collecting, analyzing, and sharing on all programs offering college credit to high school students and that document progress towards Oregon's 40-40-20 goal; and
- Support further development of a K-12 and postsecondary collaborative culture that addresses course alignment, student success, and shared professional development.

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

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

Background and Rationale

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

1. Better align state funding, standards and assessments, and shared supports involving high schools and post-secondary institutions;
2. Encourage efficiencies for students and remove unintended barriers;
3. Create more equitable access and affordable postsecondary options for all eligible Oregon students; and
4. Ensure we meet the 40-40-20 goal by providing college courses to high school students

Accelerated Learning Committee

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

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

Defining Terminology

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

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

Past Progress in Oregon

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

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

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

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

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

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

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

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

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

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

> (a) Provide students in grades 9 through 12 with accelerated college credit programs including, but not limited to, accelerated college credit programs related to English, mathematics and science; or
> (b) Ensure that students in grades 9 through 12 have online access to accelerated college credit programs including, but not limited to, accelerated college credit programs related to English, mathematics and science.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Key Parameters Guiding the Accelerated Learning Committee

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

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

[1] Also reflects K-12 Oregon Achievement Compact metrics.

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

Use of the Equity Lens

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

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

Funding Issues

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

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

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

Close to a dozen districts in Oregon use K-12 general funds to support tuition and other costs of college credit-bearing programs for students who have otherwise met all of the requirements to graduate in 5th year programs. This is estimated to have a $6.5 million impact on the K-12 General Fund and is unsustainable. Without definitive guidance from the state level, the perception exists of "double dipping" when high schools use K-12 general funds to fund high school college credit earning programs which contributes to a perception of unfairness across districts.

RECOMMENDATIONS

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

A. Program Participation

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

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

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

B. Program development

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

[2] Bandwidth issues and solutions are being considered by a workgroup focused on connectivity that will report to the Oregon Broadband Advisory Council and the State Chief Information Officer and will monitor federal ConnectEd grants.

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

6. The Common Core State Standards are intended to result in more college and career-ready instruction. As they consider how to redesign the senior year, districts may need to develop and offer more specific interventions for high school juniors and seniors who are assessed as under-prepared for entry-level, credit-bearing college courses per ACT or SBAC. This could include intensive transitional coursework or dual credit courses[3]. Automatic enrollment options may be useful in ensuring that the students who need these courses are enrolled.

C. Enrollment

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

D. Financial Provisions/Tuition

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

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

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

Should the State Pay Twice?

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

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

E. Facilities and Faculty

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

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

F. Quality Assurances

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

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

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

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

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

3. Where possible, common or universal placement test "cut scores" should determine eligibility with colleges and universities maintaining statewide placement test concordance tables clearly identifying equivalent scores with use of Smarter Balanced test results as appropriate. (A newly formed Developmental Education Redesign Workgroup will be issuing recommendations relevant to practices and policies in this area as early as June 2014.)
4. Effective advising and student support provided early ultimately saves state dollars later. Districts and their partners need to provide a full menu of supports that help students transition successfully with a special emphasis on students who are typically under-represented in the Oregon postsecondary system[5]. A blended advising model that maximizes 21st century tools and systems accessible by high school students can include training on college advising software, available degree pathways and hiring opportunities, orientation to college support systems, parent/student orientations, college & program visits, and financial literacy skills.

G. Transparency and Transferability

1. Districts inform all middle and secondary students and their families of Accelerated Learning Options including the educational options, student eligibility requirement, and impact of GPA earned from college coursework on financial aid[6].
2. Districts ensure that students begin incorporating plans to access either program in their individual career and academic plans starting in grade 7. The plans can also link students to a Personal Achievement Record and include information on all available opportunities to

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

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

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

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

H. Potential areas for strategic investments

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

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

APPENDIX A

Key Tasks

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

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

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

APPENDIX B

Relevant Data and Research

Oregon Statistics

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

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

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

State, Regional, and National Research

In 2008, the OUS Office of Institutional Research, working with the Department of Community Colleges and Workforce Development, undertook a pilot study to evaluate dual credit instruction – courses taught in an Oregon high school, by a high school teacher sanctioned through a college, that carry both high school and college credit. The results confirmed that dual credit instruction does as well as college- situated instruction in readying students for future college work. After the study appeared, the Joint Boards of Education, acting through the Unified Education Enterprise, directed that it be repeated every two years with the aim of establishing a protocol by which to assess the effectiveness of dual credit programs. In the second study published in 2010, data on dual credit course work in 2007- 08 and subsequent college course work in 2008- 09 were analyzed to determine if students taking dual credit courses succeed in college[7]. Specific findings relevant to this paper include:

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

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

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

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

- More likely to meet college-readiness benchmarks[8]
- More likely to enter college, and enter shortly after high school graduation[9]
- Lower likelihood of placement into remedial English or math[10]
- Higher first-year grade point average (GPA)[11]
- Higher second-year retention rates[12]
- Higher four- and six-year college completion rates[13]
- Shorter average time to bachelor's degree completion for those completing in six years or less.[14]

Using data from the National Educational Longitudinal Study, the impact of dual enrollment on college degree attainment for low socio-economic students has been confirmed. Students who earned three credits (i.e., had one dual enrollment course) were not more likely to attain a college degree than comparison group students. However, students who earned six credits (i.e., two courses) and students who earned seven or more credits were significantly more likely to attain any college degree or a bachelor's degree than comparison students[15].

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

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

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

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

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

[13] South Dakota Board of Regents, p. 5.

[14] South Dakota Board of Regents, p. 5.

[15] U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, December). WWC review of the report: The impact of dual enrollment on college degree attainment: Do low-SES students benefit? Retrieved from http://whatworks.ed.gov

APPENDIX C

Proposed Institutional Reporting Requirements

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

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

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

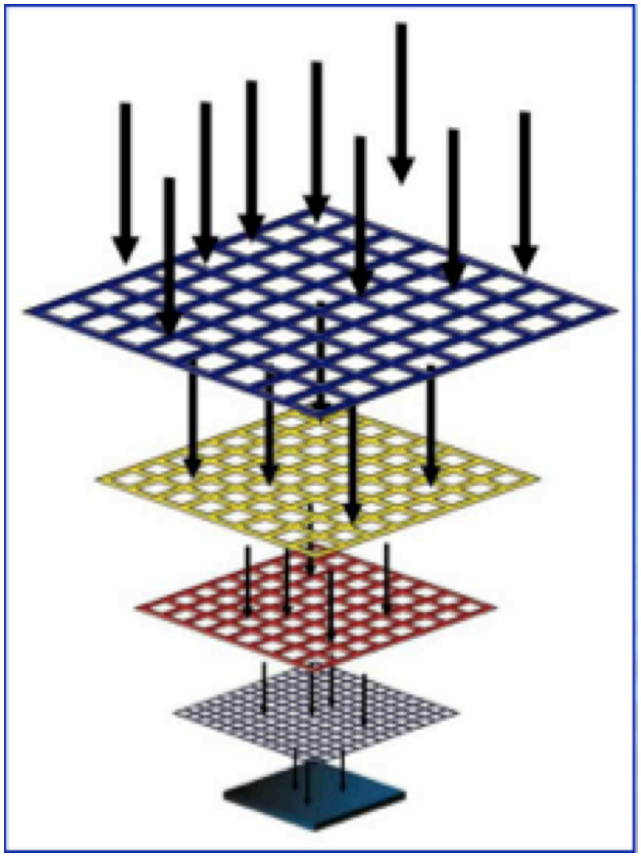
High schools must, in turn, analyze course and instructor evaluations for accelerated college courses on the high school campus. Analyses and recommendations must be shared and reviewed by both the high school and the college/university. The reports should also discuss key program challenges and recommendations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

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

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

APPENDIX D

Southern Oregon Post-Secondary Encouragement Systems



Screen 1 --Universal Supports
- Full array of college credit options
- Career fairs touch all students
- All students have 13th year plans
- All middle & high student visit sites yearly
- Elem/middle motivation programs in place
- Guidance counselors & academic advisors at high school have an understanding & clear materials describing available postsecondary options

Screen 2--Parent Support Systems
- Clear postsecondary option materials distributed
- Special outreach so all parents understand
- Clear & easily accessed info & outreach regarding financial assistance
- Visits to postsecondary sites

Screen 3--Small Group Support Systems
- At-risk youth sub-groups identified
- Specific activities developed & delivered
- Job shadowing

Screen 4--Individual Assessment & Supports
- Students identified with no postsecondary plans
- Regular mentoring available
- School counselor available who knows services
- Community Supports

Screen 5--Family outreach and case management for identified youth
- Intensive mentoring/counseling available
- Wraparound support available

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

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

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

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

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

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

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

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

Key Observations about the Screens:

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

V2: Outcomes & Investments Subcommittee Schedule 2014

May 29: Outcomes & Investments Subcommittee (Salem, 2-4 p.m.)

- Presentation from QEC
- Presentation from ODE / Supt. Saxton
- Presentation from Youth Development Division

June 12: Outcomes & Investments Subcommittee (Portland, 9-11 a.m.)

- Presentation from Network Advisory
- Presentation from Accelerated Learning Committee
- Presentation from Early Learning Council

July 24: Outcomes & Investments Subcommittee (Portland, 2-4:30 p.m.)

- Presentation from HECC
- Presentation from STEM Council / CTE / ETIC
- Presentation from Best Practices Subcommittee

August 6: Outcomes & Investments Subcommittee (Portland, 8:30-10:30 a.m.)

- Work session – joined by Equity Subcommittee

August 12: OEIB Full Board Retreat – Work Session on Budget

August 21: Outcomes & Investments Subcommittee

- Second Work Session

August – early September: Potential Public Outreach / Input Event(s)

September 9: Full Board adoption of Recommendations

Oregon Education Investment Board

OUTCOMES & INVESTMENTS SUBCOMITTEE
2015-17 BUDGET RECOMMENDATIONS **TEMPLATE**

PART 1 – Identify Your Highest Priority Strategies (no more than 8 pages)

Strategy 1:_____

(1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

(2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

(3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

(4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

(5) What evidence indicates this strategy will result in improvement?

(6) At various levels of investment (modest, medium, substantial), what will the state be "buying"? What impact will this have on measurable results described above?

(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

(8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

Strategy 2:_____

(1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

(2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

(3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

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(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

(8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

Strategy 3 (optional): _____

(1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

(2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

(3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

(4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

(5) What evidence indicates this strategy will result in improvement?

(6) At various levels of investment (modest, medium, substantial), what will the state be "buying"? What impact will this have on measurable results described above?

(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

(8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

Strategy 4 (optional): _____

(1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

(2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

(3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

(4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

(5) What evidence indicates this strategy will result in improvement?

(6) At various levels of investment (modest, medium, substantial), what will the state be "buying"? What impact will this have on measurable results described above?

(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

(8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

PART 2: Describe Conditions, Processes & Partners (No more than 2 pages)

(1) What do you need from other agencies / boards / groups to enable you to be most effective?

(2) What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?

(3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?

(4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.

(5) Who are your key partners, stakeholders, and community groups?

(6) What processes were used for public input in developing the strategies?

CHIEF EDUCATION OFFICER EVALUATION – CONSOLIDATED FEEDBACK

IMPLEMENT AND LEAD P-20 SYSTEM

- **Governance & Agency Structure Supports Seamless "Birth to College & Career" System**
- **Functional P-20W Longitudinal Data System Developed**

Board Feedback:

Ratings	Comments

Outstanding=5 Exceeds Expectations=4 Meets Expectations=3 Needs Improvement=2 Unsatisfactory=1 Not observed=NO

Agency & Direct Report Feedback:

DRAFT

DEVELOP & ADOPT STRONG POLICY FRAMEWORK

- **Implement policies to support student success**
- **Provide "Tight-Loose" Direction & Accountability**

Board Feedback:

Ratings	Comments

Outstanding=5 Exceeds Expectations=4 Meets Expectations=3 Needs Improvement=2 Unsatisfactory=1 Not observed=NO

Agency & Direct Report Feedback:

DRAFT

CREATE OUTCOMES-BASED BUDGET, ALIGNED TO INITIATIVES

- **Create framework for investing in key student outcomes**
- **Strong strategic plan with outcomes and metrics**

Board Feedback:

Ratings	Comments

Outstanding=5 Exceeds Expectations=4 Meets Expectations=3 Needs Improvement=2 Unsatisfactory=1 Not observed=NO

Agency & Direct Report Feedback:

DRAFT

BUILD AN ENGAGED AND MOTIVATED PUBLIC

- **Create channels of 2-way communication with stakeholders**
- **Build excitement, understanding of strategies, & opportunities for engagement**

Board Feedback:

Ratings	Comments

Outstanding=5 Exceeds Expectations=4 Meets Expectations=3 Needs Improvement=2 Unsatisfactory=1 Not observed=NO

Agency & Direct Report Feedback:

DRAFT

PERSONAL & AGENCY MANAGEMENT

- **Board & staff receive appropriate training & support**
- **Fiscal stability for agency**
- **Compliance with policies & laws**

Board Feedback:

Ratings	Comments

Outstanding=5 Exceeds Expectations=4 Meets Expectations=3 Needs Improvement=2 Unsatisfactory=1 Not observed=NO

Agency & Direct Report Feedback:

DRAFT

Oregon Education Investment Board

TO: Personnel Management & Oversight Subcommittee
FROM: Whitney Grubbs, OEIB Chief of Staff
DATE: May 12, 2014
RE: Second Draft, Process for Chief Education Officer Evaluation

TIMELINE

Dr. Nancy Golden took the position of Interim Chief Education Officer on August 1, 2013, and became the permanent Chief Education Officer in October. I recommend that her evaluation be completed annually by September 30.

Specific steps in the process for 2014 would include:

- April 29, 2014 – Personnel Management & Oversight Subcommittee reviewed draft process & evaluation format and provided initial feedback
- May 13, 2014 – Personnel Management & Oversight Subcommittee Chair, Julia Brim-Edwards, presents draft process & evaluation format to full OEIB for input by May 18
- By May 31, 2014 – Chief of Staff incorporates feedback and obtains final approval from Personnel Management & Oversight Subcommittee
- June 10, 2014 – Full OEIB approval of final evaluation process
- By June 16, 2014 – Chair Brim-Edwards distributes evaluation format to Dr. Golden, Board & key agency leaders / internal staff for input by June 28, 2014
- July 2014 – Personnel Oversight & Management Subcommittee meeting to review evaluation feedback and prepare findings
- August 12, 2014 – Chair presents initial evaluation findings to OEIB Board
- September 9, 2014 – OEIB Board adopts findings

PROCESS

The evaluation process would consist of 2 overlapping phases:

- **Phase 1 – Self-Evaluation**

Dr. Golden will provide feedback on her own performance through the Chief Education Officer scorecard as well as by completing a written feedback form.

- **Phase 2 – Board & Key Agency Leaders/Staff Input**

OEIB Board members and key agency leaders / staff would provide feedback via written evaluation form.

Key agency leaders / staff include:

Rob Saxton, Deputy Superintendent of Public Instruction, ODE
Ben Cannon, Executive Director, HECC
Jada Rupley, Early Learning Services Director, ODE
Daniel Ledezma, Policy Advisor to Governor
Whitney Grubbs, OEIB Chief of Staff
Hilda Rosselli, OEIB Director of College & Career Readiness
Peter Tromba, OEIB Director of Policy & Research
Mark Lewis, OEIB Director of STEM

Subcommittee Chair Brim-Edwards will summarize Board, agency leader & staff feedback in each area of the evaluation criteria on the attached consolidated feedback format. The feedback would then be presented to the full OEIB Board.

YOUTH & YOU

Oregon Youth Development Council

Oregon Education Investment Board Update

May 13, 2014

Iris Bell

Executive Director, Oregon Youth Development Council

YOUTH & YOU

Oregon Youth Development Council

Grant Information and Training Sessions

The Youth Development Council hosted information and training sessions for those interested in accessing grant funding.

Each session was a **full day event** with the four components outlined below:

1. Youth Development Council Information Session
   i. Youth and Community Grant Fund
   ii. Youth and Innovation Grant Fund
   iii. Youth and Gangs Grant Fund
   iv. Youth and Crime Prevention Grant Fund
2. Comprehensive Gang Model Training Session
3. Collective Impact for Youth Training Session
4. Federal Grant Funds Training Session

Grant Information and Training Sessions

Location	Date	Session
Medford	April 10, 2014	Open Session
Eugene	April 14, 2014	Open Session
Webinar #1	April 17, 2014	Open Session
Portland	April 18, 2014	Open Session
Ontario	April 22, 2014	Open Session
Pendleton	April 23, 2014	Open Session
Warm Springs	April 29, 2014	Tribal Specific Session
Warm Springs	April 30, 2014	Open Session
Webinar #2	May 1, 2014	Open Session

Application Timeframe

March 2014

Week of March 17	Training and Information Sessions Begin

April 2014

Week of April 28	Training and Information Sessions End

May 2014

Week of May 5	Request for Applications Opens

June 2014

Week of June 16	Application Deadline
Week of June 23	Application Review Begins
Week of June 30	Current JCP IGAs Extended One Fiscal Year Current Youth Investment IGAs Extended Two Months

July 2014

Week of July 14	Application Review Ends Tentative Award Announcement
Week of July 21	Appeal Period Opens
Week of July 28	Appeal Period Closes Appeals Heard Final Award Announcement

August 2014

Week of August 4	Grant Awardee Training Sessions Begin
Week of August 11	Grant Awardee Training Sessions End

September 2014

Week of September 1	Grants in Communities

YOUTH & COMMUNITY

The Youth and Community Grant is a community-based grant designed to assist existing efforts in improving education and workforce success for youth who are disconnected from, or are at risk of disconnecting from the education system and labor market. The efforts funded through this grant must be effective evidence-based, research-based, and practice-based prevention and intervention approaches. These approaches are required to be culturally appropriate, sexual orientation specific, and gender identity specific and address various barriers to educational and workforce success. The target population of the Youth and Community Grant are Opportunity Youth and Priority Youth.

Who are Opportunity Youth?

- Youth who have been disconnected from education and labor markets:
  - Young high school dropouts (ages16-18)
  - Older high school dropouts (ages 19-24)
  - Youth with high school diploma or GED, disconnected from postsecondary education, and unable to gain foothold in the labor market (ages 19-24)
- Chronic: never been in school or work after the age of 16
- Under-attached: despite some schooling and some work experience beyond 16, youth have not progressed through college or secured a stable job

Who are Priority Youth?

- Youth ages 6 to 16 who are *at risk of disconnecting* from the education system, who are *already disconnected* from the education system, or *at risk of being unable to transition* successfully to the labor force
- **Priority Youth** experience a variety of risk-producing conditions that can be barriers to school and work.
  - Barriers can present themselves as environmental conditions in neighborhoods, families, and peer groups, as well as individual factors
  - Examples of these conditions include poverty, teen pregnancy, community violence, substance abuse, poor quality schools, criminal activity, disability, caregiver responsibilities, and institutional residence

YOUTH & INNOVATION

The Youth and Innovation Grant is a non-recurrent community-based grant designed to support innovative and sustainable efforts to improve education and workforce success for youth who are disconnected from, or are at-risk of disconnecting from the education system and labor market. The efforts funded through this grant must be based on effective evidence-based, research-based, and practice-based prevention and intervention approaches. These approaches are required to be culturally appropriate, and sexual orientation specific and gender-identity specific and address various barriers to educational and workforce success. The target population of the Youth and Innovation Grant are Opportunity Youth and Priority Youth.

Youth Innovation in Oregon

Recipients of a grant for Youth Innovation in Oregon must be able to demonstrate that an innovative program, service, or initiative not currently in place in the community could address a social problem facing Opportunity and Priority Youth. Recipients must be able to identify the results of the identified program, service, or initiative in other communities, and then track the impact on identified Indicators of Need at a community or individual level when it is implemented. This data will be used to evaluate the result of the grant by the Youth Development Council, and may impact the ability of the community to access Youth and Innovation Grants in the future.

Emergent and Urgent Need

Recipients of grants that target an Emergent and Urgent Need to address a social problem at the onset must be able to demonstrate community preparedness to monitor changes in any identified Indicators of Need at a community and individual level. This data will be used to evaluate the result of the grant by the Youth Development Council, and may impact the ability of the community to access Youth and Innovation Grants in the future.

Program to Scale

Recipients of grants that have been provided to take a Program to Scale must be able to demonstrate that the current effort is having an impact on identified indicators at a community or individual level, identify the impact of bringing the effort to scale, and detail how scaling the effort will make it sustainable. This data will be used to evaluate the result of the grant by the Youth Development Council, and may impact the ability of the community to access Youth and Innovation Grants in the future.

YOUTH & GANGS

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) Comprehensive Gang Model is an approach designed to reduce and prevent youth gang violence. It is being used in communities across the nation to assess and address gang problems.

The Gang Model Strategies

The Gang Model uses **five strategies** for addressing gang-involved youth and families:

Community Mobilization: Involvement of local citizens, including former gang members and community groups and agencies and the coordination of programs and staff functions within and across agencies.

Opportunities Provision: The development of a variety of specific education, training, and employment programs targeting gang-involved youth.

Social Intervention: Youth-serving agencies, school, street outreach workers, grassroots groups, faith-based organizations, law enforcement agencies, and other criminal justice organizations reaching out and acting as links between gang-involved youth and their families, the conventional world and needed services.

Suppression: Formal and informal social control procedures, including close supervision or monitoring of gang youth by agencies of the criminal justice system and also by community-based agencies, schools, and grassroots groups.

Organizational Change and Development:

Development and implementation of policies and procedures that result in the most effective use of available and potential resources to better address the gang problem.

Assessment and Data Gathering

Before implementation of the Gang Model can take place, an assessment must be conducted. The assessment does the following:

- Develop a structure and a mechanism for organized and ongoing data collection relating to implementation of the model
- Creates a common understanding of the gang problem across key agencies and gains buy-in from these agencies
- Identifies the most appropriate target area of the model
- Identifies the demographic of the client population that is most heavily involved in the gang-related crimes for suppression and intervention activities.

Steering Committee

The Steering Committee will oversee the Gang Model approach. It is made up of policy and decision makers from various organizations and agencies that have a responsibility to address the community's gang problem. These representatives should not only set policy and oversee the overall direction of the gang project, but also take responsibility for spearheading efforts in their own organizations to remove barriers to services, social and economic opportunities; develop effective criminal justice, school, and social agency procedures; and promote policies to further the goals of the gang strategy. The committee will also provide general direction to the agencies collaborating to conduct a gang assessment.

An online video overview and information on the OJJDP Gang Model can be accessed here: http://www.nationalgangcenter.gov/Comprehensive-Gang-Model . You may also contact YDC Prevention/Intervention Specialist Abraham Magaña at abraham.magana@ode.state.or.us.

YOUTH & **CRIME PREVENTION**

The Youth and Crime Prevention Federal Grant Funds are community-based grants provided by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to assist state and local efforts to prevent juvenile crime and reduce youth involvement with the justice system through the implementation of effective evidence-based, research-based, and practice-based prevention and intervention approaches. These approaches are required to be culturally appropriate, sexual orientation specific and gender identity specific and address various risk and protective factors associated with criminal involvement.

The purpose of the **Juvenile Accountability Block Grant (JABG) Program** is to provide states and units of local government with funds to reduce juvenile offending through accountability-based initiatives focused on both the offender and the juvenile justice system.

Two federal grant awards in the amount of $60,000 each will be issued for projects designed to promote the goals of the Youth Development Council to increase school engagement and reduce juvenile crime. The proposed projects should fall under one of the two JABG purpose areas of **School Safety** and **Restorative Justice**.

The Title II Formula Grant Program is designed to support state and local delinquency prevention and intervention efforts and juvenile justice system improvements. The Youth Development Council selected addressing **Youth Gangs** and **Disproportionate Minority Contact (DMC)** as priorities for the formula grant funds.

Two federal grants in the amount of $52,000 each will be awarded for 1) prevention and intervention efforts directed at reducing youth gang-related activities, and 2) strategies designed to reduce and eliminate disproportionate minority contact and overrepresentation of minorities in the juvenile justice system. Proposals should address: a) systems' change, policy and practice, and/or b) direct services on a program level.

For additional information on the application eligibility, requirements, review process, or selection, please contact Oregon Youth Development Council Juvenile Crime Prevention Manager Anya Sekino at anya.sekino@state.or.us.
Additional information on the federal grants from the Office of Juvenile Justice and Delinquency Prevention can be accessed at
http://www.ojjdp.gov/index.html.

Statement to the Oregon Education Investment Board – May 13, 2014

I am Eva Payne. Thank you for this opportunity to talk about the lack of statewide oversight and uniformity in Oregon's new mandate to offer dual credit opportunities and especially the awarding of proficiency-based credit.

I teach writing and literature at Chemeketa, have served as program chair, and am incoming national chair of National Council of Teachers of English's (NCTE) Two-Year College Association.

I'm here today as a representative from the Oregon Writing and English Advisory Committee (OWEAC) as well as a faculty member who is bringing concerns from Chemeketa's English Program.

OWEAC shared concerns and proposed solutions with the Accelerated Learning Committee in December of 2013. At OWEAC's February 28 meeting, the group discussed the lack of transparency among institutions (and within institutions) in regard to the mechanisms and measuring tools used in the endeavor of awarding proficiency credit for college writing courses to high school students.

One main focus of the OWEAC discussion in February among two- and four-year writing faculty was the impact on students, who in many ways are the ones with the most at stake:

1. If students are erroneously awarded credit because of inadequate or inaccurate assessment, they may struggle from being underprepared and frustrated that they have only the certification of skills without the actual skills

1. If the validity of proficiency assessment tools used to award credit is questionable, the transfer value of the coursework may decline—thus complicating previous transfer agreements that benefit students such as the OTM and AAOT

Chemeketa is not alone in pursuing opportunities for offering proficiency-based credit. Seeing what models other disciplines and colleges have developed may provide a way forward because our institutions and programs of study do not operate in isolation.

The statewide work done on the OTM and AAOT—work that was time consuming, messy, sometimes contentious—served the purpose making students' credits transferable among OUS institutions partly because first-year writing courses shared statewide outcomes and expectations. That same collaboration, transparency, and agreement would help ensure the success of proficiency-based credit.

I've only seen Chemeketa's model in partnership with the WESD. We call this pilot project the "Yamhill" model, and the pilot is still in process, but it is a flawed process with many unanswered questions about the rigor, assessment, authority, and certainly whether the high school students who may be awarded WR115 or WR121 credit during this pilot will actually be prepared for other college-level writing.

Please consider establishing an oversight committee that could ensure quality, uniformity and good stewardship of funding provided by Oregon's Strategic Investments in Students and Educators to implement proficiency-based teaching and learning models. The need is urgent because as you know, consortiums are established, money distributed, and work is underway.

What follows is likely an incomplete list of items needing consideration:

- The coordinator of the program for the college
    - Who pays this person
    - What oversight powers does the person have
    - How do parties involved get compensated (release time, etc.) to do ongoing collaboration with high school partners
    -
- The issue of which high school teachers qualify and how
- How high school teachers will access appropriate additional graduate-level course work
    - What course work
    - Taught by which faculty
    - Who will pay for the coursework
    - Who will pay for that (materials included in the ALC minutes make reference to an effort to provide support for high school teachers who are earning better credentials for this purpose)
- Course design at the high school / text / assignments/ syllabus / rubrics, etc.
- Course assessment (who gets final word)

In addition, specific guidelines should be established with the help of discipline area experts for teacher preparation, the course content, and assessment. OWEAC could provide, and is willing to provide, that expertise for writing courses.

Thank you.

Eva Payne
Chemeketa Community College
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503.589.7827

E-mail from Doctor Tolar-Burton, Oregon State

Vicki Tolar Burton
Professor of English, Director, Writing Intensive Curriculum Program at Oregon State University
March 6, 2013

Dear Eva,
I want to share my concern about the pilot proposal we saw at OWEAC for proficiency-based credit for WR 121 through Chemeketa, which is being called the "Yamhill model." As you know, I head the Rhetoric and Writing group in the School of Writing, Literature, and Film at Oregon State University. I also direct OSU's Writing Intensive Curriculum Program, which means I work with faculty across the university teaching Writing Intensive courses in their major. I have serious concerns about the transferability of credits for WR121 that are based on such weak evidence of achievement or proficiency. The Yamhill model of credit based primarily on a three-hour on-demand essay does not come close to approximating or measuring the skills expected of students who have successfully completed WR121, or even WR115. Success on that exam does not demonstrate proficiency in academic writing at the college level and should not be used or proliferated in the state.

Students who come to OSU with WR121 credit from a community college are assumed to be ready to succeed in our Writing II courses, including WR 214, Business Writing, WR 327, Technical Writing, and more. I do not believe that students coming in with only the preparation of the current Yamhill model are likely to be successful in Writing II or in their Writing Intensive courses in the major.

OSU has a "waiver" exam that, when passed, enables the student to enroll in courses for which WR121 is a prerequisite, but it does not carry credit for WR121. It is for students who can demonstrate strong academic writing at the college level based on a graded 8-10 page paper with Works Cited from a college course (must include contact information for the instructor) as well as an on-demand writing exam that is graded using a rubric representing the skills and proficiencies expected of someone completing WR121.

If you need further evidence of concern from OSU, I will be happy to take the Yamhill model of proficiency-based credit and ask that it be reviewed by the Baccalaureate Core Committee of the OSU Faculty Senate, which oversees Writing I and II courses as well as the rest of General Education (the Baccalaureate Core) at OSU. Any proficiency-based credits for college writing need to robust and truly represent sound academic writing at the college level congruent with statewide expectations articulated by faculty from across the state through the Oregon Writing and English Advisory Committee.

Thank you for keeping OWEAC member institutions informed of curricular pilots like this one that might do more harm than good for students and for colleges and universities.

Vicki Tolar Burton
Professor of English