

# Sustainable Solutions for Accelerated Learning Update

Higher Education Coordinating Commission  
August 2, 2018



# Today's Update

- What is our guiding vision for this work?
- How did we engage stakeholders?
- What issues are we addressing?
- What policies are we recommending?
- What observations and questions do you have?

# Guiding Vision

Enrolling in accelerated learning in high school is known to increase the likelihood of students graduating from high school as well as enrolling and persisting in college.



# Sustainable Systems for Accelerated Learning

- Convened by CEEdO in partnership with HECC and ODE in March 2017 (11 meetings)
- 36 Members
  - K-12 School Districts and Education Service Districts
  - Community Colleges
  - Public Universities
  - COSA, OAESD, OEA, Oregon Council of Presidents, Stand for Children, OSA, EdNW

# Sustainable Systems for Accelerated Learning - Process

- Review of data and research
- Work groups
- Student surveys and focus groups
- Revisions and consensus building



# SSAL Charge

Develop a plan to support high-quality cross-sector collaboration aimed at broader implementation of accelerated college credit programs and transitional supports across Oregon.



# Resources Used

- Previous Legislative reports and legislation
  - SB 222, SB 418, HB 2998, HB 4053, SB 307
- Research from Education Commission on the States and Education NW
- Student surveys and student focus groups facilitated by Oregon Student Voice
- Analysis of school district plans under the High School and College and Career Readiness Act
- Analysis and interviews with key policy leaders in other states



Equitable Access

Credit Transfer

Qualified Instructors

Student Services

An outline map of the state of Missouri, centered on the page. The map is a simple black line drawing of the state's irregular shape.

**Equitable Access**

# Challenges

- Inequitable access to accelerated learning across ZIP codes
  - Fewer options for rural and remote communities
  - Less economy of scale for small districts
  - Low-income students impacted by tuition costs
- School districts shopping for lowest-cost credits outside of local region

# Opportunities

- College credits earned through partnerships can help save students time and money as they pursue their postsecondary goals.
- Strong K-12 and postsecondary partnerships can help increase opportunities for more students to access college-level courses.
- Equitable funding methods can help initiate and sustain accelerated college credit program offerings, with emphasis on providing access to underserved students or students from rural communities.

# Assets

- “Regional Promise” grants for models including sponsored dual credits and assessment-based learning credits
- One of three allowable uses for K-12 use of *High School and College and Career Readiness Act (Measure 98)*



# Recommendations

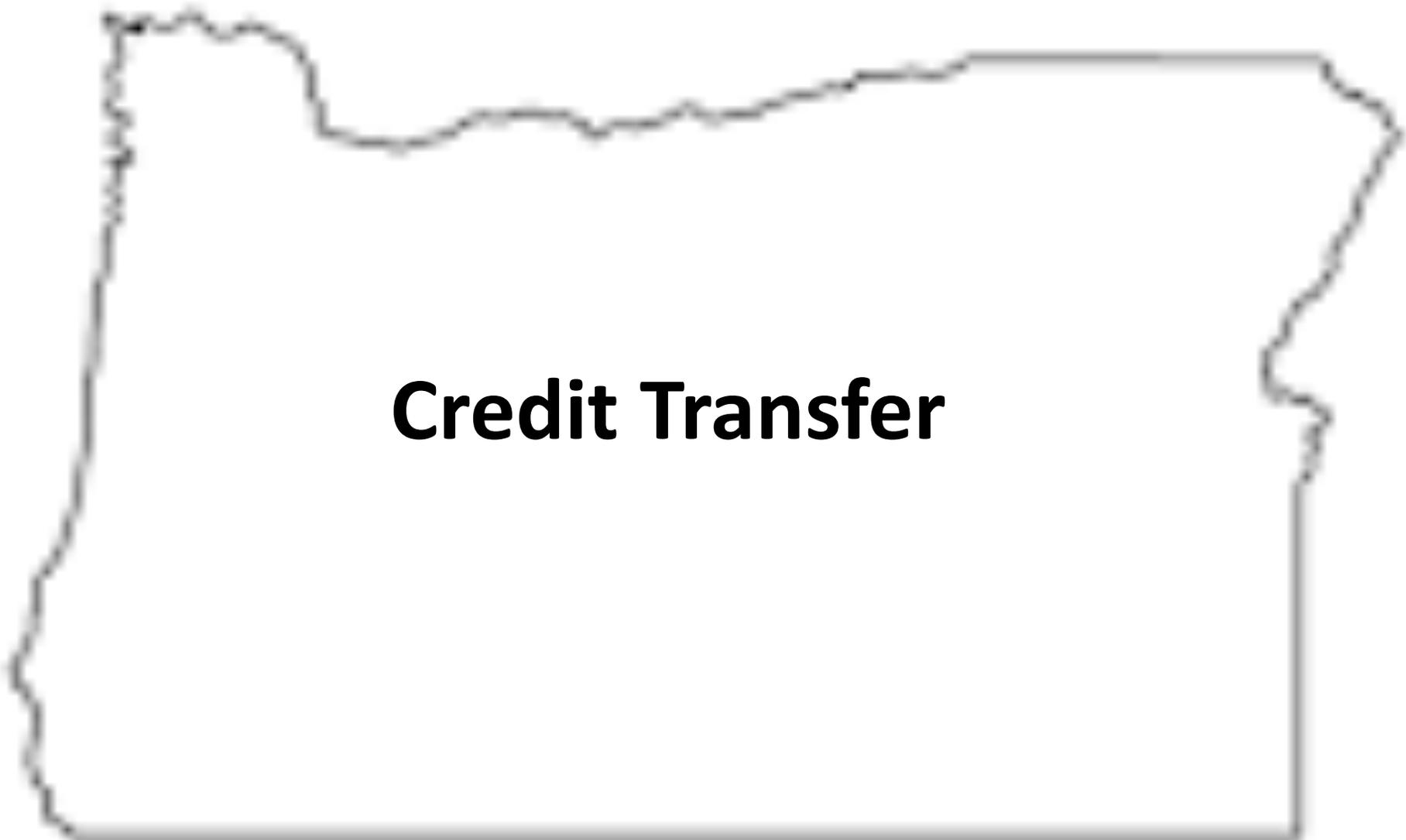
- Building on the success of Regional Promise Replication Grants, focus grant funding in 2019 to seed new accelerated learning partnerships that expand options for access to college credit for students in high school in areas with limited offerings.



# Recommendations

- Establish new program account to reimburse accelerated learning partnerships between school districts, community colleges and public universities for college credits completed by high school students. The formula-based grant would be weighted for traditionally underrepresented students.





**Credit Transfer**

# Challenges

- College credits earned in high school are not uniformly transferring
- Loss of money, time, and progress toward students' postsecondary goals
- Extra impact on economically disadvantaged students
- No uniform process for informing students and families about accelerated learning credit transferability

# Opportunities

- Improved credit transfer processes can help ensure students who complete approved accelerated learning courses can successfully transfer credit to community colleges and/or public universities.
- Oregon students and their families need clear information and transparent processes to make informed decisions about accelerated learning program options.

# Assets

- High School Based College Credit Partnership Standards (HECC)
- Annual reporting on students attempting to transfer accelerated learning credit to public institutions (HB 4053)
- Standardized awarding of credit for AP classes based on score of 3 or higher (SB 207)
- Credit transferability between community colleges and 4-year universities: Foundational Curricula and Unified Statewide Transfer Agreements (HB 2998)

# Recommendations

- Use “Foundational Curricula” as a guideline for Oregon high school based partnerships offering accelerated college credit coursework.
  - Exception: College Success type course
- Align accelerated learning offerings with Unified Statewide Transfer Agreements (USTA) when available.
- Develop a cross-sector Student Portal verifying course transfer options.



**Qualified Instructors**

# Challenges

- Recent growth of accelerated learning credit programs has highlighted shortage of qualified high school accelerated college credit teachers.
- Instructor qualifications vary across institutions.
- Dearth of qualified instructors can potentially limit ability of some schools to offer high school based college credit courses.

# Opportunities

- High-level collaboration among high school instructors and community college faculty focused on course outcomes, assessment results and instructional approaches can benefit both sectors.

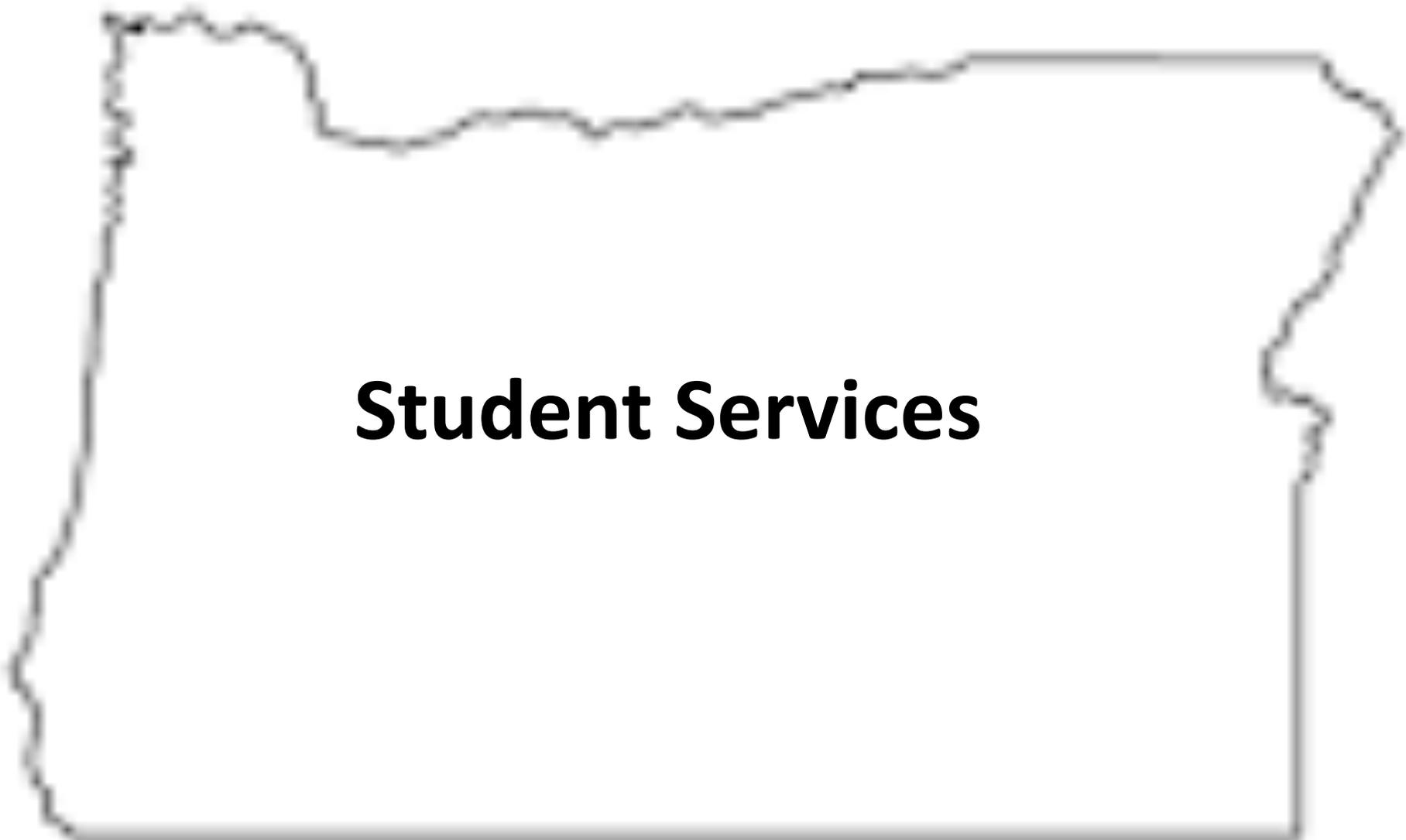


# Assets

- HECC adopted accelerated learning standards related to faculty qualifications.
- Sponsored dual credit model offers a more comprehensive option for faculty/teacher partnerships to ensure appropriate expertise, oversight and alignment.
- Current Accelerated Learning Fund could be expanded to help pay for high school instructor training.

# Recommendations

- Expand support for school districts and education service districts to train and qualify accelerated learning course instructors.
- Develop and offer online graduate coursework applicable to high school based dual credit courses offered in Oregon.
- Address wide range of dual credit instructor qualifications in Oregon.

An outline map of the state of Missouri, centered on the page. The text 'Student Services' is printed in the middle of the map's interior.

**Student Services**

# Challenges

- Decisions regarding accelerated learning opportunities complex and unfamiliar to many students and their families.
- College access professionals and teachers need accessible information on accelerated learning options including implications for financial aid, costs, and credit transferability to share with students and their families.

# Assets

- HB 2998 discussing student portal needs
- Career College Collaborative (C3) to mobilize counselors, building administrators, and youth advisors (Reach Higher Summit, website, consultation)



Our focus is guiding every student to success in career and college

Select a topic below to get started.

# Recommendations

- Expand Career College Collaborative (C3) services and outreach.
- Develop student portal for high school students, families, college access and school staff to consult and verify which college-level courses offered in high schools will be accepted at community colleges and public universities.

# Acknowledgements

- Morgan Allen
- Susan Capalbo
- Parasa Chanramy
- Paul Coakley
- Yvonne Curtis
- Enrique Ferrera
- Sandra Fowler-Hill
- Andy Gardner
- Alex Gitelman
- Paul Hillyer
- Julie Murray-Jensen
- Randy Kamphaus
- Cathy Kemper-Pelle
- Dave McDonald
- Dan Mielke
- Mark Mulvihill
- Dave Novotney
- Dana Richardson
- Ozzie Rose
- Maryalice Russell
- Rob Saxton
- Stephen Scheck
- Ricardo Lujan Valerio
- Ben Cannon
- Lindsey Capps
- Candice Renee Clark
- Patrick Crane
- Veronica Dujon
- Erin Weeks-Earp
- Colt Gill
- Michelle Hodara
- Jennell Ives
- Donna Lewelling
- Hilda Rosselli
- Kyle Thomas



*“I would highly recommend taking college courses because they have made me a more confident student. College is a huge step and these courses are a great stepping stone in between education levels.”*

*Oregon High School Student*

# Observations from SSAL members

## Questions?

