

**NORTH LAKE COUNTY REPORT**  
**June 2019**

Overview

In 2018 a boundary change petition to withdraw the portion of North Lake County (NLC) identified as Fort Rock and Christmas Valley precincts 13 and 14 from the Central Oregon Community College (COCC) service district was filed with the Higher Education Coordinating Commission (HECC).

On August 27, 2018, HECC conducted a public hearing at North Lake School to hear testimony on the petition. North Lake community members testified in support of withdrawing from COCC's district, while representatives from COCC conveyed that the COCC Board of Directors does not support the petition to remove a portion of Lake County from the College District.

At the December 13, 2018 HECC meeting the Commission received additional comments from COCC expressing COCC's interest in "finding the best path forward" to continue providing North Lake County services. [See Attachment A] The Commission approved a six-month deferment on the decision to approve or deny the petition, and directed the College to work with the citizens of North Lake County, listen to the feedback, seek ways to mitigate the challenges of distance, and consider possible increased offerings. Individual commissioners expressed an openness to considering the option of altering district boundaries beyond simply approving or denying the petition to withdraw.

History

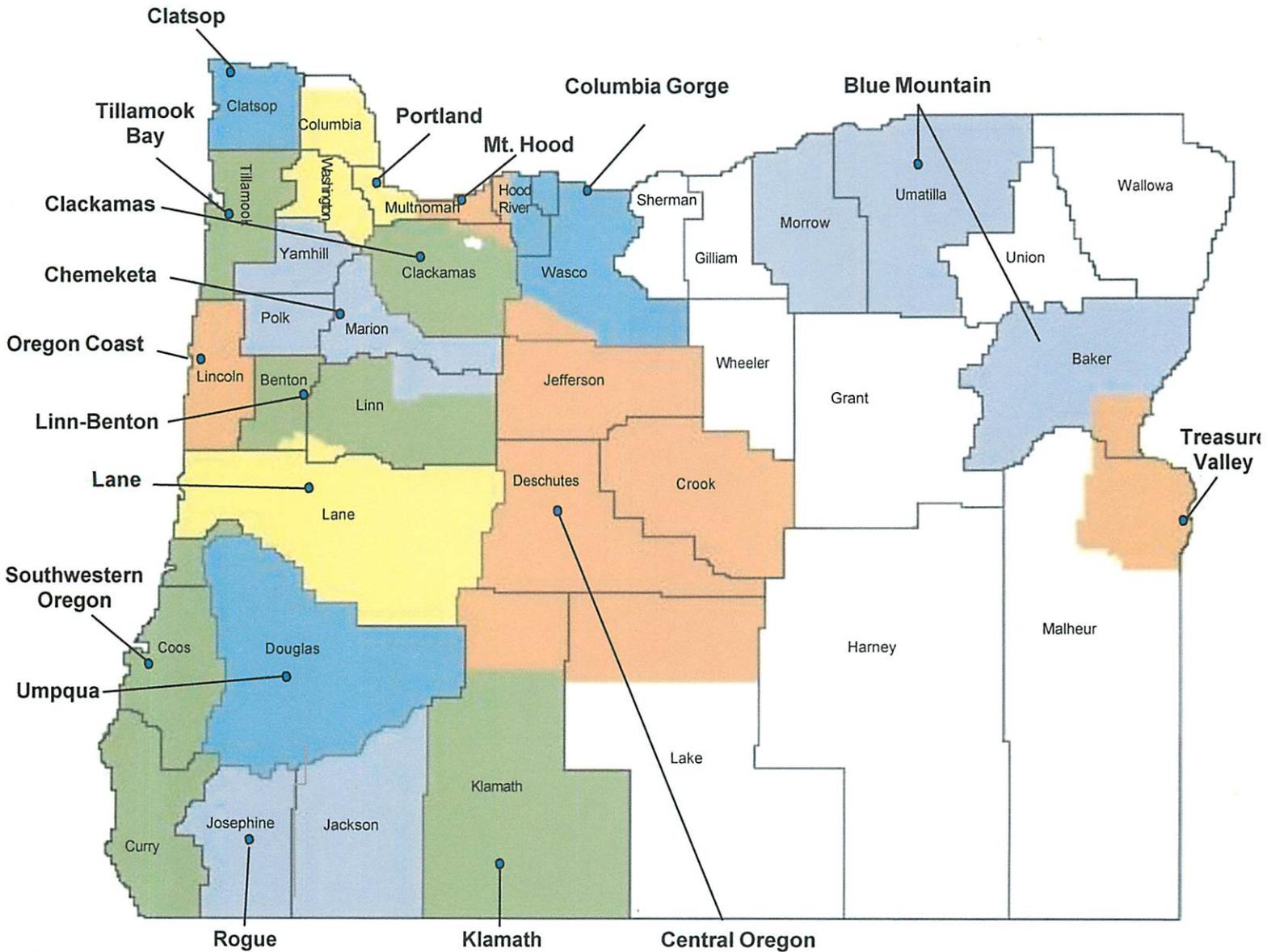
Central Oregon College was established in 1949. Oregon began authorized community colleges in 1961. Central Oregon College became Central Oregon Community College in 1962.

Initially, North Lake School District was two school districts: Fort Rock School District and Silver Lake School District. In January of 1962 the voters of the COCC district voted 4,692 to 1,362 in favor of establishing the College District in its current boundaries. Fort Rock School District was included in the COCC District; Silver Lake School District was not included.

In 1991 the North Lake School opened, a single K-12 school building, combining Fort Rock and Silver Lake schools districts into one district. As a result, half of the North Lake School District is in COCC's District, and half is in no community college district.

Klamath Community College was established in 1996.

# Oregon Community Colleges and Community College Districts



Areas in white are not represented by community college districts. These counties and municipalities do not pay taxes into the state’s Community College Support Fund.

Currently, Grant County receives community college services through Contracts Out of District (CODs) with Blue Mt. Community College.

The city of Burns receives community college services through CODs with Treasure Valley Community College.

Lake County receives community college services through CODs with Klamath Community College.

### Outreach Activities

Beginning in February 2019, representatives from the College worked with the Oregon Community College Association (OCCA) and HECC staff to identify key North Lake residents and stakeholders, develop an approach to outreach, and inventory current services provided to NLC. As a result, the College contacted a representative list of North Lake County residents with knowledge of accessing post-secondary education programs and services, including:

- North Lake School District Board member
- North Lake School District senior administrators
- North Lake High School teacher
- Past North Lake High School Counselor
- Past COCC North Lake Coordinator
- HECC petitioner
- Large farming and ranching interests
- Current COCC students from NLHS
- Former COCC students from NLHS
- Klamath Community College senior administrators
- Christmas Valley Chamber of Commerce and business leaders
- Current and past Lake County Commissioners
- LaPine Chamber of Commerce
- COCC student and incoming COCC Board member who's zone includes NLC
- OSU Extension and North Lake 4H
- Local media representative
- Silver Lake Forest Service Ranger

Additionally, the College hired Jason Carr, a communications consultant from the Central Oregon region, to assist with outreach. Mr. Carr's experience includes serving as former Economic Development for Central Oregon (EDCO) Crook County Manager; Central Oregon Intergovernmental Council chair and board member; and Executive Director of the non-profit Partnership to End Poverty.

Outreach and listening activities included in-person interviews, phone and electronic communications, and an anonymous online survey on North Lake County educational needs sent to those contacted, with a request to forward the survey to anyone who might have interest in the subject. [See Attachment B]

Outreach and listening efforts yielded these themes, not unanimously agreed on:

- NLC residents define “services” as *classes* delivered in NLC
- Frustration in not getting services from COCC
- Desire consistent, meaningful and affordable access to services
- Satisfied with KCC services and resources
- Prefer KCC providing online classes
- KCC classes since 2013 grant using technology
- NLHS classes through KCC are generally small – approximately 15 students, combining juniors and seniors in one class
- KCC faculty for online courses and KCC credit
- NLHS teachers for College Now classes and KCC credit
- \$25/credit for both online and College Now courses
- NLC does not want to be in any community college district, nor pay property taxes
- Want to purchase services – COD cheaper than property taxes
- Few students at NLHS: 10-15 seniors/year, 2-6 attend COCC, KCC and OSU combined
- COCC students from NLHS found the outreach COCC services valuable
- COCC students from NLHS see the in-district tuition rate as an important factor
- COCC students from NLHS are interested in COCC because it is close to NLC

#### Funding of Oregon Community Colleges

In 1990 Oregon voters approved Measure 5, cutting property taxes, altering the formula for funding Colleges, while placing limits on future tax requests. This did not dramatically cut residential property taxes, but shifted the tax burden from business to residential. Escalating land values left the voters dissatisfied and led to the passage in 1996 of Measure 47, another property tax-cutting initiative. Problems with Measure 47 led to Measure 50 in 1997 further restructuring colleges funding formula.

The combination of the various tax limiting measures and the time between when the first Oregon community college was established until the 17<sup>th</sup> Oregon community college started led to different tax rates at each community college.

Oregon Community Colleges Property Tax Rate		
<u>College</u>	<u>Rate per Thousand</u>	<u>Above/<b>Below</b> Average</u>
Blue Mountain	\$0.6611	\$0.1226
Central Oregon	\$0.6204	\$0.0819
Chemeketa	\$0.6259	\$0.0874
Clackamas	\$0.5582	\$0.0197
Clatsop	\$0.7785	\$0.2400
Columbia Gorge	\$0.2703	<b>(\$0.2682)</b>
Klamath	\$0.4117	<b>(\$0.1268)</b>
Lane	\$0.6191	\$0.0806
Linn-Benton	\$0.5019	<b>(\$0.0366)</b>
Mt. Hood	\$0.4917	<b>(\$0.0468)</b>
Oregon Coast	\$0.1757	<b>(\$0.3628)</b>
Portland	\$0.2828	<b>(\$0.2557)</b>
Rogue	\$0.5128	<b>(\$0.0257)</b>
Southwestern	\$0.7017	\$0.1632
Tillamook Bay	\$0.2636	<b>(\$0.2749)</b>
Treasure Valley	\$1.2235	\$0.6850
Umpqua	\$0.4551	<b>(\$0.0834)</b>
<b>AVERAGE RATE</b>	<b>\$0.5385</b>	

Although community college district taxpayers pay different property rates per district, the state includes those property taxes in its distribution formula Total Public Resources, and redistributes the resources at a single rate per FTE. [See Attachment C]

The result is that some taxpayers pay a higher than average property tax rate per thousand dollars of property value because of the district they are in and some pay a lower than average rate. The range of lowest rate to highest rate is \$0.1757 to \$1.2235, with the overall average rate of the 17 districts being \$0.5385 per thousand dollars of property value.

The imposed property taxes impact on the distribution of Total Public Resources in the distribution formula is extensive.

College	2018/2019 Imposed Property Taxes			Fiscal Year 2018-19 TPR					
	% Change from 2017-18	County Certified Imposed Property Taxes	% of Total Property Taxes	Funded FTE	Total CCSF Allocation with Base	Total Public Resources Per FTE	Property Taxes Per FTE	CCSF Resources Per FTE	TPR Property Tax %
Blue Mountain	5.8%	\$ 5,962,401	3%	1,895	\$ 4,821,658	\$ 5,692	\$ 3,147	\$ 2,545	55%
Central Oregon	6.2%	\$ 17,736,784	10%	4,811	\$ 7,821,429	\$ 5,312	\$ 3,687	\$ 1,626	69%
Chemeketa	4.8%	\$ 22,788,730	12%	10,375	\$ 31,194,489	\$ 5,203	\$ 2,196	\$ 3,007	42%
Clackamas	4.6%	\$ 20,074,444	11%	6,880	\$ 16,049,324	\$ 5,251	\$ 2,918	\$ 2,333	56%
Clatsop	0.5%	\$ 4,568,706	2%	1,318	\$ 3,339,517	\$ 6,000	\$ 3,466	\$ 2,534	58%
Columbia Gorge	0.2%	\$ 1,165,895	1%	860	\$ 4,338,660	\$ 6,398	\$ 1,355	\$ 5,043	21%
Klamath	2.0%	\$ 2,243,583	1%	1,811	\$ 8,111,211	\$ 5,719	\$ 1,239	\$ 4,480	22%
Lane	4.7%	\$ 20,995,061	11%	8,321	\$ 22,491,482	\$ 5,226	\$ 2,523	\$ 2,703	48%
Linn Benton	4.4%	\$ 8,701,014	5%	5,626	\$ 21,017,415	\$ 5,282	\$ 1,547	\$ 3,736	29%
Mt. Hood	4.2%	\$ 13,342,867	7%	7,934	\$ 28,167,320	\$ 5,232	\$ 1,682	\$ 3,550	32%
Oregon Coast	3.9%	\$ 1,320,724	1%	464	\$ 1,985,770	\$ 7,123	\$ 2,845	\$ 4,278	40%
Portland	3.6%	\$ 36,919,689	20%	25,802	\$ 95,885,440	\$ 5,147	\$ 1,431	\$ 3,716	28%
Rogue	4.4%	\$ 14,497,619	8%	4,450	\$ 9,215,361	\$ 5,329	\$ 3,258	\$ 2,071	61%
Southwestern Oregon	3.0%	\$ 6,091,225	3%	2,484	\$ 7,634,813	\$ 5,526	\$ 2,452	\$ 3,074	44%
Tillamook Bay	5.2%	\$ 1,310,335	1%	428	\$ 1,788,869	\$ 7,243	\$ 3,063	\$ 4,181	42%
Treasure Valley	5.1%	\$ 2,670,393	1%	1,628	\$ 6,822,882	\$ 5,830	\$ 1,640	\$ 4,190	28%
Umpqua	4.6%	\$ 3,908,712	2%	2,794	\$ 11,352,452	\$ 5,461	\$ 1,399	\$ 4,063	26%
<b>Totals</b>	<b>4.3%</b>	<b>\$ 184,298,182</b>	<b>100%</b>	<b>87,881</b>	<b>\$ 282,038,092</b>				

Colleges with over 50% of TPR coming from property tax%:

- Blue Mountain CC: 55%
- Central Oregon CC: 69%
- Clackamas CC: 56%
- Clatsop CC: 58%
- Rogue CC: 61%

Colleges Contribution % of Total Property Taxes:

- Central Oregon CC: 10%
- Chemeketa CC: 12%
- Clackamas CC: 11%
- Lane CC: 11%
- Portland CC: 20%

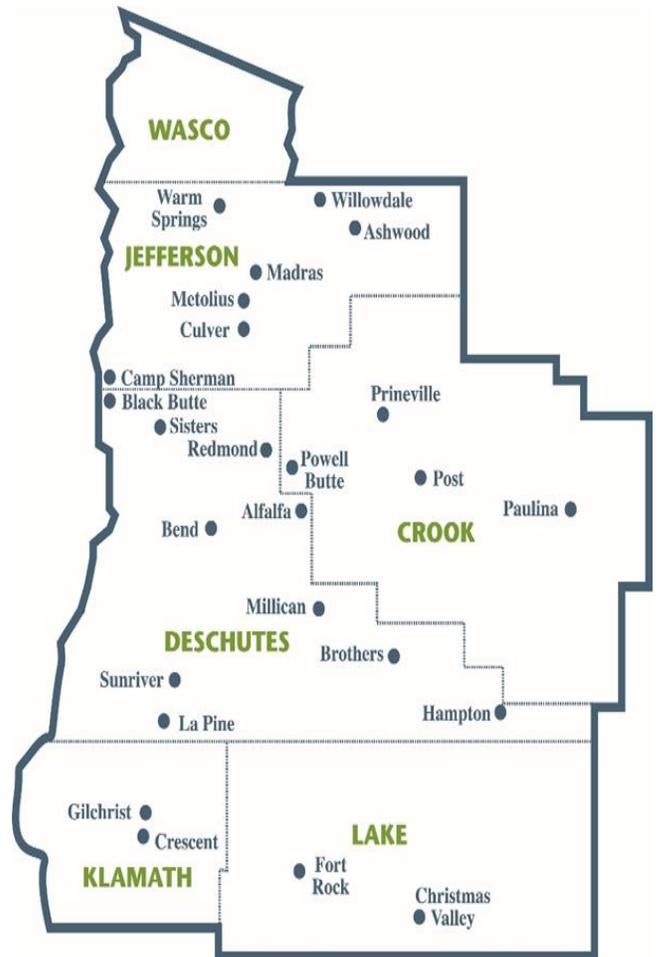
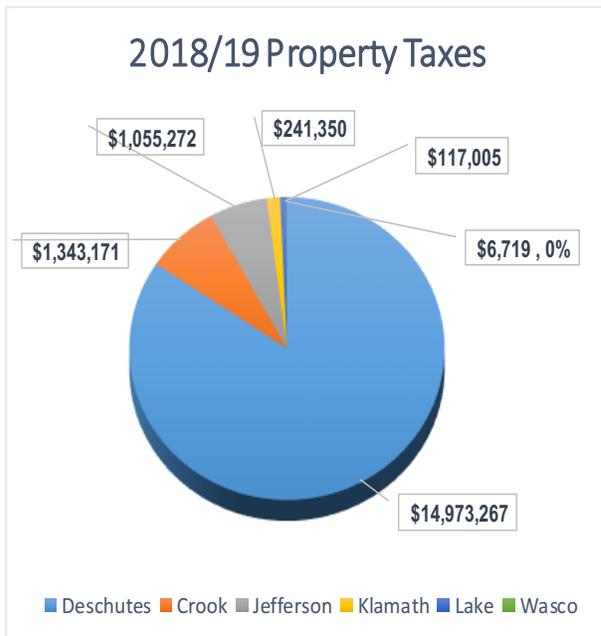
**COCC Property Tax Revenue**

Central Oregon Community College receives property tax revenue from various counties that make up the COCC District. In 2018-2019 the North Lake County portion of COCC’s district provides 0.66% of the total imposed property tax revenue the College receives. Stated as a percentage of the 2019-2020 COCC General Fund Budget, North Lake County’s property tax contribution is 0.0036%. As a percentage of the 2019-2020 total proposed budget expenditures of the College, it is 0.0013%.

**Reference: Property Tax Revenue [Source- Table 4a]**

COUNTY	2018/19	%
Deschutes	\$ 14,973,267	84.42%
Crook	\$ 1,343,171	7.57%
Jefferson	\$ 1,055,272	5.95%
Klamath	\$ 241,350	1.36%
Lake	\$ 117,005	0.66%
Wasco	\$ 6,719	0.04%
<b>Total</b>	<b>\$ 17,736,784</b>	<b>100.00%</b>

Permanent Rate: \$0.6204/\$1,000



### Current COCC Services to North Lake County

**High School Visits** The COCC Recruiter visits North Lake High School at least once per quarter, although additional visits are scheduled when feasible, providing general information about attending college and specific information about COCC, our programs, campuses, admissions, and other key topics. [See Attachment D]

**Financial Aid Night** Financial Aid Night conducted by COCC's Financial Aid Staff provides general information about financial aid and attending any college or university, in addition to providing specific information on attending COCC. Topics include eligibility, cost of attendance, completing the FAFSA, financial aid requirements, and other information.

**COCC Preview Day Campus Visit** North Lake High School juniors and seniors are invited to visit COCC's Bend campus for a daylong tour scheduled solely for NLHS. (Other high schools in the district visit on days when multiple high schools are invited and the visit is less customized to the needs of the schools.)

**Merit Scholarships** The College currently offers 50 scholarships of \$1,500 per year to in-district high school seniors who meet the GPA requirements. North Lake High School students, because they attend a high school in COCC's district, are eligible for these scholarships.

**Need-Based Scholarships** The COCC Foundation offers full and partial scholarships to students. To be eligible for consideration a student must be a resident in the COCC District and complete the Foundation scholarship application form. The current scholarship award amount is \$4,000 for full time students taking 12+ credits per term. These scholarships are renewable as long as students meet minimum credit and GPA requirements.

**Online Classes** Many online classes are available and provide much of what one needs to earn an Associates of Arts degree. Online classes are currently available to North Lake County residents at an in-district tuition rate, substantially lower than an out-of-district rate. Accessing online delivery is especially attractive to locations distant from college campuses, and during inclement weather. This includes a robust online tutoring service and Writing Center available to students. Providing online classes and services requires a multimillion-dollar investment by the College, with annual licensing and maintenance costs exceeding \$1 million.

**Small Business Development Center (SBDC)** The COCC SBDC offers business advising and support services on a request basis. An SBDC counselor from LaPine is available to North Lake County.

North Lake High School Graduates Attending COCC

<b>North Lake High School Grads Enrolled at COCC as Certificate/Degree Seeking Students</b>			
Academic Year	First Enrollment at COCC less than 1 year after Graduating HS	First Enrollment at COCC more than 1 year after graduating HS	Total Enrollments from North Lake High School Grads
2000-01			3
2001-02			2
2002-03	3		2
2003-04			2
2004-05	1		4
2005-06	1		2
2006-07	3		2
2007-08	1		
2008-09	5		3
2009-10	2		2
2010-11	6		6
2011-12	3		2
2012-13	1		2
2013-14	1		
2014-15	3		1
2015-16	3		1
2016-17	2		
2017-18	2		
2018-19	1		
<b>Totals</b>	<b>38</b>	<b>34</b>	<b>72</b>
<b>Average</b>	<b>2</b>	<b>2</b>	<b>4</b>

COCC GRADUATION DATE	NORTH LAKE HS GRADUATION DATE
12/12/1998	6/1/1997
6/10/1995	6/1/1992
6/11/1994	6/1/1993
6/17/2007	6/1/1998
12/15/2002	6/1/1994
3/21/2004	6/1/1993
6/24/2018	6/9/2001
6/25/2017	6/1/2002
8/15/2004	6/15/1996
12/18/2011	6/15/2005
6/15/2008	6/15/2006
6/18/2006	6/1/1993
12/13/2009	6/1/2006
12/23/2012	6/1/2009
6/23/2013	6/1/2010
3/31/2013	6/15/1994
6/24/2018	5/30/2015
<b>Total Graduates: 17</b>	

COCC College Now Enrollment

COCC has a robust College Now program, partnering with nearly 20 high schools offering 183 sections, with an enrollment of 2222, and 8523 credits registered in 2017-2018. The estimated tuition savings to the high school students is \$681,840.

**CENTRAL OREGON COMMUNITY COLLEGE--COLLEGE NOW  
ENROLLMENT and TUITION SAVINGS BY HIGH SCHOOL  
2017-18**

<i>High School</i>	<i>No. of Sections</i>	<i>Enrollment</i>	<i>No. of Credits Registered</i>	<i>\$15 Fee Paid Per Credit</i>	<i>Regular Tuition*</i>	<i>Tuition Savings</i>
<i>Bend</i>	13	72	197	\$2,955.00	\$18,715.00	\$15,760.00
<i>Canby</i>	3	33	122	\$1,830.00	\$11,590.00	\$9,760.00
<i>Crook County</i>	14	159	614	\$9,210.00	\$58,330.00	\$49,120.00
<i>Culver</i>	7	107	428	\$6,420.00	\$40,660.00	\$34,240.00
<i>La Grande</i>	2	9	36	\$540.00	\$3,420.00	\$2,880.00
<i>La Pine</i>	3	37	146	\$2,190.00	\$13,870.00	\$11,680.00
<i>Madras</i>	11	166	664	\$9,960.00	\$63,080.00	\$53,120.00
<i>Marshall</i>	1	4	16	\$240.00	\$1,520.00	\$1,280.00
<i>Mt. View</i>	51	734	2787	\$41,805.00	\$264,765.00	\$222,960.00
<i>Philomath</i>	1	2	8	\$120.00	\$760.00	\$640.00
<i>Redmond</i>	18	194	764	\$11,460.00	\$72,580.00	\$61,120.00
<i>RPA**</i>	4	44	157	\$2,355.00	\$14,915.00	\$12,560.00
<i>Ridgeview</i>	13	137	534	\$8,010.00	\$50,730.00	\$42,720.00
<i>Sisters</i>	10	111	398	\$5,970.00	\$37,810.00	\$31,840.00
<i>Summit</i>	28	385	1540	\$23,100.00	\$146,300.00	\$123,200.00
<i>Trinity Lutheran</i>	2	6	24	\$360.00	\$2,280.00	\$1,920.00
<i>Tualatin</i>	2	22	88	\$1,320.00	\$8,360.00	\$7,040.00
<b>GRAND TOTAL:</b>	<b>183</b>	<b>2222</b>	<b>8523</b>	<b>\$127,845.00</b>	<b>\$809,685.00</b>	<b>\$681,840.00</b>

\* Based on \$95 per credit

\*\* Redmond Proficiency Academy

[See Attachment E]

### Services from Other Community Colleges

All community colleges and public universities in Oregon are required to submit applications to the HECC for approval to offer the three models Dual Credit, Sponsored Dual Credit, and Assessment Based Learning Credit. Applications are reviewed through a self-study and peer review process. In the fall 2019, COCC received approval from the HECC to offer Dual Credit and Sponsored Dual Credit (Cascades Commitment). HECC also approved Lane CC for Dual Credit, and Lane and Linn Benton CC were Conditionally Approved for Sponsored Dual Credit. HECC Permanent Administrative Order HECC 6-2018. [See Attachment F]

Klamath Community College: Beginning in 2013, KCC offered Dual Credit and college level distance education courses to all of Lake County, including the North Lake, Paisley and Lake View School Districts. This is possible through a technology grant to place the needed infrastructure in high schools, and by contract for services with Lake County. With these supports, KCC is able to offer classes at \$25 per credit, substantially below the cost of a standard credit at KCC and other colleges. In 2018-2019, approximately 20 NLHS students accessed a KCC course. Course examples: Intro to Animal Science, shielded Metal and Welding, Algebra, Environmental Science. Non-Credit examples: Drivers Ed. & EMT. [See Attachment G]

Treasure Valley Community College: Corrections Education

Mt. Hood Community College: Graphics Arts Program

Linn-Benton Community College (online: Possible Health Careers through COCC—"seats" are allocated for COCC): Certified Surgical Technology and Occupational Technology

### High Desert Educational Service District

The High Desert ESD provides services to its local service region that includes Deschutes and Crook Counties. High Desert ESD also provides contract services to others in the Central Oregon region, including Career and Technical Education, Professional Development Support, and Special Education Services to Lake County.

The North Lake School District Superintendent was invited to join with other High Desert ESD superintendents each month in the Regional Education Leadership group comprised of the six other K-12 district superintendents from the HDESD, the superintendent from Burns, OSU Cascades, and COCC. The group discusses common challenges such as school safety, mental health, and high school completion. Sometimes they "pool their funds" to serve a common issue. The partnership with the HDESD and the other school districts offers students opportunities they otherwise might not have, for example: CNA program at Ridgeview HS, Cascades Commitment, AAOT "College in the High School" at Mt. View, Mandarin classes at Summit HS, and programs with Crook County HS.

### Oregon Presidents Council

In May 2019, the Oregon Presidents Council unanimously voted to oppose the petition to withdraw from the COCC District. As an alternative to no affiliation with a community college, the Presidents Council is receptive to North Lake County becoming a part of Klamath Community College's District.

### Recommendation

Whatever the determination by the Higher Education Coordinating Commission, the COCC Board of Directors recognizes a HECC decision on this issues touches all Oregon Community Colleges and will have long term affects across the state. According to the Oregon Department of Justice as conveyed by HECC staff, any change in a college boundary requires Legislature approval.

With this in mind, at the June 12, 2019 COCC Board of Directors meeting, the Board unanimously voted to recommend that HECC 1) decline the petition for North Lake County to withdraw from the Central Oregon Community College District and be unaffiliated with any Oregon community college, and 2) explore moving the North Lake County portion of the Central Oregon Community College District to the Klamath Community College District.

Alternatives: If HECC approves North Lake County leaving the COCC District, the \$117,000 in property tax revenue coming to COCC in 2018-2019 from NLC would cease, but those tax revenues would likely be distributed to another educational entity in NLC. This is a result of the tax compression from Measures 5, 47 and 50 capping the total education related taxes at \$5.00. Furthermore, Legislative approval would be required for this alternative. Additional administrative and procedural steps may be required to accomplish this boundary change.

If HECC chooses to continue current college district boundaries and NLC remains in the COCC District, a number of possible service deliveries exist for NLC. They include, but are not limited to:

- A. KCC continue delivery of services to North Lake School District. Issues to be resolved include the degree to which parties other than COCC, KCC and NLC are involved. Determining what action, if any action, is required from HECC, the Legislature or other state entity.
- B. COCC deliver services to NLHS. This may require COCC to certify North Lake High School teachers under the Cascades Commitment and Accelerated Learning process. COCC's process is the only certification program approved by the HECC. COCC would determine if high school teachers certified by KCC can be grandfathered in to teach under COCC's certification. This approach would have COCC determine the cost per FTE to NLHS students. Because KCC's cost structure is discounted far below COCC's, consideration could be given to determining if funds are available to mitigate the cost to NLHS students and COCC.

**Dr. Shirley Metcalf Remarks**

**Regarding Boundary Petition**

**Higher Education Coordinating Commission**

**December 13, 2018**

Good morning. I am Dr. Shirley Metcalf, president of Central Oregon Community College.

Chairman Bryant and members of the Commission, it is my pleasure to appear before you today to share thoughts on behalf of COCC, on how the College plans to work with our constituents in north Lake County to identify post-secondary educational needs, and how those needs might be met. I will also share information on instructional services, student support services, technology investments and other offerings the College provides and are available to the north Lake County region.

COCC is sincerely interested in addressing the concerns of north Lake County and identifying the services needed and wanted in the community. We consider the area petitioning for removal to be an important part of our district. We hope to continue a dialogue with the community that results in a clear path forward, one that acknowledges the community's interest, recognizes current circumstances, and plans for the future of appropriate services to that part of our district.

North Lake County has been a part of COCC since the initial approval of the Central Oregon Community College District in 1961. As the College has changed and grown, north Lake County has been a consideration in the deliberations. Just as COCC's delivery of services expanded to meet growing demand in Redmond, Madras and Prineville, a future can be envisioned when services to the southern portion of the College district would expand there as well to meet growing demand.

As one of 17 open door, comprehensive Oregon community colleges, COCC provides instruction, student support, technology access and other services to our

district, and beyond. Many of the services are technology-based services, available 24 -7, accessible wherever a person with a phone, laptop, or desktop may be. The tens of millions of dollars invested in technology infrastructure benefits everyone, but benefits in-district students and community members more since in-district constituencies are more likely to access COCC through technology, and at a lower cost since in-district tuition is lower than out of district tuition.

Currently, COCC offers instruction-related service to north Lake County that include over 300 online course sections annually. Certificate programs available 100% online include Accounting Clerk, Office Assistant, and Computer & Information Systems. Additionally, the College provides online library access, and participation in the annual College Math Contest and welding competitions.

Many online classes are available and provide much of what one needs to earn an Associates of Arts degree. Online classes are currently available to north Lake County residents at an in-district tuition rate, substantially lower than an out-of-district rate. Accessing online delivery is especially attractive to locations distant from college campuses, and during inclement weather. This includes a robust online tutoring service and Writing Center available to our students.

Student support services are provided in person and online, and include financial aid counseling, recruitment visits to North Lake High School, hosting their students at COCC for campus visits, placement testing, and merit and need based scholarships. The COCC Recruiter visits North Lake High School at least once per quarter, with additional visits scheduled when feasible, providing general information about attending *any* college and specific information about COCC, our programs, campuses, admissions and other key topics. Financial Aid Night conducted by COCC's Financial Aid Staff provides general information about financial aid and attending any college or university, in addition to providing specific information on attending COCC. Topics include eligibility, cost of attendance, completing the FAFSA, financial aid requirements, and other information. The College currently offers 50 scholarships of \$1,500 per year to in-district high school seniors who meet the GPA requirements. North Lake High School students, because they attend a high school in COCC's district, are eligible for these scholarships.

The College is also the Central Oregon home to the regional Small Business Development Center. The SBDC provides multiple services that respond to requests for assistance and are accessible online by north Lake County residents. The COCC SBDC office could consider providing a local advisor in north Lake County, similar to what is in Sisters and LaPine, if demand warrants. SBDC services in north Lake County are coordinated with the Klamath SBDC office to determine who can best provide the needed services.

COCC is not the only community college providing services to north Lake County. In the past COCC has approved of Klamath Community College offering limited programming to NLHS. COCC will continue to look to this coordinated effort of colleges going forward.

To conclude, Central Oregon Community College is committed to finding the best path to move forward to continue providing the north Lake County portion of our district with needed services. We are committed to meeting with key individuals in the community and hearing the concerns and requests of our constituents. If appropriate, we are willing to continue existing programs, and contemplate new programs, from other community colleges to supplement what COCC is currently offering to best meet the needs of the north Lake County community.

Since 1949 COCC educational services have benefited Central Oregon. From the first class held in the basement of the old Bend High School and Junior High School building, in a town of approximately 10,000 and county of 20,000, to today a main campus in Bend, and campuses in Redmond, Madras and Prineville with a Central Oregon population exceeding 250,000. There have been growing pains over that time, with services sometimes falling short of perceived needs. Yet the commitment to bettering the communities we serve has never faltered, and remains as strong or stronger now than ever before. With this in mind, we look forward to working together on the best solution for higher education throughout our district.

Thank you.

## North Lake County Feedback Survey

**Residency - How long have you lived in North Lake County?**

# Field	Answer	%	Count
1	Less than 1 year	0.00%	0
2	1 to 2 years	0.00%	0
3	3 to 5 years	0.00%	0
4	6 to 10 years	16.67%	1
5	more than 10 years	83.33%	5
	Total	100%	6

**Age Group - What is your age group?**

# Field	Answer	%	Count
1	17 or younger	0.00%	0
2	18 to 24	16.67%	1
3	25 to 44	33.33%	2
4	45 to 60	16.67%	1
5	Over 60	33.33%	2
	Total	100%	6

### Postsecondary services accessed from North Lake County

# Field	Answer	%	Count
1	Yes	50.00%	3
2	No	50.00%	3
	Total	100%	6

### Named Univ Current - Please tell us the name of the college or university hosting the postsecondary services in North Lake County.

Please tell us the name of the college or university hosting the postsecondary services in North Lake County.

KCC

Klamath Community College

KCC

### Have Accessed - Have you, or any members of your family, ever accessed postsecondary services while living in North Lake County?

# Field	Answer	%	Count
1	Yes	80.00%	4
2	No	20.00%	1
	Total	100%	5

**Please tell us the names of the colleges or universities that hosted the postsecondary services.**

Please tell us the names of the colleges or universities that hosted the postsecondary services.

Walden

Klamath Community College, Blue Mountain Community College

Klamath Community College

KNCC

**Services Experienced - What postsecondary services have you or a family member accessed while living in North Lake County? (select all that apply)**

# Field	Question	Online or streaming from home		Face-to-face on a college or university campus		Face-to-face in North Lake County		Total
1	Credit courses	75.00%	3	0.00%	0	25.00%	1	4
2	Non-credit courses	0.00%	0	0.00%	0	0.00%	0	0
3	Vocational training	0.00%	0	0.00%	0	0.00%	0	0
4	Postsecondary information sessions (college/university outreach and recruiting events)	33.33%	1	33.33%	1	33.33%	1	3
5	Academic advising	0.00%	0	0.00%	0	100.00%	2	2
6	Career counseling	0.00%	0	0.00%	0	100.00%	1	1
7	Math or writing placement testing	0.00%	0	0.00%	0	100.00%	1	1
8	Concerts and non-academic public lectures	0.00%	0	0.00%	0	0.00%	0	0
9	Other	0.00%	0	0.00%	0	0.00%	0	0

**Wishlist Services - What postsecondary services do you believe would best serve the North Lake County region? (select all that apply)**

#Field	Question	Online or streaming from home		Face-to-face on a college or university campus		Face-to-face in North Lake County		Total
1	Credit courses	42.86%	3	0.00%	0	57.14%	4	7
2	Non-credit courses	25.00%	1	0.00%	0	75.00%	3	4
3	Vocational training	28.57%	2	14.29%	1	57.14%	4	7
4	Postsecondary information sessions (college/university outreach and recruiting events)	14.29%	1	28.57%	2	57.14%	4	7
5	Academic advising	16.67%	1	16.67%	1	66.67%	4	6
6	Career counseling	28.57%	2	14.29%	1	57.14%	4	7
7	Math or writing placement testing	20.00%	1	0.00%	0	80.00%	4	5
8	Concerts and non-academic public lectures	0.00%	0	0.00%	0	100.00%	2	2
9	Other	0.00%	0	0.00%	0	0.00%	0	0

**Comments - Is there anything else you would like to tell us about the postsecondary needs of North Lake County?**

Is there anything else you would like to tell us about the postsecondary needs of North Lake County?

N/A

Our population is too small to make college classes viable in north Lake County. KCC is the best high school support that we have had at North Lake School.

**Internet At Home - Do you have high-speed internet access at home?**

# Field	Answer	%	Count
1	Yes	100.00%	6
2	No	0.00%	0

**Online If Available - Would you access postsecondary services online if available?**

#	Answer	%	Count
1	Yes	86.67%	4
2	No	33.33%	2

## Oregon Department of Community Colleges &amp; Workforce Development

## The Oregon Community Colleges Funding Formula: A Historical Review from 1939 to the Present

**1939 – 1957:** The legislature permits school districts to establish Area Education Districts, later called Junior Colleges, to provide adult education services in their communities. The school districts pay for these adult education programs out of their own budgets.

**1957–1959:** The legislature changes the name from junior colleges to community colleges. It provides the first direct state funding to the colleges and established the first community college "funding formula." This funding formula provides to the colleges *the lesser of*

- \$4.17 for each term hour of classes approved by the State Board of Education; or
- 20% of the operating expenses of the community college.

The legislature caps the appropriation at \$90,000 for the biennium. If the amount owed under the formula exceeds this amount, then funding is distributed on a pro rata basis.

**1959 – 1961:** The legislature changes the funding formula to *the lesser of*

- \$200 per each FTE in lower division collegiate classes;
- 33% of operating expenses.

The legislature caps the appropriation at \$120,000 for the biennium. If the amount owed under the formula exceeds this amount, then funding is distributed on a pro rata basis.

**1961 – 1963:** The legislature changes the funding formula to *the lesser of*

- 67% of statewide average FTE cost for vocational education, lower-division and other adult education classes. (The legislature set this amount at \$433 per FTE for the biennium.); or
  - the difference between operating expenses and the amount received in tuition and fees.
- If the state appropriation is not adequate to carry out the formula, the legislature mandates that previously-funded classes take priority over funding new classes.

**1963 – 1965:** The legislature makes several changes to the funding formula. Its original intent was to fund the colleges at two-thirds state funds and one-third local funds. It abandons this concept when it realizes that with the anticipated growth in FTE, and a rise in statewide average FTE costs, the state will not be able to meet this obligation. It thus moves to a flat rate of \$433 per FTE and increases the number of hours needed to make a FTE. Specifically, the legislature:

1. Changes the reimbursement method in the formula to *the lesser of*
  - 67% of approved per student operating expenses per FTE; or
  - 85% of difference between operating expenses and the amount received in tuition and fees; or
  - \$433 per FTE.
2. Changes the definition of an FTE from 36 credit hours to 45 credit hours. This change decreases the number of covered FTE, thus decreasing the amount of state aid distributed to the colleges.
3. Directs the State Board of Education to give funding priority to districts that petitioned the state board prior to December 31, 1962, if the state appropriation is not adequate to meet the full reimbursement amount.

## Oregon Department of Community Colleges &amp; Workforce Development

**1965-1967: The legislature makes two changes:**

1. It does not alter the formula reimbursement rates, but does allow the federal vocational funds to be in addition to the \$433 per FTE state operation funds.
2. It removes the provision granting priority to early petitioners.

**1967-1969: The legislature enacts two major changes to the funding formula:**

1. The legislature changes the funding formula to a "tiered" system. Under this new system, colleges receive:
  - \$575 per FTE for the first 400 FTE students;
  - \$475 per FTE for the next 300 FTE students;
  - \$433 per FTE for each FTE over 700; or
  - the difference between the operating expenses and the amount received in tuition and fees, whichever is less.
2. The legislature begins providing line-item appropriation to colleges. This means that each college is allocated a certain dollar amount in statute. They can receive no more than the line-item amount for the biennium, even if their enrollment growth exceeds this funding level.

**1969-1971: The legislature increases the reimbursement rates at each tier to:**

- \$661 per FTE for the first 400 FTE students;
- \$546 per FTE for the next 300 FTE students;
- \$433 per FTE for each FTE over 700; or
- the difference between the operating expenses and the amount received in tuition and fees, whichever is less.

**1971-1973: The legislature makes several changes to the funding formula:**

1. Increases the reimbursement rates per FTE and the tier levels, and increases the second year reimbursement rates. This is the first time colleges are paid more per FTE in the second year of the biennium.

**For the 1971-72 fiscal year:**

- \$701 per FTE for the first 500 FTE students;
- \$579 per FTE for the next 400 FTE students;
- \$528 per FTE for each FTE over 900;

**For the 1971-72 fiscal year:**

- \$743 per FTE for the first 500 FTE students;
  - \$614 per FTE for the next 400 FTE students;
  - \$560 per FTE for each FTE over 900; or
  - The difference between the operating expenses and the amount received in tuition and fees, whichever is less.
2. Authorizes the State Board of Education to develop rules to implement the funding formula.
  3. Allows the Superintendent of Public Instruction to make advance payments to colleges, equaling 25% of state appropriation. This is the

## Oregon Department of Community Colleges &amp; Workforce Development

first time colleges received advanced payments, and this change allows colleges to benefit from better interest earnings.

**1973-1975:** The legislature makes several changes to the funding formula

1. Increases the reimbursement rates; decreases the number of tiers from three to two levels; increases the amount at each tier level to 1,100 FTE students.

For 1973-74 fiscal year:

- \$701 per FTE for the first 1,100 FTE students;
- \$595 per FTE for each FTE over 1,100;

For 1974-75 fiscal year:

- \$760 per FTE for the first 1,100 FTE students;
  - \$620 per FTE for each FTE over 1,100; or
  - The difference between the operating expenses and the amount received in tuition and fees, whichever is less.
2. Allows the state board to redistribute funds on basis of enrollment. Since 1967, colleges have been capped at the line-item amount provided for them each biennium in statute. This line item amount is based on projected enrollment for the biennium. If a college had more enrollment than projected, it received no additional dollars. Now colleges with unanticipated growth can receive a pro rata share of the undistributed funds leftover from colleges with less than projected enrollment. In prior biennia, these undistributed funds simply went back into the general fund.

**1975-1977:** The legislature increases the reimbursement rates to:

For 1975-76 fiscal year:

- \$835 per FTE for the first 1,100 FTE students;
- \$670 per FTE for each FTE over 1,100;

For 1976-77 fiscal year:

- \$900 per FTE for the first 1,100 FTE students;
- \$725 per FTE for each FTE over 1,100; or
- The difference between the operating expenses and the amount received in tuition and fees, whichever is less

**1977-1979:** The legislature makes two changes to the funding formula.

1. Increases the reimbursement rates to:

For 1977-78 fiscal year:

- \$1,020 per FTE for the first 1,100 FTE students;
- \$770 per FTE for each FTE over 1,100;

For 1978-79 fiscal year:

- \$1080 per FTE for the first 1,100 FTE students;
- \$820 per FTE for each FTE over 1,100; or
- The difference between the operating expenses and the amount received in tuition and fees, whichever is less.

2. Clarifies that the undistributed funds in the second year of the biennium cannot be used for shortages in the first year.

## Oregon Department of Community Colleges &amp; Workforce Development

**1979 - 1981:** The legislature increases the reimbursement rates to: For 1977-78 fiscal year:

- \$1,163 per FTE for the first 1,100 FTE students;
- \$883 per FTE for each FTE over 1,100;

For 1978-79 fiscal year:

- \$1,245 per FTE for the first 1,100 FTE students;
- \$945 per FTE for each FTE over 1,100; or
- The difference between the operating expenses and the amount received in tuition and fees, whichever is less.

**1981-1983:** Due to the on-going economic recession, the legislature freezes the reimbursement rates at the 1979 levels:

For 1981-82 fiscal year:

- \$1,163 per FTE for the first 1,100 FTE students;
- \$883 per FTE for each FTE over 1,100;

For 1982-83 fiscal year:

- \$1,245 per FTE for the first 1,100 FTE students;
- \$945 per FTE for each FTE over 1,100; or
- The difference between the operating expenses and the amount received in tuition and fees, whichever is less.

**1983 -1985:**

Legislative Action: The legislature continues the freeze on the reimbursement rates at the 1979 levels:

For 1983-84 fiscal year:

- \$1,163 per FTE for the first 1,100 FTE students;
- \$883 per FTE for each FTE over 1,100;

For 1984-85 fiscal year:

- \$1,245 per FTE for the first 1,100 FTE students;
- \$945 per FTE for each FTE over 1,100; or
- The difference between the operating expenses and the amount received in tuition and fees, whichever is less.

Administrative Rule Action: In 1971, the state board gained some rulemaking authority over the funding formula. Under this authority, it may use administrative rules to implement and clarify the funding formula set out in statute. In 1984, the state board uses its rulemaking authority to try to deal with the increasing disparity issue. Due to the lack of adequate state funding and fluctuating enrollments, there is a wide variation in the percentage of actual FTE that was being funded for each college. For example, in 1980-81, the state funded only 84% of the statewide average for reimbursable FTE, but the FTE funded at the various colleges ranged from a low of 75% (BMCC) to a high of 93% (MHCC). The state board amends the administrative rule to:

1. Create a base enrollment equaling the average of actual FTE for the two preceding years, and a projection from the current funding year based on a formula using the Fall term FTE. Prior to this, the projected FTE enrollment

## Oregon Department of Community Colleges &amp; Workforce Development

for the biennium was used as a base.

2. Require that if funds are insufficient to cover the base FTE, the percentage of FTE to go unfunded must be the same at each college. Directs that a college cannot receive less funding than it received in the previous year.

**1985-1987:**Legislative action:

The legislature makes two changes to the funding formula:

1. Increases reimbursement rates to.

For 1985-86 fiscal year:

- \$1,468 per FTE for the first 1,100 FTE students;
- \$1,114 per FTE for each FTE over 1,100;

For 1986-87 fiscal year:

- \$1,512 per FTE for the first 1,100 FTE students;
- \$1,148 per FTE for each FTE over 1,100; or
- The difference between the operating expenses and the amount received in tuition and fees, whichever is less.

2. Directs the state board to reallocate undistributed funds to reduce the disparity between the percentages of funded enrollments among the districts.

Administrative Rule action:

The State Board of Education continues using the three-year average to determine the base enrollment. It added to the rule that no college would be funded for more FTE than it actually realized.

**1987-1989:**Legislative Action:

The legislature establishes an Office of Community College Services within the Department of Education and creates the Commissioner of Community College Services position. Along with these changes, it significantly amends and moves the funding formula provisions to its present section, ORS 341.626. Specifically, the legislature:

1. Removes all language referring the mechanics of the formula, i.e., FTE rates, tier levels, advanced payments and redistributions;
2. Gives full authority to the state board to create the funding formula in administrative rule. (Up until now, the state board only could implement and clarify the legislative formula, authority now vested to create the entire formula in rule.);
3. Mandates that the funding formula rule include:
  - No state aid for hobby and recreation courses, (This provision is not new; it was simply moved from another part of the statutes.);
  - Procedures for proper and accurate record keeping;
  - Procedures that will insure reasonable year-to-year stability in the delivery of appropriated moneys to the

## Oregon Department of Community Colleges &amp; Workforce Development

colleges.

4. Discontinued the use of line-item appropriations in statute for each college, a practice in place since 1967.

**Administrative Rule Action:**

The state board again addresses the base enrollment issue. The averaging system had resulted in even greater discrepancies, with six colleges showing a higher FTE base than the projected FTE for the year for which they were being funded. In addition, some colleges were experiencing significant growth and wanted a system that provided funding closer to actual FTE. The state board amended the rule to:

- Fund colleges based on actual FTE for the preceding year;
- Set the reimbursement rate for 1987-88 at \$1,560 for the first 1100 reimbursable FTE and \$1,185 for each FTE over 1100.
- For the years following 1998, the state board directs the Commissioner to propose and the state board to approve, a new reimbursement rate by January 1 for the following academic year. Allows the Commissioner to increase the rate, after notifying the state board, if an increase is necessary to expend all the state funds. These changes mean specific reimbursement rates will no longer appear in the funding formula.
- Require that if funds were not sufficient to pay all FTE, then each college would be reimbursed for a uniform percentage of their eligible FTE.
- Require that colleges be floored at 97.5% of their prior year's state allocation. If a supplemental payment is authorized for a college under this rule, a uniform percentage reduction will be made in the payment to other colleges.

These changes also resulted in problems. Some colleges with stable enrollments received less funding than the previous year. Colleges with declining enrollments received very little reduction and sometimes a slight increase. Nonetheless, the state board decided to continue the formula, and added a provision to protect colleges with stable enrollments from receiving less funding than they had in the previous year.

**1989-1991:**

**Legislative Action:**

No legislative changes to ORS 341.626.

**Administrative Rule Action:**

The state board maintained the previous biennium's funding mechanism, but added an alternative funding calculation as well; colleges receive the option that provided them the most funding. The new rule provided the following:

- Directs the Commissioner to calculate payments based on a per FTE amount, using the previous year's FTE count. The rate is set by the Commissioner and approved by the state board;
- Directs the Commissioner to calculate an alternative payment based

## Oregon Department of Community Colleges &amp; Workforce Development

on a three percent upward adjustment of each college's 1988-89 payment amount, less any supplement amount allowed under the 97.5% floor rule.

- Mandates that colleges must receive the larger amount of the two options. Directs that colleges are entitled to the alternative calculation, if it is larger. Colleges that would receive a larger amount under the regular calculation will receive that amount to the degree permitted after the alternative calculation has been made.
- Allows the Commissioner to authorize a supplemental allocation to a college if its payment is less than 97.5% of the college's prior year's state allocation;

**1991-1993:**Legislative Action:

No legislative changes to ORS 341.626. The legislature creates a new provision, ORS 341.620, which establishes the Community College Support Fund in the general fund. The legislature replaces local property taxes lost \$50.5 million to community colleges under Measure 5, the property tax limitation ballot measure.

Administrative Rule Action:

The state board implements a new funding system. Due to meager state budget increases (Measure 5 had just passed), the state board decides to simply give colleges the same percentage of funding they had received in the previous biennium. It amends the funding formula rule to:

- Allocate to each college a base allocation equal to the amount of funds it received during 1990-91;
- Provide that funds remaining after the base allocation is determined are allocated proportionally to each college based on the percentage share that it received in the previous biennium. (This is the first time funds are NOT tied to enrollment or allocated on the basis of a certain dollar amount per FTE.)
- Allocate the Measure 5 replacement funds (\$50.5 million) on the basis of each college's actual property tax loss.
- Mandate that any excess replacement funds should be allocated through the formula. An excess of \$9.5 million did occur during this biennium, and it was run through the formula as required. An excess in replacement dollars occurs when property tax losses come in less than projected, thus creating an "over-payment" of state replacement dollars.

**1993-1995:**Legislative Action:

No legislative changes to ORS 341.626 or ORS 341.620. The legislature continues to replace local property taxes lost to community colleges under Measure 5 (\$117.5 million); the legislature provided a budget note on

## Oregon Department of Community Colleges &amp; Workforce Development

colleges' budget directing the Office of Community College Service to establish a centralized data and information system.

**Administrative Rule Action:** The State Board of Education takes the following actions:

- The state board continues to distribute funding based on previous percentages of state funding received;
- The Commissioner's office creates a "Funding Formula Task Force" to consider funding formula revisions, including the concept of "equity." The task force recommends that equity become a goal of the funding formula. Equity is defined as all colleges receiving the same state funding per FTE. Due to historical funding patterns, colleges receive differing levels of state funding per FTE.
- Distributes excess state replacement dollars, equaling \$2 million, as an equity payment to those colleges where state funding allocations are below the community college statewide average. This represents a change from the previous biennium when the excess funds were distributed through the formula.

**1995-1997:**

**Legislative Action:**

No legislative changes to ORS 341.626 or ORS 341.620

**Administrative Rule Action:**

The State Board of Education completely revises the funding formula. These formula changes came about after 14 months of deliberations between the Commissioner, the presidents' council and OCCA. After achieving this consensus, the state board votes to implement a new formula that:

- Bases FTE count on a three-year weighted average. FTE from the fourth year, the third year and the second year prior to the funding year are averaged. Fourth and third years are weighted at .3 (three-tenths); the second year is weighted at .4 (four-tenths).
- Defines FTE as 510 clock hours;
- Provides a base payment of \$400 per FTE for each FTE up to and including 1100; this base payment is sometimes referred to as the small school factor, even though all colleges received it.
- Includes 50 percent of property taxes in the formula as part of the statewide resource base. Prior to this, colleges retained 100 percent of their property taxes for their own use.

## Oregon Department of Community Colleges &amp; Workforce Development

- Provides that no college will receive less total state and property tax funds than it received in the 1994-95 fiscal year. In other words, colleges were floored at their 1994-95 allocation amount.
- Requires that colleges which gain under the formula will be reduced proportionately until funds are sufficient to support the floored colleges;
- Caps the colleges at 10% growth over the amount paid to them in the previous year,
- Mandates that any funding left over because of the cap shall be distributed to those colleges above the floor and below the cap;
- Mandates that any additional revenue appropriated to the colleges be distributed by equal percentages to all colleges until floored colleges are three percent above the 1994-95 base. All additional funds are to be applied to raising the cap.

**1997-1999:**Legislative Action:

No legislative changes to ORS 341.626 or ORS 341.620

Administrative Rule Action:

The State Board of Education maintains the previous year's formula for the base state allocation amount, including three-year weighted average floors, and caps. For any new funding that the legislature provided for inflationary costs, the board instituted the following distribution formula:

- For the first \$5 million in inflationary dollars, 50 percent will be allocated through the formula and 50 percent will be allocated based on each college's prior year's proportional share of state funds;
- For inflationary funding between \$5 million and \$7 million, 40 percent will be allocated through the formula and 60 percent will be allocated based on each college's prior year's proportional share of state funds;
- For inflationary funding more than \$7 million, 35 percent will be allocated through the formula and 65 percent will be allocated based on each college's prior year's proportional share of state funds;
- Floored colleges are capped at a maximum growth rate of 3 percent due to these graduated distribution rates.

**1999-2001:**Legislative Action:

No legislative changes to ORS 341.626 or ORS 341.620

Administrative Rule Action:

The State Board of Education alters the funding formula rule on four different occasions during this biennium.

**August 1999:** The state board decides to eliminate the "floor and cap, proportional share" system. It moves to an "operational base plus FTE funding" system. When the new system is

## Oregon Department of Community Colleges &amp; Workforce Development

fully implement, equity among the colleges will be achieved. This is because the formula distributes an equal amount per FTE to all the colleges, after factoring out the base payment amount. To ease the transition between these two methods, especially for the floored colleges, it creates a reserve fund and a five-year phase-in of the "base plus FTE funding" model. It also made the following changes.

- Included 50 percent of local timber tax revenue in the formula as part of the statewide resources;
- Excluded taxes levied for community college libraries from the definition of property taxes;
- Added Nevada and California to states whose residents will be counted as reimbursable FTE. Takes out old reciprocity language related to Washington students.
- Subtracted \$3.6 million off the top of the state resources (CCSF) and distributing it to colleges who received fewer formula resources per FTE than the statewide average. This is commonly referred to as "equity payees." In earlier funding formula revisions, the colleges had agreed to pursue equity as a goal for the funding formula. Equity means that all colleges will receive the same funding formula resources per-FTE.
- Subtracted \$2 million off the top of the state resources (CCSF) and creates a "Commissioner's Reserve Fund." This fund is to be used to provide one-time investment in any college that sees an actual decline in formula resources when comparing 1998-90 formula funding to 1999-2000 formula funding.
- Created a five-year phase in of the "base plus FTE funding" system. This phase-in requires calculating a college's proportional share of the previous year's allocation and comparing that figure to the college's per-FTE funding figure. The difference between the two figures is called the "gap." Each college's gap is then adjusted by the following percentages: 20 percent 1999-2000; 25 percent in 2000-2001; 33.3 percent in 2001-2002 and 50 percent in 2002-2003. Full implementation of the "base plus FTE funding" model will occur in 2003-2004.

**October 2000:** Fourteen months later, the state board institutes the following changes:

- Repealed all sections related to the Commissioner Reserve Fund;
- Updated the agency's name after 1999 legislation passed changing the name to the Department of Community Colleges and Workforce Development;
- Clarified that local option taxes are not distributed through the formula;
- Amended sections related to timber tax revenues to reflect changes made by the 1999 legislature. Timber tax revenue will now come directly to the Department for distribution. Each college will receive a proportional share of revenue, based on a college's average timber taxes for the past three years;
- Provided that funding for territories annexed on or after June 30, 2000 will not be included in the formula for three years. Provides that FTE

## Oregon Department of Community Colleges &amp; Workforce Development

generated in the newly annexed territories will not impact the funding formula during the first three years as well. During the fourth year, funding will be distributed through formula with the following exceptions:

- o For the fourth year of service, the three-year average will be comprised of entirely of the enrollments realized in the third year after annexation;
- o For the fifth year of service, the three-year average will be weighted at 70 percent of fourth year enrollments and 30 percent of third year enrollments;
- o For the sixth year of service and thereafter, the FTE will be treated under the regular three-year weighted method
- o

**February 2001:** The State Board of Education makes some minor changes to the funding formula:

- Moved the funding formula to a new chapter and new rule number, OAR 589-002-0100;
- Made grammatical changes and updates titles.

**April 2001:** The state board makes the following substantive changes to the rule:

- Phased out University Center, apprenticeship, skill centers and OATC programs from the categorical funding sections;
- Removed sections related to "equity payments." There is no longer a need for equity payments because equity will be achieved when the current formula is fully implemented in 2004.
- Created a new method for determining colleges' base payments
  - Each college receives \$500 for the first 1,100 FTE in 2001-02 and \$589 for the first 1,100 FTE in 2002-03 ,
  - The base payment for each college is adjusted according to its size, with the smallest colleges receiving the largest adjustment and the largest colleges receiving no adjustment. The size factors are:
    - (i) 0 - 750 FTE 1.3513
    - (ii) 751 - 1,250 FTE 1.2784
    - (iii) 1,251 - 1,750 FTE 1.2062
    - (iv) 1,751 - 2,250 FTE 1.1347
    - (v) 2,251 - 2,750 FTE 1.0641
    - (vi) 2,751 - 3,250 FTE 1.0108
    - (vii) 3,251 - 3,750 FTE 1.0081
    - (viii) 3,751 - 4,250 FTE 1.0054
    - (ix) 4,251 - 4,999 FTE 1.0027
    - (x) 5,000 or more FTE 1.000
- Extended the exclusion from the formula for annexations to include all annexations occurring prior to June 30, 1996. The previous rule limited this special exemption to annexations occurring prior to June 30, 2000.

## Oregon Department of Community Colleges &amp; Workforce Development

**2001 -2005:**Legislative Action:

No legislative changes to ORS 341.626 or ORS 341.620

Administrative Action:

No changes to the funding formula rule have occurred since July 1, 2001, the beginning of this biennium. However, the State Board of Education approved an administrative rule change in March 2004 which affects the funding formula now named the Distribution Model.

State funding of community colleges is structured to support access, quality, and equity. The most direct way to effect access, quality and equity in a distribution formula is the size of the appropriation. With adequate resources, all policy priority areas—those directly affected by State Board of Education decisions and those affected by local board decisions regarding affordability, quality, and a comprehensive mission—could be met. Realistically, the size of the state general fund appropriation does not, at least currently; adequately fund the students and the array of community college programs they seek across the state. This reality means that the distribution model must be structured to balance support to do the best we can, for the most we can, in as fair a way for the students.

**March 2004** The State Board of Education approved administrative rule changes that changed the method of distributing funds to the community colleges. The elements of the formula currently in use and recently adopted by the state board will assist the board in accomplishing its four major policy levers. The major elements include:

1. A base allocation with a small school weighting factor (current policy);
2. Using a three-year weighted average to buffer enrollment fluctuations (current policy);
3. The provision of an equalization factor for property taxes (change to current policy); and
4. The majority of the CCSF resources following the student (current policy).

Not all state funding in the CCSF is part of the formula calculation. Some of it is subtracted off of the top for certain program areas. These areas include COD (contracted out of district); corrections programs, skill centers, OATC, Oregon University branch campus, and distributed learning. Some of these programs are on-going and others are being phased out:

Phased-out categorical programs: The state board proposed in the 2001 budget request to no longer fund apprenticeship, skill centers, OATC, and the University Center programs as categorical items.

For 2001-02:

- The skill centers will receive \$800,000 in transitional funding;
- The amount for each college is prorated based upon its percentage share of funds available for skill center funding for 1999-2001;

## Oregon Department of Community Colleges & Workforce Development

- The OATC will receive \$200,000 in transitional funding; and the University Center in Bend is provided \$269,259.

### **Categorical Programs:**

**COD:** The amount available for COD programs is the 2000-01 amount plus two percent per year. Each college having a COD contract shall receive a biennial appropriation equal to that amount it received in 2000-01 plus two percent per year.

**Corrections:** The formula states that funding for the corrections program will be determined in consultation with the Department of Corrections. No specific funding amount is provided in the formula. CCWD, however, has indicated that corrections programs will receive the 2000-01 amount plus two percent per year.

**Distributed Learning:** The formula provides \$602,565 off the top of CCSF for distributed learning activities. It does not state how this funding will be allocated among the colleges.

After the categorical programs receive their direct funding, the remainder of the CCSF is divided equally between the two years of the biennium. This remainder is called "formula resources."

## Distribution Formula: Questions and Answers

### 1. What is the distribution formula?

The distribution formula is the method the State Board of Education and CCWD use to determine how to allocate state funds for general education programs to Oregon's community colleges. Oregon uses a student-centered approach to allocating state funds. When the distribution formula is fully implemented in 2010-11, it will provide each college an operational base amount plus funding based on the number of reimbursable FTE.

### 2. Where can I find the distribution formula?

The governing principles for the distribution formula are set forth in ORS 341.626. The details of the distribution formula policy and procedures are written in an Oregon Administrative Rule, **OAR 589-002-0100, *Distribution of Community College Support Fund***. This rule has nine sections and numerous subsections. The nine sections cover the following topics:

**Section 1:** Purpose Statement

**Section 2:** General Definitions

**Section 3:** Method for Quarterly Payments

**Section 4:** Enrollment Reports

**Section 5:** Criteria for Determining Reimbursable FTE

**Section 6:** Eligibility of Residents of Border States

**Section 7:** Categorical Funding: COD; Corrections; Strategic Fund.

**Section 8:** Funding Formula Distribution Process: Calculating the base payment; buffered FTE calculation; equalization; harm limit; distribution of significant additional funds.

**Section 9:** Special Funding Method for Territories Annexed or Formed on June 1, 1996 or later.

## Oregon Department of Community Colleges &amp; Workforce Development

**3. Is there an overview of the funding formula process?**

Each legislative session, the legislature provides state money to community colleges for their education programs. It allocates this funding out of the general fund to the Community College Support Fund (CCSF). The CCSF is like the community college account in the general fund "bank."

The State Board of Education, under the legislative guidelines set forth in ORS 341.626, is empowered to allocate these funds to the individual colleges. Through its administrative rule process, it develops policies and mathematical equations to determine how much each college should receive.

From this administrative rule, CCWD uses a computer spreadsheet program to calculate the exact amount each college will receive throughout the biennium. The resulting spreadsheets are called "formula runs". CCWD provides several formula runs to colleges throughout the year, and colleges will receive a formula run at the time each quarterly payment is made. These runs are based on best projections at the time because formula factors, such as enrollment numbers, property tax revenue estimates, and state resources, can change. Colleges receive four equal quarterly payments from the CCSF during the year. The first two payments are based on projections and readjusted, if necessary, after the actual property tax revenues are available in December.

**4. What are the mechanics of the funding formula?**

There are two key components to the distribution formula: **categorical funding** and the **distribution process**. The following description is based on the distribution formula that was adopted by the State Board of Education in May 2005.

**Categorical Funding:** Not all state funding in the CCSF is part of the formula calculation. Some of it is subtracted off of the top for certain program areas. These areas include COD (contracted out of district), corrections programs, distributed learning, and the State Board of Education's Strategic Fund.

**COD:** The amount available for COD programs is the prior biennium amount except as adjusted to reflect the same percentage increase or decrease realized in the overall CCSF allocation.

**Corrections:** The amount available for Corrections programs is the prior biennium amount except as adjusted to reflect the same percentage increase or decrease realized in the overall CCSF allocation

**Distributed Learning:** The formula provides \$1,187,565 of the CCSF for distributed learning activities. It does not state how this funding will be allocated among the colleges.

## Oregon Department of Community Colleges &amp; Workforce Development

**Strategic Fund:** Beginning with the 2005-07 biennium, the State Board of Education resolved to allocate up to one-quarter of one percent to a Strategic Fund, to be used at the Board's discretion.

After the categorical programs receive their direct funding, the remainder of the CCSF is divided equally between the two years of the biennium. This remainder is called "formula resources."

**The Distribution Process:**

State funding of community colleges is structured to support access, quality, and equity. The most direct way to effect access, quality and equity in a distribution formula is the size of the appropriation. With adequate resources, all policy priority areas – those directly affected by State Board of Education decisions and those affected by local board decisions regarding affordability, quality, and a comprehensive mission – could be met. Realistically, the size of the state general fund appropriation does not, at least currently, adequately fund the students and the array of community college programs they seek across the state. This reality means that the distribution model must be structured to balance support to do the best we can, for the most we can, in as fair a way for the students.

- 1) *Equalization of resources for students:* Defined as "Equal public resource support per FTE, regardless of institution, and exclusive of the base." Equalization is measured by dividing Total Public Resources, exclusive of the base, by weighted reimbursable FTE.
- 2) *Total public resources:* The formula considers 100% of the next year's projected property tax revenue and the General Fund appropriation when determining how resources are distributed.
- 3) *Total reimbursable FTE:* Calculated by summing 40% of second year prior to current FTE, 30% of third year prior to current FTE, and 30% of fourth year prior to current FTE. FTE will be "unfrozen" from its current level one year at a time, beginning in 2005-06 when actual 2003-04 FTE is included in the formula. Beginning in 2007-08, the weighted average of FTE will consider only actual FTE.

How Weighted Average FTE Is Calculated for Use in the Formula:

Weighted Average FTE for 2005-06 Funding Year	Weighted Average FTE for 2006-07 Funding Year	Weighted Average FTE for 2007-08 Funding Year
40% of 2003-04 FTE	40% of 2004-05 FTE	40% of 2005-06 FTE
30% of 2002-03 FTE	30% of 2003-04 FTE	30% of 2004-05 FTE
30% of 2001-02 FTE	30% of 2002-03 FTE	30% of 2003-04 FTE

## Oregon Department of Community Colleges &amp; Workforce Development

- 4) ***Historic share of public resources:*** The percent of statewide non-base total public resources allocated to each Oregon community college in the prior period. With the exception of 2005-06, historic share of public resources is calculated by dividing each college's total public resources from the prior year, exclusive of the base, by total weighted reimbursable FTE from the prior year. For 2005-06, historic share of public resources is calculated by dividing each college's average total public resources from the 2003-04 and 2004-05 fiscal years, exclusive of the base, by the amount of frozen reimbursable FTE used in both the 2003-04 and 2004-05 fiscal years.
- 5) ***Progress toward equalization:*** The State Board of Education expects to achieve equalization in funding for all community college students in six years. Progress to equalization is defined as: "On an individual institutional level, progress toward equalization will close the gap between non-base total public resource support per FTE and fully equalized non-base total public resource support per FTE by some fraction per year."
- 6) ***Minimizing harm due to equalization:*** The harm limit is designed to prevent individual colleges from losing more than a certain percent of non-base total public resources from one year to the next due to equalization. The harm limit does not limit losses in total public resources due to changes in FTE enrollment, changes in the General Fund appropriation, or changes in public resources.
- 7) The harm limit is determined by combining: a) the percent change in state appropriation funds from one year to the next with b) an adjustment percent determined by the State Board of Education each year. In determining the adjustment, and therefore the total harm limit, the Board considers the following issues:
  - a. The harm limit must not unnecessarily impede progress toward equalization.
  - b. The harm limit should be adequate to ameliorate unreasonable negative effects of equalization.
- 8) ***Distributing the benefits of significant additional state resources:*** In order to ensure all colleges benefit when additional state resources are available in a biennium compared to the previous biennium, in each year of the biennium:
  - a. Fifty percent of additional state resources each biennium will be allocated based on equity.
  - b. The remaining fifty percent of additional state resources will be allocated based on each college's historic share of public resources.

The State Board of Education retains the authority to alter the percent of significant additional state resources allocated according to historic share of resources and equity for each biennium, beginning in 2005-07.
- 9) ***The base:*** The purpose of a base allocation is to increase stability and predictability of funding for individual colleges. The base allocation provides funding for basic district operations that are essential and do not vary in direct proportion to districts' full-time equivalent student enrollment. The formula has two components in the base allocation:
  - a. Full-time equivalent calculation: Each community college district shall receive a base payment of \$600 for each FTE up to 1,100, and \$300 per FTE for unrealized enrollments between actual enrollment numbers and 1,100 FTE. As the

## Oregon Department of Community Colleges &amp; Workforce Development

**5. What is the history of the distribution formula?****Early History: 1939 – 1967**

Until 1957, high schools ran and paid for Oregon's adult education programs. The funding for these programs came from the high school's regular budget. In 1957, the legislature provided the first direct state funding to community colleges (they could now be independent from high schools) and created the first "funding formula." Colleges received \$4.17 per each term hour or 20% of operating expenses, whichever was less. Over the next few biennia, the legislature increased the reimbursement rate to 67% of operating expenses. Its original intent was to always fund the colleges with two-thirds state funds and one-third local funds. But with fast growing enrollment and increasing costs per FTE, it soon realized that it could not maintain this level of state funding. It decided to completely revamp the funding formula, and thus community colleges entered into its next era of funding formula history.

**Middle History: 1967 – 1987**

In 1967, the legislature changed the funding formula to a "tiered system." This meant that colleges received a different reimbursement rate for different levels of FTE. For example, the 1967 funding formula provided:

- \$575 per FTE for the first 400 FTE
- \$475 per FTE for the next 300 FTE
- \$433 per FTE for the next 700 FTE

This "tiered system" remained until 1987. Each college's FTE number was determined based on projections for the upcoming biennium. Between 1967 and 1987, the legislature increased the reimbursement rate per FTE and occasionally altered the level of the tiers. It began increasing the rate for the second year of the biennium in 1971. By 1987, the formula looked like this:

- For 1985-86 fiscal year:
  - \$1,468 per FTE for the first 1,100 FTE students
  - \$1,114 per FTE for each FTE over 1,100;
- For 1986-87 fiscal year:
  - \$1,512 per FTE for the first 1,100 FTE students
  - \$1,148 per FTE for each FTE over 1,100.

In addition to the "tiered system", this era also saw some other significant changes to the funding formula. Some highlights from these changes include:

- In 1967, the legislature begins providing line-item appropriations to the colleges in statute. This meant that each college was allocated an exact dollar amount by the legislature, based on the formula, and this amount was set in statute for the biennium.
- In 1971, the legislature grants the State Board of Education the authority to develop rules to implement the funding formula. The legislature, however, maintains ultimate control over the funding formula because it remains in statute.

## Oregon Department of Community Colleges &amp; Workforce Development

- In 1971, the legislature allows the State Board of Education to make advanced payments to community colleges of 25% of state appropriations. This helps the colleges earn more interest on their state funding.
- In 1973, the legislature allows the State Board of Education to redistribute unused funds from one college to other colleges that have over-realized their enrollment projections. Because the legislature provided line-item appropriations to each college based on projected FTE, some colleges ran out of funding when they experienced more enrollment than projected during the biennium. Before this change, those colleges would simply not get paid for these extra FTE. Under this amendment, the fast-growing colleges could receive some assistance from the unused funding left over by colleges that had less enrollment than projected. In prior biennia, this unused funding simply went back into the general fund.
- In 1984, the state board, under its rulemaking authority, changes the calculation for the base FTE amount. It stops using projected FTE for the biennium as the base and instead uses an average of actual FTE for the two preceding years and a projection from the current year. It also requires that if funds are insufficient to cover the base FTE, the percentage of FTE to go unfunded must be the same at each college. Lastly it requires that a college cannot receive less funding than it received in the previous year. This change was enacted to help with the growing disparity in the percentage of FTE being funded at each college. For example, in 1981, the percentage of funded FTE ranged from 75% (BMCC) to 93% (MHCC).

**Modern Era: 1987 to 2001**

In 1987, the legislature got out of the community college funding formula business. It repealed from statute the mechanics of the funding formula and transferred the power to create the funding formula to the State Board of Education. The legislature replaced the former formula section with broad guidelines. These guidelines required funding formula to include:

- No state aid for hobby and recreation courses, (This provision is not new; it was simply moved from another part of the statutes.);
- Procedures for proper and accurate record keeping;
- Procedures that will insure reasonable year-to-year stability in the delivery of appropriated moneys to the colleges.

The legislature also discontinued using line-item appropriations for each college in statute. Instead it provided a lump sum to the State Board of Education to divide among the colleges according to the Board's funding formula.

Since gaining its authority over the funding formula, the State Board of Education has, on average, changed the formula once every biennium. Over these years, it has employed several different distribution systems. Here are some highlights:

- 1987: FTE count is based on the actual year's figures; colleges' funding is floored at 97.5% of preceding year. Colleges receive funding based on the number of their FTE amount or their floored amount, whichever is greater...
- 1989: Colleges can receive funding based on their number of reimbursable FTE or

## Oregon Department of Community Colleges &amp; Workforce Development

- receive 3% increase on the previous year's payment, whichever is larger.
- 1991: Colleges receive funding based on percentage share of previous year's state allocation. No funding is tied to FTE amount.
  - 1993: Colleges continue to receive funding based on the previous year's percentage of state funding
  - 1995: Precursor to the current formula is created: FTE count is now based on a three-year weighted average. FTE defined as 510 clock hours; operational base payment of \$400 per FTE for each FTE up to 1,100 created; 50 percent of property tax included in the formula for the first time; colleges floored at previous year's allocations; colleges capped at 10% growth per year;
  - 1997: State board continues same formula for base state funding. It creates special formula for distributing inflationary dollars allocated to colleges by the legislature.
  - 1999: **Birth of the current formula:** Board institutes the current formula of per-FTE funding plus operating base; caps and floors eliminated; timber tax included in formula for the first time; "equity" payments of \$3.6 million provided to bring colleges up to statewide average for per-FTE resources; Creates the commissioner's reserve fund; Creates a five year phase-in of "FTE model" to ease colleges into new formula;
  - 2000: State board repeals provisions relating to "Commissioner's Reserve"; Provides special allocation outside formula for annexations occurring prior to 2000;
  - 2001: State board repeals provisions related to "equity" payments. Equity will be achieved in 2004 when all colleges are allocated the same amount per-FTE, after factoring out the operational base payment; The Board creates a new method for determining operating base payments; it also extends special formula rules to annexations occurring prior to 1996.

#### 6. What is the process for changing the funding formula?

Because the funding formula is in an Oregon Administrative Rule (OAR), there is a specific legal process that must be followed when making changes. The statute governing this process is in ORS Chapter 183, *the Administrative Procedures Act (APA)*. When amending the funding formula, the APA requires the State Board of Education/CCWD to:

- Appoint a Rules Advisory Committee (RAC) or use other means to obtain public input when changing rules.
- Provide notice of all proposed rule changes to specified legislators, the agency's mailing list, the Secretary of State's Bulletin, and in accordance with the agency specific notice rules.
- Compile any comments received on the rules and provide these comments to the state board. The state board cannot act on any rules until it has fully considered all written and oral comments.
- Hold a hearing on the rule changes if scheduled or requested.
- The State Board of Education usually adopts rule changes at its regular monthly board meetings. Proposed rule changes are usually sent out with the board packets.

Oregon Department of Community Colleges & Workforce Development

7. **How does Oregon's funding formula compare to neighboring states and to Oregon's K- 12 and University system?**

**Other states:**<sup>2</sup> thirty states employ a funding formula to distribute state dollars. These formulas vary greatly. Most of these states, however, build their formulas around cost, performance, benchmarks, peer comparisons, FTE count or a mix of these approaches. Oregon's "operational base plus FTE" approach is relatively simple when compared to the multi-faceted formulas found in most other states.

<sup>2</sup> The STRATUS report, *Community College Funding Model* (August 14, 200

**North Lake High School  
COCC Recruitment and Outreach Summary**

---

**2018 - 2019**

- Oct. 2 - Invited and attended Central Oregon PNACAC College Fair
- Oct. 17 - Financial Aid Presentation at NLHS
- Oct. 23 - Welcome back visit and meet with senior class. discuss college info
- Nov. 9 - Students invited for Preview Day
- Nov. 16 - Students invited to Redmond Skilled Trades Fair
- Dec. 7 - Clark Simons invited to VIP Luncheon

**Future Activities:**

- Feb. 19 - Juniors/Seniors tour of COCC campus. admissions application session. lunch.
- March - Application workshop at NLHS for seniors
- April - Placement testing to be proctored at NLHS by Beth Wright.

**2017 - 2018**

- Sept. 27 - Welcome back visit and meet the senior class
- Oct. 5 - Invited & attended Central Oregon PNACAC College Fair
- Oct. 25 - Financial Aid presentation at NLHS
- Nov. 17 - Students invited to Skilled Trades Fair
- Dec. 5 - Visit to senior class. Admissions presentation and Q+A session
- Dec. 8 - Invited to Preview Day (closed on Fridays)
- Feb. 22 - North Lake tour on the COCC campus
- March 9 - NLHS students invited to Health Careers Expo
- May 9 - NLHS students invited to spring Open House
- May - Placement assessment on site
- (Late Spring) Lindsay stayed in touch with Clark regarding seniors coming our way and worked with the two out of 10 seniors via email or phone calls (Starla and Alex).

**2016 - 2017**

- Sept. 20 - Drew Cecchini & Lindsay Buccafurni visited NLHS to meet with new Dean of Students, Clark Simons, to do introductions as well as update on the activity calendar
- Oct. 6 - NLHS invited to Central Oregon College Fair held at Redmond High School.
- Oct. 25 - Financial Aid Night at NLHS. Kevin Multop attended
- Nov. 18 - Skilled Trades and Apprenticeship Fair at RTEC
- Dec. 2 - Invited to Preview Day
- Dec. 6 - Hosted 20 NLHS seniors and juniors on COCC campus for tour and lunch
- Mar. 9 - Lindsay Buccafurni to visit NLHS to speak to juniors/seniors about next steps
- April 25 - NLHS invited to Spring Open House at COCC
- May 8 - Principal/Dean of Students invited to VIP Luncheon
- May - Beth Wright (CAP Services) proctored placement test on -site at NLHS
- June 2 - Drew Cecchini presented Merit Scholarship awards to Raylee Hand & Gentry Strong - still at COCC as of Winter Term 2019

**CENTRAL OREGON COMMUNITY COLLEGE--COLLEGE NOW  
ENROLLMENT and TUITION SAVINGS BY HIGH SCHOOL  
2017-18**

<i>High School</i>	<i>No. of Sections</i>	<i>Enrollment</i>	<i>No. of Credits Registered</i>	<i>\$15 Fee Paid Per Credit</i>	<i>Regular Tuition*</i>	<i>Tuition Savings</i>
<i>Bend</i>	13	72	197	\$2,955.00	\$18,715.00	\$15,760.00
<i>Canby</i>	3	33	122	\$1,830.00	\$11,590.00	\$9,760.00
<i>Crook County</i>	14	159	614	\$9,210.00	\$58,330.00	\$49,120.00
<i>Culver</i>	7	107	428	\$6,420.00	\$40,660.00	\$34,240.00
<i>La Grande</i>	2	9	36	\$540.00	\$3,420.00	\$2,880.00
<i>La Pine</i>	3	37	146	\$2,190.00	\$13,870.00	\$11,680.00
<i>Madras</i>	11	166	664	\$9,960.00	\$63,080.00	\$53,120.00
<i>Marshall</i>	1	4	16	\$240.00	\$1,520.00	\$1,280.00
<i>Mt. View</i>	51	734	2787	\$41,805.00	\$264,765.00	\$222,960.00
<i>Philomath</i>	1	2	8	\$120.00	\$760.00	\$640.00
<i>Redmond</i>	18	194	764	\$11,460.00	\$72,580.00	\$61,120.00
<i>RPA**</i>	4	44	157	\$2,355.00	\$14,915.00	\$12,560.00
<i>Ridgeview</i>	13	137	534	\$8,010.00	\$50,730.00	\$42,720.00
<i>Sisters</i>	10	111	398	\$5,970.00	\$37,810.00	\$31,840.00
<i>Summit</i>	28	385	1540	\$23,100.00	\$146,300.00	\$123,200.00
<i>Trinity Lutheran</i>	2	6	24	\$360.00	\$2,280.00	\$1,920.00
<i>Tualatin</i>	2	22	88	\$1,320.00	\$8,360.00	\$7,040.00
<b>GRAND TOTAL:</b>	<b>183</b>	<b>2222</b>	<b>8523</b>	<b>\$127,845.00</b>	<b>\$809,685.00</b>	<b>\$681,840.00</b>

\* Based on \$95 per credit

\*\* Redmond Proficiency Academy

**COURSES OFFERED:**

**AUTOMOTIVE**

AUT 107, Mechanical Systems I  
AUT 110, Small Gas Engines  
AUT 114, Welding for the Automotive Trade

**COMPUTER & INFORMATION SYSTEMS**

CIS 195, Web Development I

**CULINARY**

BAK 101, Introduction to Baking & Pastry  
CUL 101, Introduction to Culinary  
HM 106, Lodging Management

**EMERGENCY MEDICAL SERVICES**

EMT 170, Emergency Response Communications

**BUSINESS**

BA 101, Introduction to Business  
BA 111, Applied Accounting I

**CRIMINAL JUSTICE**

CJ 100, Survey of Criminal Justice System  
CJ 220, Introduction to Substantive Law

**EARLY CHILDHOOD EDUCATION**

ED 150, Environment & Curriculum in ECE  
ED 151, Observation & Guidance in ECE  
ED 173, Movement, Music, Arts in ECE

**HEALTH & HUMAN PERFORMANCE**

HHP 270, Sport & Exercise Psychology

**STRUCTURAL FIRE SCIENCE**

SFS 101, Intro to Emergency Services

**FORESTRY**

FOR 110, Wildland Fire Science I

FOR 111, Forestry Perspectives

FOR 195, Wilderness Concepts

**HISTORY**

HST 202, 19th Century US History

HST 203, 20th Century US History

**MANUFACTURING**

MFG 101, Blueprint Reading

MFG 103, Welding Technology I

MFG 115, Design Processes I

**PSYCHOLOGY**

PSY 201, Mind & Brain

PSY 202, Mind & Society

**HUMANITIES & FILM**

ENG 104, Intro to Literature: Fiction

ENG 106, Intro to Literature: Poetry

FA 101, Introduction to Film

WR 121, Academic Composition

WR 122, Argument, Research,  
and Multimodal Composition

**MATH**

MTH 111, College Algebra

MTH 112, Trigonometry

MTH 113, Topics in Precalculus

MTH 251, Calculus I

MTH 252, Calculus II

MTH 253, Calculus III

**SCIENCE**

BI 121, Anatomy & Function I

BI 122, Anatomy & Function II

***College Now- Central Oregon Community College  
2017-2018 Enrollment by High School***

<i>High School</i>	<i>Subject</i>	<i>Course Title</i>	<i>Term</i>	<i>CRN</i>	<i>Credits</i>	<i>Instructor</i>	<i>Enrollment</i>	<i>FTE</i>	<i>Department</i>
<b>Bend Senior</b>	AUT 107	Mechanical Systems I	Spring	23118	3	Garcia, J.	4	0.78	Natural & Industrial Resources
<b>High School</b>	AUT 110	Small Gas Engines	Spring	22799	3	Garcia, J.	4	0.78	Natural & Industrial Resources
	AUT 114	Welding for the Auto Trade	Winter	13825	3	Garcia, J.	1	0.19	Natural & Industrial Resources
	BAK 101	Intro to Baking & Pastry	Spring	23740	4	Ziegler, M.	2	0.35	Cascade Culinary Institute
	BI 121	Anatomy and Function I	Winter	12087	4	Bailey, B.	4	0.52	Science
	BI 121	Anatomy and Function I	Winter	12286	4	Bailey, B.	2	0.26	Science
	BI 122	Anatomy and Function II	Spring	22083	4	Bailey, B.	5	0.65	Science
	BI 122	Anatomy and Function II	Spring	23101	4	Bailey, B.	7	0.91	Science
	CUL 101	Introduction to Culinary Arts	Spring	23418	4	Ziegler, M.	2	0.35	Cascade Culinary Institute
	MFG 101	Blueprint Reading	Spring	22621	2	Carter, D.	5	0.65	Natural & Industrial Resources
	MFG 115	Design Processes I	Spring	22629	2	Meyers, G.	10	1.29	Natural & Industrial Resources
	MFG 115	Design Processes I	Spring	22806	2	Meyers, G.	18	2.33	Natural & Industrial Resources
	MFG 115	Design Processes I	Spring	22807	2	Meyers, G.	8	1.04	Natural & Industrial Resources
<b>Total Number of Courses: 13</b>			<b>Bend Senior High School Totals:</b>				<b>72</b>	<b>10.10</b>	
<b>Canby High School</b>	ED 150	Enviro & Curric in ECE	Spring	22805	4	Shearer, E.	9	1.16	Social Science
	ED 151	Observ & Guidance in ECE Learn	Spring	23107	4	Shearer, E.	14	1.81	Social Science
	ED 173	Movement, Music & Arts in ECE	Spring	22606	3	Shearer, E.	10	1.08	Social Science
<b>Total Number of Courses: 3</b>			<b>Canby High School Totals:</b>				<b>33</b>	<b>4.05</b>	
<b>Crook County</b>	BA 101	Intro to Business	Winter	12660	4	Hodges, S.	3	0.26	Business/Aviation
<b>High School</b>	BA 101	Intro to Business	Spring	23114	4	Hodges, S.	3	0.26	Business/Aviation
	BAK 101	Intro to Baking & Pastry	Winter	13835	4	Hagensee, M.	2	0.35	Cascade Culinary Institute
	CUL 101	Introduction to Culinary Arts	Spring	23420	4	Hagensee, M.	5	0.86	Cascade Culinary Institute
	ENG 106	Intro to Literature: Poetry	Spring	22142	4	Churchill-Dicks, J.	6	0.52	Humanities
	FOR 110	Wildland Fire Science I	Winter	13564	2	Keown, L.	5	0.43	Natural & Industrial Resources
	FOR 111	Forestry Perspectives	Spring	22610	4	Keown, L.	7	0.91	Natural & Industrial Resources
	FOR 195	Wilderness Concepts	Spring	22596	2	Keown, L.	6	0.26	Natural & Industrial Resources
	HST 202	19th Century United States	Winter	13583	4	Raasch, A.	23	1.98	World Languages & Cultures
	HST 202	19th Century United States	Winter	13584	4	Raasch, A.	20	1.73	World Languages & Cultures
	HST 203	20th Century United States	Spring	23421	4	Raasch, A.	19	1.64	World Languages & Cultures

<i>High School</i>	<i>Subject</i>	<i>Course Title</i>	<i>Term</i>	<i>CRN</i>	<i>Credits</i>	<i>Instructor</i>	<i>Enrollment</i>	<i>FTE</i>	<i>Department</i>
	HST 203	20th Century United States	Spring	23422	4	Raasch, A.	21	1.81	World Languages & Cultures
	WR 121	Academic Composition	Winter	12300	4	Churchill-Dicks, J.	20	1.73	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	21863	4	Churchill-Dicks, J.	19	1.64	Humanities
	<b>Total Number of Courses: 14</b>		<b>Crook County High School Totals:</b>				<b>159</b>	<b>14.38</b>	
<b>Culver High School</b>	BA 101	Intro to Business	Winter	12903	4	Goad, D.	1	0.09	Business/Aviation
	HST 202	19th Century United States	Winter	13863	4	Clark, C.	18	1.55	World Languages & Cultures
	HST 203	20th Century United States	Spring	23441	4	Clark, C.	15	1.29	World Languages & Cultures
	MTH 111	College Algebra	Winter	12119	4	Yule, D.	19	1.64	Mathematics
	MTH 112	Trigonometry	Spring	23423	4	Yule, D.	13	1.12	Mathematics
	WR 121	Academic Composition	Winter	12301	4	Collins Watson, J.	24	2.07	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	21878	4	Collins Watson, J.	17	1.47	Humanities
	<b>Total Number of Courses: 7</b>		<b>Culver High School Totals:</b>				<b>107</b>	<b>9.23</b>	
<b>La Grande High School</b>	BAK 101	Intro to Baking & Pastry	Winter	13841	4	Yeates, R.	2	0.35	Cascade Culinary Institute
	BAK 101	Intro to Baking & Pastry	Spring	23419	4	Yeates, R.	7	1.21	Cascade Culinary Institute
	<b>Total Number of Courses: 2</b>		<b>La Grande High School Totals:</b>				<b>9</b>	<b>1.56</b>	
<b>La Pine High School</b>	HM 106	Lodging Management	Winter	13864	3	Baisch, J.	2	0.13	Cascade Culinary Institute
	HST 202	19th Century United States	Winter	13597	4	Wieber, K.	19	1.64	World Languages & Cultures
	HST 203	20th Century United States	Spring	23424	4	Wieber, K.	16	1.38	World Languages & Cultures
	<b>Total Number of Courses: 3</b>		<b>La Pine High School Totals:</b>				<b>37</b>	<b>3.15</b>	
<b>Madras High School</b>	BI 121	Anatomy and Function I	Winter	12024	4	Payton, J.	12	1.55	Science
	BI 122	Anatomy and Function II	Spring	22084	4	Payton, J.	13	1.68	Science
	MTH 111	College Algebra	Winter	12388	4	Petersen-Hair, D.	20	1.73	Mathematics
	MTH 111	College Algebra	Winter	12389	4	Petersen-Hair, D.	13	1.12	Mathematics
	MTH 112	Trigonometry	Spring	22147	4	Petersen-Hair, D.	13	1.12	Mathematics
	MTH 112	Trigonometry	Spring	23426	4	Petersen-Hair, D.	17	1.47	Mathematics
	WR 121	Academic Composition	Spring	22810	4	Wheeler, M.	22	1.90	Humanities
	WR 121	Academic Composition	Spring	22811	4	Wheeler, M.	11	0.95	Humanities
	WR 121	Academic Composition	Spring	23455	4	Wheeler, M.	23	1.98	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22118	4	Jones, E.	7	0.60	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22769	4	Jones, E.	15	1.29	Humanities
	<b>Total Number of Courses: 11</b>		<b>Madras High School Totals:</b>				<b>166</b>	<b>15.39</b>	
<b>Marshall</b>	MTH 111	College Algebra	Spring	23115	4	Greenwood, A.	4	0.35	Mathematics

<i>High School</i>	<i>Subject</i>	<i>Course Title</i>	<i>Term</i>	<i>CRN</i>	<i>Credits</i>	<i>Instructor</i>	<i>Enrollment</i>	<i>FTE</i>	<i>Department</i>
<b>High School</b>	<b>Total Number of Courses: 1</b>		<b>Marshall High School Totals:</b>				<b>4</b>	<b>0.35</b>	
<b>Mountain View High School</b>	BA 101	Intro to Business	Winter	12904	4	Lyons, G.	7	0.60	Business/Aviation
	BAK 101	Intro to Baking & Pastry	Spring	23428	4	Kimerling, S.	8	1.38	Cascade Culinary Institute
	BI 121	Anatomy and Function I	Winter	12288	4	Leapaldt, S.	12	1.55	Science
	BI 121	Anatomy and Function I	Winter	12289	4	Leapaldt, S.	17	2.20	Science
	BI 122	Anatomy and Function II	Spring	22634	4	Leapaldt, S.	7	0.91	Science
	BI 122	Anatomy and Function II	Spring	22635	4	Leapaldt, S.	16	2.07	Science
	CJ 100	Survey Criminal Justice System	Winter	12908	3	Taroli, L.	23	1.49	Social Science
	CJ 220	Intro to Substantive Law	Winter	13558	3	Taroli, L.	19	1.23	Social Science
	CUL 101	Introduction to Culinary Arts	Spring	23430	4	Kimerling, S.	8	1.38	Cascade Culinary Institute
	FA 101	Introduction to Film	Winter	12332	3	Clements, J.	8	0.52	Humanities
	FA 101	Introduction to Film	Winter	12333	3	Clements, J.	11	0.71	Humanities
	FA 101	Introduction to Film	Winter	12334	3	Clements, J.	10	0.65	Humanities
	HHP 270	Sport and Exercise Psychology	Winter	12914	3	Chroninger, R.	25	1.62	Health & Human Performance
	HHP 270	Sport and Exercise Psychology	Winter	12915	3	Chroninger, R.	18	1.16	Health & Human Performance
	HHP 270	Sport and Exercise Psychology	Spring	22637	3	Chroninger, R.	12	0.78	Health & Human Performance
	HHP 270	Sport and Exercise Psychology	Spring	22638	3	Chroninger, R.	13	0.84	Health & Human Performance
	MFG 101	Blueprint Reading	Spring	23109	2	Schrader, A.	5	0.65	Natural & Industrial Resources
	MTH 111	College Algebra	Fall	42562	4	Romero, A.	16	1.51	Mathematics
	MTH 111	College Algebra	Fall	42563	4	Romero, A.	22	2.07	Mathematics
	MTH 111	College Algebra	Fall	42564	4	Shore, L.	12	1.13	Mathematics
	MTH 111	College Algebra	Fall	42565	4	Shore, L.	18	1.69	Mathematics
	MTH 111	College Algebra	Fall	42606	4	Shore, L.	21	1.98	Mathematics
	MTH 111	College Algebra	Fall	42262	4	Sievecking, S.	25	2.35	Mathematics
	MTH 111	College Algebra	Fall	42561	4	Sievecking, S.	17	1.60	Mathematics
	MTH 112	Trigonometry	Winter	12071	4	Romero, A.	16	1.38	Mathematics
	MTH 112	Trigonometry	Winter	12072	4	Romero, A.	16	1.38	Mathematics
	MTH 112	Trigonometry	Winter	12073	4	Shore, L.	15	1.29	Mathematics
	MTH 112	Trigonometry	Winter	12074	4	Shore, L.	11	0.95	Mathematics
	MTH 112	Trigonometry	Winter	12077	4	Shore, L.	16	1.38	Mathematics
	MTH 112	Trigonometry	Winter	12078	4	Sievecking, S.	13	1.12	Mathematics
	MTH 112	Trigonometry	Winter	12379	4	Sievecking, S.	24	2.07	Mathematics

<i>High School</i>	<i>Subject</i>	<i>Course Title</i>	<i>Term</i>	<i>CRN</i>	<i>Credits</i>	<i>Instructor</i>	<i>Enrollment</i>	<i>FTE</i>	<i>Department</i>
	MTH 113	Topics in Precalculus	Spring	21867	4	Romero, A.	3	0.26	Mathematics
	MTH 113	Topics in Precalculus	Spring	21870	4	Romero, A.	3	0.26	Mathematics
	MTH 113	Topics in Precalculus	Spring	21872	4	Shore, L.	6	0.52	Mathematics
	MTH 113	Topics in Precalculus	Spring	22130	4	Shore, L.	3	0.26	Mathematics
	MTH 113	Topics in Precalculus	Spring	22134	4	Shore, L.	1	0.09	Mathematics
	MTH 113	Topics in Precalculus	Spring	22128	4	Sieveking, S.	4	0.35	Mathematics
	MTH 113	Topics in Precalculus	Spring	22131	4	Sieveking, S.	8	0.69	Mathematics
	MTH 251	Calculus I	Winter	12373	4	Sieveking, S.	21	2.72	Mathematics
	MTH 251	Calculus I	Winter	12374	4	Sieveking, S.	19	2.46	Mathematics
	MTH 252	Calculus II	Spring	21868	4	Sieveking, S.	21	2.72	Mathematics
	MTH 252	Calculus II	Spring	23124	4	Sieveking, S.	16	2.07	Mathematics
	MTH 253	Calculus III	Spring	23125	4	Sieveking, S.	8	1.04	Mathematics
	PSY 201	Mind and Brain	Winter	12969	4	Vallerga, T.	14	1.21	Social Science
	PSY 202	Mind and Society	Spring	22631	4	Vallerga, T.	10	0.86	Social Science
	WR 121	Academic Composition	Winter	12303	4	Clements, J.	23	1.98	Humanities
	WR 121	Academic Composition	Winter	12304	4	Clements, J.	26	2.24	Humanities
	WR 121	Academic Composition	Winter	12661	4	Suenaga, K.	25	2.16	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22121	4	Clements, J.	22	1.90	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22122	4	Clements, J.	19	1.64	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22120	4	Suenaga, K.	21	1.81	Humanities
	<b>Total Number of Courses: 51</b>			<b>Mountain View High School Totals:</b>			<b>734</b>	<b>68.88</b>	
<b>Philomath</b>	FOR 111	Forestry Perspectives	Winter	13286	4	Babcock, S.	2	0.26	Natural & Industrial Resources
<b>High School</b>	<b>Total Number of Courses: 1</b>			<b>Philomath High School Totals:</b>			<b>2</b>	<b>0.26</b>	
<b>Redmond</b>	AUT 107	Mechanical Systems I	Spring	23129	3	Stroup, J.	1	0.19	Natural & Industrial Resources
<b>High School</b>	AUT 110	Small Gas Engines	Fall	44003	3	Stroup, J.	1	0.21	Natural & Industrial Resources
	AUT 110	Small Gas Engines	Fall	44009	3	Stroup, J.	3	0.64	Natural & Industrial Resources
	BA 111	Applied Accounting I	Spring	22615	3	Lillis, D.	2	0.13	Business/Aviation
	ENG 104	Intro to Literature: Fiction	Winter	12311	4	Sarrett, R.	8	0.69	Humanities
	HST 202	19th Century United States	Winter	13599	4	Baumgartner, C.	20	1.73	World Languages & Cultures
	HST 202	19th Century United States	Winter	13600	4	Baumgartner, C.	12	1.04	World Languages & Cultures
	HST 203	20th Century United States	Spring	23440	4	Baumgartner, C.	14	1.21	World Languages & Cultures
	HST 203	20th Century United States	Spring	23746	4	Baumgartner, C.	8	0.69	World Languages & Cultures

<i>High School</i>	<i>Subject</i>	<i>Course Title</i>	<i>Term</i>	<i>CRN</i>	<i>Credits</i>	<i>Instructor</i>	<i>Enrollment</i>	<i>FTE</i>	<i>Department</i>
	MFG 103	Welding Technology I	Winter	12017	3	Kernion, D.	1	0.19	Natural & Industrial Resources
	MFG 115	Design Processes I	Winter	12906	2	Kernion, D.	2	0.26	Natural & Industrial Resources
	MTH 111	College Algebra	Winter	13602	4	Schiedler, J.	10	0.86	Mathematics
	MTH 111	College Algebra	Fall	42566	4	Schiedler, J.	20	1.88	Mathematics
	MTH 111	College Algebra	Fall	42575	4	Schiedler, J.	19	1.79	Mathematics
	MTH 112	Trigonometry	Winter	12386	4	Schiedler, J.	18	1.55	Mathematics
	MTH 112	Trigonometry	Spring	23425	4	Schiedler, J.	24	2.07	Mathematics
	WR 121	Academic Composition	Winter	12662	4	Beltran, H.	16	1.38	Humanities
	WR 121	Academic Composition	Winter	12909	4	Beltran, H.	15	1.29	Humanities
<b>Total Number of Courses: 18</b>			<b>Redmond High School Totals:</b>				<b>194</b>	<b>17.80</b>	
<b>Redmond</b>	BI 121	Anatomy and Function I	Fall	42295	4	Baxter, P.	14	1.98	Science
<b>Proficiency</b>	BI 122	Anatomy and Function II	Spring	23120	4	Baxter, P.	11	1.42	Science
<b>Academy</b>	CJ 100	Survey Criminal Justice System	Fall	43543	3	Killpack, M.	10	0.71	Social Science
<b>(RPA)</b>	CJ 220	Intro to Substantive Law	Spring	23170	3	Killpack, M.	9	0.58	Social Science
<b>Total Number of Courses: 4</b>			<b>Redmond Proficiency Academy Totals:</b>				<b>44</b>	<b>4.69</b>	
<b>Ridgeview</b>	BA 101	Intro to Business	Spring	22110	4	Crouch, K.	5	0.43	Business/Aviation
<b>High School</b>	BAK 101	Intro to Baking & Pastry	Spring	23748	4	Crouch, K.	1	0.17	Cascade Culinary Institute
	CIS 195	Web Development I	Fall	44005	4	O'Neill, C.	5	0.59	Computer Information Systems
	CUL 101	Introduction to Culinary Arts	Spring	23749	4	Shotwell, B.	1	0.17	Cascade Culinary Institute
	ED 151	Observ & Guidance in ECE Learn	Fall	44004	4	Moore, R.	2	0.28	Social Science
	ED 173	Movement, Music & Arts in ECE	Fall	43546	3	Moore, R.	2	0.24	Social Science
	MFG 115	Design Processes I	Spring	22117	2	O'Neill, C.	6	0.78	Natural & Industrial Resources
	MTH 251	Calculus I	Winter	12375	4	Irby, D.	16	2.07	Mathematics
	MTH 252	Calculus II	Spring	21896	4	Irby, D.	13	1.68	Mathematics
	WR 121	Academic Composition	Winter	12310	4	Felton, A.	25	2.16	Humanities
	WR 121	Academic Composition	Winter	12628	4	Felton, A.	29	2.50	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22119	4	Felton, A.	17	1.47	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22123	4	Felton, A.	15	1.29	Humanities
<b>Total Number of Courses: 13</b>			<b>Ridgeview High School Totals:</b>				<b>137</b>	<b>13.83</b>	
<b>Sisters High</b>	EMT 170	EMS Communication/Documentatio	Winter	13554	2	Johnson, H.	12	0.52	Natural & Industrial Resources
<b>School</b>	MFG 101	Blueprint Reading	Winter	12016	2	Cosby, T.	7	0.91	Natural & Industrial Resources
	MFG 101	Blueprint Reading	Winter	13832	2	Cosby, T.	1	0.13	Natural & Industrial Resources

<i>High School</i>	<i>Subject</i>	<i>Course Title</i>	<i>Term</i>	<i>CRN</i>	<i>Credits</i>	<i>Instructor</i>	<i>Enrollment</i>	<i>FTE</i>	<i>Department</i>
	MFG 115	Design Processes I	Spring	21861	2	Cosby, T.	3	0.39	Natural & Industrial Resources
	MTH 111	College Algebra	Winter	12994	4	O'Neill, D.	18	1.55	Mathematics
	MTH 111	College Algebra	Winter	13596	4	O'Neill, D.	11	0.95	Mathematics
	MTH 112	Trigonometry	Spring	23431	4	O'Neill, D.	13	1.12	Mathematics
	MTH 112	Trigonometry	Spring	23439	4	O'Neill, D.	12	1.04	Mathematics
	SFS 101	Intro to Emergency Services	Winter	13555	4	Johnson, H.	12	1.04	Natural & Industrial Resources
	WR 121	Academic Composition	Spring	23449	4	Bradley, M.	22	1.90	Humanities
	<b>Total Number of Courses: 10</b>		<b>Sisters High School Totals:</b>				<b>111</b>	<b>9.55</b>	
<b>Summit</b>	BI 121	Anatomy and Function I	Spring	22115	4	Colquhoun, J.	13	1.68	Science
<b>High School</b>	BI 121	Anatomy and Function I	Spring	22591	4	Colquhoun, J.	7	0.91	Science
	BI 121	Anatomy and Function I	Spring	22592	4	Colquhoun, J.	10	1.29	Science
	HST 202	19th Century United States	Winter	13833	4	Justema, E.	14	1.21	World Languages & Cultures
	HST 202	19th Century United States	Winter	13834	4	Justema, E.	11	0.95	World Languages & Cultures
	HST 203	20th Century United States	Spring	23738	4	Justema, E.	7	0.60	World Languages & Cultures
	HST 203	20th Century United States	Spring	23741	4	Justema, E.	9	0.78	World Languages & Cultures
	MTH 111	College Algebra	Winter	12991	4	Bussmann, H.	29	2.50	Mathematics
	MTH 111	College Algebra	Winter	12992	4	Bussmann, H.	21	1.81	Mathematics
	MTH 111	College Algebra	Winter	13604	4	Greenwood, J.	8	0.69	Mathematics
	MTH 111	College Algebra	Winter	13838	4	Greenwood, J.	15	1.29	Mathematics
	MTH 111	College Algebra	Winter	13839	4	Greenwood, J.	17	1.47	Mathematics
	MTH 112	Trigonometry	Spring	23433	4	Bussmann, H.	16	1.38	Mathematics
	MTH 112	Trigonometry	Spring	23434	4	Bussmann, H.	10	0.86	Mathematics
	MTH 112	Trigonometry	Spring	23436	4	Greenwood, J.	8	0.69	Mathematics
	MTH 112	Trigonometry	Spring	23437	4	Greenwood, J.	9	0.78	Mathematics
	MTH 112	Trigonometry	Spring	23438	4	Greenwood, J.	4	0.35	Mathematics
	MTH 251	Calculus I	Winter	12376	4	Quick, K.	12	1.55	Mathematics
	MTH 251	Calculus I	Winter	12377	4	Quick, K.	9	1.16	Mathematics
	MTH 251	Calculus I	Winter	13291	4	Quick, K.	2	0.26	Mathematics
	MTH 252	Calculus II	Spring	22135	4	Quick, K.	9	1.16	Mathematics
	MTH 252	Calculus II	Spring	23145	4	Quick, K.	5	0.65	Mathematics
	WR 121	Academic Composition	Winter	12306	4	Holdredge, A.	23	1.98	Humanities
	WR 121	Academic Composition	Winter	12307	4	Holdredge, A.	27	2.33	Humanities

<i>High School</i>	<i>Subject</i>	<i>Course Title</i>	<i>Term</i>	<i>CRN</i>	<i>Credits</i>	<i>Instructor</i>	<i>Enrollment</i>	<i>FTE</i>	<i>Department</i>
	WR 121	Academic Composition	Winter	13840	4	Holdredge, A.	30	2.59	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22124	4	Holdredge, A.	26	2.24	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	22800	4	Holdredge, A.	19	1.64	Humanities
	WR 122	Arg/Research/Multimodal Comp	Spring	23744	4	Holdredge, A.	15	1.29	Humanities
<b>Total Number of Courses: 28</b>			<b>Summit High School Totals:</b>				<b>385</b>	<b>36.09</b>	
<b>Trinity</b>	BI 121	Anatomy and Function I	Winter	12019	4	Stueve, T.	5	0.65	Science
<b>Lutheran</b>	BI 122	Anatomy and Function II	Spring	22081	4	Stueve, T.	1	0.13	Science
<b>High School</b>	<b>Total Number of Courses: 2</b>		<b>Trinity Lutheran High School Totals:</b>				<b>6</b>	<b>0.78</b>	
<b>Tualatin</b>	BAK 101	Intro to Baking & Pastry	Spring	23733	4	Larson, H.	10	1.73	Cascade Culinary Institute
<b>High School</b>	CUL 101	Introduction to Culinary Arts	Winter	13831	4	Larson, H.	12	2.07	Cascade Culinary Institute
	<b>Total Number of Courses: 2</b>		<b>Tualatin High School Totals:</b>				<b>22</b>	<b>3.80</b>	
<b>TOTALS:</b>							<b>2,222</b>	<b>213.89</b>	

**FTE GENERATED BY DEPARTMENT**

<i>Department</i>	<i>Courses</i>	<i>Sections</i>	<i>Enrollment</i>	<i>FTE</i>
<b>Business</b>	<b>2</b>	<b>6</b>	<b>21</b>	<b>1.77</b>
<b>Cascade Culinary Institute</b>	<b>3</b>	<b>13</b>	<b>62</b>	<b>10.50</b>
<b>Computer Information Systems</b>	<b>1</b>	<b>1</b>	<b>5</b>	<b>0.59</b>
<b>Health &amp; Human Performance</b>	<b>1</b>	<b>4</b>	<b>68</b>	<b>4.40</b>
<b>Humanities</b>	<b>5</b>	<b>33</b>	<b>616</b>	<b>52.51</b>
<b>Mathematics</b>	<b>6</b>	<b>59</b>	<b>802</b>	<b>77.05</b>
<b>Natural &amp; Industrial Resources</b>	<b>10</b>	<b>23</b>	<b>124</b>	<b>14.83</b>
<b>Science</b>	<b>2</b>	<b>17</b>	<b>156</b>	<b>20.36</b>
<b>Social Science</b>	<b>7</b>	<b>11</b>	<b>122</b>	<b>10.65</b>
<b>World Languages &amp; Cultures</b>	<b>2</b>	<b>16</b>	<b>246</b>	<b>21.23</b>
<b>TOTALS:</b>	<b>39</b>	<b>183</b>	<b>2,222</b>	<b>213.89</b>

### **Accelerated Learning and High School Based College Credit Partnerships**

Accelerated Learning is an umbrella term used to describe a variety of opportunities for students to earn college credit while attending high school. High School Based College Credit Partnerships (HSBCCP) is one opportunity that fits under accelerated learning. These partnerships can be one of three models: dual credit, sponsored dual credit, and assessment-based learning credit. Only high school based college credit partnerships in these three models are reviewed through the self-study and peer review process and approved by the HECC. All three models require the implementation of HECC-approved Oregon standards. The standards are based on the National Alliance of Concurrent Enrollment Partnerships (NACEP) national dual credit standards. The Oregon standards and HECC approval and reporting process are outlined in OAR 715—017-0005, adopted December 28, 2018.

**Accelerated Learning** – Educational experiences that provide high school students with the opportunity to earn college credit while in high school. These educational experiences may occur at a college/university or as part of the high school program. In many cases, students earn both high school and college credit. Accelerated Learning has many forms in Oregon, some examples include: high school students taking courses at the college/university independently or as part of Expanded Options or other programs, Dual Credit and Advanced Placement courses.

**High school based college credit partnerships** - Accelerated learning opportunities offered as part of the high school education program through partnerships between high schools and institutions of higher education utilizing dual or concurrent enrollment or other early college credit opportunities to enable students to earn and transcript college credit while in high school. This does not include courses that students take directly from the college/university while in high school, whether by coming to the college/university or having college/university faculty teach the course at the high school.

#### **Definitions from the Self-Study and Peer Review Guide for High School Based College Credit Partnerships**

**Dual Credit**, as defined by the standards, refers to a course that is

- a) Offered as part of the high school program,
- b) Taught by a high school teacher, acting as a proxy instructor for the college/university, who has been approved by the college/university and meets the qualifications to teach the course for the college/university,
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university.

The Oregon Dual Credit Standards align with nationally recognized practices and very specifically focus on replicating, to the greatest extent possible, the college or university course in the high school. This includes requiring the participating high school teacher to meet the qualifications to teach the course for the college/university.

**Sponsored Dual Credit**, as defined by the standards, refers to a course that is

- a) Offered as part of the high school program,
- b) Taught by a high school teacher in partnership with a sponsoring college/university faculty member who meets the qualifications to teach the course for the college/university, and

c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Sponsored Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university.

While the Sponsored Dual Credit standards are modeled after the Oregon Dual Credit Standards, they broaden the options for offering college or university courses at the high school by providing explicit standards for faculty/teacher partnerships to ensure appropriate expertise, oversight and alignment. This allows a high school the opportunity to work closely with a college or university to offer these courses even though the high school may not have teachers who meet the higher education institution’s qualifications for teaching the college or university courses.

**Assessment-Based Learning credit**, as defined by the standards, includes

- a) Enhanced high school courses or other activities offered at the high school and taught by high school teachers,
- b) A partnership that focuses on student attainment of specific, college- or university-defined student learning outcomes, and,
- c) The opportunity for students to demonstrate, through college or university assessments, that they have attained those student learning outcomes and thereby earn credit for a course from the sponsoring college or university. Because the student did not take the class from the sponsoring college or university, course credit earned through Assessment-Based Learning credit programs is identified on student transcripts.

Assessment Based Learning credit does not require alignment with the college or university course structure and delivery, but rather supports a partnership between the high school and a college or university to recognize college-level achievement that occurs as part of high school courses and activities. As such, standards do not include requirements for curriculum alignment or adherence to the registration, grading, and transcription timelines associated with taking a college or university class.

Assessment Based Learning credit standards focus primarily on ensuring a thorough understanding by high school teachers of the college’s or university’s student learning outcomes, using the expertise of college or university faculty to provide a means for assessment and award of credit, and following transcription processes for credit for learning that occurred outside of taking a course from the college or university while in high school. (Note: Although there are some similarities with Credit for Prior Learning, Oregon Credit for Prior Learning is designed primarily to support adult students and focuses on experiential learning – knowledge, skills and abilities gained through life or work experience or military or other training outside of the academic environment. Assessment Based Learning is not Credit for Prior Learning.)

**High School Based College Credit Partnerships (HSBCCP) Charges by Community College**

<b>Community College</b>	<b>Dual Credit Fee</b>	<b>Sponsored Dual Credit Fee</b>	<b>Notes</b>
Blue Mountain	\$0/credit		\$20/credit for on campus courses for HS students
Central Oregon	\$25/credit	\$25/credit	
Chemeketa	\$25 per year		
Clackamas	\$10 per credit		
Clatsop	No charge		
Columbia Gorge	\$51 per class		
Klamath	No charge		\$25/credit for online College Now courses
Lane	No charge		
Linn-Benton	No charge		
Mt. Hood	No charge	MHCC gives GF support for PLCs	
Oregon Coast	\$35/student/course		School district pays the fees
Portland	No charge	\$3000/course	SDC paid by school district
Rogue	No charge		
Southwestern Oregon	No charge		\$625/credit for contracted courses
Tillamook Bay	No charge		
Treasure Valley	\$45 per credit		
Umpqua	No charge		

**Offering HSBCCP to Schools Outside Community College Districts**

Currently, nobody can quantify the extent of community colleges offering HSBCCP courses to high schools in other colleges' districts, including the HECC. The Oregon Dual Credit Coordinators group is trying to gather information in spreadsheet form about which community colleges and universities articulate courses in each high school in the state. The information collected so far is incomplete and lacks context.

Many community colleges honor the agreement among CIA members for dual credit coordinators to contact their counterparts at the home community college if a high school requests to articulate courses. At COCC and other colleges, we do not approve a high school

teacher from outside our college district to articulate courses without permission from the community college in which that high school is located. COCC gives permission for local high schools to articulate with other community colleges when COCC does not offer the requested program for articulation. An example of this is that several Central Oregon high schools articulate graphic design courses with Mt. Hood Community College.

This information may be available next year. Part of the new OAR 715-017-0005 adopted for HSBCCP includes a reporting requirement. Every October, community colleges and universities offering any of the three models of HSBCCP must submit a report to the HECC showing all of the high schools with which they articulate courses. The HECC will have all of the information and should be able to make it available to the community colleges and universities.

**Cascades Commitment Project Overview:**

In 2012, then COCC President, Dr. Jim Middleton invited Jenni Newby, Instructional Dean to attend a Regional Leadership meeting (the monthly meeting between the regional superintendents and the COCC President and the Vice President of OSU-Cascades) because topic was on dual credit and, in particular, the Eastern Promise model. Because of that meeting, Jenni Newby and Paul Andrews, the then Deputy Superintendent of the High Desert ESD, were tasked with creating a model in Central Oregon. We brought together a large team that included representation from the following organizations:

- Bend-La Pine School District
- Central Oregon Community College
- Crook County School District
- Culver School District
- High Desert ESD
- Jefferson County 509j School District
- OSU-Cascades
- Redmond Proficiency Academy
- Redmond School District
- Sisters School District

The cross regional, educational team developed the Cascades Commitment initiative.

**DEFINITION:** Cascades Commitment is a clear path for any high school student in Central Oregon (no matter what high school they attend) to earn 18 core credits that meet foundational requirements for an associate or bachelor's degree after high school. Specifically, all students will have the ability to earn credits in

- Writing 121 (4 credits)
- Writing 122 (4 credits)
- Math 111 (4 credits)
- Math 112 (4 credits)
- History 202 (4 credits)
- High schools are encouraged to continue articulated CTE programs and other transfer credit classes as they see fit – those are outside of Cascades Commitment.

**ALTERNATIVE HIGH SCHOOL INSTRUCTOR APPROVAL PROCEESS:** As part of the Cascades Commitment initiative, the team worked for over a year to develop an alternative process for approving HS instructors who did not meet the minimum requirement for teaching a transfer community college course (a Master's degree in the field) teaching any of the five courses listed below. If a high school instructor wants to teach any of the 5 courses listed above and does not meet the minimum qualifications, they can participate in the following to become qualified to teach the college credit course:

1. A Summer Training workshop led by COCC faculty
2. Monthly Professional Learning Communities (POLCs) led by COCC faculty

This model informed the standards for Sponsored Dual Credit, which is now an option for dual credit approved by the Higher Education Coordinating Committee.

NUMBER OF HIGH SCHOOL INSTRUCTORS QUALIFIED: Since 2013, XX high school instructors in Central Oregon have participated and been approved to teach the five courses.

**Early College Program at Mt. View High School:**

In 2013, Katie Legace, Principal of Mt. View High School and Jenni Newby starting discussing an option whereby Mt. View High Schools could earn the Oregon Transfer Module (OTM) or the Associates of Arts Oregon Transfer (AAOT) Degree at the same time that they graduate from high school. Over the course of three years, they developed program was developed where students at Mt. View High school could take dual credit courses as well as courses at the Bend COCC campus to fulfill the requirement of the OTM or the AAOT. The program is unique in that it couples dual credit with on campus college courses. The program was implemented with freshman students who started in fall of 2016. The program started with 8 students and has now changed to 1 student.

Cascades Commitment Teacher Training and Enrollment Report - 2014-15 to Present							
March 4, 2019							
School	Course	Number of Teachers Trained	Enrollment 2014-15	Enrollment 2015-16	Enrollment 2016-17	Enrollment 2017-18	Total Enrollment
Bend High	WR 121 Academic Composition	1	65	53	23		141
	WR 122 Argument, Research and Multimodal Comp	1	49	40	23		112
Crook County High	HST 202 19th & Early 20th Century US History	1			41	43	84
	HST 203 20th & Early 21st Century US History	1			30	40	70
	WR 121 Academic Composition	3	17	17	21	20	75
	WR 122 Argument, Research and Multimodal Comp	3	14	15	17	19	65
Culver High	HST 202 19th & Early 20th Century US History	1				18	18
	HST 203 20th & Early 21st Century US History	1				15	15
	MTH 111 College Algebra	2	10	10	13	19	52
	MTH 112 Trigonometry	2			9	13	22
	WR 121 Academic Composition	1	15	25	19	24	83
	WR 122 Argument, Research and Multimodal Comp	1		22		17	39
La Pine High	HST 202 19th & Early 20th Century US History	1			18	19	37
	HST 203 20th & Early 21st Century US History	1			18	16	34
	MTH 111 College Algebra	2		12	18		30
	MTH 112 Trigonometry	2			17		17
	WR 121 Academic Composition	1	27	17	25		69
	WR 122 Argument, Research and Multimodal Comp	1	19	8			27
Madras High	MTH 111 College Algebra	3	14	14	24	33	85
	MTH 112 Trigonometry	3	14	12	19	30	75
	WR 121 Academic Composition	4	38	27	48	56	169
	WR 122 Argument, Research and Multimodal Comp	4	5	4	18	22	49
Marshall High	MTH 111 College Algebra	1			8	4	12
Mountain View High	MTH 111 College Algebra	4	89	92	83	90	354
	MTH 112 Trigonometry	4	75	83	55	69	282
	WR 121 Academic Composition	8	90	82	79	74	325
	WR 122 Argument, Research and Multimodal Comp	8	72	65	64	62	263

School	Course	Number of Teachers Trained	Enrollment 2014-15	Enrollment 2015-16	Enrollment 2016-17	Enrollment 2017-18	Total Enrollment					
Redmond High	HST 202 19th & Early 20th Century US History	1	34	44	22	32	54					
	HST 203 20th & Early 21st Century US History	1			10	22	32					
	MTH 111 College Algebra	2			47	49	174					
	MTH 112 Trigonometry	2			35	32	67					
	WR 121 Academic Composition	4			27	31	58					
	WR 122 Argument, Research and Multimodal Comp	4										
Ridgeview High	HST 202 19th & Early 20th Century US History	1	50	73	44	54	167					
	HST 203 20th & Early 21st Century US History	1										
	MTH 111 College Algebra	4						50	73	44	167	
	MTH 112 Trigonometry	4						45	46	27	118	
	WR 121 Academic Composition	3								40	54	94
	WR 122 Argument, Research and Multimodal Comp	3								36	32	68
Sisters High	HST 202 19th & Early 20th Century US History	1					Started 2018-19					
	HST 203 20th & Early 21st Century US History	1										
	MTH 111 College Algebra	2						17	29	46		
	MTH 112 Trigonometry	2						12	25	37		
	WR 121 Academic Composition	1						21	22	43		
	WR 122 Argument, Research and Multimodal Comp	1										
Summit High	HST 202 19th & Early 20th Century US History	2	62	99	68	25	25					
	HST 203 20th & Early 21st Century US History	2				16	16					
	MTH 111 College Algebra	4				90	319					
	MTH 112 Trigonometry	4				54	47	101				
	WR 121 Academic Composition	6						80	80			
	WR 122 Argument, Research and Multimodal Comp	6						60	60			
<b>TOTALS</b>		127	804	860	1150	1349	4163					

OFFICE OF THE SECRETARY OF STATE  
DENNIS RICHARDSON  
SECRETARY OF STATE  
  
LESLIE CUMMINGS  
DEPUTY SECRETARY OF STATE



ARCHIVES DIVISION  
MARY BETH HERKERT  
DIRECTOR  
  
800 SUMMER STREET NE  
SALEM, OR 97310  
503-373-0701

**PERMANENT ADMINISTRATIVE ORDER**

**HECC 6-2018**  
**CHAPTER 715**  
**HIGHER EDUCATION COORDINATING COMMISSION**

**FILED**  
12/28/2018 10:05 AM  
ARCHIVES DIVISION  
SECRETARY OF STATE  
& LEGISLATIVE COUNSEL

**FILING CAPTION:** High School Based College Credit Partnerships

**EFFECTIVE DATE:** 12/28/2018

**AGENCY APPROVED DATE:** 12/13/2018

**CONTACT:** Karen Lynne Howard      Public Service Building  
503-947-2379                              255 Capitol Street, 3rd Floor  
hecc.rulemaking@hecc.oregon.gov      Salem, OR 97310

**Filed By:**  
Karen Howard  
Rules Coordinator

**ADOPT:** 715-017-0005

**RULE TITLE:** Definitions

**NOTICE FILED DATE:** 10/22/2018

**RULE SUMMARY:** The rule (1) Defines partnerships in alignment with the state standards for Dual Credit, Sponsored Dual Credit and Assessment Based Learning Credit; (2) Requires public institutions of higher education to comply with standards by following guidelines set in Guide; (3) Requires public institutions of higher education to submit annual information on partnership to HECC; and 4) Affirms that only approved partnerships (institutions and models) will be funded by the state.

**RULE TEXT:**

(1) For the purposes of this rule, the following definitions apply:

(a) "Dual Credit" means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently similar to the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who has been approved by the college or university and who meets the qualifications to teach the course for the college or university. Dual Credit may include Career and Technical Education courses.

(b) "Sponsored Dual Credit" means secondary and postsecondary credit awarded for a course offered in a high school, which course is sufficiently similar to the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who, in partnership with a sponsoring college or university faculty member, meets the qualifications to teach the course for the college or university. Sponsored Dual Credit may include Career and Technical Education courses.

(c) "Assessment Based Learning Credit" means secondary and postsecondary credit awarded for enhanced high school courses or other activities offered at the high school, that focuses on student attainment of specific, college or university defined student learning outcomes, and the opportunity for students to demonstrate, through college or university assessments, that they have obtained those student learning outcomes and thereby are eligible to earn credit for a course from the partnering college or university. The course must be taught by a high school teacher in a secondary-postsecondary partnership that focuses on the above assessment criteria. Assessment based learning credit

shall be identified on student transcripts. Assessment Based Learning Credit may include Career and Technical Education courses.

(d) "High School Based College Credit Partnerships" are defined as Dual Credit, Sponsored Dual Credit, and Assessment Based Learning Credit partnerships.

(2) When developing High School Based College Credit Partnerships with high schools, each college or university shall adhere to the Oregon Standards for Dual Credit, Sponsored Dual Credit, or Assessment Based Learning Credit. In order to comply with these standards, partners must follow the guidelines set forth by the Higher Education Coordinating Commission in the Self-Study and Peer Review Guide available on the Higher Education Coordinating Commission agency website.

(3) On or before October 1 of each year, Oregon community colleges and public universities shall submit an annual report to the Higher Education Coordinating Commission of the previous school year's High School Based College Credit Partnership(s) information, including but not limited to, descriptions of:

(a) Partnership programs offered;

(b) Course sections offered, including type of partnership(s), either Dual Credit, Sponsored Dual Credit, or Assessment-Based Learning Credit; and the related Master Course Reference Numbers (CRN);

(c) Student enrollment in the partnership programs;

(d) Instructors and instructor qualifications;

(e) Costs to students;

(f) High School(s) in partnership(s); and

(g) Any major partnership changes, such as addition or discontinuation of a partnership.

(4) The Higher Education Coordinating Commission shall, in accordance with OAR 715-013-0025 or OAR 589-002-0120 as appropriate, fund partnerships solely based on credits earned at Oregon community college or public university as set forth in ORS 340.310 that are either approved or conditionally approved following a review conducted pursuant to this rule. Should, at any time, a community college or public university receive notice that it no longer has approved or conditionally approved status from the Higher Education Coordinating Commission, any credits earned by students through that community college or public university after such notification shall not be included in any relevant funding calculations. Funding shall continue for any credits earned prior to such notification in a manner consistent with the above referenced rules. Should such community college or public university subsequently receive a new approval, or conditional approval, and be reinstated, any credits earned on or after such date of reinstatement notification shall be included in the relevant funding calculations, but no credits earned during the period where such institution lacked such status shall be included. The process to gain or regain a status of approved or conditionally approved can be found in the Higher Education Coordinating Commission Self Study and Peer Review Guide referenced in section 2 of this rule.

(a) If determination that a public university is neither approved nor conditionally approved takes place after the true-up process set out in OAR 715-013-0025(7), it shall not impact the funding level for that university due to high school based college credits for the current fiscal year.

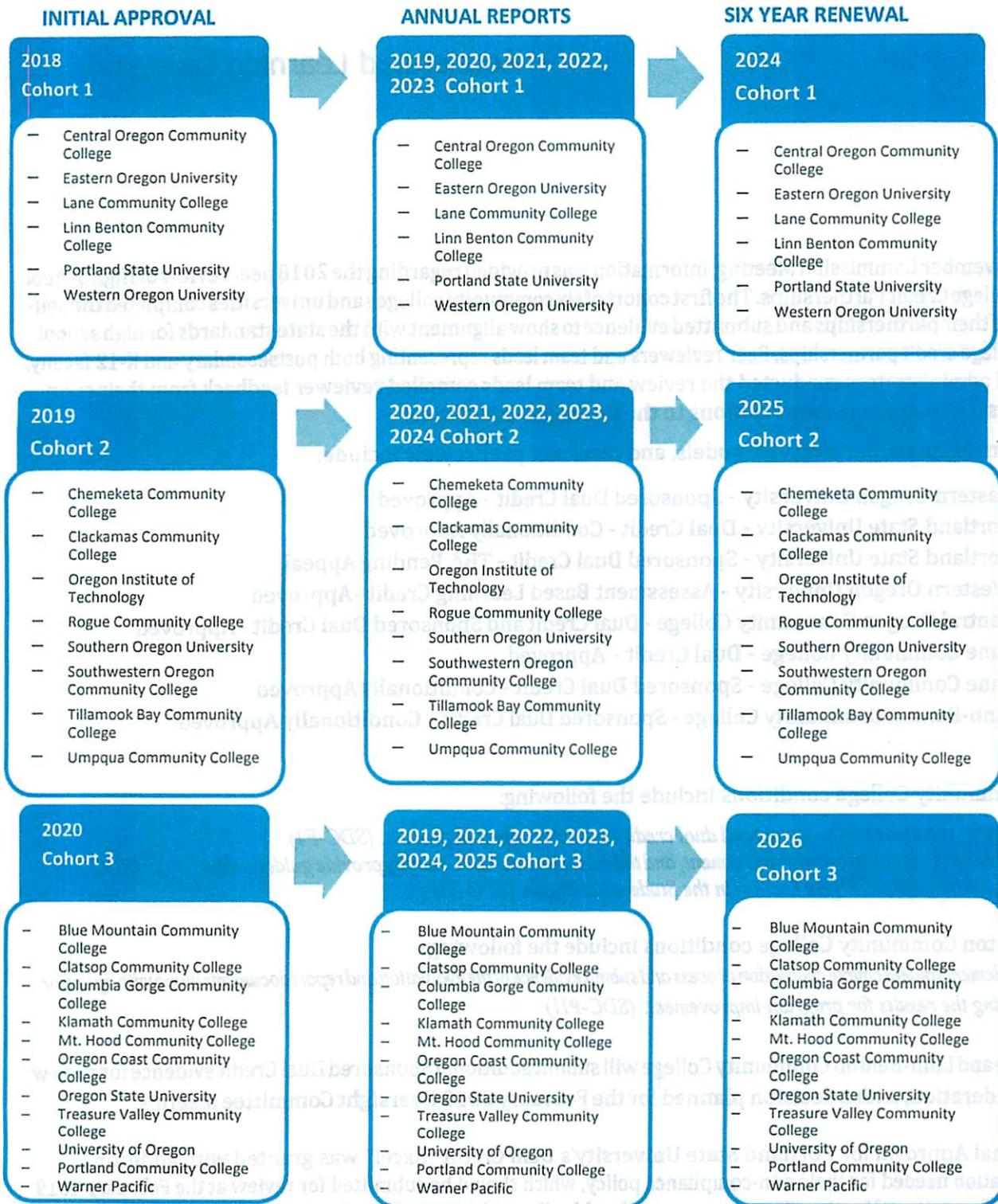
(b) If determination that a community college is neither approved nor conditionally approved takes place after the deadlines set out in OAR 589-002-0120, it shall not impact the funding level for that community college for the current funding period.

(c) This section shall only apply to institutions that have been reviewed under this rule. All student credit hours at institutions that have not yet been reviewed shall be considered approved for funding purposes until such review takes place according to the calendar set forth by the Higher Education Coordinating Commission.

STATUTORY/OTHER AUTHORITY: ORS 340.310, ORS 350.075

STATUTES/OTHER IMPLEMENTED: ORS 340.310, ORS 350.075, ORS 341.484

Calendar of Institutional Approval for High School Based College Credit Partnerships





## Accelerated Learning Discussion

At the November Commission Meeting, information was provided regarding the 2018 peer review of High School Based College Credit Partnerships. The first cohort of six community colleges and universities completed the self-studies of their partnerships and submitted evidence to show alignment with the state standards for high school based college credit partnerships. Peer reviewers and team leads representing both postsecondary and K-12 faculty, staff, and administrators conducted the review and team leads compiled reviewer feedback from their team members and made recommendations to the Oversight Committee.

The six institutions, partnership models, and results of peer review include:

- Eastern Oregon University - Sponsored Dual Credit - Approved
- Portland State University - Dual Credit - Conditionally Approved
- Portland State University - Sponsored Dual Credit - TBA Pending Appeal
- Western Oregon University - Assessment Based Learning Credit - Approved
- Central Oregon Community College - Dual Credit and Sponsored Dual Credit - Approved
- Lane Community College - Dual Credit - Approved
- Lane Community College - Sponsored Dual Credit - Conditionally Approved
- Linn-Benton Community College - Sponsored Dual Credit - Conditionally Approved

Lane Community College conditions include the following:

1. Clarify guidelines for the sponsored dual credit instructor approval process. (SDC-F1)
2. Establish clear guidelines for assessment, and the extent to which LCC faculty provide guidance/oversight. (SDC-A3)
3. Include a Students' Rights section in the Student handbook. (SDC-S3)

Linn-Benton Community College conditions include the following:

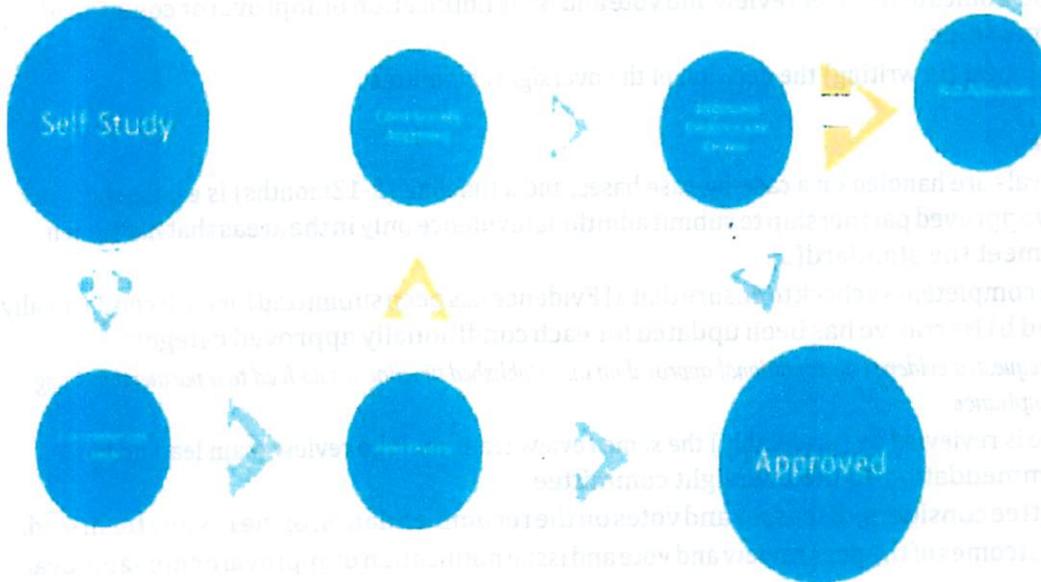
1. Implement student course evaluation process and submit evidence of the evaluation and report documents along with a plan for using the results for program improvement. (SDC-P11)

Both Lane and Linn-Benton Community College will submit additional Sponsored Dual Credit evidence for review and consideration, with a decision planned for the February 2019 Oversight Committee meeting.

Conditional Approval for Portland State University's Dual Credit "Excel" was granted with additional documentation needed for their non-compliance policy, which should be submitted for review at the February 2019 Oversight Committee Meeting. There was considerable discussion regarding Portland State University's Senior

Inquiry Program and whether it fits into the Sponsored Dual Credit Model. An appeal is forthcoming and will likely be considered at the February 2019 Oversight Committee Meeting.

### Process Map Overview:



#### **Self-Study**

- Public institutions of higher education complete the self-study by May 1, if their high school based programming fits the definitions of partnerships per OAR 715.017.0005 or provide proof of NACEP accreditation.
- Submission of self-studies are based on a calendar that includes all public institutions divided into 3 cohort groups.
- *Failure to submit a self-study by the due date would lead to a partnership being considered out of compliance.*

#### **Completeness Check**

- State staff conduct completeness check to ensure that a) Evidence has been submitted for each standard and b) Narrative has been submitted for each category.
- Additional narrative and evidence is provided as necessary by partnership, evidence must relate to each of the standards. Where suggested/required evidence is not available, the partnership may submit their own narrative and evidence as to how the partnership is meeting the intent of the standard.
- *Failure to provide requested evidence to ensure self-study is complete and ready for peer review would lead to a partnership being considered out of compliance.*

#### **Peer Review**

- Self-studies are peer reviewed by a team of reviewers who assess the evidence provided against the standards using a rubric.
- Feedback to the partnership under review is synthesized by a review team lead.

- Review team lead makes a recommendation to approve or conditionally approve the partnership for the specific models of high school based college credit partnership for which it was reviewed.

### Approval/Conditional Approval

- Oversight Committee considers, discusses and votes on the recommendation of the review team lead.
- Staff compile the outcomes of the peer review and vote and issue notification of approval or conditional approval to partnerships.
- Partnerships may appeal (in writing) the decision of the oversight committee. ▶

### Conditional Approvals

- Conditional Approvals are handled on a case-by-case bases, and a timeline (3-12 months) is established for each conditionally approved partnership to submit additional evidence only in the areas that have been identified to not meet the standard(s).
- State staff conduct completeness check to ensure that a) Evidence has been submitted for each conditionally approved area and b) Narrative has been updated for each conditionally approved category.
- *Failure to submit the requested evidence on conditional approval on the established timeline would lead to a partnership being considered out of compliance.*
- Additional evidence is reviewed by (preferably) the same review team, and the review team lead makes a subsequent recommendation to the oversight committee
- Oversight Committee considers, discusses and votes on the recommendation of the review team lead.
- Staff compile the outcomes of the peer review and vote and issue notification of approval or non-approval to partnerships.
- Partnerships may appeal (in writing) the decision of the oversight committee. ▶

### Appeal

- Written appeals from partnerships are addressed to State Staff and outline the reason for the appeal; appeals may include additional evidence documents that show how a partnership meets the standards.
- Appeals are handled on a case-by-case basis by staff in consultation with the Oversight Committee, and a timeline is established for each appeal process to arrive at a resolution. (1-3 months to submit appeal & any additional evidence, 1-3 additional months for resolution of appeal)
- During appeal process partnership is not considered out of compliance.

### Reinstatement

- When and if a partnership fails to gain approval or conditional approval, it is considered out of compliance.
- A partnership that is out of compliance may become approved by preparing and submitting a full self-study for peer review. The review would then take place in the next year.
- Partnerships that are not in compliance with the state standards for high school based college credit partnerships will not receive state higher education dollars for the enrollments in those programs for the period that the partnership is not in compliance.
- The HECC and the State Board of Education will publicize the results of the peer reviews annually with a list of approved, conditionally approved, and non-approved programs.

### **Accelerated Learning and High School Based College Credit Partnerships**

Accelerated Learning is an umbrella term used to describe a variety of opportunities for students to earn college credit while attending high school. High School Based College Credit Partnerships (HSBCCP) is one opportunity that fits under accelerated learning. These partnerships can be one of three models: dual credit, sponsored dual credit, and assessment-based learning credit. Only high school based college credit partnerships in these three models are reviewed through the self-study and peer review process and approved by the HECC. All three models require the implementation of HECC-approved Oregon standards. The standards are based on the National Alliance of Concurrent Enrollment Partnerships (NACEP) national dual credit standards. The Oregon standards and HECC approval and reporting process are outlined in OAR 715—017-0005, adopted December 28, 2018.

***Accelerated Learning*** – Educational experiences that provide high school students with the opportunity to earn college credit while in high school. These educational experiences may occur at a college/university or as part of the high school program. In many cases, students earn both high school and college credit. Accelerated Learning has many forms in Oregon, some examples include: high school students taking courses at the college/university independently or as part of Expanded Options or other programs, Dual Credit and Advanced Placement courses.

***High school based college credit partnerships*** - Accelerated learning opportunities offered as part of the high school education program through partnerships between high schools and institutions of higher education utilizing dual or concurrent enrollment or other early college credit opportunities to enable students to earn and transcript college credit while in high school. This does not include courses that students take directly from the college/university while in high school, whether by coming to the college/university or having college/university faculty teach the course at the high school.

#### **Definitions from the Self-Study and Peer Review Guide for High School Based College Credit Partnerships**

***Dual Credit***, as defined by the standards, refers to a course that is

- a) Offered as part of the high school program,
- b) Taught by a high school teacher, acting as a proxy instructor for the college/university, who has been approved by the college/university and meets the qualifications to teach the course for the college/university,
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university.

The Oregon Dual Credit Standards align with nationally recognized practices and very specifically focus on replicating, to the greatest extent possible, the college or university course in the high school. This includes requiring the participating high school teacher to meet the qualifications to teach the course for the college/university.

***Sponsored Dual Credit***, as defined by the standards, refers to a course that is

- a) Offered as part of the high school program,
- b) Taught by a high school teacher in partnership with a sponsoring college/university faculty member who meets the qualifications to teach the course for the college/university, and

c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Sponsored Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university.

While the Sponsored Dual Credit standards are modeled after the Oregon Dual Credit Standards, they broaden the options for offering college or university courses at the high school by providing explicit standards for faculty/teacher partnerships to ensure appropriate expertise, oversight and alignment. This allows a high school the opportunity to work closely with a college or university to offer these courses even though the high school may not have teachers who meet the higher education institution’s qualifications for teaching the college or university courses.

***Assessment-Based Learning credit***, as defined by the standards, includes

- a) Enhanced high school courses or other activities offered at the high school and taught by high school teachers,
- b) A partnership that focuses on student attainment of specific, college- or university-defined student learning outcomes, and,
- c) The opportunity for students to demonstrate, through college or university assessments, that they have attained those student learning outcomes and thereby earn credit for a course from the sponsoring college or university. Because the student did not take the class from the sponsoring college or university, course credit earned through Assessment-Based Learning credit programs is identified on student transcripts.

Assessment Based Learning credit does not require alignment with the college or university course structure and delivery, but rather supports a partnership between the high school and a college or university to recognize college-level achievement that occurs as part of high school courses and activities. As such, standards do not include requirements for curriculum alignment or adherence to the registration, grading, and transcription timelines associated with taking a college or university class.

Assessment Based Learning credit standards focus primarily on ensuring a thorough understanding by high school teachers of the college’s or university’s student learning outcomes, using the expertise of college or university faculty to provide a means for assessment and award of credit, and following transcription processes for credit for learning that occurred outside of taking a course from the college or university while in high school. (Note: Although there are some similarities with Credit for Prior Learning, Oregon Credit for Prior Learning is designed primarily to support adult students and focuses on experiential learning – knowledge, skills and abilities gained through life or work experience or military or other training outside of the academic environment. Assessment Based Learning is not Credit for Prior Learning.)

**High School Based College Credit Partnerships (HSBCCP) Charges by Community College**

<b>Community College</b>	<b>Dual Credit Fee</b>	<b>Sponsored Dual Credit Fee</b>	<b>Notes</b>
Blue Mountain	\$0/credit		\$20/credit for on campus courses for HS students
Central Oregon	\$25/credit	\$25/credit	
Chemeketa	\$25 per year		
Clackamas	\$10 per credit		
Clatsop	No charge		
Columbia Gorge	\$51 per class		
Klamath	No charge		\$25/credit for online College Now courses
Lane	No charge		
Linn-Benton	No charge		
Mt. Hood	No charge	MHCC gives GF support for PLCs	
Oregon Coast	\$35/student/course		School district pays the fees
Portland	No charge	\$3000/course	SDC paid by school district
Rogue	No charge		
Southwestern Oregon	No charge		\$625/credit for contracted courses
Tillamook Bay	No charge		
Treasure Valley	\$45 per credit		
Umpqua	No charge		

**Offering HSBCCP to Schools Outside Community College Districts**

Currently, nobody can quantify the extent of community colleges offering HSBCCP courses to high schools in other colleges' districts, including the HECC. The Oregon Dual Credit Coordinators group is trying to gather information in spreadsheet form about which community colleges and universities articulate courses in each high school in the state. The information collected so far is incomplete and lacks context.

Many community colleges honor the agreement among CIA members for dual credit coordinators to contact their counterparts at the home community college if a high school requests to articulate courses. At COCC and other colleges, we do not approve a high school

**teacher from outside our college district to articulate courses without permission from the community college in which that high school is located. COCC gives permission for local high schools to articulate with other community colleges when COCC does not offer the requested program for articulation. An example of this is that several Central Oregon high schools articulate graphic design courses with Mt. Hood Community College.**

**This information may be available next year. Part of the new OAR 715-017-0005 adopted for HSBCCP includes a reporting requirement. Every October, community colleges and universities offering any of the three models of HSBCCP must submit a report to the HECC showing all of the high schools with which they articulate courses. The HECC will have all of the information and should be able to make it available to the community colleges and universities.**



2018-2019  
Klamath Community College and Lake County, Oregon  
Contract Out of District  
Service Delivery Agreement

1. Purpose

The purpose of this agreement is to outline the educational services that Klamath Community College (hereinafter referred to as KCC and/or contractor) will provide to the Lake County, Oregon non-district area (hereinafter referred to as Lake County) via a "Contracts Out-of-District" relationship (hereinafter referred to as a COD) for the next fiscal year, 2018-2019.

2. Statement of Work

Please see the Statement of Work shown as Exhibit A attached for general information and requirements about CODs as defined by the Oregon Revised Statutes (ORS) chapter 341, and Oregon Administrative Rule (OAR) 589-002-0600.

3. Fee Calculation and Payment terms

- a. The Oregon Department of Community Colleges and Workforce Development (CCWD) outlines in 2.1.1 and 2.1.2 of the Statement of Work, that an agreement between a community college district and a non-district area shall include an annual budget setting forth estimated revenue and expenditures. The non-district area must contribute a share of the budget.

This contribution by the non-district area shall be in cash, and shall be not less than twenty percent (20%) of the budgeted expenditures. It also outlines the budgeting requirements and proportional fees, as well as other formulas by which the state will figure the state's allocation for non-district areas. This is specifically figured on a student enrollment Full-Time Equivalency (FTE) basis.

- b. A copy of the Klamath Community College's - Lake County Budget for 2018-19 is attached as Exhibit B. The annual 20% cash match amount will range between \$22,000 and \$25,000. This match is calculated based on total, verifiable program expenditures – including the cost of instruction for credit courses – to Lake County students. KCC will invoice Lake County for the cash match on a quarterly basis, based on actual expenditures incurred the previous term.

The \$25,000 amount is intended to be a firm cap on Lake County's contribution for this upcoming year; however, both parties agree that if opportunities arise for new programs which may lead to increased enrollment and service to Lake County, both parties are prepared to consider amending this contract to allow for an increase up to \$28,000 in the

reimbursement cap of funds from Lake County to Klamath Community College. Any such amendment must be prior to the addition of new programs and would only be by written consent of both parties.

- c. In addition, there will be a 15% administrative fee due to KCC and paid by Lake County students as part of their tuition for credit based courses or workforce training. This fee will be incorporated in the tuition fee paid by the student for credit courses or workforce training.

General college student or class fees and/or late registration fees will be charged to the student during registration.

It is noted that no administrative fee will be collected from Lake County for non-credit personal enrichment Community Education courses offered within the county. Those funds/course fees will remain credited directly to the center to cover expenses of these courses.

- d. The State of Oregon, through the Community College and Workforce Development Department (CCWD), will figure the state's portion of FTE eligible reimbursement at the end of each year, which will be paid solely to Klamath Community College for services offered to Lake County residents.

The funding formula for reimbursement and disbursement is established each year by the Oregon legislature and will fluctuate.

#### 4. Service Agreement

In exchange for the Lake County cash contribution and tuition charges and fees to Lake County students, KCC will provide the following services to Lake County:

- a. Registration services - to include the processing of all student registrations and related materials such as schedule changes, additions or deletions. The Lake County site coordinator will ensure that all forms are completed prior to sending to KCC for processing.
- b. Business Office services - to include processing of all accounts payable, accounts receivable, and payroll. This includes receiving and allocating all state, tuition, Lake County funds, federal funds (if applicable), and other funds accrued by the program for students enrolled in the classes. It is the responsibility of the Lake County site coordinator to ensure that all forms are completed as required and received in a timely manner to meet payment due dates.
- c. Employment of instructors for the programs, and for their selection and approval based upon the standards established by the college; also payroll administration; personnel records; reimbursement at rates established by KCC; and appropriate insurance coverage.
- d. Student Financial Aid/Advising services - these services will be provided to Lake County students in the same manner that they are for main campus students, with the exception

that should assistance to the student require a face-to-face meeting, the student will be responsible for arranging direct contact or travel to the main campus. As the main Campus staff normally does not travel to the Lake County site as a regular part of this service, financial aid and advising services will be conducted via alternative means; phone, fax, modem, mail, interactive video conferencing, etc.

- e. General support - to include assistance provided by the Learning Services and Student Services departments at KCC and designated support and clerical staff. This assistance will be in the form of phone calls, faxes, e-mail correspondence, etc. to ensure excellent service to Lake County students and compliance with required policies and procedures. The Vice President of Student Services or other appropriate KCC administrators will also be available for consultation and assistance.
- f. Faculty support services - as needed, faculty from specific programs or departments may be called upon to provide advice or clarification on issues related to offerings provided to Lake County. As an example, approve the qualifications of an instructor proposed to serve Lake County students.
- g. On-Site visitations - to include two mandatory visits to Lake County by the Dean for Career and Technical Education and/or KCC Administrator responsible for Lake County. These visits will be scheduled on a mutually agreed upon basis with the Lake County site coordinator, and ideally should occur in the late Summer/early Fall and late Winter/early Spring of each academic year. The purpose of the visits will be to discuss operations or related issues with the Lake County program coordinator, local Lake County Advisory Board, and any other appropriate groups or business entities as needed. Examples of these groups may include; Lake County Court, Chamber of Commerce, Lakeview High School Administration, Education Service District personnel, community business leaders or employers, hospital or other Lake County consortium or partnership.

##### 5. Indemnification / Hold Harmless

To the extent permitted by Article XI, Section 7 of the Oregon Constitution, the Oregon Tort Claims Act, and other applicable law, Lake County and KCC shall each defend, hold harmless, and indemnify the other and their officers, agents and employees for liability for damage to or loss of life or property arising from the other's activity under this contract, provided that neither party shall be required to indemnify the other for any such liability arising out of the wrongful or negligent acts or omissions of the other's employees or agents.

##### 6. Terms

This agreement is effective on the first day of each new fiscal year or the date signed thereafter and will remain in effect for the duration of the academic year. This typically runs July 1 through June 30 of the following year. Renewal will be made on an annual basis provided that KCC continues to be the host institution for Lake County with continued funding provided by the State of Oregon.

The parties to this agreement may terminate the agreement by giving notice in writing, 30 days in advance of the time that such termination is to become effective or upon mutual agreement at any time.

**7. Non-Discrimination Statement**

It is the policy of Klamath Community College that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and non-discrimination should contact the Executive Director of Legal/Human Resources located at Klamath Community College by calling 541-880-3203.

**8. Funding Contingency**

It is understood by all parties that all services outlined within this agreement are dependent upon availability and continuation of COD funding to KCC from the State of Oregon for delivery of educational services to Lake County. If there are significant changes instituted by the legislature, this agreement may be re-negotiated at any time to meet any new requirements. A new agreement will then be generated to be agreed upon and signed by all parties.

**9. Dispute Resolution**

All parties agree that any dispute arising over performance of this agreement will be submitted to mediation before any further steps are taken.

**10. Waiver**

No waiver will be binding on a party unless it is in writing and signed by the party making the waiver. A party's waiver of a breach of provision of this agreement will not be waiver of any other provision or a waiver of a subsequent breach of the same provision.

**11. Severability**

If a provision of this agreement is determined to be unenforceable in any respect, the enforceability of the remaining provision of this agreement will not be impaired.

**12. No Third Party Beneficiaries**

The parties do not intend to confer any right or remedy on any third party.

**13. Survival**

All provisions of this agreement that would reasonably be expected to survive the termination of this agreement will do so.

**14. Remedies**

The parties will have all remedies available to them at law or in equity. All available remedies are cumulative and may be exercised singularly or concurrently.

**15. Governing Law**

This agreement is governed by the laws of the State of Oregon, without giving effect to any conflict of law principle of any jurisdiction.

**16. Attorney Fees**

If any suit or action shall be instituted to enforce or interpret this agreement, the prevailing party shall be entitled to recover from the losing party, in addition to the statutory costs, such sums as the court may adjudge as reasonable for the prevailing party's attorney fees in such suit, action or any appeal thereof.

**17. Venue**

Any action or proceeding seeking to enforce any provision of, or based on any right arising out of this agreement, will be brought against any of the parties in Klamath County Circuit Court of the State of Oregon, or subject to the applicable jurisdictional requirements, in the United States District Court for the District of Oregon and each of the parties consents to the jurisdiction of such courts (and the appropriate appellate courts) in any such action or proceeding and waives any objection to such venue.

**18. Assignment**

Except as otherwise provided herein, no rights or obligations under this agreement may be assigned without the prior written consent of the other party.

**19. Entire Agreement**

This agreement contains the entire understanding of the parties regarding the subject matter of this agreement and supersedes all prior and contemporaneous negotiations and agreements, whether written or oral, between the parties with respect to the subject matter of this agreement. The rule of construction that a written agreement is construed against the party preparing or drafting such agreement shall specifically not apply in the interpretation of this agreement or any document executed and delivered under this agreement.

**20. Amendment**

This agreement may only be modified or amended by a written agreement executed by an authorized representative of the parties to this agreement. Any other attempt at amendment shall be void.

**21. Savings Clause**

If during the term of this agreement, it is found that a specific clause of this agreement is illegal under federal or state law, the remainder of the agreement not affected by such ruling shall remain in force.

**22. Representatives**

Lake County designates the following individuals as representatives involved with this agreement:

Emma Cornell, KCC/Lake County Advisory Board Chair  
Bradley Winters, Chairman of the Board of Commissioners, Lake County

KCC designates the following individuals as representatives involved with this agreement:

Dr. Roberto Gutierrez, President  
Joanna Lyons-Antley, Interim CFO / Vice President for Administrative Services

**23. Notice**

Any notice required under this agreement shall be in writing and will be deemed to have been given if delivered personally, sent by facsimile (with confirmation), mailed by certified mail, or delivered by an overnight delivery service (with confirmation) to the parties at the following addresses or facsimile numbers (or at such other address or facsimile number as a party may designate by like notice to the other parties):

**KCC**

Klamath Community College  
7390 South Sixth Street  
Klamath Falls, Oregon 97603  
Attn: Vice President of Administrative Services  
Fax: (541) 885-7758

**Lake County**

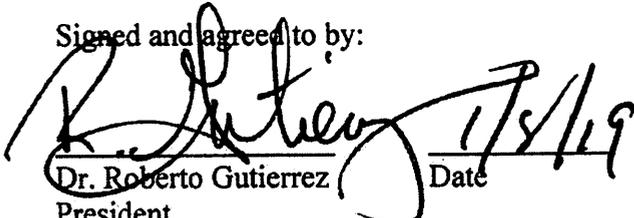
Lake County Commissioners  
513 Center Street  
Lakeview, Oregon 97603  
Attn: Lake County Commissioners  
Fax: (541) 947-5775

Any notice or other communication will be deemed given (a) on the date of personal delivery, (b) at the expiration of the second day after the date of deposit in the United States mail, or (c) on the date of confirmed delivery by facsimile or overnight delivery service.

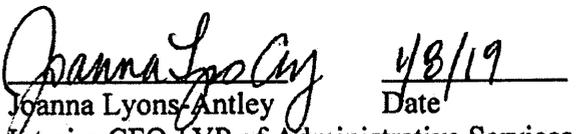
**24. Approval**

This agreement was approved by a majority of the members of the Board of Education of the Klamath Community College District at a meeting held \_\_\_\_\_, 2018, with a quorum present. This agreement was approved by a majority of the members of the Lake County Board of Commissioners of Lake County at a meeting held \_\_\_\_\_, 2018, with a quorum present.

Signed and agreed to by:

  
\_\_\_\_\_  
Dr. Roberto Gutierrez      Date  
President  
Klamath Community College

\_\_\_\_\_  
Bradley Winters      Date  
Chairman  
Board of Commissioners, Lake County

  
\_\_\_\_\_  
Joanna Lyons-Antley      Date  
Interim CFO / VP of Administrative Services  
Klamath Community College

\_\_\_\_\_  
Emma Cornell      Date  
Chair  
KCC/Lake County Advisory Board

**EXHIBIT A**  
**STATEMENT OF WORK**

**Part 1. General Information**

**1.1 Background - Oregon's community colleges provide community college services to areas in the state that are not part of a community college district via "contracts out-of-district" (COD's). The Oregon Legislature and the State Board of Education (SBE) have long held as a value that access to community college services should be available to all Oregonians, regardless of whether a person lives in an area inside or outside a district boundary.**

**In order to support a strong local community college system that meets local, regional, and state economic and workforce development needs, and in accordance with Oregon Revised Statutes (ORS) 341, Oregon Administrative Rule (OAR) 589-002, the Department of Community Colleges and Workforce Development will supply state "Community College Support Funds" (CCSF) to designated community colleges for the provision of contracted out-of-district (COD) services and programs to non-district areas.**

**Calculating the level of funding to support contracted COD programs shall be subtracted from the amount allocated to the Community College Support Fund. Each college having a COD contract shall receive a biennial appropriation equal to the same percentage share of funding it received in the preceding biennium, except as adjusted to reflect the same percentage increase or decrease realized by the overall Community College Support Fund appropriation.**

**The types of out-of-district services allowed under the Community College Support Fund are for professional technical, lower division collegiate, developmental education and other courses approved by the SBE.**

**1.2 Definitions Relating to COD**

**As used in this Agreement, the following words and terms have the following meanings:  
COD = "Contracts out-of-district" - Agreements providing access to community college services in areas outside the Contractor's defined district boundaries. COD's are between the Contractor and other non-district entities.**

**FTE = "Full-Time Equivalent Enrollment" is defined as meaning out-of-district student participation. Equaling 510 clock hours for all coursework and for all terms including a fall 12-week term. For an 11 week fall term, the following calculation will be used;  $11/12$  of 510 hours or 467.5 hours.**

**"Total Weighted Reimbursable FTE" is defined as the sum of 40% of first year prior to current FTE, 30% of second year prior to current FTE, and 30% of third year prior to current FTE.**

**1.3 COD: Program Funding; Agreement Amount Calculation Basis**

1.3.1 Under this Agreement, Agency shall provide funding in support of Contractor's performance of activities necessary to provide community college programs and services to non-district areas of the state, as defined in Contractor's COD agreements.

1.3.2 Payments made by Agency to Contractor under this Agreement are for the period covering Contractor's academic calendar year, ending June 30.

1.3.3 Under this Agreement, Agency's payment to Contractor will be made on a reimbursement basis. The amount Contractor is reimbursed by Agency for providing out-of-district services is based on the following calculation.

Funds to support contracted out-of-district (COD) programs shall be subtracted from the amount allocated to the Community College Support Fund before the formula is calculated. The amount available for COD's shall be equal to the number of reimbursable COD FTE from the prior year multiplied by the statewide average amount of Non-Base Community College Support Funds per weighted FTE for the prior year. Community colleges providing contracted out-of-district services will receive an allocation equal to the college's number of reimbursable COD FTE from the prior year multiplied by the statewide average amount of on-Base Community College Support Funds per weighted FTE for the prior year.

## Part 2. Work Activities and Deliverables

Upon execution of this Agreement, Contractor shall perform the following work activities and deliverables for a period ending June 30.

### 2.1 General Requirements for Contracts Out-of-District (CODs)

2.1.1 Contractor shall prepare and execute one or more written COD agreement(s) for services to be provided to non-district areas. Contractor's COD contracts with contracted non-district entities shall be in accordance with ORS 341 and OAR 589-002-0600.

2.1.2 COD agreements between the Contractor and the local non-district contracting entity shall include an annual budget, which sets forth both revenue and expenditures for the services provided to the non-district area. The COD agreement budget shall be based upon the following conditions:

- The entire COD agreement budget shall be funded only through the following sources:
  - Community College Support Funds;
  - Non-district student tuition;
  - Local non-district partner resources, which must consist of cash only.
- A share of the budget shall be provided by those individuals receiving community college services, in the form of non-district student tuition.
- While the budget may contain some in-kind contribution from the non-district area, Contractor's COD agreement must include matching cash contribution by the local non-district partner equaling 20% of the total budgeted expenditures, or other such contribution amount as the non-district area may qualify under OAR 589-002-0600 (13)(d)(B).

2.1.3 COD agreements developed by Contractor under this Agreement shall be wholly supported by Community College Support Fund reimbursement, non-district student tuition and non-district resources, and be in accordance with Part 2.1.2 above.

2.1.4 COD agreements are subject to the review and approval of the Department. The Contractor shall provide Agency with definitions of the elements of its proposed contract including orientation, in-service, materials, recommended tuition and fees, registration and reporting procedures, transcription, advising, timelines, supervision, and budget.

2.1.5 Contractor shall act as the fiscal agent for the COD agreements, including establishing tuition and fees for services offered under terms of such agreements.

2.1.6 Contractor and non-district area partners shall ensure that the cost of education (tuition and fees) to residents of the non-district shall be sufficiently low to enable students of low and middle income to attend.

2.1.7 COD agreements may be for one or two years and are renewable. Two-year contracts are subject to Contractor's required annual budget review and possible adjustment. The Agency can choose to entertain bids from other potential contractors in the course of this review.

2.1.8 Contractor's COD agreements will be submitted to the Agency by July 1 of the contract year.

2.2 Maximum reimbursable enrollments in non-district areas.

The annual state reimbursable enrollments under a COD agreement with a non-district area shall not exceed 300 full-time equivalent students.

2.3 Agency Responsibilities

2.3.1 The Agency will determine that the non-district area contracting entity to the Contractor's COD agreement has met the cash requirement, that state-approved courses are offered, and that the district providing services provides adequate supervision of the contract.

2.3.2 The Agency will evaluate contracted out-of-district services biennially and submit a report to the State Board by May of even-numbered years. The evaluation will include number of individuals served, types of instructional services offered, extent to which the interest and needs of each area have been met, financial effort of each area, and projected service in the next biennium.

*-End-*

**EXHIBIT B**

**KLAMATH COMMUNITY COLLEGE'S - LAKE COUNTY BUDGET FOR 2018-19**