



OREGON
DEPARTMENT OF
EDUCATION



College Credit in High School Commitment to a State Vision

Expanding Opportunities for Oregon's High School Students

Eric Juenemann & Erin Weeks-Earp, HECC; Kristidel McGregor, ODE

Oregon's Vision for College Credit in High School



In support of the state's education and workforce goals, every student in Oregon will have access to college credit in high school.

In these courses, students will build skills, gain confidence, and get a head start on their path after high school.

Through intentional partnerships, high schools, colleges, and universities will create purposeful career and college experiences that reduce the cost of college and encourage students to imagine and plan for their future.

Strategies to achieve vision



Oregon will achieve this vision by focusing on:

- affordability,
- sustainable funding,
- credits with a purpose, and
- shared responsibility between K12 and higher education.

The vision seeks to prioritize equitable access to college credit opportunities for all Oregon students.



College Credit in High School Policy Development



Increase opportunities for students, especially students in **rural** communities and **multilingual** students.

Oregon was chosen as one of 7 states to participate in the multi-state cohort working to advance state-level college credit in high school policy. [College in High School Alliance](#)

- Set a state vision
- Design an advising toolkit
- Propose policy changes to the Oregon Legislature

Why have a state vision?



Align **expectations** across the state about who should take college credit in high school.

Create a **common language** about college credit in high school.

Ensure all the partners that work on college credit in high school have a **shared idea** of the answer to common questions such as

- Who should take these classes? How many?
- What subjects are best to take?
- Who should pay for these opportunities?

2025 Statewide Survey

The survey was open from October 7 to 20 and received about 600 responses.

Region	N
Metro Region	195
Central Oregon	83
Valley North Coast	145
Southern Oregon	122
Eastern Oregon	32

Type	N
City: Large	37
City: Midsize	27
City: Small	22
Rural: Distant	201
Rural: Fringe	214
Rural: Remote	26
Suburban: Large	45
Suburban: Midsize	5



The banner features a teal background with large white 'O' and 'C' shapes. At the top, it says 'Help Shape Oregon's Vision for College Credit in High School'. Below that is a photo of students on steps, the HEDC logo, and a QR code. The text 'Take the short online survey by October 20, 2025' is in the center. On the right, it says 'Oregon achieves... together!' and has the ODE logo. The bottom section is in Spanish, with the same text and logos.

Help Shape Oregon's Vision for College Credit in High School

Take the short online survey by October 20, 2025



 HEDC

 ODE

Oregon achieves... together!

Ayude a dar forma a la visión de Oregon para los créditos universitarios en la escuela secundaria

Complete la breve encuesta antes del 20 de octubre de 2025



 HEDC

 ODE

Oregon achieves... together!

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Community sector	17
Community college	107
Education Service District	21
High school	306
K-12 private school	6
K-8 school	20
Private higher education	14
Public university	26
Workforce	12



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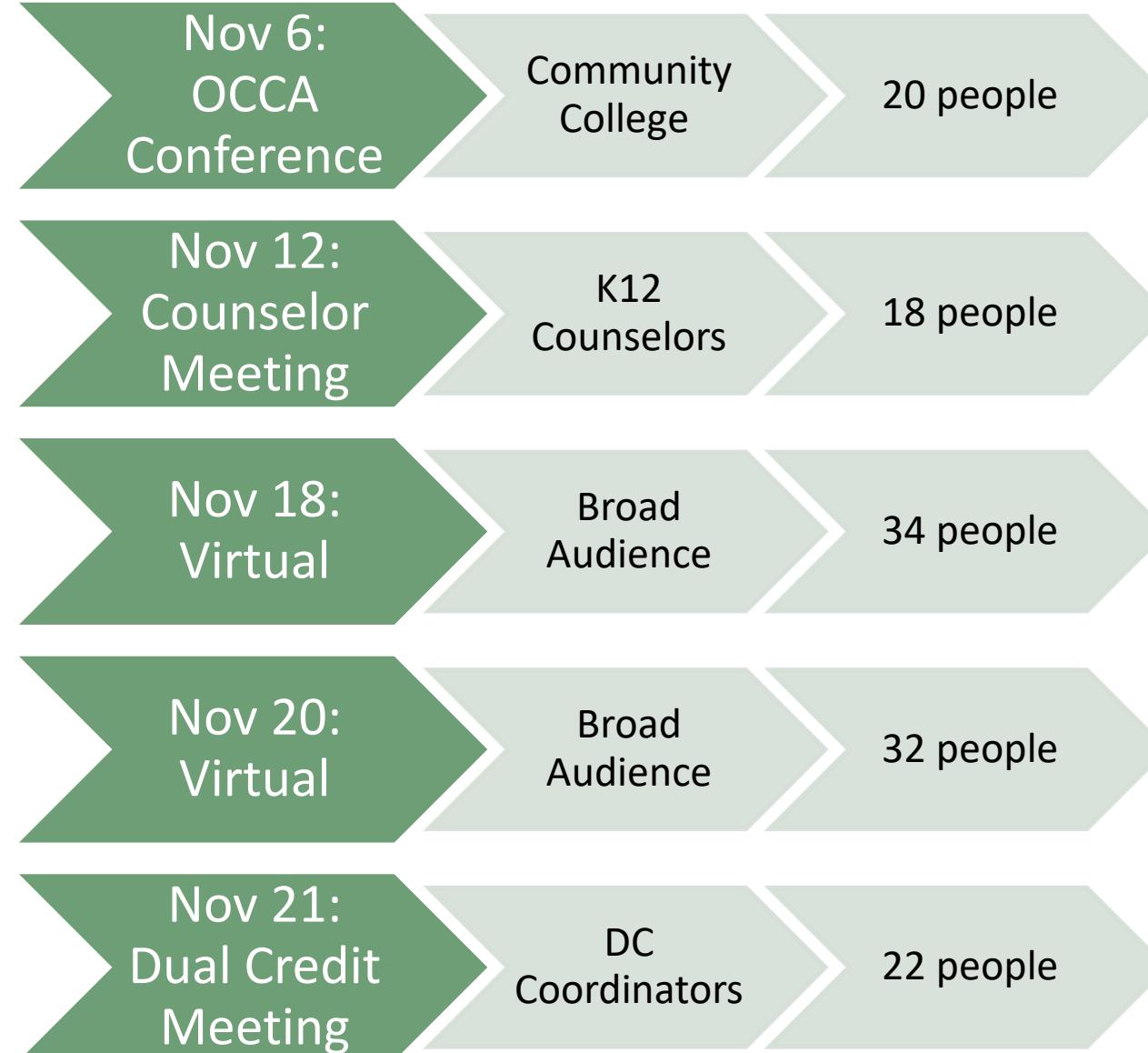
2025 Statewide Survey

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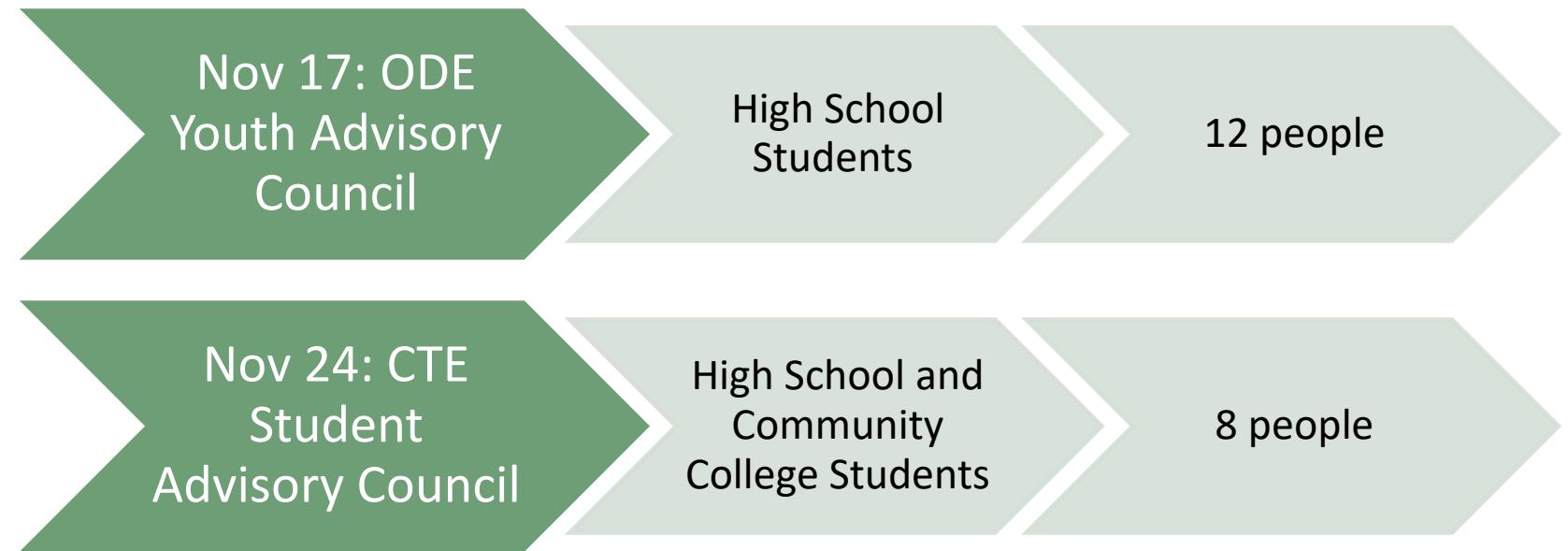
Community member	15
Counselor/advisor	65
Dual credit coordinator	39
Other administrator	130
Other role/staff	36
Parent or guardian	56
Student	6
Teacher/instructor/faculty	175
Workforce partner	12



State vision listening sessions



State vision listening sessions with students



Oregon's vision for college credit in high school



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How many students?

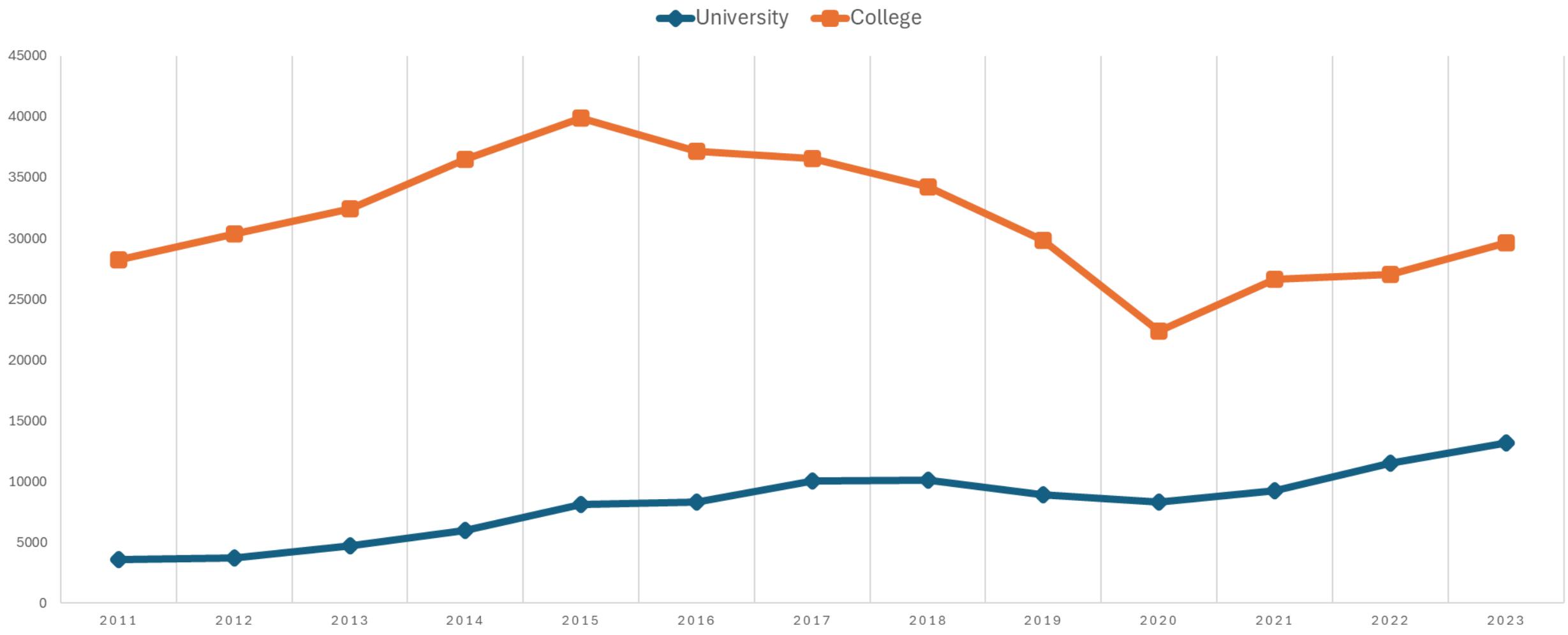
In 2023-24:

- More than 27,000 high school students took a course at a community college
- More than 13,000 high school students took a course at an Oregon public 4-year college or university.

- Each high school grade had about 45,000 students, total in grades 9 to 12 of **180,000 students in high school in a given year.**
- About 29%, or 1/3 of high school students earn college credit in high school (2021).

Source: [Oregon Accelerated Learning Dashboard](#)

NUMBER OF HIGH SCHOOL STUDENTS TAKING COLLEGE CREDITS THROUGH PARTNERSHIPS



Source: Higher Education Coordinating Commission
[Community College Data Dashboard](#) and [Public University Data Dashboard](#)

Why college credit opportunities for all Oregon students?

Oregon students who participate in college credit during high school are 30% more likely to graduate from high school, **25% more likely to enroll in college** and 22% more likely to persist in college than those who do not.

This is consistent across demographic groups.

Source: [Accelerated Learning Access, Outcome, and Credit Transfer in Oregon](#)

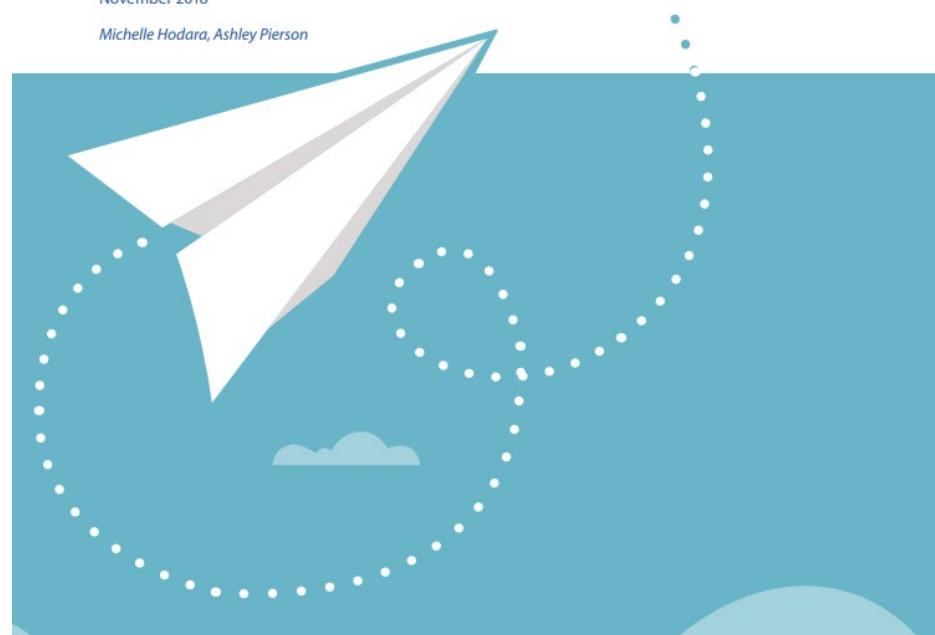
Oregon Department of Education &
Higher Education Coordinating Commission



SUPPORTING THE TRANSITION TO COLLEGE: Accelerated learning access, outcomes, and credit transfer in Oregon

November 2018

Michelle Hodara, Ashley Pierson



Major barriers to participation

- 1. Policies:** Lack of funding, instructor qualifications, student eligibility
- 2. Practices:** Lack of outreach, advising, supports
- 3. Mindsets:** Beliefs that dual enrollment is only for “advanced” students

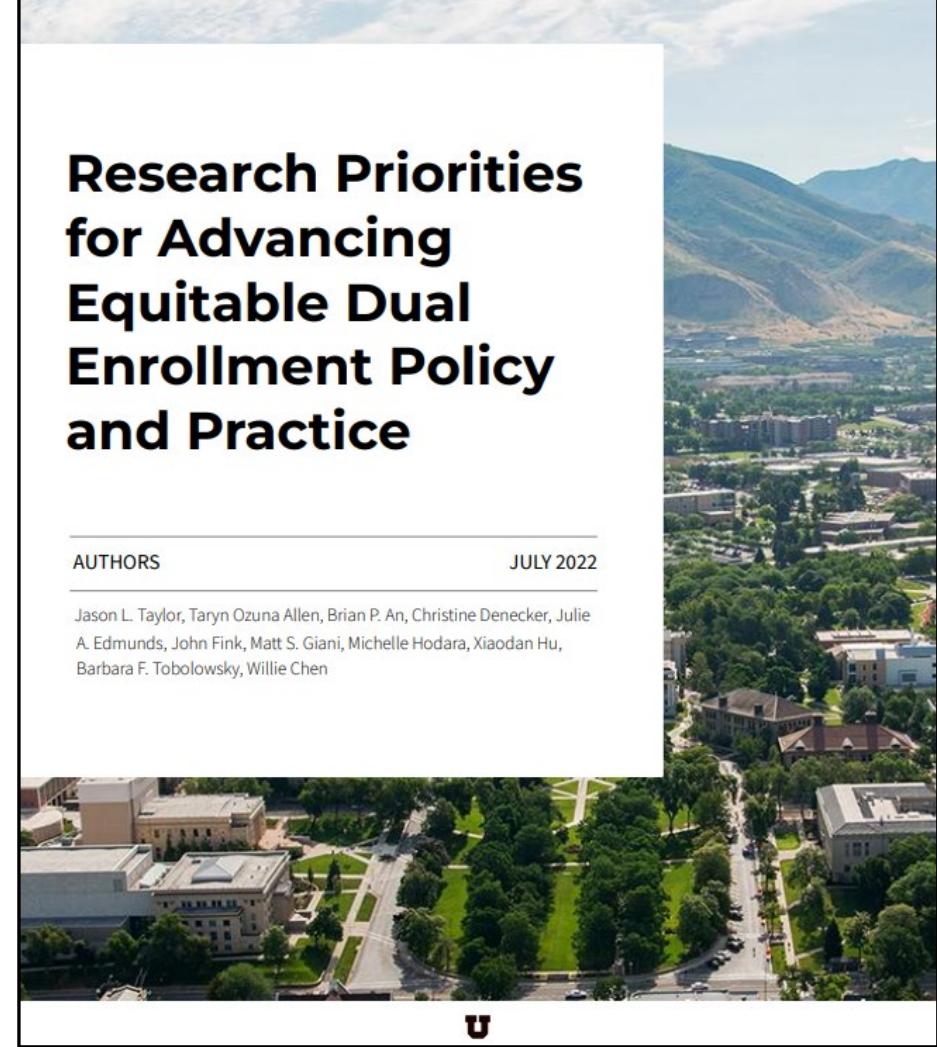
Source: Taylor, J. et al. University of Utah, Collaborative for Higher Education Research and Policy, [Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice \(2022\)](#)

Research Priorities for Advancing Equitable Dual Enrollment Policy and Practice

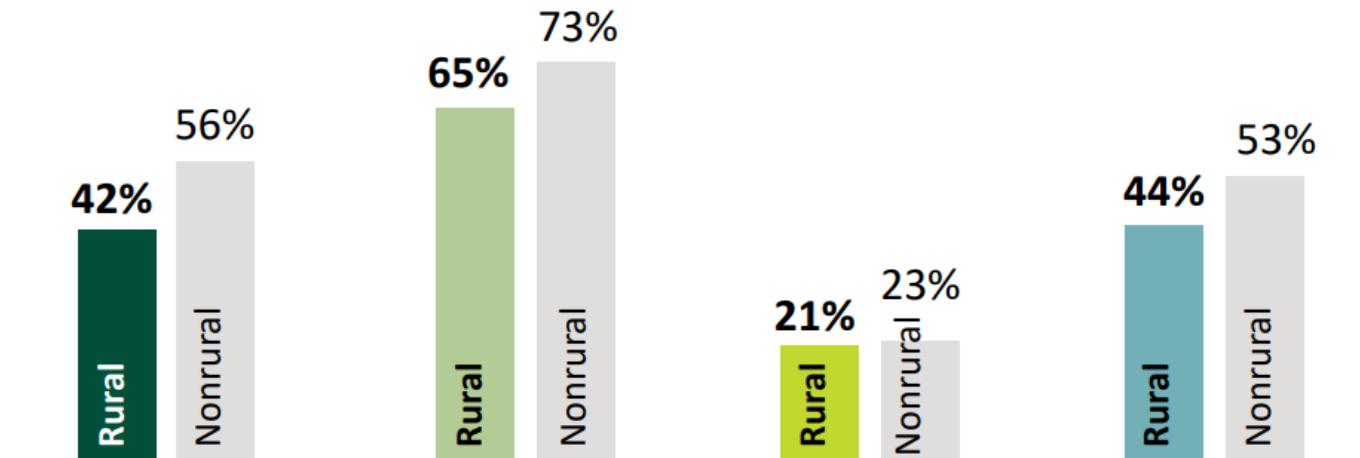
AUTHORS

JULY 2022

Jason L. Taylor, Taryn Ozuna Allen, Brian P. An, Christine Denecker, Julie A. Edmunds, John Fink, Matt S. Giani, Michelle Hodara, Xiaodan Hu, Barbara F. Tobolowsky, Willie Chen



College enrollment, persistence, transfer, and completion rates for Oregon's rural and nonrural public high school graduates



Fall enrollment
(high school graduation
= 2018/19)

Persistence
(college entry year
= 2018/19)

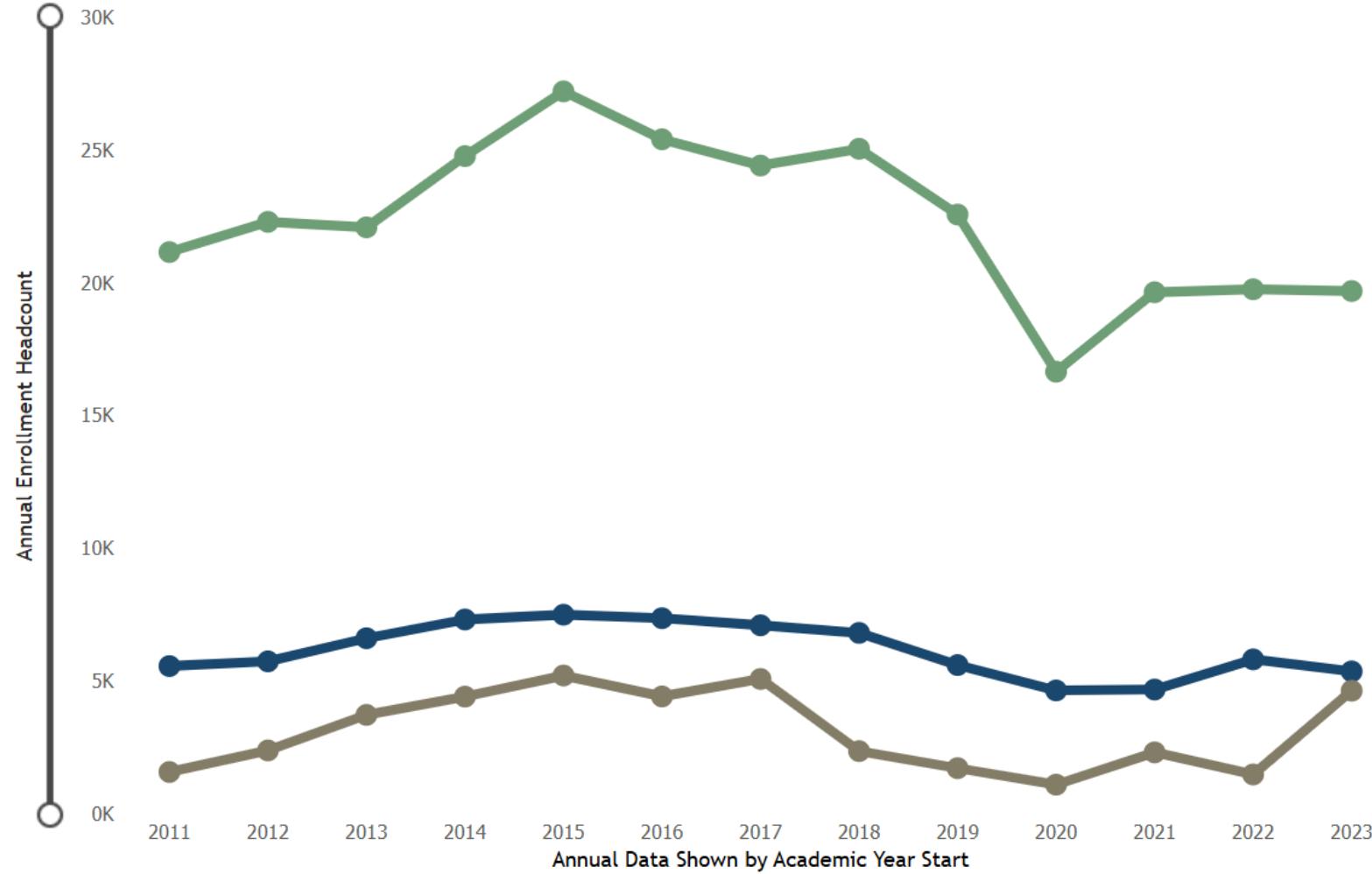
Transfer
(college entry year
= 2015/16)

Completion
(college entry year
= 2013/14)

Mathematical models suggest that gaps between rural and nonrural would shrink significantly if rural students could access equal opportunities.

Understanding Rural Students

Annual Enrollment by Geographic Origin

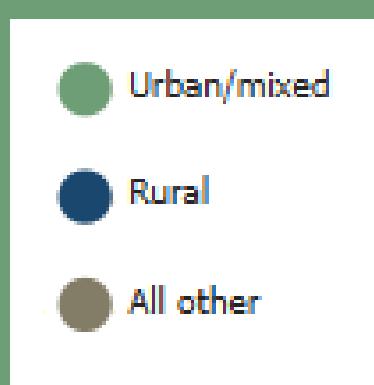


Source: Higher Education Coordinating Commission
[Community College Data Dashboard](#)

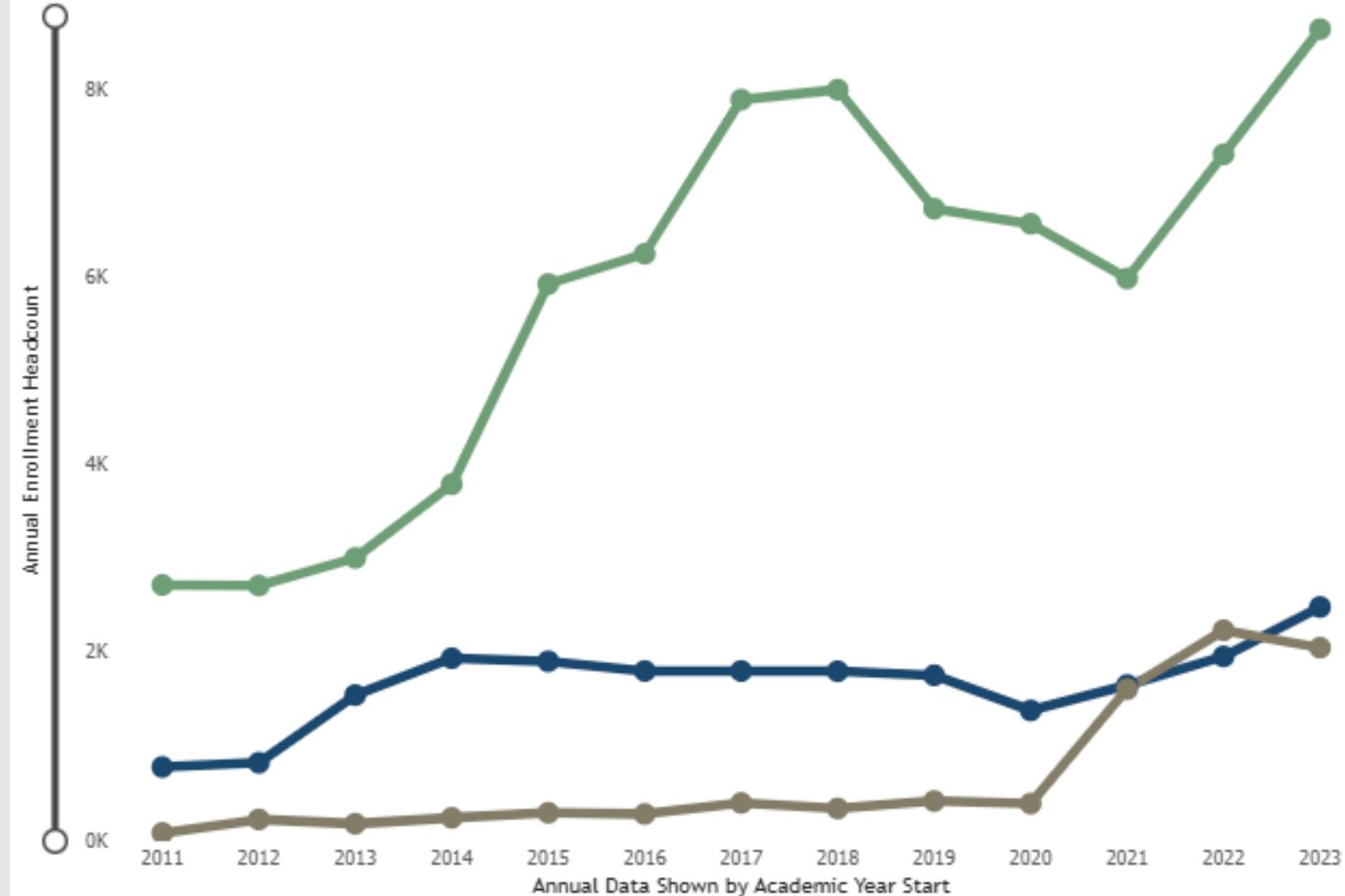
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Oregon Community
College Trends:
Rural High School
Student Participation in
Dual Credit



Annual Enrollment by Geographic Origin

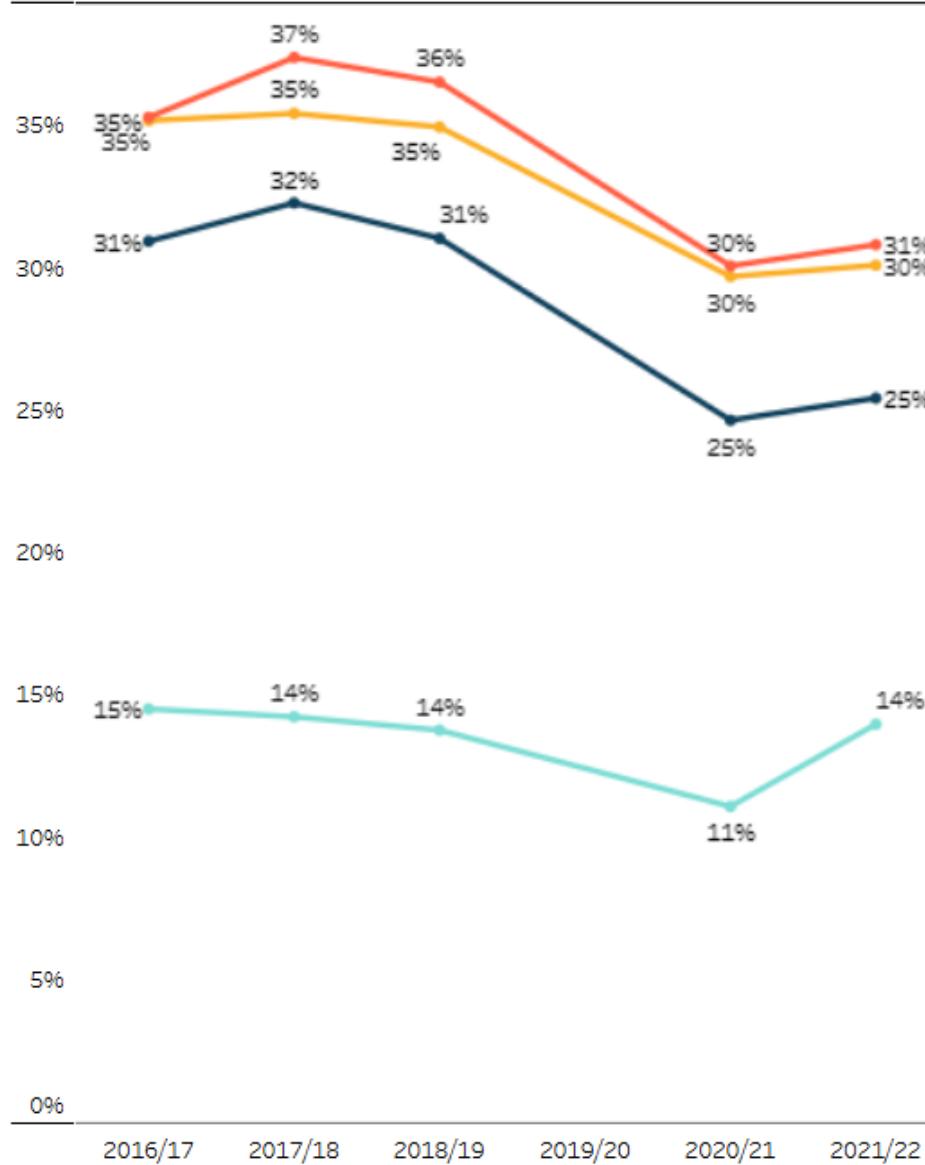


Oregon Public
University Trends:
Rural High School
Student Participation in
Dual Credit

- Urban/mixed
- Rural
- All other

Source: Higher Education Coordinating Commission
[Public University Data Dashboard](#)

Participation Rate

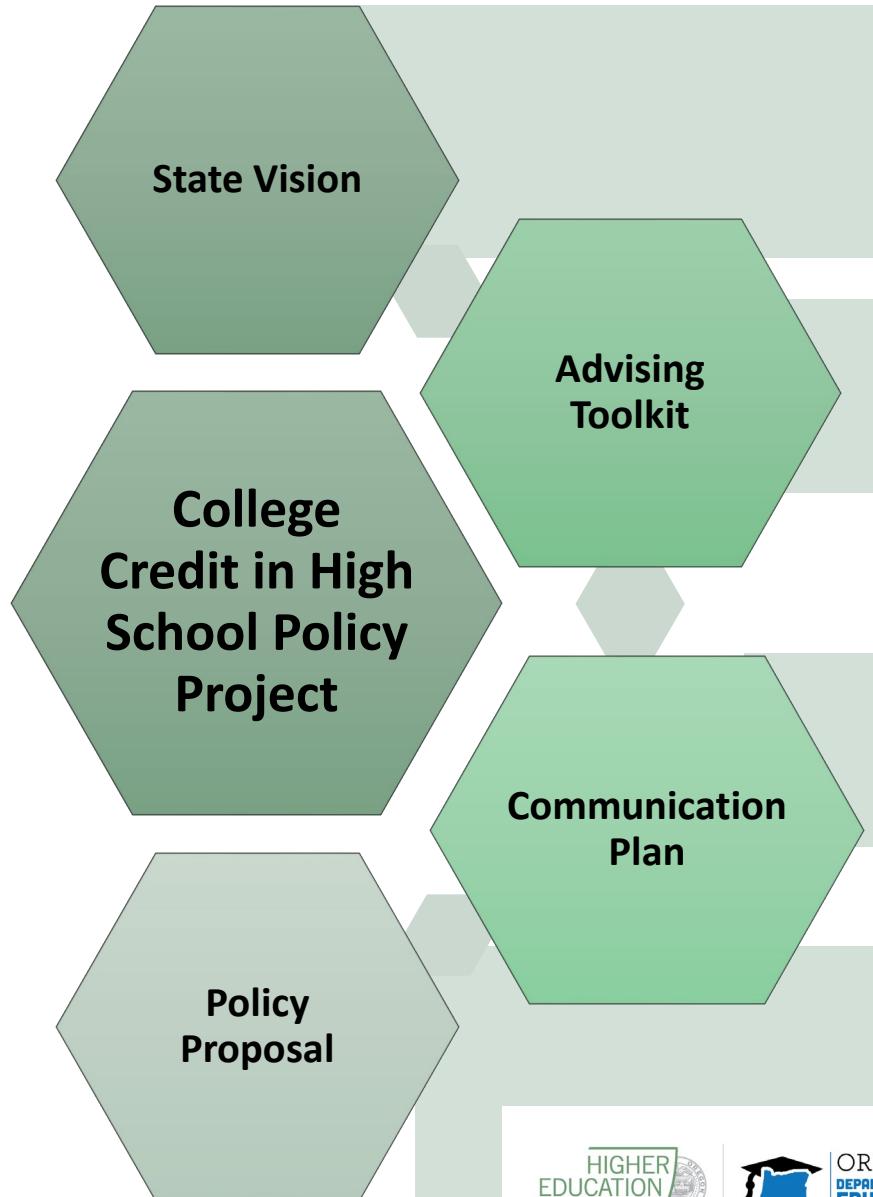


Caption: Line graph displays changes in the percentage of Oregon students in grades 9-12 who participated in any accelerated learning (excluding Regional Promise) since 2016/17.

Understanding Multilingual Students

English Language Learners' Participation in college credit in high school over time

- Student classified as an English learner in 9-12
- Student classified as an English learner in K-8 (not 9-12)
- Student ever classified as an English learner
- Student never classified as an English learner



Commit to a State Vision for College Credit in High School

- Developed with input from practitioners and communities
- Adopted by HECC and SBE

Create an Advising Toolkit to support partnerships

- Three tiers of supports focusing on Access, Career and College Exploration, and Pathway Planning

Prioritize clear communication to develop shared understanding

- High schools, Colleges, and Universities
- Students, Families and Community Organizations

Propose a Policy Update during the 2027 Legislative Session

- Prioritize use of funding for certain courses such as common course numbered courses, Tribal Languages, College Success, and Career Technical Education
- Encourage high impact partnership practices that lead to strong access outcomes

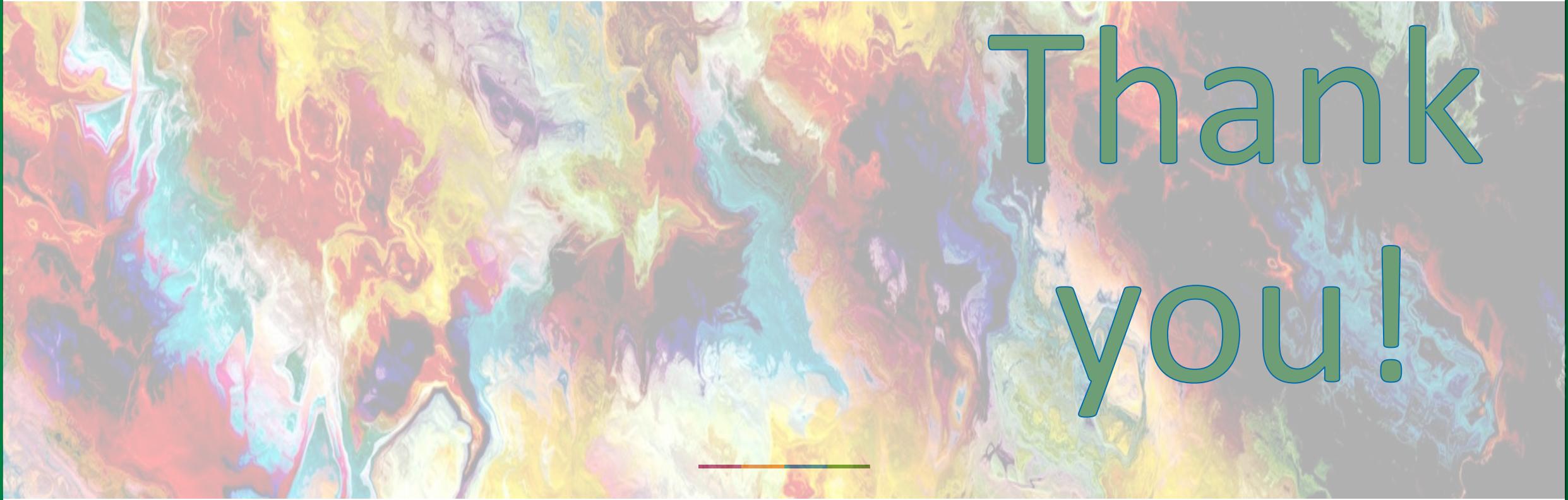
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Thank you!

Erin Weeks-Earp erin.weeks-earp@hecc.oregon.gov

Eric Juenemann eric.juenemann@hecc.oregon.gov

Kristidel McGregor kristidel.mcgregor@ode.oregon.gov

Oregon Department of Education &
Higher Education Coordinating Commission



Additional Resources

From practitioners



“Standardize Instructor Qualifications and Course Offerings: The availability and quality of dual-credit courses depend heavily on high school capacity and college partnerships, leading to significant regional and demographic disparities.

Oregon should clarify and ensure consistency in instructor qualifications statewide and provide additional funding or support to schools (particularly those in rural or under-resourced areas) to increase the range of college-level courses available to all students”.

-October 2025 Survey Respondent, Community College Admin

From practitioners



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"Teacher credentialing changes in Oregon have made it harder to get teachers with allowance for dual credit teaching.

Teachers more often have MAT and there are fewer with a MS in their content area. Either ensuring that Colleges and Universities partner, sponsor dual credit or become more accommodating for teachers with high success rates but with a mismatching credentials that limit their ability to offer dual credit classes."

-October 2025 Survey Respondent, Public University Admin

From practitioners

“I think that HECC/Oregon DOE should come up with a uniform presentation for college credit in high school for teachers that can be shown to students at the beginning of their classes to ensure that students know how the model works, how to apply for their credits, and where to find credit & fee information.”

-October 2025 Survey Respondent, HS Teacher



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Planning for the Future of College in High School



Projects for continuous improvement of state policy

- Sponsored Dual Credit Research
- College Credit in High School Policy Development

Goals/Deliverables

- Statewide Vision for college credit in high school
- Advising Toolkit with differentiated supports for districts and students
- Communications plan to ensure access and alignment across the state
- Evidence-based funding and policy proposal to the Oregon Legislature in 2027



Designing Dual Enrollment to Reach English Learners:

Boosting College Success for California Students

At a Glance

English learners have tremendous potential but too often are held back from participating in the courses that lead to postsecondary degree completion and career success. Dual enrollment can be a powerful tool to increase college enrollment and success rates, especially if implemented with attention to English learners' unique assets and needs. This brief explores the current state of dual enrollment participation for English learners, highlights promising practices, and provides recommendations for creating a more seamless transition between high school and college for this group.

Authors

Sarah Hooker, Associate Director, JFF

Sam Finn, Senior Program Manager, JFF

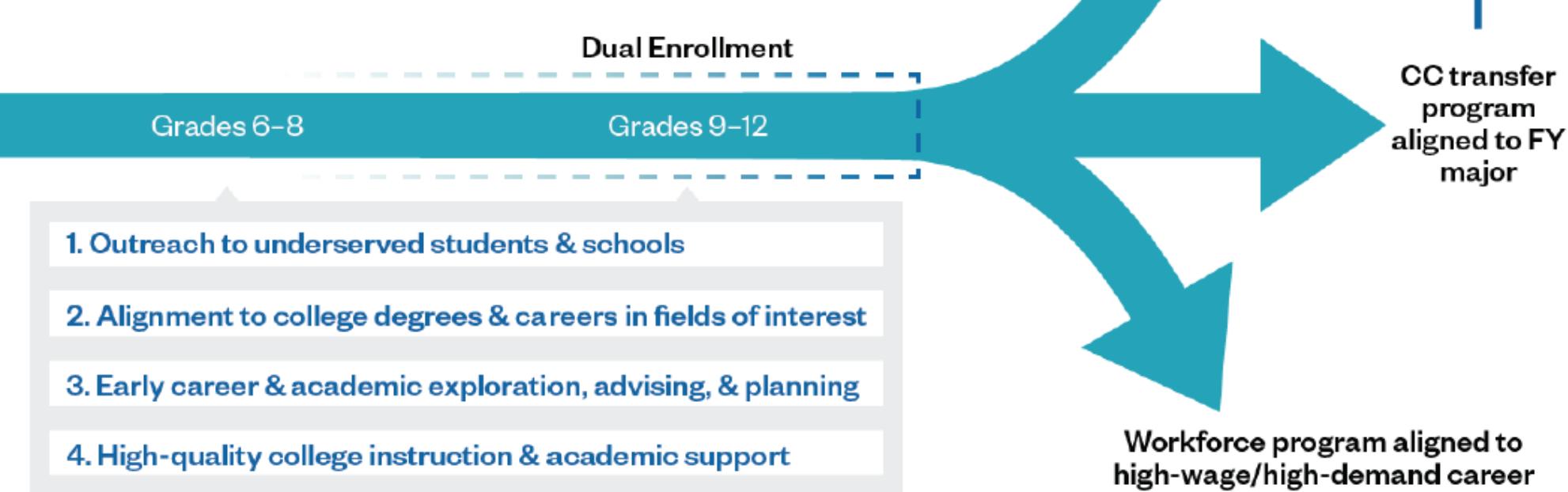
Derek Niño, Associate Director, JFF

Promising practices for promoting success for English learners

- Promoting career and technical education for English learners through pathways-based courses.
- Providing opportunities for English learners to earn college credit in advanced college language courses in their primary languages.
- Bringing college ESL courses into high schools—and making these courses count for both high school and college credit.

Source: JFF, 2020 [Designing Dual Enrollment to Reach English Learners](#)

Dual Enrollment Equity Pathways (DEEP) Framework



CCRC

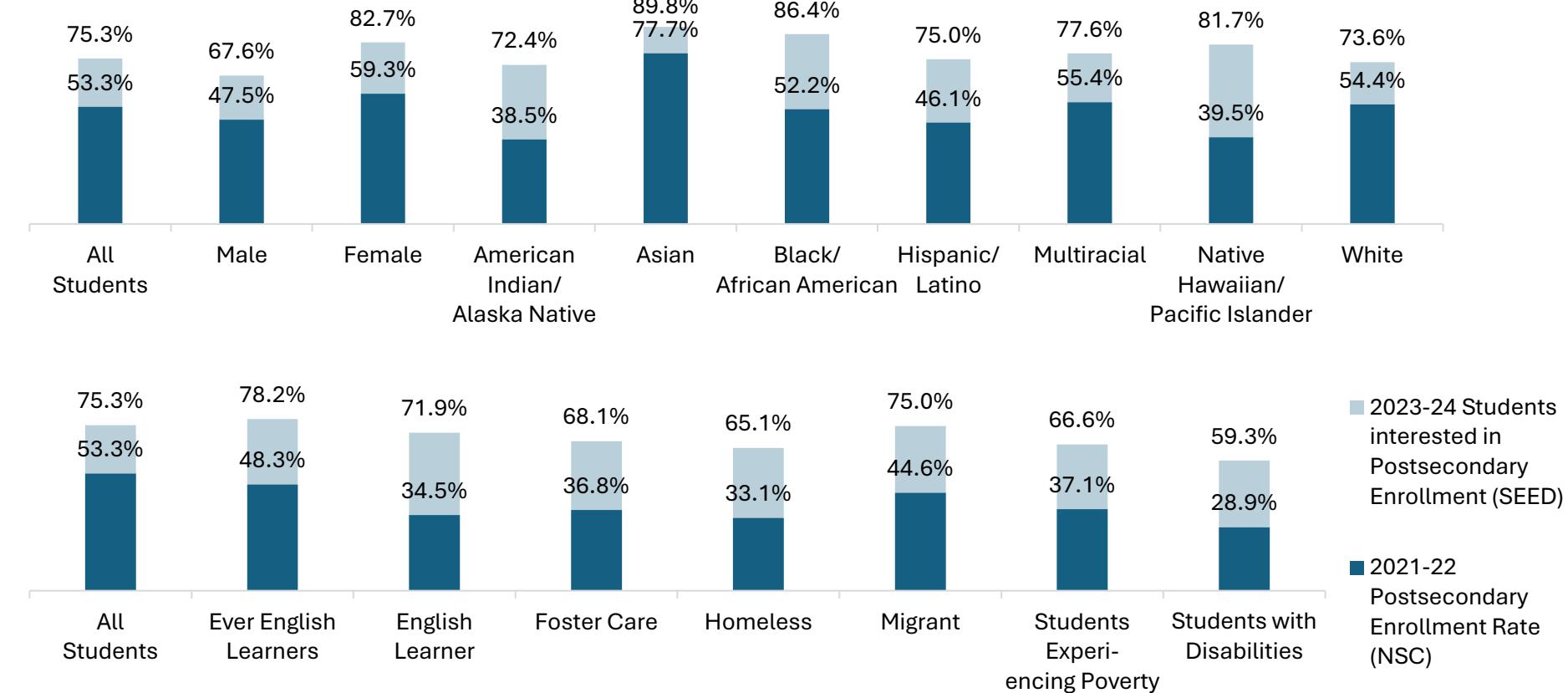
More Students are Interested in Enrolling in Postsecondary Education

There are large gaps between the proportion of students who are interested in postsecondary enrollment and the proportion of students who enroll, and those gaps vary substantially by student group.

Interest in Postsecondary Enrollment vs. Postsecondary Enrollment Rates

Percentage of students who answered “probably or definitely” to either two-year or four-year college, by student group, grades 9-11.

Compared to the most recent postsecondary enrollment rates (percent of graduates who actually enrolled in a two-year or four-year college within a year of graduation) for high school graduates in 2021-22.



Source: Jacoby, I. & Foster-Lawson, A. (2025). *Post-Graduation Planning Research Brief*, Oregon Department of Education. <https://www.oregon.gov/ode/reports-and-data/Pages/ODE-Research-and-Data-Briefs.aspx>