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College Credit While in High School

*Technical Assistance –
High School Graduation and
College and Career Readiness Act of 2016*

May 16, 2017

APPLYING THE EQUITY LENS

- The Equity Lens is established to clearly articulate the shared goals we have for our state.
- Creating a culture of equity requires:
 - focused attention, encouragement, resources, data, and opportunity.
 - an understanding of historical contexts and the active investment in changing social structures and practice over time to ensure that students from all communities have the opportunities and support to realize their full potential.



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A COHESIVE MODEL OF IMPLEMENTATION

- The intent of the Act is to create a systemic model for improvement of graduation rates statewide.
- The Act calls for:
 - Dropout prevention
 - Career Technical Education
 - College Credit Opportunities
- Focus on the students' Education Plan and Profile

WHY OFFER COLLEGE LEVEL LEARNING IN HIGH SCHOOL?



First Step: Evaluate What You Have

- What College level courses do you have?
- Who is participating, break down by student groups?
- Who is earning college credit, break down by student groups?
- How do students get advised into the course?
- How are students being prepared to participate in the courses?
- How are families, students, and staff learning about college level opportunities?



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**College level learning experiences
need to be about more than just a
course.**



Types of College Level Learning Opportunities

- Advanced Placement and International Baccalaureate
- Dual Credit
- Sponsored Dual Credit
- Assessment Based Learning Credit
- Expanded Options

<https://www.oregon.gov/highered/policy-collaboration/Pages/college-credit-high-school.aspx>

Support for Educators

- Professional Training
 - AP Institutes
 - IB training
 - Graduate Courses
 - Equity/ Culturally Responsive Pedagogy
- Professional Learning Communities
 - Regional Opportunities (Partner with Higher Ed)
 - Within district vertical alignment
- Counselor/Advisor training

Collaboration is Key



Student Supports

- College Level boot camps
- Extra Academic and Social Supports
- Advising and support of education plan and profile
- Welcoming Courses
- Listen to student feedback

Family & Community Engagement

- Involve Families and start early
- Build support through community partners
- Create a inclusive environment that sets high expectations

Data for Planning and Improvement

- PSAT/NMSQT data can be use to identify students who potentially could do well in college level courses through AP Potential
 - Using AP Potential from the PSAT to expand college credit in high school:
 - <https://secure-media.collegeboard.org/digitalServices/pdf/ap/ap-potential-brochure-for-schools-and-districts.pdf>
 - <http://www.iag-online.org/resources/Advanced-Placement/AdvancedPlacement.pdf>
 - <https://www.youtube.com/watch?v=BrfZKuWkWOA&feature=youtu.be>
- Dual Credit through Community College Report by School District: <http://bit.ly/orccr-reports>



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Measure 98—College-level Educational Opportunities

All Student Supports	Accelerated College Credit (ACC) Program	Comprehensive (ACC) Program
<p style="text-align: center;">Core Program</p>	<p style="text-align: center;">Focused Support</p>	<p style="text-align: center;">Comprehensive System</p>
<ul style="list-style-type: none"> • Course content and skill development vertically aligned to career and college level expectations starting in middle school • Build awareness of the variety of careers available and the role of post-secondary education; broaden student options. • Explore career options and postsecondary for the purpose of motivating students and to inform their decision making in high school and postsecondary education • Students develop their personal education plan, including college and postsecondary training aligned to their strengths and interests • Social emotional and study skills development • Communication with all stakeholders about college level educational opportunities 	<ul style="list-style-type: none"> • Inventory of current course offerings and participation and success rates of different student groups with the purpose of recruitment of historically underrepresented students • Examination of 8th grade and PSAT data and student interest surveys to determine potential college level course enrollment and courses • Use of student data to plan courses • Summer or weekend boot camps to strengthen student study skills, agency, and comfort with college level courses • Training of new ACC teachers and alignment with college courses and pathways • Provides supports for student success • Integrated Career and College Advising 	<ul style="list-style-type: none"> • College course options developed so that all students participate in college level educational opportunities • Integrated supports for student success are in place • All courses are aligned to education pathways with clear advising • Ongoing vertical alignment to ensure all students are ready for careers and college • Ongoing alignment of courses, content, and expectations to colleges • Use of student data and regional needs to plan courses and improve instruction • Historically underrepresented student populations are participating and succeeding in college level educational opportunities in numbers equal to or larger than their representation in the school.
<p style="text-align: center;">Funding Available</p>	<p style="text-align: center;">Funding Available</p>	<p style="text-align: center;">Funding Available</p>
<ul style="list-style-type: none"> • Local source • Measure 98 funds 	<ul style="list-style-type: none"> • Local source • Measure 98 funds • Test Fee • Federal Funds • State Funds 	<ul style="list-style-type: none"> • Local source • Measure 98 funds • Test Fee • Federal Funds • State Funds

Resources

- **List of Dual Credit Coordinators:** http://www.oregon.gov/ode/learning-options/CTE/resources/Documents/oregon-dual-credit-coordinators_8-2016.pdf
- **List of Regional Promise Managers:** *coming soon*
- **College Board Contact:** Karly Nelson-Aparicio *Director, Oregon K-12 State & District Partnerships* knelson-aporicio@collegeboard.org T 541.705.5122
- **IB Contact:** Bob Poole, Regional Development Specialist
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- **HECC high school based partnership program contacts:** Erin Weeks-Earp , erin.weeks-earp@state.or.us ; Evelyn Roth Evelyn.M.Roth@state.or.us
- **ODE Expanded Options Contact:** Reynold Gardner reynold.gardner@ode.state.or.us
- **ODE Accelerated Learning Specialist:** Jennell Ives jennell.ives@state.or.us

Thank you!

