

Oregon Regional Promise Programs
Eastern Promise Willamette Promise Northwest Promise Cascades Commitment

March 14, 2017

Education Committee
Oregon House of Representatives
900 Court Street NE
Salem, OR 97301

Dear Chair Doherty and Committee Members:

We write on behalf of the Regional Promise programs across the state of Oregon serving thousands of high school students-in opposition to HB 2867, which would require 27 credit hours in the subject area for certification of dual credit teachers.

As you know, the state has provided millions of dollars to support the development and replication of Promise programs in order to meet our state's "40-40-20" goals. These programs have created accelerated credit opportunities for underrepresented and underserved students in both urban and rural areas across Oregon. The Promise replication programs have engaged more students in accelerated credit. In part, the success of Promise programs is the result of alternative methods used to approve teachers to offer accelerated credit. Teachers who are approved using these alternative methods have close oversight by the sponsoring college or university.

The most significant components of Promise programs are alternative methods to approve teachers to offer accelerated credit. Programs have set a high standard for teachers by requiring professional development, frequent interaction with professors, common assessments and outcomes, and specific professional development related to advising students in the classroom. This continuous work and close oversight by sponsoring colleges and universities, helps to sustain rigorous and meaningful courses for students that support their career and college goals.

Through Promise programs and traditional dual credit, there is opportunity for students to plan and prepare for their future in ways that were simply not available in an equitable manner 10 years ago. The future also looks bright considering the creation of new accelerated credit standards by the Higher Education Coordinating Commission. The standards are inclusive of three models, and we believe the standards provide the guidance and uniformity that ensure that teachers and administrators will continue to improve the culture in our schools.

Students who participated in Promise programs are graduating, matriculating to college and successfully persisting at a higher rate than students who had not taken an accelerated course in high school. Our culture is shifting! Unfortunately, and likely unintentionally, HB 2867 would roll back years of work, research, and positive outcomes, and could compromise our ability to provide accelerated programs equitably. New data available from the Northwest Regional Educational Laboratory is clear: increasing access to various models of accelerated credit encourages more students to try college courses while still in high school, and overall student participation has increased. Research also shows that "teacher education" has far less impact on student outcomes than most people assume.

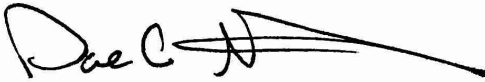
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Please consider the potentially harmful impacts that HB 2867 would have on Oregon students as the Committee weighs its next steps. Underserved populations, low income and rural schools would be disproportionately impacted and widen the equity gap yet again. If you have further questions, please contact any Promise program representative and we will be happy to provide you more data and information.

Sincerely,

Mark Mulvihill
Superintendent, Intermountain ESD



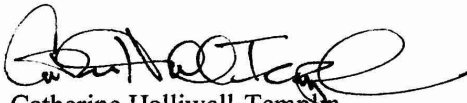
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