

## HB 2313 A STAFF MEASURE SUMMARY

### House Committee On Higher Education and Workforce Development

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**Action Date:** 04/18/17

**Action:** Do pass with amendments and be referred to Ways and Means. (Printed A-Eng.)

**Vote:** 9-0-0-0

**Yeas:** 9 - Alonso Leon, Bynum, Clem, Heard, Johnson, Reardon, Reschke, Sollman, Whisnant

**Fiscal:** Fiscal impact issued

**Revenue:** No revenue impact

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#### WHAT THE MEASURE DOES:

Revises types of programs considered accelerated college credit programs. Removes two-plus-two programs and adds sponsored dual credit programs, assessment-based learning credit programs and any high school programs that provide post-secondary educational experiences to allow high school students opportunity to earn college credit. Creates Task Force on Accelerated Learning (Task Force) to determine how to implement equitable and sustainable funding for accelerated college credit programs and transitional supports. Establishes Task Force membership. Requires Task Force submit progress report no later than February 1, 2018, and final report including recommendations for legislation no later than February 1, 2019. Requires Chief Education Office to provide staff support to Task Force. Sunsets on December 31, 2019. Declares emergency, effective on passage.

#### ISSUES DISCUSSED:

- Updates accelerated learning statute
- Provides greater flexibility to school districts and partnering colleges and universities to develop accelerated college credit programs
- Increase in likelihood that credits are recognizable and transferable between institutions
- Work of previous task forces and work groups to address barriers to student success and program completion, including recent accelerated learning work group

#### EFFECT OF AMENDMENT:

Clarifies assessment-based learning programs are assessment-based learning credit programs. Expands types of programs considered accelerated college credit programs by including any high school programs that provide post-secondary educational experiences to allow high school students opportunity to earn college credit while in high school. Creates Task Force on Accelerated Learning (Task Force) to determine how to implement equitable and sustainable funding for accelerated college credit programs and transitional supports. Establishes Task Force membership. Requires Task Force submit progress report no later than February 1, 2018, and final report including any recommendations for legislation no later than February 1, 2019. Requires Chief Education Office to provide staff support to Task Force. Sunsets on December 31, 2019. Declares emergency, effective on passage.

#### BACKGROUND:

In 2016, the Higher Education Coordinating Commission (HECC) formed a work group to review existing standards and determine new standards that might be needed for accelerated learning opportunities. As a result, the HECC established standards for two new models of accelerated learning: sponsored dual credit and assessment-based learning. House Bill 2313-A updates Oregon law to reflect the existence of these established accelerated learning standards.

Current accelerated college credit programs in Oregon include dual credit, advanced placement and International Baccalaureate (IB) programs:

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- **Dual credit programs** award both secondary and post-secondary credit for a course offered in a high school during regular school hours. Dual credit teachers are high school teachers that have been approved by the post-secondary institution, meet the qualifications to teach the course for the post-secondary institution and act as a proxy instructor for the post-secondary institution.
- **Advanced Placement** refers to any high school course where students participate in rigorous, college-bound, academic curriculum that may lead to college credit, college registration advantages and scholarships upon completion of an advanced placement examination.
- The **International Baccalaureate (IB) program** is a demanding pre-university course of study that may lead to an IB diploma upon completion of the IB examination.

The following information describes sponsored dual credit and assessment-based learning credit, the two new models of accelerated learning:

- **Sponsored dual credit** programs are similar to dual credit programs in that they award dual credit and take place at a high school during regular school hours. They differ from dual credit programs in that they don't require the high school teacher to meet the qualifications for teaching college or university courses, but instead require a partnership with a sponsoring post-secondary institution and faculty member.
- **Assessment-based learning credit** involves enhanced high school courses or activities offered at a high school and taught by high school teachers, that focuses on student attainment of specific, college-defined or university-defined learning outcomes. Students demonstrate they have attained learning outcomes through post-secondary assessments. Credit earned through assessment-based learning credit programs is identified on student transcripts.