

Accelerated Learning

House Bill 2263

House Education Committee
February 25, 2019



Accelerated Learning

Pathways to High School Graduation and Postsecondary Completion

Oregon offers a variety of options, known as accelerated learning programs, to give students the opportunity to earn college credit in high school.

- Students who take college credit in high school are more likely to graduate from high school and enroll and persist in college, academic research and state data shows.
- These courses are especially beneficial to students traditionally underrepresented in higher education.
- Accelerated learning programs make pursuing a college degree more affordable.



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High School Graduation and Postsecondary Completion Outcomes

For the class of 2015, Oregon students enrolled in accelerated learning were:

- 30 percentage points more likely to graduate from high school
- 25 percentage points more likely to enroll in college
- 22 percentage points more likely to persist in college

Source: Pierson & Hodara, 2016; Pierson, Hodara, & Luke, 2017



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Barriers to Student Access and Credit Completion

Issues persist in Oregon around equitable access for students to accelerated learning in high school, the supply of qualified instructors, support for students and their families, and credit transferability.

- Accelerated course-taking patterns still vary by high school, district, and region in Oregon.
- Fifteen percent of students in the class of 2015 transferred less than half the credits they earned in high school to the Oregon public university they attended after high school.
- Nearly 25 percent of students who earned credit from dual-credit math in high school took the same or a lower-level course at the community college or university they attended after high school.

Source: Pierson & Hodara, 2016; Pierson, Hodara, & Luke, 2017



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Cross-Sector Work Group Purpose and Goals

Work group jointly convened by the Chief Education Office, Oregon Department of Education and the Higher Education Coordinating Commission to plan expanded accelerated college credit programs and transitional supports for students and families through cross-sector collaboration.

1. Expand students' college and career readiness for more Oregon students and remove barriers to their transitions into post-secondary education
2. Ensure equitable access to accelerated learning opportunities for underserved students or students from rural communities.



Accelerated Learning Cross-Sector Work Group Members

Convening Agencies

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Cross-Sector Work Group Process

Student Voice

- Surveys of 600+ Students
- 2 Student Focus Groups

Research

- Research analysis and review
- Fiscal modeling
- Engagement with policymakers in other States
- Research support from Education Commission of the States, Education Northwest

Policy Development Subgroups

- Student Support
- Credit Transfer
- Fiscal



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Cross-Sector Work Group Key Findings

- Funding new partnerships where students have the least access to accelerated college credit options;
- Funding to sustain accelerated college credit programs, with emphasis on serving historically under-represented students in higher education;
- Supporting cross-sector collaboration between teachers and staff at high schools and faculty in higher education; and
- Increasing the supply of qualified high school teachers in dual credit programs.

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House Bill 2263

House Bill 2263 establishes the **Pathways to College and Career Readiness Partnership Fund and Planning Grants** to expand accelerated learning opportunities for students statewide

- Reimburses accelerated learning partnerships between school districts, community colleges and public universities for college credits completed by high school students

Formula-based grant weighted for traditionally underrepresented students

- Provides planning to start up new accelerated learning partnerships that expand options for access to college credit for students in high school in areas with limited offerings

Focuses on school districts with a low percentage of students participating in accelerated learning programs or a low percentage of historically underrepresented students attending college



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House Bill 2263

House Bill 2263 enhances coordination and collaboration between school districts, education service districts and community colleges to **develop and credential a cadre of qualified accelerated learning course instructors.**

- Expands support for school districts and education service districts to train and qualify accelerated learning course instructors



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House Bill 2263 Amendments

House Bill 2263 enhances coordination and collaboration between school districts, education service districts and community colleges to develop and credential a cadre of qualified accelerated learning course instructors.

- Aligning language between Partnership Fund and Planning Grants
- Refining timeline for data for reimbursing K-12 and IHEs
- Streamline accelerated college credit instructor grant process; high-quality professional learning option within Educator Advancement Fund



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HB 2263 Accountability for Use of Funds

HB 4053 (2017) requires an annual reporting on the transferability of accelerated college credit at Oregon's public institutions of higher education.

- Number and percentage of students who attempt to transfer a credit from an accelerated college credit program to an Oregon public post-secondary institution of education
- Number and percentage of students whose credits were accepted toward general education



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HB 2263 Accountability for Use of Funds

Pursuant to HB 4053, the Chief Education Office has completed the first baseline report on the transferability of accelerated college credit with these overall findings for the 2017-18 academic year:

- Census approach—71 percent of 6,620 students who presented accelerated learning credits had those credits accepted.
- Sampling approach—52 percent of 1,782 students who presented accelerated learning credits had those credits accepted.
- Census approach— 64 percent of all accelerated learning credits were accepted as general education credits.
- Sampling approach—57 percent of all accelerated learning credits were accepted as general education credits



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HB 2263 Accountability for Use of Funds

The initial HB 4053 baseline report provides data on participation and transferability of credit for specific student populations:

- Female students constituted a slightly larger percentage than male students.
- Hispanic/Latinx students: Slightly higher percent (17%) had AL credits accepted in census approach compared to 12 percent enrolled in Oregon IHEs.
- African American/Black students: Two percent both enrolled in Oregon IHEs and whose accelerated college program credits were accepted in a census approach.
- Native American/Alaska Native students: Slightly lower percent (0 – 1) had AL credits accepted in census approach compared to 1 percent enrolled in Oregon IHEs.



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HB 2263 Accountability for Use of Funds

- Oregon Department of Education to submit annual reports to the Legislature on the outcomes of awarded grants.
- Higher Education Coordinating Commission, in collaboration with post-secondary institutions of education, to study current and best practices to recommend a range of content areas of graduate courses to meet Oregon dual credit program qualifications.
- Teacher Standards and Practices Commission consulting with educator preparation program providers to determine whether providers should provide an accelerated learning specialization.





“I would highly recommend taking college courses because they have made me a more confident student. College is a huge step and these courses are a great stepping stone in between education levels.”

--Oregon High School Student

