

To: Chair Doherty, Vice-Chair Alonso Leon, Vice-Chair Helt, and the House Committee On Education

From: Carleen Drago Starr, Academic Partnership Coordinator, Oregon Institute of Technology

Bill: HB 2263

I am the Academic Partnership Coordinator for Oregon Tech and I am responsible for developing accelerated credit relationships, articulation agreements with community colleges, and pre-college programming for Oregon Tech through the Office of Educational Partnerships and Outreach. Our office is responsible for over 100 academic agreements with both high school and community college partners. I work directly with high school teachers and university faculty, as well as students and parents, **to expand the use of accelerated credit in Oregon** through traditional dual credit programming and partnering with Promise programming in the state. Oregon Tech serves over 68 high schools in the state and we articulate credit with 140 teachers.

I am here today as a representative of Oregon Tech who has been a key partner in the Willamette Promise, Northwest Promise, Southern Promise, and Clackamas Promise all programs that have been funded through the grant program we speak of today. Oregon Tech was one of the founding partners of Willamette Promise back in 2014 and has been committed to increasing access to college-going activities for the Willamette Valley, as well as engaging in innovated conversation about expanding and designing new models of accelerated credit to serve the state. Oregon Tech believes that our collective concern to ignite interest in college begins at the earliest of stages of a child's development and we are committed to building ecosystems that foster this level of development and engagement around college and career-going activities.

Oregon Tech has been a leader in providing accelerated credit opportunities to students throughout Oregon for the last 20 years. I am actually a recipient of writing credit via a wonderful, well-qualified teacher at Crook County High School in the late 90's. I did not realize I was receiving credit from Oregon Tech until I had graduated my master's program and was employed by the institution. I was issued 6 writing credits and saved ½ term of credit and tuition when arriving at one of our state institutions.

Oregon Tech in the 2017/2018 school year, provided college credit to:

Over 3200 students throughout the state – about 40% of these student were served through

Promise programming

Issued over \$20,000 credits hours

Savings over \$3,000,000

Many of these student have stories similar to mine. Credits earned in high school and cost/time savings in college. The Promise programs are no different. These programs in which Oregon Tech participates in have developed a shared vision for post-secondary achievement in the regions they serve that seeks to increase the excitement and engagement of students across districts and will lead to increased achievement by providing all students access to college-level coursework. Through the assistance of HB 2263 students and districts throughout the state will:

Goals

- Be provided access points to college-level coursework and college-readiness practices to build awareness around college/career opportunities.
- Collaborate and actively participate in Accelerated Credit Partnerships that provide a forum for sharing effective teaching and learning practices and leverage community resources.
- Strong bonds are built among schools, colleges, universities, businesses and community partners will provide sustained enrichment in teaching practices and provide students with advanced educational experiences, and career exploration.
- Increase advising services in schools to focus on college access and credit transferability.
- Provide programming and online courses for high school teachers to access discipline-specific graduate coursework to meet community college and university dual credit instructor qualifications.
- Introduce students to a variety of career fields and increase understanding of career opportunities.
- Better connect college course outcomes and rigorous coursework by connecting high school teachers and college faculty to align, assess, and co-create coursework that meets college-level standards.

In my work with teachers and faculty, I have come to find that the programming that has been created through these vital grant funds has created space for rich collaboration. Teachers and faculty continually come together to align curriculum, discuss student concerns, and norm grading practices. They truly create an environment that encourages collective voice and works to address some of our larger concerns as a state around college readiness. It is in these collaborative moments that I find as a practitioner extend past the walls of my university and even our state. As educators we have collective goals around student achievement and in order to reach these goals we need constant collaboration to innovate our college and pathway practices. This grant program does just that!

Thank you.