



Date: 03/13/19

To: Chair Doherty, Vice Chair Alonso Leon, Vice Chair Helt, and Members of the House Committee on Education

From: Kelli Horvath, Government Relations, Oregon Education Association

RE: OEA opposition to HB 2029

Chair Doherty and members of the committee,

The Oregon Education Association (OEA) represents more than 44,000 educators who serve more than 600,000 Oregon students. Our members include educators, specialists, support staff, custodians, bus drivers, and community college faculty and staff from across the state.

In the 2017-18 school year, the Oregon Education Association convened a collaborative workgroup of our members—including Oregon high school teachers and community college faculty—to develop a set of principles outlining educators’ perspectives on accelerated learning programs in Oregon. The principles are reflected in the document entitled “OEA’s Gold Standard for Dual Credit Programs in Oregon,” submitted for the record before today’s hearing.

As the document explains, OEA members appreciate Oregon’s continued conversation about development of accelerated learning programs and especially hope to stay engaged in discussions related to:

- 1) Ensuring access to programs for all students,
- 2) Providing adequate support for collaboration between high school and postsecondary faculty participating in the delivery of these programs,
- 3) Striving for reasonable class sizes,
- 4) Providing student support services,
- 5) Recognition of and support for the augmented workload often taken on by participating faculty,
- 6) And faculty credentialing.

Based on the work our members did as they prepared OEA’s dual credit gold standard document—particularly in the realm of faculty credentialing—OEA would like to share with the committee some concerns about HB 2029.

One area where OEA members differ from the standards and rules the Higher Education Coordinating Commission has been developing as Oregon works to update definitions of the various types of recognized dual credit programs is in the realm of sponsored dual credit programs. Based on OEA members’ experiences participating in sponsored dual credit programs, we do not believe the faculty standards the HECC has developed for these programs are of sufficient rigor to ensure quality programming.

We understand the desire to expand accelerated learning programs and that more rigorous faculty standards for dual credit programs could limit some school districts that do not have faculty on staff who meet those standards. However, we also have an interest in ensuring the quality and integrity of all dual credit programs.

To get to parity between the faculty standards for dual credit and sponsored dual credit programs, the OEA gold standard document proposes the following steps:

- 1) Create articulated and supported pathways for high school teachers participating in sponsored dual credit programs to enroll in the graduate education necessary to meet the Faculty Standards for dual credit programs established by the HECC in 2014,
- 2) Dedicate funds for tuition reimbursement for high school teachers working to meet the dual credit requirements,
- 3) Establish regular opportunities for high school teachers and community college faculty to co-teach and collaborate in sponsored dual credit programs,
- 4) And establish regular opportunities for high school teachers to observe community college faculty instructing at the community college.

To achieve these goals will require HECC working with other agencies including ODE, and focusing energy and resources on the professional development and collaboration necessary to ensure quality programming. To that end, OEA appreciates many of the goals and priorities outlined in several other accelerated learning bills before this committee in the 2019 legislative session.

OEA believes students deserve the highest possible quality accelerated learning opportunities they can get access to so that they are truly prepared for whatever path they choose after graduation. Additional opportunities for high school teachers to obtain additional education can help recruit and retain high quality teachers at high schools in Oregon and help us strive to meet this goal. Additional education can also help high school teachers advance on a local salary schedule, add to their pedagogical knowledge and skills in a content area, and provide additional career opportunities.

Community college faculty will also benefit from a stronger connection to high school teachers and students. Through regular collaboration and co-teaching, community colleges can help articulate the cradle to career continuum by sharing community college faculty expectations and learning the articulation of Oregon's grades 11-12 content standards.

OEA members have concerns about moving forward with HB 2029 at this time because of the need to continue striving to ensure more parity between dual credit and sponsored dual credit programs before updating the state's definition of these programs in statute.

Additionally, OEA has concerns with HB 2029 based on the recent Accelerated College Credit Transferability report, required by HB 4053 to paint a picture of the transferability of accelerated college credit at Oregon's public institutions of higher education. As you know, the Chief Education Office was responsible for writing the report in 2018, in collaboration with HECC.

The report reflects that there was not a data collection method prior to the 2017-18 school year to differentiate between assessment-based learning credits from other kinds of credits. We will see this data in future reports. From OEA's perspective, there should also be a differentiation between dual credit and sponsored dual credit credits. The delineation between dual credit

models would allow for long-term tracking of the quality of each model. The report could also be stronger if it presented more information on the credits accepted for general education. We should be able to know if the accepted credits from each type of accelerated college credit program could be applied toward overall graduation requirements or major requirements; in other words—whether they were accepted, or useful to the student. While OEA does support some of the recommendations outlined as a result of this report, including that ODE develop a way to code or flag high school courses that are being used to offer college credit opportunities with the additional coding for the 6 types of accelerated learning programs outlined on page 26, we are ultimately left with enough questions about data collection and implementation of all of the types of accelerated learning programs being offered in Oregon that we believe passage of HB 2029 at this time would be premature.

OEA members recognize the important role accelerated learning plays in Oregon as the state continues to explore ways to strengthen education, raise graduation rates, and advance towards the state's ambitious 40/40/20 goal. As a state, however, we must continue to attend to the quality of these programs so the promise of quality educational attainment for all Oregonians.

While we appreciate that the HECC has been working to facilitate this process, we believe the state needs to continue collecting/reviewing data about the quality and efficacy of varied accelerated college credit programs—and focusing on providing educators with the support necessary to ensure quality programming—before moving forward with HB 2029.

Thank you for your consideration,

Kelli Horvath

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