



Accelerated Learning Concept Increases College Access and Affordability

The Stakes

- Students who earn as few as six college credits (two courses) in high school are more likely to finish high school, attend college and complete a degree than those who do not¹. Yet, not every Oregon high school provides access to college-approved courses.
- Dual enrollment greatly benefits underserved students and those from rural areas, who report lower college-going and postsecondary attainment rates than their peers². In the academic year 2012/13, less than one-quarter of students who received free or reduced price lunch in high school took dual credit compared to 40% of students who never received FRPL in high school³.
- In the past five years, student participation in developmental education for recent Oregon high school graduates has increased from 47% to 67%⁴. With almost 19% of Community College budgets dedicated to developmental education, high school students coming to college more prepared and less likely to need remedial education could ultimately save colleges millions that can go to other course offerings needed.
- In 2013 52% of Oregon's working adults held a high school diploma or less creating a direct impact on unemployment rates. For Oregon to achieve its 40-40-20 goal by 2025, we must increase the number of students graduating from high school and simultaneously providing them with earlier access and exposure to postsecondary education.

The Playbook

- Expanded and earlier awareness/advising for students and their families of college credit options.
- Earlier use of existing assessments that give students, their teachers and families feedback on College and Career Readiness.
- Increased college course offerings in geographically isolated high schools.
- Fewer and more consistent eligibility criteria for placement tests.
- Blended advising developed and provided by both high school and postsecondary partners to support students.
- Increased offerings of College Success course for high school students who may be first in their family to attend college.
- Shortages and approval process limitations addressed that impact supply of qualified high school instructors of dual credit courses in high schools.
- Collaboration between high schools and postsecondary institutions enhanced around agreement on course outcomes, assessments, and student performance standards expected for college courses.
- Key outcome data identified for collecting, analyzing and sharing on all programs offering college credit to high school students that document progress towards 40-40-20 goal.

Up Next

A biennial report to the Governor, legislators, and agency boards that tracks:

- Positive impact on high school graduation rates.
- Increased number of high school students earning college credits.
- Number of accelerated college instructors by content area and type.
- Reduced need for Developmental Education classes for recent HS graduates attending community colleges.

¹ Rosselli, Hilda (2014). A Brief Research Summary on Access to College Level Coursework for High School Students. Retrieved from <http://www.education.oregon.gov/pages/accelerated-learning.aspx>

² Zinth, J.D. (2014). Dual Enrollment: A Strategy to improve college completion among rural students. Education Commission of the States. Retrieved from <http://www.ecs.org/clearinghouse/01/12/61/11261.pdf>

³ *Earning College Credits in High School: Options, Participation, and Outcomes for Oregon Students*. REL Northwest. Study in progress.

⁴ Remedial education refers to development education classes (primarily in math, reading, and writing) required of students considered academically underprepared for college-level coursework. The courses are prerequisites to college-level courses and don't count toward all degree programs but cost students time and money/financial aid.

Case Study

In 2010, high schools and their partnering postsecondary institutions in Eastern Oregon launched the Eastern Promise initiative and began collaborating in new ways to:

- 1) Increase cross sector collaboration
- 2) Provide students with a variety of accelerated learning opportunities,
- 3) Build a college-going culture,
- 4) Develop cross-sector professional learning involved in establishing appropriate curriculum and shared assessment.

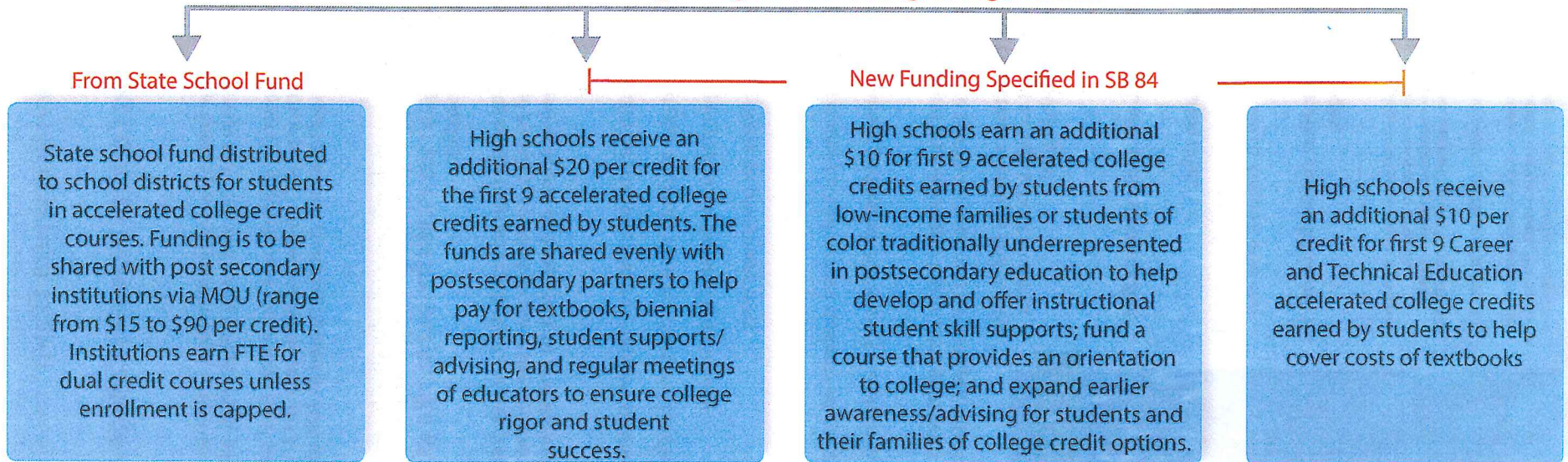
Between dual credit and proficiency based classes, the number of early college credits earned in Eastern Promise increased from 14,000+ in 2012-13 to over 27,000 in 2013-14 involving 45 high schools, two community colleges, and one university.



Accelerated Learning Funding Recommendations

SB 84 establishes statewide guidance and funding mechanisms for accelerated college credit programs for high school students to support free access to the equivalent of either three college courses or nine college credits. This chart articulates funding that will be allocated for students enrolled in their first nine credits of accelerated college courses or first three high school credits of advanced placement (AP) and International Baccalaureate (IB) courses, whichever occurs first for a high school student.

Accelerated College Programs Awarding College Credits



Advanced Placement (AP) and International Baccalaureate (IB) Courses

