

# Accelerated College Credit Grant Programs

Results of Grant Implementation

December 2022



**Contents**

Background and purpose of this report.....2  
    Legislative History of HB2263..... 2  
    Funding History of the Accelerated College Credit Grants..... 2  
HB 2263 (2019) Grant Issuance and Impact during the 2021-22 School Year .....3  
Conclusion.....3  
References.....4

## Background and purpose of this report

In 2019, the Oregon State Legislature passed House Bill 22663, which requires the Oregon Department of Education (ODE), in coordination with the Higher Education Coordinating Commission (HECC), to administer grants for three programs:

1. Accelerated College Credit Planning Partnership Grant Program
2. Accelerated College Credit Partnership Enhancement Grant Program
3. Accelerated College Credit Instructor Grant Program

The bill stipulates that, “No later than December 1 of each year, the department shall submit a report on the issuance of grants under this section to an interim committee of the Legislative Assembly related to education.” This report will provide information about the grant activities resulting from HB 2263 (2019).

## Legislative History of HB2263

HB 2263 (2019) was the result of a two-year collaboration among the Sustainable Systems for Accelerated Learning Work Group that included community college leaders, school and district leadership, Education Service Districts (ESDs), and staff from ODE and HECC. Research shows that participation in Accelerated Learning has strong positive outcomes for Oregon students. One study showed that for Oregon students “in the class of 2015, accelerated learning participants were 30 percentage points more likely to graduate from high school, 25 percentage points more likely to enroll in college, and 22 percentage points more likely to persist in college than their peers who did not take accelerated learning in high school--and findings were consistent for students of color” ([Hodara & Pierson, 2018](#)).

The intent of HB 2263 (2019) was to provide a sustainable funding source that would allow the state to be a reliable funding partner for district and ESD efforts to provide accelerated college credit programming to students. This support was to be provided to the partnerships that provide dual credit opportunities to students, typically between school districts or ESDs and post-secondary institutions.

HB 2263 (2019) provides for the creation of three grant programs, to be administered jointly by HECC and ODE, which support efforts to increase opportunities for students to earn accelerated college credit. This funding is targeted to increase access for those students who have traditionally been excluded from these opportunities. These grants increase opportunities for underserved students in two ways. First, by increasing available accelerated college credit programming, particularly in schools where those opportunities are limited by school or district size and location. Secondly, by helping more teachers to become qualified to teach accelerated college-credit courses, especially teachers who work in schools that have more limited college-credit granting opportunities.

## Funding History of the Accelerated College Credit Grants

After HB 2263 (2019) passed, it was anticipated that funding would come through the Joint Committee on Ways and Means process by restructuring existing appropriations as part of the ODE budget process. As a result, ODE’s budget did not include a policy option package to adjust existing Accelerated Learning appropriation contained within ODE Current Service Level budget.

Restructuring existing appropriations was a component of the Governor’s Recommended Budget in 2019. Specifically, the restructuring attempted to consolidate the programs supporting Accelerated Learning into a

single fund. However, this portion of the budget was not approved by the Legislature, and so no consolidation occurred. Additionally, neither ORS 327.815 (pertaining to the Mentoring, Monitoring, Acceleration program) nor ORS 327.820 (pertaining to the Regional Promise Program), were amended by HB 2263 (2019). Changes were not made to the ODE budget to alter the use of funds, nor did the Legislative Fiscal Office provide an analyst adjustment to redirect funding provided for these programs to allocations for HB 2263 programs.

The budget for the 21-23 biennium does not include funding for Regional Promise or any of the Accelerated College Credit grants created by HB 2263. Without any budgetary changes, for the 2021-23 biennium both ODE and HECC concluded that the legislative intent was to continue to fund only the Advanced Placement and International Baccalaureate (AP/IB) test fee program. ODE has concluded, given that no funding was provided for these programs, that the legislative intent was to discontinue financial support of the possible grant programs created by HB 2263 (2019) during the 21-23 biennium.

### **HB 2263 (2019) Grant Issuance and Impact during the 2021-22 School Year**

In the absence of legislative appropriation to fund the three major grants created under HB 2263 (2019), the **Accelerated College Credit Instructor Grant Program**, the **Accelerated College Credit Planning Partnership Grant Program**, and the **Accelerated College Credit Partnership Enhancement Grant Program** have not been implemented.

However, the recipients of the last grant cycle for the **Accelerated College Credit Partnership Enhancement Grant Program** were allowed the option of extending their unspent funds from the 20-21 into the 21-23 biennium. The initial delay in making funds available to grantees was coupled with the disruptions caused by the COVID-19 crisis that began in March of 2020 and continued throughout the 20-21 school year. These events had a significant impact on the effectiveness of these programs. ODE gave the grantees the option to extend their funds from this grant into the 21-23 biennium, with the understanding that there would be no additional funding available.

Of the 10 grant recipients, six extended their grant. During the 21-22 school year, these grantees helped three teachers earn 12 credits, and one of those teachers is now qualified to teach dual credit.

### **Conclusion**

ODE, HECC, and our program partners believe in the mission of the policy and funding proposals represented by the passage of HB 2263 (2019). Unfortunately, the lack of funding has prevented the intended implementation of many of the goals of this legislation. Creating equitable opportunities for all students to access Accelerated Learning is critical to supporting and preparing students for their transition into career and college, and participation in Accelerated Learning has been shown to support the key education outcomes of graduation, college enrollment, and college persistence.

During the 20-21 school year, one third of Oregon's high school students participated in Accelerated Learning, but access to these programs is not equally available to all students. These grant programs could be an important tool to achieving equitable access to Accelerated Learning for all Oregon students.

## References

Hodara, M. & Pierson, A. (2018). *Supporting the transition to college: Accelerated learning access, outcomes, and credit transfer in Oregon*. Portland, OR: Education Northwest, Regional Educational Laboratory Northwest.