

HOUSE COMMITTEE ON EDUCATION

January 31, 2005 Hearing Room E

1:00 P.M. Tapes 19 - 21

MEMBERS PRESENT: Rep. Linda Flores, Chair

Rep. John Dallum, Vice-Chair

Rep. Steve March, Vice-Chair

Rep. Debi Farr

Rep. John Lim

Rep. Chip Shields

MEMBER EXCUSED: Rep. Carolyn Tomei

STAFF PRESENT: Jim Keller, Committee Administrator

Kellie Whiting, Committee Assistant

MEASURES/ISSUES HEARD:

**Dual Enrollment and Accelerated High School Learning -
Informational Meeting**

152	Dr. Salem Noor	Assistant Superintendent, Oregon Department of Education. Responds the dual credit program enables a student to complete one required credit for high school and at the same time obtain an equivalent college credit.
170	Rep. Dallum	Inquires about the ratio for transcribing credits between high school and college credits.
175	Noor	Responds it is agreed in the articulation agreements.
179	Rep. Roblan	Responds about the ratio in his school. Comments a high school semester generally equaled to one term in a community college.
186	Rep. Farr	Inquires what the cost per credit hour would be if a student enrolled in the same course at a community college.
189	Green	Responds it depends on the community college they are enrolled in.
206	Rep. Dallum	Inquires about the administrative fees for enrollment.
210	Green	Refers to (EXHIBIT C, Page 4) and explains the enrollment for dual credits and how they compute to each college.
236	Noor	Refers to page one and provides an overview of the accelerated college credit opportunities for Oregon high school students. Explains advanced placement and the international baccalaureate opportunities on page three. Refers to page four and five to demonstrate the dual credit and tech. prep plans available for students.
336	Noor	Explains the differences between dual enrollment and the tech prep. courses. Describes the different levels of dual enrollment and Oregon standards. Explains that dual enrollment courses assists with cost of post-secondary education and accommodates students with expanded opportunities.
436	Rep, March	Inquires about the training for existing high school instructors to meet the community colleges' needs.

006	Noor	Responds the community college president has the ability to decide whether the instructor has the ability and credentials to instruct. Explains the variety of qualifications the high school instructor must have.
023	Green	Responds about the types of degrees and competency level for instruction.
032	Rep. Dallum	Inquires what the cost is for a student still enrolled in high school and enrolled in a community college.
040	Noor	Responds the ADM would be \$7,000.
045	Green	Responds for a full time equivalency it would be approximately \$3,000.
047	Rep. Dallum	Inquires about the tuition costs.
050	Green	Provides an example of a student attending Chemeketa Community College. Clarifies the cost of tuition depends on the agreement between the student and the community college. States there are a variety of components to determine the costs. Comments the student is still considered a high school student.
082	Rep. Dallum	Inquires if the student drops out of high school and wants to return to the college, the cost for the state would be \$3,000. per term.
083	Green	Concurs.
084	Noor	Comments on services provided for dropout students.
100	Chair Flores	Inquires about the licensure requirements.
106	Noor	Responds the rules require faculty and teachers to participate in a dual credit or tech. prep course as well as any other requirements. Comments high school instructors teaching dual enrollment courses are required in the rules to have a master's degree because it is a college course. Explains the flexibility and exceptions.
119	Chair Flores	

Clarifies the president of the community college will make the decision to waive the requirement of having a master's degree on a case by case basis.

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| 123 | Noor | Concurs. |
| 124 | Rep. Dallum | Inquires if there is the possibility of the high school not allowing a student to participate in the dual enrollment courses. |
| 126 | Green | Responds it can be the case. Responds high schools can choose to not participate in the program for a variety of reasons. |
| 147 | Andres Morgan | Oregon Department of Education. Describes the requirements for advanced placement and states it is up to the districts to determine which program to provide. States teachers do not have to have the master degree to teach the advanced placement courses. Explains the examinations the instructors have to take. Notes the students take the examinations every spring. Refers to (EXHIBIT C, Page 3) and explains the International Baccalaureate Program. |
| 238 | Chair Flores | Inquires what the increase percentages represent. |
| 234 | Morgan | Responds they are testing over 700 students and they have seen growth from 150 students to 729 students from 2001. |
| 242 | Chair Flores | Clarifies she had indicated 56 courses and 30 disciplines in Ms. Morgan's introductory comments. |
| 251 | Morgan | Concurs. |
| 253 | Chair Flores | States the information varies from the draft report. |
| 255 | Morgan | States the numbers listed in the draft report are correct. Clarifies it is 34 courses and 19 disciplines. |
| 259 | Rep. Dallum | Inquires about the percentage of high schools offering advanced placement courses. |
| 264 | Morgan | Responds that information would be difficult to determine. States there are 164 high schools who had students take the tests, but they do not have data on how many high schools offer courses. |

- 270 Rep. Dallum Inquires what percentage of the total number of high schools would it represent.
- 274 David McDonald Director of the Enrollment and Student Services, Oregon University System. Responds it represents 54-55% of public high schools in Oregon.
- 277 Rep. Dallum Inquires if rural and small schools have advanced placement opportunities.
- 286 Morgan Responds the advanced placement incentive grant is to provide the opportunities to rural and small schools. Comments on the increasing number of rural and small schools participating.
- 298 McDonald Explains the requirements to test for the International Baccalaureate. States the goal is to train the teachers and to serve low- income communities. States the lack of opportunity is due to lack of training and courses offered. States the approach is working well and they are seeing increases. Refers to **(EXHIBIT A)**.
- 379 Cynthia Risan Director, Mid-Willamette Education Consortium. Explains the duties of the Mid-Willamette Education Consortium office. Refers and presents the College Credit Now Program brochures **(EXHIBITS D and E)**.

TAPE 19, B

- 038 Risan Submits and presents the 2003-04 year-end report **(EXHIBIT F)**. Explains the teaching standards for advanced placement courses and the costs per course.
- 048 Rep. Shields Inquires about funds coming from the Workforce Investment Act.
- 053 Risan Responds the Workforce Investment Act uses title one dollars.
- 056 Rep. Roblan Inquires if it is easier for rural schools to meet requirements for the College Credit Now program as opposed to advanced placement instruction.
- 058 Risan

Responds it might be more difficult for instructors to meet the qualifications for the College Credit Now Programs because it calls for a master's degree in writing and math.

- 072 Rep. Dallum Asks if the programs are offered in small and rural districts.
- 083 Risan Responds every school in their region is participating in the College Credit Now Program.
- 100 Gary Temple Principle, Scio High School. Explains the Promoting Accelerated College Entry program (PACE). Submits and explains the PACE informational material (**EXHIBIT G**).
- 197 Eric Bernstein Senior, Scio High School. States that PACE has boosted his will to do better and has given him a push ahead.
- 217 Chair Flores Inquires why he is participating in the program.
- 217 Bernstein Responds there were times when he felt that he was not challenged.
- 223 Rep. Dallum Asks if he is a full-time student at Chemeketa.
- 229 Bernstein Concurs.
- 234 Britney Broadbent Senior, Scio High School. States she is finally challenged and PACE has helped her to be involved at high school as well as to be a full-time student at Lin-Benton Community College. Notes the biggest benefit is being ahead a year.
- 268 Cassandra Smith Student, Linn-Benton Community College. States she can pick and choose what course she will participate in and it has helped her grow because there is an opportunity outside high school.
- 318 Chair Flores Clarifies high school was constraining her potential.
- 320 Smith Concurs.
- 327 Rep. Roblan Inquires if he is involved in other activities.
- 335 Bernstein Responds they are all involved in other activities.

342	Rep. Farr	Inquires if the student's GPA has increased.
347	Smith	Concurs.
352	Temple	Responds the school's average is 3.2.
357	Rep. Dallum	Inquires if there is an incentive to stay in high school as a result of the program.
368	Temple	Responds the students stay to accumulate high school credits and college credits.
383	Rep. Roblan	Inquires if the students are encouraged to be in school all day.
388	Temple	Responds the program encourages all students to excel and keep seniors in school and work towards college credits, rather than leaving campus.
416	Rep. Dallum	Inquires if the program releases teaching time to offer more freshman and sophomore classes.
429	Temple	Responds the program has allowed not only more time, but built in safety nets to catch the kids who need help.

TAPE 20, B

002	Bruce Clemisan	Associate Dean, Lin-Benton Community College. States the program offers college credits all throughout the state. Explains the cost effectiveness for the students and the chance to move quickly towards college degrees.
048	Donna Accord	Associate Dean, Clackamas Middle College. Submits and explains the Clackamas Middle College brochure (EXHIBIT H).
101	Lisa Neilson	Clackamas Middle College. Explains the different student success stories from Clackamas Middle College.
142	Rep. Dallum	Inquires if Clackamas Community College is eligible for the community college ADM.

157	Accord	Explains the contract they have with the North Clackamas School District in regards to the ADM.
171	Rep. Dallum	Inquires if they charge for FTE.
174	Accord	Responds they pay for books, advisors, fees, and other student services. States students without a diploma or GED are not eligible.
196	Rep, Farr	Inquires about the success rate of the students.
197	Brenda Marks	Department Chair, Clackamas Community College. Explains how they rate and create programs to assist student's success. States they serve students from 15-21 years old.
227	Accord	Responds about the graduation rates.
243	Rep. Roblan	Inquires if the students take the Certificate of Initial Mastery (CIM) state tests.
240	Marks	Responds CIM tests are offered, but are not always a good measure.
254	Nielson	Responds in middle college students are required to take the CIM tests.
261	Chair Flores	Inquires about the statutory figures and distributions to districts.
275	Accord	Responds about negotiations in regards to ADM. Responds the numbers can vary between schools.
284	Marks	Clarifies the figures can include transportation and special services for certain students.
291	Rep. Lim	Inquires how they assess talent.
302	Neilson	Responds the structure of the program allows students to work closely with an instructor to identify the student's strengths.
325	Rep. Farr	Inquires about student's success rates when they leave high school.

341 Marks Responds it is difficult to collect that type of data.

356 Rep. Farr Inquires about the drop-out and graduating rates.

358 Nielson Responds that she will provide the information to staff.

361 James Jensen Manager of Curriculum and Instruction, Portland Community Alternative College. Submits and presents the Gateway to College PowerPoint presentation (**EXHIBIT I**).

TAPE 21, A

003 Jensen Continues to present (**EXHIBIT I**).

030 McDonald Refers to (**EXHIBIT A**) and presents the data showing the number of students enrolled in dual enrollment programs from fall term 2001 through fall term 2004. Demonstrates the growth the programs have endured and states the importance of the programs.

059 Jennifer Tisholm Student, Lin Benton Community College. Comments on her success due to the dual enrollment programs and the flexibility they offer.

082 Chair Flores Inquires how Miss. Tisholm learned about the dual enrollment program at Lin-Benton.

086 Tisholm Responds she heard about the program from a friend.

093 Chair Flores Closes the informational meeting on dual enrollment and accelerated high school learning and adjourns the meeting at 3:10 p.m.

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EXHIBIT SUMMARY

- A. **Dual Enrollment and Accelerated High School Learning, prepared testimony, Cam Preus-Braly, 4 pp**
- B. **Dual Enrollment and Accelerated High School Learning, summary report, Cam Preus-Braly, 4 pp**
- C. **Dual Enrollment and Accelerated High School Learning, informational material, Cam Preus-Braly, 8 pp**
- D. **Dual Enrollment and Accelerated High School Learning, brochure, Cynthia Risan, 1 p**
- E. **Dual Enrollment and Accelerated High School Learning, brochure, Cynthia Risan, 1 p**
- F. **Dual Enrollment and Accelerated High School Learning, 2003-04 year-end report, Cynthia Risan, 36 pp**
- G. **Dual Enrollment and Accelerated High School Learning, PACE informational material, Gary Temple, 2 pp**
- H. **Dual Enrollment and Accelerated High School Learning, brochure, Donna Accord, 2 pp**
- I. **Dual Enrollment and Accelerated High School Learning, PowerPoint presentation, James Jensen, 7 pp**