HIGHER EDUCATION COORDINATING COMMISSION

REPORT AND RECOMMENDATIONS
Senate Bill 418 (2015)

Table of Contents

Foreword 3
Executive Summary 5
Summary of Recommendations, Impacts, and Stakeholders 6
Senate Bill 418 Workgroup Recommendations 8
Background 8
Intended Audiences 10
Guiding Frameworks 11
Organization of this Report 12
ALIGNMENT: CROSS SECTOR PLANNING AND IMPLEMENTATION 12
Collaboration Across Guidance and Advising Staff from K-12 and Postsecondary Institutions: Cross Sector Team Planning and Trainings 12
PLANNING WITH TRANSITION SUPPORTS 14
Student Plans for College and Career 14
College and Career Readiness Resources and Supports for Students and Their Families 16
eMentoring Supports 17
Career Education Resources 18
Connecting Secondary and Postsecondary Student Data 18
REDESIGN: POSTSECONDARY ACADEMIC AND TRANSITIONAL SUPPORTS 19
Developmental Education Redesign 19
Career Pathways 19
ALTERNATIVE MATH PATHWAYS 20
Faculty convenings focusing on quantitative reasoning and statistics 21
METRICS AND EVALUATION 21
Conclusion 21
SB 418 Recommendations and Impact on accelerated learning and learner success 22
Investment Summary 23
APPENDIX A 25

Foreword

Oregon leaders are committed to ensuring that each Oregon student graduates from high school with a plan for the future-whether it's college, post-secondary job training or the world of work, and the tools to succeed in their post-secondary goals. Recognizing the landscape in which individual legislative reports and strategic investments are positioned promotes critical alignment and coordination needed in Oregon to support student transitions, particularly across Grades 11-14.

In the 2015 session Governor Kate Brown and the Oregon Legislature made significant investments in the future of Oregon students served by the state's cradle to career education system. For the 2015-17 biennium, the state not only made key investments in the schools, colleges, and universities that serve our students, but also took strategic actions to foster improved and seamless pathways between each sector of the public educational enterprise. In addition to Senate Bill 418, work is underway on numerous bills related to the important transition years for students in grades 11-14, work that is of key and continuing importance to the Chief Education Office, Oregon Department of Education, and Higher Education Coordinating Commission.

Specifically, the Legislature directed strategic focus on high school graduation, requiring reports on: dropout prevention, graduation, attendance (HB 3319), and training for school districts and educational services district staff for reporting high school graduation data (HB 5016). Key investments were made in student financial aid to improve access to college, and in the redesign of the state's need-based grant for college, the Oregon Opportunity Grant (HB 2407). The Oregon Promise grant program was created to offset tuition at community colleges (SB 81). Additional actions addressed academic alignment and transferability between sectors, expanded services in the state's GED Program, improved college readiness through accelerated learning (SB 418), continued work on the Transfer Student Bill of Rights and Responsibilities (HB 2525), and processes for placing students in community college courses (HB 2681).

Improving access to a high quality education for historically underserved students was also a priority. The Legislature required the development of statewide education plans for African-American students (HB 2016), American Indian/Alaskan Native students, and English Language Learners (HB 3499), addressing educator equity (HB 3375), expanding eligibility for undocumented students who would otherwise qualify for in-state tuition at public universities to apply for OOG funds (SB 932) and directing the HECC to address disparities in higher education (HB 3308).

No one strategy promises to be a singular solution for Oregon, but working in concert, these efforts are setting the stage for students to have the access and support they need to

graduate high school with the skills and opportunity to move on to higher education or the world of work.

Executive Summary

The Higher Education Coordinating Commission (HECC), as tasked by the 2015 Oregon Legislature, convened a workgroup on student transitions and Oregon Promise student success. This workgroup was charged to advise HECC leadership on recommendations to the Commission for a legislative request for up to $6,865,921 of funding in 2016-17 to improve college readiness through high school and transition supports.

The SB 418 Workgroup sought to identify practices that warrant an investment by the Oregon Legislature to ensure the greatest level of success for students who are historically underrepresented (e.g., students of color, rural students, students experiencing poverty) in higher education Consistent with the legislation, the Workgroup carefully considered the role that any strategies and tactics would play in supporting the transitions and successes of students participating in the Oregon Promise (SB 81). The Workgroup also grappled with determining to what degree these investments should provide a framework for success for all students in grades 9-14 (high school and first two years of post-secondary education) such that supports continue for students during and after their transition into postsecondary learning experiences (e.g., community colleges, universities).

Inspired by the possibility of addressing these barriers through SB 418, the Workgroup devised a set of priority outcomes with corresponding activities, resources, and tools. There was agreement that the outcomes fall into the following four major areas: 1) aligned, accurate, and accessible advising habits and practices that span PK-20+, 2) supporting students as they plan for success using human resources and effective tools and support programs leveraging emerging technology, 3) redesign of placement testing practices and developmental education strategies, tactics, and tools, and 4) a focus on math that supports and guides the development and proliferation of relevant math pathways that increase completion and focus on student success. The strategies that address these four areas are summarized in the following table; the text of the recommendation provides additional detail.

Recommendation

Taken together, the strategies, tactics, and designs proposed by the SB 418 Workgroup offer an excellent foundation for student persistence, retention from level to level, and success. The focus is not merely on completion of a credential, but preparation for the fullest participation possible in the economic, social, and political life in Oregon for every individual experiencing our education system. The SB 418 Workgroup commends this work to the HECC and asks that the Commission accept the recommendations and, in turn, recommend the elements of this report to the 2016 Oregon Legislative Assembly.

Summary of Recommendations, Impacts, and Stakeholders

Activities & Tools	Investment	Recipients	Pathway Forward	Metrics/Evaluation
Alignment: Summer Summit for _P-20+ counseling and advising staff, regional support for counseling teams, better data access to track student progression, College and Career Readiness training module licensing, evaluation strategies	$1,100,000	• Regional Achievement Collaboratives (RACs) • OSAC	• Practices introduced to be supported and replicated through the RACs, schools, and partner colleges. • Data plan to support districts in effectively tracing students as they move forward.	• Progress measured based on alignment plans/maps between/among high schools and college partners.
Planning: eMentoring, technology tools to support Educational Plan and Profile implementation, expanded FAFSA+ and related support, expanded Oregon Career Information System, technology support and coordination, expansion of AVID or a similar program to up to 100 high-need high schools currently lacking similar services(first year costs; districts to extend on own), expanded technology support for Education Plan and Profile	$3,915,200	• RACs • OSAC • ODE • CIS • AVID or similar vendor	• Practices introduced to be supported and replicated through the RACs, schools, and partner colleges. • Data-sharing agreements and tech enhancements to support districts in effectively tracing students as they move forward.	• Progress measured based on expansion, enhancement and use of tools and resources to support student postsecondary planning
Redesign: Support for expanded co-requisite developmental education models at community colleges, expansion and alignment of Career Pathways statewide, changes in placement practices	$1,200,000	• RACs • Oregon community colleges	• Incorporation of co-requisite models where appropriate. • Purposeful alignment of career pathways across secondary/postsecondary span.	• Increase in high-demand/high-wage pathways options spanning secondary/postsecondary • Expansion of more effective models of placement and developmental education
Math Focus: Development and expansion of Alternative Math Pathways	$650,000	• RACs • HECC • ODE	• Data plan to support districts in effectively tracing students as they move forward.	• Establishment and alignment of math pathways/options spanning secondary/postsecondary

Grand total—estimated investment: $6,865,200

Senate Bill 418 Workgroup Recommendations

Background

The Higher Education Coordinating Commission (HECC), as tasked by the 2015 Oregon Legislature, convened a workgroup on student transitions and Oregon Promise student success. This workgroup was charged to advise HECC leadership on recommendations to the Commission for a legislative request for up to $6,865,921 to be used in 2016-17 to improve college readiness through high school and transition supports. The workgroup was asked to consider high-leverage opportunities for all, with an emphasis on accelerated learning and on students likely to attend an Oregon community college with the support of the Oregon Promise[1] grants who meet the following criteria:

- Oregon resident for at least 12 months prior to enrolling in community college
- Received an Oregon high school diploma or GED certificate, or completed grade 12
- Earned a cumulative high school GPA of 2.5+ or equivalent, or passed all four tests in the GED series with a minimum score of 150
- Enrolls within six months of high school (or equivalent homeschool or GED) completion, in courses at an Oregon community college required for....
    - One-year curriculum for students transferring to another postsecondary institution
    - Associate degree
    - Program in career and technical education
- Has completed a FAFSA, if eligible to do so, and accepted all state and federal grant aid offered

Using best practices in transition support and the Oregon Equity Lens as guides, the Senate Bill 418 (2015) workgroup sought to identify practices that warrant an investment by the Oregon Legislature to ensure the greatest level of success for students who are historically underrepresented (e.g., students of color, rural students, students experiencing poverty) in higher education. The workgroup also grappled with determining to what degree these investments should provide a framework for success for <u>all</u> students in grades 9-14 (high school and two years of post-secondary education) such that supports continue for students during and after their transition into postsecondary learning experiences (e.g., community colleges, universities).

The workgroup recognized the complexity of challenges that secondary schools and

[1] http://www.oregonstudentaid.gov/osac-doc/OregonPromiseFactSheet.pdf

postsecondary institutions must address if they are to maximize supports needed to help recipients of the Oregon Promise realize their plans for higher education and beyond. However, a unique convergence of related efforts across the state ~~that~~ helped shape the basis of recommendations in this report including:

- An increase in Oregon Opportunity Grant funding and changes in how those funds are disbursed;
- A new Education Specialist position at the Oregon Department of Education (ODE) focused on College and Career Readiness and school counselor supports (see Appendix A);
- Efforts to refine and improve placement test processes and Developmental Education;
- Major, nationally recognized progress in the alignment of math pathways for student success;
- Legislative recommendations for supports to students in "Fifth Year" programs (see Senate Bill 898 (2015));
- An increase in the number of accelerated learning options for Oregon students.

The SB 418 workgroup met on four occasions during the Fall of 2015. During this time, group members raised and rigorously discussed a variety of structural and programmatic elements that are key to student success. There was early consensus that, while the cost of tuition has a significant impact on the decision to pursue postsecondary education, a broader set of student success strategies and clearer pathways are also needed to support students towards postsecondary educational opportunities and fulfillment of their career pathways and pursuit of gainful employment.

Inspired by the possibility of addressing these barriers through SB 418, the workgroup devised a set of priority outcomes with corresponding activities and tools. There was agreement that the outcomes fall into four major areas listed in the table below:

Improve College and Career Readiness though High School and Transition Supports

Outcome	Recommendation
ALIGNMENT Aligned, accurate, and accessible advising information that spans K-12 into Postsecondary	• Cross Sector academic advising and career counseling/advising components planned and provided collaboratively and cooperatively by secondary and postsecondary advisors and counselors • Shared professional development for K-12 counselors and postsecondary advisors and

	support personnel that supports local implementation based on local needs
PLANNING Well-developed, 21st century tools and locally-proven strategies that support students' transitions	• An intentional student plan and toolkit designed to guide and monitor students' transition through secondary school into college; • A statewide expansion of locally-proven strategies (e.g., the FAFSA Plus, Career Pathways, eMentoring, Career Information Services, AVID, etc.) • ~~A~~ Functional and easy to access (e.g. smartphone) set of updated College and Career Readiness resources available to counselors/advisors, educators, mentors, students and their families
REDESIGN Redesign of placement test practices and new models for Developmental Education	• Support for next stage community college implementation of recommendations resulting from the Developmental Education Redesign work group and HB 2681 (Placement Test Practices) work group
MATH FOCUS More robust math/quantitative literacy pathways to address a primary impediment to student retention and success.	• Support for faculty collaboration on Math options appropriate for student goals and objectives aligned across high school and postsecondary that consider both STEM and non-STEM pathways

Intended Audiences

This report was prepared for HECC Commissioners and staff by the SB 418 workgroup as part of the legislative charge to "…to identify methods for improving the success rate of, and educational outcomes for, students who receive a state-administered waiver of tuition, or a state-administered grant for the amount of tuition, for courses taken at a community college in this state" (SB 418[2]). It is intended that the Commissioners and staff refer to this work product as they make funding recommendations to the Legislature on high-yield, promising practices that support Oregon students transitioning from secondary education into postsecondary education. Although some of these recommendations are intended to advise practices at the school, district, or education service district level, many of the recommendations require increased K-12 and postsecondary collaboration to maximize the resources in order to:

[2] Senate Bill 418, 2015: https://olis.leg.state.or.us/liz/2015R1/Downloads/MeasureDocument/SB0418/Enrolled

- Help students successfully navigate an increasingly complex landscape of postsecondary options,
- Minimize the need for remedial education once students graduate high school and enroll in a postsecondary institution, and
- Maximize educational attainment through increased retention and completion because of career pathways and financial supports for empowered students.

Because many Oregon secondary school students are already involved with community colleges through dual credit programs, early college high school, or other accelerated credit options, these recommendations have even greater potential to drive student success where partnerships already exist. The workgroup believes that the tools recommended will be effective at increasing the persistence, retention, and success of all students as they transition from secondary education to a postsecondary learning or career experience. Further, the recommendations also offer a high likelihood of providing a framework through which Oregon Promise grant recipients are more successful at the community college level by virtue of the practice of up-scaling programs and practices that have been proven to work but have not to date reached a broader audience of students.

Guiding Frameworks

Oregon has officially defined *College and Career Ready* (CCR) as the "acquired knowledge, skills, and professional behaviors that provide a starting point to enter and succeed in workplace, career training, or college courses leading to certificates or degrees".[3] This definition is core to the SB 418 recommendations beyond communicating this definition to students, parents and educators. Oregon is using the definition to:

- Align secondary-level coursework to reflect indicators in the CCR definition;
- Develop and use formative assessments that provide feedback to students on their level of CCR; and
- Offer students more exposure to various postsecondary opportunities and readiness supports.

The workgroup's recommendations were also guided by the Oregon Equity Lens, a tool vetted by more than 60 organizations and individuals throughout the State. Of particular relevance is the belief that "Oregon's institutions of higher education and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed".[4]

[3] Adopted by the Higher Education Coordination Commission in May 2014.
[4] Adopted by the Higher Education Coordinating Commission in April 2014.

Organization of this Report

The recommendations for funding via SB 418 are organized in this report to first discuss the cross-sector responsibility to assess current supports in high schools, community colleges, and universities and develop solutions at the regional level. Next follows a discussion of resources and tools that should be available statewide to students in Oregon, regardless of ZIP code. The third section focuses on supports for redesign and strategic planning to increase successful transitions across the span as students move towards their educational and career objectives. The fourth section acknowledges the role of math as a great enabler—or seemingly insurmountable barrier—to student success and discusses the strategies and investments required to position students to not merely survive math, but to achieve the numerical literacy appropriate to and supportive of their goals and objectives in life. The fifth section discusses metrics and evaluation parameters that are seen as useful in determining progress as the recommended strategies and tactics are introduced, developed, and implemented. The appendix contains both a detailed description of the recommended investments and the position description of the ODE Education Program Specialist who will focus on student success (the "College and Career Ready Specialist") as well as the related legislation (SB 418) for this report.

ALIGNMENT: CROSS SECTOR PLANNING AND IMPLEMENTATION

Collaboration Across Guidance and Advising Staff from K-12 and Postsecondary Institutions: Cross Sector Team Planning and Trainings

Oregon school counselors continue to play a key role in providing early, timely, and relevant college advisement to students and their families. These services should start early and be iterative, especially for those who may be first in their families to pursue college, be consistent with national standards, and accessible to all students in Oregon, regardless of geographic location. Yet professional development opportunities focused on College and Career counseling for high school counselors have not been widely available. The Southern Regional Education Board (SREB) has developed and field-tested[5] professional development modules designed to increase the knowledge and skills of counselors who advise students on their postsecondary aspirations. The modules can be used for professional development of middle grade and high school counselors, as well as school principals, teachers who serve as advisors, college admissions counselors, graduation coaches, financial aid advisors and staff of college advising programs. States can offer training in either a hybrid or face-to-face approach by using a subset of the modules for in-person professional development

[5] A 2014 survey of more than 500 trainees in seven states found that 92 percent of counselors changed their practice as a result of the training; 93 percent had started to implement the action plans they developed at the conclusion of the program; and 95 percent would recommend the training to colleagues.

workshops.

Most importantly, there must be congruence between college advising information at the high school and college level so that students receive the most accurate, timely, and consistent advice. To address this goal, the workgroup discussed a practice referred to as boundary-crossing advising. The workgroup defined boundary-crossing advising is defined as: *a practice that connects counselors from the secondary sector with counterpart advisors from colleges and universities in an effort to intentionally build supportive advising and guidance systems and practices that assist students as they navigate the transition from high school to college.*

The workgroup recommends that funding from SB 418 support cross-sector planning starting with a 2016 Statewide Summer Summit and followed by regional implementation meetings during the 2016-17 year with the goal of developing consistent advising practices and shared resources through boundary-crossing advising that are accurate, aligned, and accessible. When these key stakeholders are convened regionally and empowered to develop and maintain durable relationships with students that help those learners identify and pursue viable pathways to postsecondary and career opportunities, more students will be in a position to access opportunities like Oregon Promise.

Key topics for convenings of counselors, building administrators, and youth advisors should include FAFSA Completion, Career Pathways, and College Success and are discussed further in the next section with tools for students and parents around college and career planning. An initial Summit held during the Summer of 2016 would position high school counselors and postsecondary advisors to explore national best practices, assess regional data on postsecondary student pathways, identify current local assets and gaps, and create local plans for improved systems of support. Teams would receive funding to continue meeting throughout the year via their Regional Achievement Collaboratives (RAC)[6] to refine their plans for improved services and supports and further develop new elements they want to add such as:

- Early Response Systems
- Seamless transition activities
- Personal Learning Plans
- Redefined Guidance Counselor roles and accountability
- CCR curriculum and resources
- Commercially available programs such as ASPIRE, AVID and SREB modules
- Improved data quality, infrastructure and training to improve institutional capacity to gather and use data
- Key outcomes and means of monitoring ~~of~~ impact on students

[6] Regions without a RAC such as Linn Benton Lincoln ESD, Clackamas ESD and part of Union County could access funds through their respective Education Service Districts, ESDs.

RACs provide an existing cross-sector regional structure statewide that not only span the P-20 education continuum, but also incorporate leaders and organizations in the community outside the education system (e.g., non-profits, faith-based organizations, industry, healthcare entities). Allocating funds through the RACs would leverage existing and growing partnership networks. Each RAC has developed structures and plans for implementation of college readiness supports for the transition from high school to postsecondary education that make sense locally and would fall within the time frame required by the legislation (academic year 2016-17). Most of the RACs have action teams already tackling the areas of high school/postsecondary transition. RAC teams are primed to multiply the impact on student success of those networks through the investment of targeted funds to the areas listed above, and to further identify and implement regional strategies and programs.

PLANNING WITH TRANSITION SUPPORTS

Student Plans for College and Career

Governor Kate Brown has affirmed a goal that every Oregon student should graduate from high school with a plan for college and career.[7] Helping students develop a plan that connects their schoolwork to real life—and to their future—can positively impact academic achievement, high school completion, enrollment in postsecondary education, as well as career and life success. In order for young people to be genuinely "ready" for both college and career, they need to have attended to their academic achievement, their aspirations and plans for the future, and their success in making transitions to subsequent levels.
Students are far more likely to succeed in postsecondary education if they have a purpose in mind; yet many new students arrive without clear goals for college and careers and, in many cases, without an understanding of their options. This process starts early in the K-12 setting where career and college-going cultures are established and where skills such as planning, career education, tenacity, college know-how, communication skills, etc. are initially developed. An early determination of even the most general post-high school academic direction can help a student better understand the purpose of the courses they are taking in high school, make better selections of courses during their last two years of high school and contribute to increased student motivation and persistence.

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[7] "I will continue to advance our state toward creating a seamless education system so that every Oregon student completes high school with a plan and opportunities for his or her future – whether it's college, post-secondary job training or the world of work." Speech by Governor Kate Brown entitled *Expanding Opportunities for Every Oregon Child to Succeed*, December 14, 2015 at the Oregon Business Leadership Summit, Portland, OR.
http://www.oregon.gov/gov/media/Pages/speeches/OR-Business-Leadership-Summit-121415.aspx

> I'm pretty much done with my plan and it's helped me look at what I could do and realize I could choose this or that. I can look back and see what I've learned and how I've changed. That's why it's helpful.
> -Student at McNary High School in Salem, OR

(Quoted from Barton, Hodara, & Ostler, Principal Leadership, p. 53, 2015)

> "The CIS system is a great way to get to know yourself and collect information. Through this system, I learned to compare different occupations and occupations that match my set of skills. Furthermore, the different tools included in this system are outstanding and have helped me focus on future career possibilities."
> -Student at Dallas High School in Dallas, OR

Many states require *personal learning plans* or *graduation plans* that promote academic and career development and helps students set and achieve learning goals based on academic and career interests.[8]

Sometimes these include courses of study that promote college and workforce readiness; career placement and advancement; and can help facilitate students' transition from secondary to postsecondary education. The process and resulting plan involve students setting learning goals based on personal, academic and career interests beginning in the middle school grades and continuing throughout high school with the close support of adult mentors that include teachers, counselors, mentors and parents.

Oregon first adopted portions of what is now called Personalized Learning Requirements in the 1990s with four components as outlined by ODE[9]:

1. Education Plan: "A formalized plan and a process that involves student planning, monitoring, and managing their own learning and career development during grades 7- 12. Students create a plan for pursuing their personal and career interests and post-high school goals connected to activities that will help them achieve their goals and successfully transition to next steps."
2. Education Profile: "Documentation of student progress and achievement toward

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[8] "Currently 26 of the 50 states and the District of Columbia mandate a personalized learning plan for all students" (U.S. Department of Labor, 2013 in Barton, Hodara, & Ostler, Principal Leadership, 2015, p. 51). https://educationnorthwest.org/sites/default/files/resources/oregon-students-have-pep-2015.pdf

[9] "Diploma - Personalized Learning Requirements." Oregon Department of Education, 1998- 2015. Web. 13 July 2015. <http://www.ode.state.or.us/search/page/?id=1669>.

graduation requirements, goals, and other personal accomplishments identified in the student's education plan."

3. Career-Related Learning Experiences (CRLEs): "Career-related learning experiences are structured educational experiences that connect learning to the world beyond the classroom. They are planned in the student's education plan in relation to his/her career interests and post-high school goals. Experiences provide opportunities in which students apply academic, career-related, and technical knowledge and skills and may also help students to clarify career goals."
4. Extended Application: "Extended application is the application of knowledge and skills in the context of the student's personal and career interests and post-high school goals. Students use knowledge and skills to solve problems, create products, and make presentations in new and complex situations."

Currently there is limited state guidance or support for districts' use of this tool, although other states have since fully implemented and funded similar requirements (Minnesota, New Jersey, Michigan, Vermont, Kentucky, etc.). There are a few schools and districts in Oregon that have found ways to effectively integrate the plan into the student educational experience; however, the untapped potential in this mandated but under-resourced requirement for Oregon schools is hard to estimate.

The workgroup viewed the refinement of a Personal Learning Plan as critical to increasing student engagement, on-time completion, and overall success in school. The Plan is viewed as a critical tool for students to ensure ample preparation leading up to a successful postsecondary education. Essentially, the plan is both a *document* and a *process*. With funding for professional development from SB 418, the ODE College and Career Ready Specialist who will join the department in 2016, could gain input from guidance and advising staff in both K-12 and postsecondary education and provide much needed professional development on the use of the tool.

College and Career Readiness Resources and Supports for Students and Their Families

Counselors, mentors, and educators in Oregon need access to free and accurate CCR information that they can use to advise students and their families. These materials should include:

- Information on career opportunities, educational requirements associated with each career, educational institutions that prepare students to enter each career, and financial aid available to pursue each career (such as CIS and Qualityinfo.org);
- How to make informed decisions about programs of study according to student interest and ability; and
- Recommended coursework that prepares students for success in areas of interest and

ability.

The HECC Office of Student Access and Completion (OSAC) is launching a collaborative with ODE, the Oregon Community College Association, WorkSource Oregon, and others to assess needs and share CCR resources, data, tools, and promising practices that support all youth-involved adults for guiding every student via an accessible and updated portal and educator network. With additional support from SB 418 this collection of resources can be reviewed and updated with input from both K-12 and postsecondary staff. It can then become an information gateway to other useful resources such as career pathways, career development programs, and a network connecting counselors and advisors including but not limited to:

- FAFSA 101: A primer on completing the FAFSA including the basics of the form, as well as the most common completion mistakes and challenges faced by students and families
- FAFSA Advanced Issues: A more advanced curriculum including delayed enrollment and roadblocks to success, the Oregon Modified diploma, McKinney-Vento, and federal loan and grant limits
- Summer Melt: Best practices for preventing college eligible and accepted students "melting" away during the summer following high school graduation and not enrolling in the Fall
- Career Pathways: An introduction to finding resources and programs to connect students to future careers and training on use of programs such as CIS
- Building Skills for College Success: A course on the non-academic skills needed to succeed in college, including academic tenacity ("grit"), supports and resources available to students, time management, and planning
- Available resources such as Oregon Promise, Oregon Opportunity Grants, College Application Week, and college planning and preparation programs such as ASPIRE[10], AVID[11], etc.

eMentoring Supports

The Workgroup also proposes to expand an existing infrastructure called eMentoring to support students receiving Oregon Promise grants. With funding from SB 418, OSAC can recruit and coordinate more eMentors who will provide one-on-one mentoring to Oregon Promise recipients. OSAC will develop content and send students specific information related to their college of choice and CollegeKnowledge™, which includes anything from

[10] ASPIRE is a mentoring program that matches trained and supportive adult volunteer mentors with middle and high school students to develop a plan to help them meet their education goals beyond high school. For more information, please see http://www.oregonstudentaid.gov/aspire.aspx.
[11] AVID, or Advancement Via Individual Determination, is a college readiness program designed to increase learning and performance through study skills and support services. It targets students in elementary through higher education. For more information, please see http://oregongearup.org/resource/avid.

withdrawing from a class, placement testing, navigating resources, working with financial aid, to graduation.

Students will receive twice monthly emails and connect with OSAC via social media. OSAC will conduct satisfaction and qualitative surveys and provide a series of training webinars around FAFSA, OSAC scholarship application, and more. Students will be required to respond to a minimum number of interactions and will be asked to "give back" through interviews, mentoring through ASPIRE, volunteering at College Goal Oregon (a program of FAFSA Plus+), and other opportunities. After the first year of piloting this program, OSAC needs funds to expand eMentoring to non-Oregon Promise students. The infrastructure is already developed and OSAC can sustain the expansion.

Career Education Resources

Making wise, informed career choices framed by a robust pathways system is possible only if students and advisors have access to current, accurate career information. Since 1971, Oregon Career Information System (CIS), a consortium funded by annual license fees, has been providing occupational and educational information to help Oregonians learn about the world of work and education. In 2013-14, 85% of Oregon school districts held a CIS license but use at the school and grade level may vary dramatically with a limitation being that the system is currently only accessible on a computer. A one-time State investment could upgrade CIS for cell phone and tablet platforms resulting in a dramatically-improved student user experience, increased out-of-class use of the tool by students, and increased use of this tool by faculty and advisors engaged in supporting students preparing for or in transition.

How can CIS help a student?
If a student in coastal Oregon is interested in accounting, she can use CIS to find out that, while the annual number of job openings for accountants in Oregon is very high, over half of accountants are employed in the Portland Metro area. It's important for her to realize that she may have to move in order to find an entry-level job. This realization may lead to her considering attending a university in the Portland area in order to begin forming relationships with employers while still a student. She can then use CIS to look for scholarships at that university based on her interest area. She might also discover that she would prefer getting a two-year degree in bookkeeping so she can begin earning wages while working toward her 4-year accounting degree.

Connecting Secondary and Postsecondary Student Data

Previous state investments in accelerated learning have greatly expanded the opportunities available to students across Oregon. In light of this expansion, campuses now need to increase capacity in the area of data quality around accelerated learning. Two areas where investment would sustain this positive momentum are 1) investing in institutional capacity to gather and use accelerated learning data, and 2) bringing institutions together to work on stronger consensus around terms and definitions used in our databases.

Capacity building in 2016-2017. Every high school should be able to track their graduates and analyze college and career entry and retention information, in order to better assess and address attainment gaps. Oregon needs improved collaboration across high schools, community colleges, universities, and state agencies including the Employment Department in generating information on accelerated learning programs to support continuous improvement. The National Student Clearinghouse could provide this information to high schools for one year to be used as a diagnostic analyses of alumni trajectories.

Convening institutions to make a leap in data quality together. Students do not experience the university and community colleges sectors as separate, and neither should our data systems. Convenings would invite institutional researchers, information technology departments, registrars, and other education stakeholders from all sectors to work together on consensus for definitions in the areas of historically underrepresented students and accelerated college credit.

The product of these convenings, over the course of the 2016-17 academic year would be to recommend the scope and format of regular accelerated learning reports at the regional and state level on accelerated learning impacts and trends. Better information will allow regions to identify gaps, best practices, and areas for improvement.

REDESIGN: POSTSECONDARY ACADEMIC AND TRANSITIONAL SUPPORTS

The Legislature should consider the degree to which practices and "wrap-around" services can support community college students--such as those benefitting from the "Oregon Promise" --so that they may enjoy increased retention and completion levels.

Developmental Education Redesign

Workgroups focused on placement test processes (House Bill 2681 (2015)) and Developmental Education redesign have provided timely examples of scalable practices for which seed funding from SB 418 would support further replication. Funding from SB 418 should provide each community college with an amount prorated for student enrollment to further develop these supports and services.

Career Pathways

Career Pathways are programs that vary in length from 3 to 9 months and feature certificates that lead to a job and a degree. By definition, the certificates are "stackable," meaning that students can complete the components of the degree incrementally and without credit loss over a period of time. By design, each "stackable" element qualifies the learner for a job or an increase in pay or responsibility within a job or job family. Because many courses within the Career Pathways concept are offered through dual credit, the impact of Career Pathways

extends to secondary students, and this structure can provide a great opportunity for learners to discover and follow well-designed paths to success. Career Pathways are a form of guided pathway, a vehicle for completion that focuses on structured degree and certificate plans rather than individual courses. Guided pathways, such as those promoted by Complete College America [http://completecollege.org/the-game-changers/] and others, are typified by well-defined plans, early-warning systems, and support systems that increase students' chances for retention and completion. Carefully directing funds from SB 418 toward proactive advising programs framed within the context of academic programs that emphasize active student engagement and informed academic and career choices will help ensure that all students will enjoy increased odds for a successful transition to a relevant and meaningful postsecondary experience. The following activities will support the further construction of meaningful pathways and will enable secondary and postsecondary groups to create synergies relative to student success:

- The convening of academic experts, especially faculty, from multiple institutions and sectors to lead and advise in the development and updating of common certificate/degree pathways.
- Convene teachers and faculty by disciplines across high school, university and community college departments to talk about Career Pathways - including the career and technical education pathways in fields such as health occupations, business, etc.
- Convening higher education community members to explore and develop options that increase the opportunity for learners to "stack" general education courses on top of more specialized studies in order to complete a degree. Even for more traditional-age students, the option to take an "inverted" pathway to degree may be appealing and motivating if it permits them to more deeply explore – and even experience – career opportunities at the outset of their college journey rather than at the end.

ALTERNATIVE MATH PATHWAYS

The initial series of college-level mathematics courses in college are often identified as gatekeeper courses. Students who struggle in these courses, or never take them, are less likely to complete college. Not only do many students acknowledge their math phobia, many introductory math courses have included content that is not necessarily well-aligned with a student's intended academic direction. Consequently, some students stop in their pursuit of a credential when struggling with content not directly aligned with their goals.

There is growing consensus among the professional associations of mathematicians that intermediate algebra and college algebra should not be the default requirement for programs that do not depend on their content. Students pursuing programs that do not require calculus would likely be better served by taking a rigorous mathematics course more aligned with their intended major. Math pathways leading to courses in statistics, mathematical

modeling, or quantitative reasoning, rather than college algebra, may be more appropriate for a significant percentage of students whose college and career goals do not necessarily involve knowledge of and facility with calculus.

Faculty convenings focusing on quantitative reasoning and statistics

Convening faculty to focus on quantitative reasoning and statistics would provide a foundation to ensure that Oregon students master the mathematics that is relevant for their future study or work. This is especially important for students focusing in areas that don't require a concentration in STEM areas. Meetings would bring together K-12 Teachers math instructors, as well as community college and university math instructors and their counterparts in "consumer" disciplines from business, social sciences and humanities fields who together can identify the knowledge and skills in mathematics needed by students with these interests. Funding would support costs for participants to travel and receive release time as well as facilitator costs and facilities rental.

Such models already exist, including the Affinity Network originally established by the College Board to "…strengthen connections and smooth transitions between K-12 schools and institutions of higher education." This work could be easily replicated to increase the likelihood of successful transitions between secondary education and those experiences that follow. Oregon embarked on similar work through the HECC's Common Course Numbering Equivalencies and Outcomes (House Bill 2979-2013) and the work of the Joint Boards Articulation Commission (JBAC) as it engaged with multiple stakeholders across the education enterprise to develop a non-calculus pathway. The impact of supporting such convenings would be the development of vertical integration or alignment of math content and pedagogy/andragogy from pre-kindergarten through career.

METRICS AND EVALUATION

The focus of SB 418 is on college readiness, college credit-earning behaviors, and effective transitions from secondary to postsecondary. In order to assess the effectiveness of the recommended activities with regard to the charge, the workgroup recommends that an evaluation team comprised of representatives of the Chief Education Office, the Office of Community Colleges and Workforce Development, OSAC, and ODE gather and assess appropriate evidence consistent with the goals of SB 418.
It is hoped that the results of this assessment will provide a success story to support future investments in such work and to justify broader dissemination and applications of the recommended policies and practices.

Conclusion

SB 418 Recommendations and Impact on accelerated learning and learner success

Should the Legislature allocate funds in the manner recommended by the workgroup, the State would see an increase in high school completion as well as enrollment and retention at the community college level, particularly timely for students who will be the first to access the Oregon Promise. Increases in completion--especially when coupled with an increase in school-related knowledge, skills, and abilities--would increase the number of students entering postsecondary education and would likely increase those students' completion rates as well. Intentional planning and preparation would provide a better-educated cohort of completers with plans and pathways to guide them towards their learning and career objectives.

It is the recommendation of the SB 418 workgroup that the Oregon Legislature consider the value added for learners and for Oregon when considering the adoption of the promising practices abstracted in this report. The high-yield practices and concepts identified offer the best opportunity for secondary students to achieve higher levels of retention and ultimate success (completion) such that they are able to transition successfully to and complete a course of learning resulting in a degree or certificate at an Oregon community college, successful transition to a 4-year university program, or progression to a high-skill/high-demand career opportunity.

Investment Summary: SB 418 Funds for Student Transition and Success

Recommended Investments		
Alignment	Two-day Summer Summit that brings together high school counselors and administrators with community college and university staff from advising and financial aid offices. (Includes travel, stipends, hotel, speaker costs, food, and facilities) Support for CCR.	$300,000
	Regional support for local collaboration teams of high school counselors and postsecondary advisors to refine and implement local plans for strengthening advising and college access for high school students. (Includes travel, and cost for a facilitator provided by Oregon Solutions)	$700,000
	One-time license for use of three CCR counselor-training modules developed by the Southern Regional Education Board. These can be customized with Oregon specific content and made available to school counselors, building administrators, and colleges preparing counselors. Would include licensing for webinars.	$50,000
	Evaluation to track impact of SB 418 investment and dissemination of best and promising practices across regions.	$50,000
	Alignment Subtotal	$1,100,000
Planning	Expansion of eMentoring to serve all Oregon Promise students with bi-monthly customized email and social media contacts.	$120,000
	Development of an individualized user-friendly tool for use on tablets and cell phone for use as ODE's mandated Educational Plan and Profile and training webinars for staff development	$500,000
	Expansion of FAFSA Plus+ Statewide: Based on the FAFSA Plus+ 2014-15 pilot, expanding to 378 high schools could result in an additional 3,700 students completing the	$105,000

	FAFSA. If they all received a full Pell grant, Oregon would bring in $21,367,500 in federal funds.	
	Expansion of CIS for cell phone and tablet platform use by students. For an additional $100,000 , every high school in Oregon could use CIS system for one year.	$400,000
	Expansion of the AVID program (or similar program) to include first-year support (approx. $13,902 per site) for 100 high-need high schools currently lacking similar services. Subsequent-year costs would be the responsibility of local districts/schools who elect to maintain the program.	$1,390,200
	Signal Vine ($0.10 per text per month): Purchase subscription to Signal Vine to connect with students via two-way texting. This subscription could be used to reach students in high schools, Oregon Promise, FAFSA Plus+, etc.	$100,000
	Planning Subtotal	$3,915,200
Redesign	Support for community colleges to plan and implement improved co-requisite Developmental Education models, embedded and/or structured cohort models that provide needed remedial support without adding a lot more time or expenses for students.	$600,000
	Support for development and alignment of viable Career Pathways for all community colleges.; development of Career Pathways frameworks and tools through convenings and peer collaboration	$600,000
	Redesign Subtotal	$1,200,000
Math Focus	Alternative Math Pathways--faculty convenings designed to ensure that Oregon students master the mathematics that is relevant for their future study or work, specifically for non-STEM degrees. Costs include travel costs of participants, release time, facilitator costs, meals and facilities rental.	$650,000
	Grand total estimated investment:	$6,865,200

APPENDIX A

ODE Education Program Specialist 2 (College and Career Ready Specialist)

The primary purpose of this position is to provide statewide leadership to continuously improve, build and maintain school comprehensive college and career ready systems and professional school counselor supports in Oregon through collaboration, professional development, sharing promising practices, and other methods.

Leadership and Design for Career and College Ready (CCR) Systems and Comprehensive Guidance and Counseling Implementation and Practice

- Update and maintain Oregon's Comprehensive Guidance and Counseling Framework. Provide support and examples to the field of quality programs and practices.
- Collaborate with OSAC to increase FAFSA completion rates
- Provide resources and models of practice to improve implementation of the Personalized Education Plan and Profile graduation requirement
- Work with schools, colleges and programs such as ASPIRE, AVID and GEAR UP to improve college access and success
- Collaborate with school counselors, college access professionals and other student support professionals to create and deliver professional development to improve Career and College Readiness of students

Policy Advice, System, Organizational Improvement and Equity

- Collaborate across offices within the Oregon Department of Education to create a cohesive approach to school counseling practices from Early Education through post-secondary
- Work with School Improvement Team and Educator Effectiveness Team to help districts create comprehensive systems of support for students
- Connect program for out of school youth with other student success projects
- Partner with the higher Education Coordinating Committee to work on policies related to student transition to post-secondary
- Work with TSPC to create credentialing and professional development requirements for professional school counselors.
- Monitor statutes and rules around counseling

Systems Support Related to College Career Ready Systems, School Counseling, and College Access

- Provide ongoing communications to professional school counselors, college access specialist and administrators through educator network, newsletters and journal articles
- Provide professional development to administrators and educators on CCR systems and programs
- Maintain CCR and counselor webpages to provide relevant information practitioners
- Prepare data reports to guide CCR discussions at state, region and school level
- Support culturally responsive school counseling practices and integrate with ODE staff working on equity and multi-tiered systems of support

HIGHER EDUCATION
COORDINATING COMMISSION