****

**Accelerated Credit Work Group**

**DRAFT WORK PLAN: JULY 2013 – JUNE 2014**

**Goal:** By 2025, the South Metro-Salem STEM Partnership will increase math and science achievement among students in partner districts and targeted schools.

**Focus of the Accelerated Credit Work Group is SMS STEM Partnership Strategy 3:**
Expand collaborations between schools, colleges and universities to accelerate students through dual credits, advanced placement, (and other accelerated college credit) and incentives to attract students into STEM degree paths.

**Indicators of Success within SMS Partner Schools and Colleges:**

* Increase in number of accelerated college credit opportunities – SMS Partners
* Increase in STEM accelerated college credit opportunities – SMS Partners
* Increase in number of HS students earning college credits – SMS Partners
* Increase in number of teachers qualified to teach dual credit – SMS Partners
* Increase in percentage of students proficient or advanced in math – SMS Partners
* Increase in number of students from 14 SMS School Districts who attend college - consultant
* Increase in number of students from 14 SMS School Districts who attain STEM college certificates, AS or BS degrees – consultant

**Achievement Compacts:**

* High School Diplomas, Certificates and Degrees – all levels of education
* Nine college credits for more for students while they are in high school

| **Actions** | **Activities** | **Resources needed – grant application** |
| --- | --- | --- |
| 1. **Gather baseline data** from all SMS Partner Districts and Colleges
 | * 1. Develop common goals and outcomes
	2. Identify indicators of success
	3. Identify resources to aggregate and track data, and gather state-level data that is inaccessible to local partners
 | $1000 - small district$2500 – medium district$5000 – large district School district stipends for data collection and annual reporting$20K annually for consultant contract – hire consultant initially, but train the districts on how to complete the work for future data collection |
| 1. **Accelerated Credit Programs:** Expand STEM dual credit courses, number of students, and credits awarded in all 13 districts
 | * 1. Establish a list of approved dual credit college courses now available to partner school districts: map by college and by subject.
	2. Develop marketing materials and put on website: develop messages for teachers, students, parents, administrator
	3. Conduct info sessions with interested school districts.
	4. Shop materials to HS principals
	5. Inventory college nights at schools, and other school events, and get a team to market dual credits and HST to parents and teachers
	6. Complete a “Core to College” system assessment for high school math classes. Use measurements established by the University of Wisconsin to inventory, review, and evaluate math classes in each district. Complete 3 sessions of work (pre work, collective work session, & post session) with high school and college instructors. If we are able to successful complete the math review, we will attempt to complete a review for science and English classes in each district.
 | Targeted marketing materials to under-represented, first gen, low income students$12,250 – completing inventory of events, creating marketing materials for STEM focused outreach at each event, and hosting outreach events with parents and students at schools.$ 4,000.00 per 4-hour session with 30 teachers/faculty. Professional development/ learning community for dual credit teachers?$4000. 00 per 4-hour session for teachers creating dual credit classes to plan/meet with college instructors, including mileage- KC $4,000.00 per-four hour session (3 session min.) with math HS teachers, college math instructors, and technical math instructors. |
| 1. **On-College Campuses:** Expand number of HS students taking STEM college courses on college and university campuses for accelerated credit
 | * 1. Increase courses for HS students at college campuses; schedule courses at times that are convenient for HS students.
	2. Develop STEM programs of study for HS students at college campuses.
	3. Organize college orientation days for students and families.
	4. Develop advising materials and relationships so that teachers and counselors can identify and advise potential accelerated credit students.
	5. Market “expanded options agreements” between HS and Colleges where HS pays for college tuition.
	6. Develop transportation resources to bring HST students to colleges and universities to take classes on campuses.
 | Marketing material$5,000.00 to host college orientation and college financial literacy days $1000 per district for targeted outreach to underrepresented students$4,000.00 per 4-hour session with 30 teachers/faculty. for hosting advising workshops with school teachers, counselors$$ for more expanded options$500 per 1000 students for transportation – (high schools with 2000 students = $1000, 3000 students = $1500, etc…) |
| 1. **Expanded Teaching Resources:** Approving college adjunct faculty or people from industry teach college classes at HS

  | * 1. Identify needs at schools
	2. Identify appropriate and willing adjunct faculty
	3. Develop MOUs with schools
	4. State law: adjuncts may teach up to one HS credit per year per subject that is not available at the HS.
	5. Incentivize HS teaching for adjuncts. Besides the general pay for adjuncts how can we make this option attractive?
 |  |
| 1. **Moved section under State-level issues**
 |  |  |
| 1. **Increase STEM expanded options** for rural students
 | * 1. Review business model for distance classes and determine how to make cost-effective
	2. Research “rules” related to expanded options and how they apply to rural students
 |  |
| 1. Provide **incentives to college faculty** to teach at HS or to become mentors for HS teachers
 | * 1. Review compensation and release time
	2. Review tenure and promotion policies.
 | $ 50.00 per faculty member per 2-hour meeting Stipends for college and university faculty mentors$26 per hour for faculty time (usually 3 hours of release time for faculty at PCC)Clackamas provides a cost per credit breakdown for high schools that wish to bring in college instructors to teach the class. (attached to email) |
| 1. **Use Community Education model** to offer college courses on HS campuses
 | * 1. Review business model for community education classes and determine how to use the CE model to offer the STEM course in the HS.
	2. Research rules in the “community education” model.
 | If initial review suggests that we use the CE model, we may want to pull in some resources for marketing. |
| 1. Increase number of students obtaining dual credit after they have taken dual credit courses
 | * 1. Understand root of problem – is it cost of credits, lack of awareness, or impact on financial aid?
	2. Market the value of dual credits to students and parents so they are awarded the credits they earn
	3. Work with teachers to ensure that student take exams for PLTW and other credit-by-exam programs
 | $ for scholarships for students that cannot pay- KC$ for counselors to help devise a plan/strategy to increase the number of students earning college credits – KCSome of this work has already been completed – Mr. Daniels will reach out to Tony McNair to get the data to inform the group on how much money is needed to complete this work.  |
|  |  |  |
| Other Potential “Promise” Strategies | Reverse Transfer |  |
| **State-Level Issues:** Another group is tackling these issues and we will wait for their report. |
| Confusing array of categories of accelerated credit-- alphabet soup of programs | Standardize names of college programs so parents, students and teachers can understand what is available and accessible. Do common course numbering. Accelerated Learning Committee was created by SB822.  |  |
|  “qualified teacher” issue | Explore teacher qualifications for specific courses, vs standard qualifications for all courses;Evaluate where we have specific problems and opportunities;Invite teachers to PLC;Explore using proficiency to overcome this issue.  |  |
| **Expand credit for prior learning options** | * 1. Explore improved “portfolio” credit processes and models for students who participate in work-based learning and other demonstrations of proficiency
	2. Expand credits by exam

5.3 College credits for professional certifications  | $$ for dedicated staff to work with colleges and universities on improvements to portfolio process and implementation of best practices –  |
| Add components of post-secondary aspirations to Plan and Profile | State issue |  |

**Work Group Participants:**

* **Lita Colligan, Oregon Tech**
* **Marla Edge, Oregon Tech**
* **Carleen Drago, Oregon Tech**
* **Ed Dennis, Project Lead the Way**
* **Johnny Mack, Chemeketa Community College**
* **Dieterich Steinmetz, Portland Community College**
* **Larry Cheyne, Clackamas Community College**
* **Kimie Carroll, Canby School District**
* **Ginger Redlinger, Oregon City School District**
* **Aaron Johnson, Silver Falls School District**
* **Chris Daniels, Amity School District**
* **Emmely Briley, Molalla River School District**
* **Megan Helzerman, Clackamas ESD**

**SMS STEM School Districts and ESDs**

* Amity School District
* Canby School District
* Gladstone School District
* Lake Oswego School District
* Oregon City School District
* McMinnville School District
* Molalla River School District
* Newberg SD
* North Clackamas School District
* Salem-Keizer School District
* Silver Falls School District
* Tigard-Tualatin School District
* West Linn-Wilsonville School District
* Woodburn School District
* Clackamas CTE Consortium

**SMS STEM Community Colleges**

* Chemeketa Community College
* Clackamas Community College
* Portland Community College

**SMS STEM Universities**

* Oregon Tech
* Pacific University
* Western Oregon University