

Five Regional Promise Sites

Grant aims: The five Regional Promise Sites (2014–2015), patterned after the Eastern Promise program that began in Eastern Oregon in 2012, are consortia of school districts, education service districts (ESDs), community colleges, and four-year universities united to expand opportunities for students to earn college credits while in high school (through accelerated college credit [ACC] courses). The sites also aim to build a college-going culture in local schools. Working collaboratively, the consortia develop cross-sector learning communities with representatives from both the K–12 and postsecondary systems. Extensive planning is required to organize such collaborations, plan expansion of ACC courses, and implement college-going activities; thus, the academic year 2014–2015 should be considered as a pilot year.

Consortium goals: Each consortium has the common goals of:

- Increasing opportunities for all students to access college credit classes while in high school
- Promoting a college-going culture
- Developing learning communities of high school teachers and college faculty

To accomplish these goals, each consortium has adopted its own approach to best meet the needs of the local community. Regional needs such as providing paths to teacher qualification for dual credit instruction and ensuring alignment between high school and college course content are being addressed through strategies such as the professional learning communities (PLCs) that enable educators from the secondary and postsecondary sectors to work together.

The sites have the potential to reach a large and diverse group of students in both rural and urban areas. The five grantees serve a high percentage of students eligible for free or reduced-price lunch (FRL): Across all consortia the average is 55.9 percent of students with FRL status, with a range of 50.4 to 60.0 percent.

Impact as of fall 2014:

- 25 PLCs have been formed or are in process, covering 36 courses and involving 216 high school teachers and 81 postsecondary faculty from community colleges and four-year institutions
- 128 high school teachers are newly qualified to teach ACC
- 5,044 students in grades 5–8 and 5,257 students in high school have been or will be involved in activities promoting a college-going culture
- 33 college preparation classes for high school students are either ongoing or planned, with 2,105 students enrolled or projected to be enrolled
- 83 new ACC classes are being offered in 52 high schools through the grant
- All consortium high schools previously had at least one ACC class, but the program has expanded offerings
- More than 1,600 high school students have already enrolled in expanded college-level course offerings or are predicted to enroll in winter term
- New ACC offerings have the potential to reach up to 108,447 high school students in the participating districts



Eastern Promise

Consortium model Eastern Promise is a collaboration among Eastern Oregon postsecondary institutions and school districts seeking to build a college-going culture in their region and expand access to college-level coursework for rural high school students.

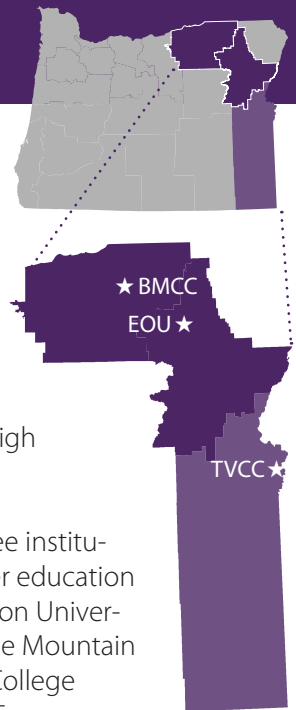
The program's goal is to increase the number of students prepared to attend college after high school and to help students in rural and remote schools see postsecondary education as a viable option. In rural areas, fewer accelerated college credit (ACC) courses may be offered due to limited access to postsecondary institutions (i.e., greater distance to the nearest college) and lack of teacher qualifications. Oregon high school teachers must have a master's in the content area to offer a dual credit course, which can be problematic for rural

schools with fewer staff. Eastern Promise has developed a new pathway for teachers to be able to offer dual credit courses: With approval from the Oregon Department of Education, Eastern Promise offers a credit-by-proficiency option, in which a qualified high school teacher participates in a professional learning community (PLC) with postsecondary faculty and instructs a high school course with college learning outcomes established by the PLC. At the end of the course, the student can earn college credits if he or she meets a certain level of mastery of the subject through assessments developed by the PLC.

To increase the culture of college-going, Eastern Promise asks students in fifth grade to sign a learning compact and visit college campuses. In grade 9, students develop a 10-year

plan as part of a career choices class and post-secondary planning continues throughout high school.

Partners Three institutions of higher education (Eastern Oregon University [EOU], Blue Mountain Community College [BMCC], and Treasure Valley Community College [TVCC]) are partnering with the Inter-Mountain Education Service District and the Malheur Education Service District, and approximately 30 school districts.



Our program is really helping students to move forward in their expectations of what they will do later on as college students.

Progress to date

College-going culture

- Last year, 1,572 students in 34 schools and 14 districts participated in Academic Momentum, a curricular program beginning in grade 5 that enables students to complete a compact, participate in a college week at school, and visit Eastern Oregon University
- Last year, 519 students in 18 high schools and 18 districts earned 1,557 college credits through Success 101, a three-credit course for grade 9 students in which they develop a 10-year plan that impacts decisions in high school about future education/training goals

Dual credit expansion

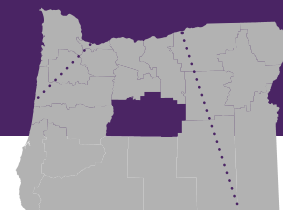
- Students earned 27,000 credits through Eastern Promise credit-by-proficiency and through traditional dual credit classes in 2013–2014
- The program resulted in Eastern Promise classes and PLCs in 12 different subjects

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STUDENTS The program has the potential to reach 38,440 students (K–8: 26,528 and 9–12: 11,912), of whom 60% percent are eligible for free or reduced-price lunch.

Cascades Commitment



Consortium model This consortium, an initiative of Better Together, aims to provide five targeted college-level courses in high school in a dual credit model that will allow students in all six participating school districts to move toward earning an associate, transfer, or bachelor's degree. In addition, the program supports three smaller school districts in expanding their Advanced Placement (AP) offerings. To increase the college-going culture of the region, the grant will fund initial training and materials to expand AVID (Advancement via Individual Determination, a college-readiness

program) to six middle schools and one high school. AVID uses research-based strategies to prepare students for success in high school, college, and careers with a focus on students who are traditionally underrepresented in higher education. Efforts funded by the Eastern Promise Replication Grant will complement various initiatives of the Better Together Regional Achievement Collaborative (RAC) grant, such as the 8 + 9 mentoring program that pairs at-risk eighth- and ninth-graders to aid in the transition from middle to high school.



High Desert ESD

Partners The High Desert Education Service District and six school districts are partnering with Oregon State University–Cascades Campus (OSU) and Central Oregon Community College (COCC).

[As of October], much of the work we have been planning over the last two years is actually being implemented at middle schools and high schools throughout Central Oregon.

Progress to date

College-going culture

- Two sites participated in AVID trainings
- The 8 + 9 program was piloted this summer, reaching more than 200 students
- Three districts sent teachers for AP course training, resulting in five additional courses in three high schools

Dual credit expansion

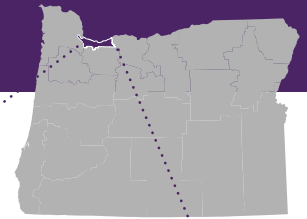
- Eight new course sections are being offered in six high schools, reaching approximately 88 students, due to a new alternative summer training program that qualified teachers to teach dual credit starting in the fall semester after the training
- 30 high school teachers from six districts and two college faculty members are participating in PLCs for Math 111 and Writing 121

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STUDENTS The program has the potential to reach more than 20,000 middle school students and more than 10,000 high school students, of whom more than half are eligible for free or reduced-price lunch.

Oregon Metro Connects



Consortium model Oregon Metro Connects seeks to increase high school and college completion in both Multnomah and Washington counties. Initial efforts during summer 2014 centered on teacher training with the aim of increasing accelerated college credit (ACC) offerings through new math dual-credit courses at multiple schools, enrollment in Portland State University interdisciplinary courses, and “college success” dual credit courses that provide students with fundamental study skills. Two learning workgroups were formed to align outcomes for two math classes offered this fall. A

program promoting college-going culture is targeting students in grades 5–8, while a grade 9 class offered at five high schools focuses on career and academic planning for the future. Workshops on financial planning for postsecondary education are being held for parents of middle school and high school students.



Partners Multnomah Education Service District and nine school districts are partnering with Mount Hood

Community College (MHCC), Portland Community College (PCC), and Portland State University (PSU).

[Our successes so far include] collaboration on aligning MHCC course outcomes with secondary college success coursework such as PACE, AVID, and other college and career classes; integrating campus visits into coursework; secondary schools using On Course Curriculum; and opening lines of communication with high school AVID programs.

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Progress to date

College-going culture

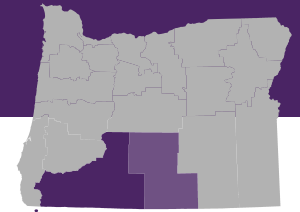
- Two workshops on financial planning for postsecondary education are being offered this school year, with Morgan Stanley financial advisors presenting to 600 parents at each session
- Local school counselors held a workshop on scholarship opportunities targeted to 1,100 parents of high school students
- 2,800 students will receive personalized mock admissions interviews and campus tours this spring

Dual credit expansion

- Five professional learning communities have been formed with 46 high school teachers and 39 college faculty members, arranged by subject area
- 13 high schools are offering 60 new classes that have the potential to serve more than 2,000 students

STUDENTS The program has the potential to reach more than 110,000 middle school students and 45,000 high school students, of whom more than half are eligible for free or reduced-price lunch.

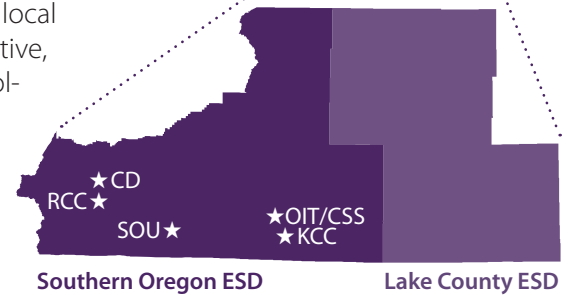
Southern Oregon Promise



Consortium model Southern Oregon Promise aims to increase college success and promote a college-going culture in its region. It will accomplish this through professional learning communities (PLCs) of secondary teachers and postsecondary faculty who will work together to support expansion of dual credit classes in area high schools. To increase college-going, the program funded teacher training in AVID, (Advancement via Individual Determination, a college-readiness program) but was not able to implement AVID as planned due to lower than expect-

ed grant monies. However, we have aligned our efforts with other regional initiatives, including those of the local Regional Achievement Collaborative, which also aim to increase the college-going culture.

Partners Southern Oregon Education Service District, Lake County Education Service District, and 10 school districts, are partnering with Klamath Community College (KCC), Rogue Community College (RCC), Southern Oregon University (SOU), and Oregon Institute of Technology (OIT). Two nonprofit



organizations, College Dreams (CD) and Citizens for Safe Schools (CSS), are also part of the consortium.

The Southern Oregon Promise Grant has launched into expanding college credit classes for high school students in Southern Oregon. Our OR Transfer Module is complete ... we may have for the first time ever have students cross the stage with certificates.

Progress to date

College-going culture

- Teachers have been trained in the AVID college-readiness program
- Approximately 1,800 students are expected to register for programs designed to help students see college as a viable pathway after high school
- School and community volunteers conducted 3 Saturday outreach events, visiting students and their families to encourage them to stay in school and consider postsecondary education opportunities

Dual credit expansion

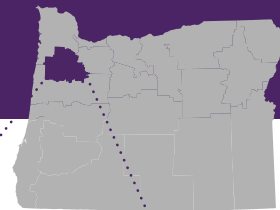
- Eight subject-area PLCs include 26 high school teachers and 18 faculty members to ensure high school courses meet college requirements
- Seven new dual credit courses are being introduced at 10 high schools, with the ability to serve 300 students this spring
- With all required classes now offered, students can finish high school with an Oregon Transfer Module certificate, allowing them to transfer a year of coursework to any public Oregon college
- KCC has seen a 37 percent increase in dual credit course registrations compared to last year. KCC staff noted, "We are finally reaching students beyond our top 20 percent and our goal is to institutionalize dual credit for all kids We've even been surprised with the significance of this increase in this amount of time!"

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STUDENTS The program has the potential to reach almost 30,000 middle school students and more than 13,000 high school students, of whom nearly two-thirds are eligible for free or reduced-price lunch.

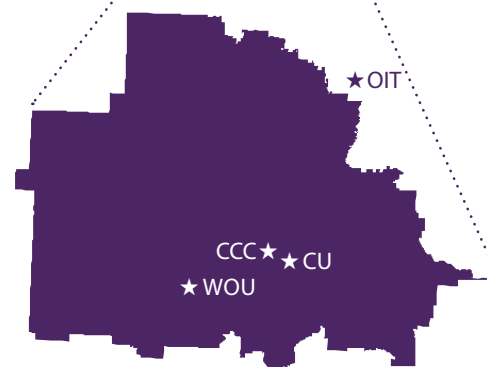
Willamette Promise



Consortium model Willamette Promise is student-centered and future-focused. Since receiving a replication grant in February 2014, Willamette Promise has established 18 proficiency-based, dual credit courses in 20 Willamette Valley school districts. High school students in these districts now have the opportunity to complete up to 45 credit hours within the Oregon Transfer Module before high school graduation—up to a year of coursework that is transferable to any public Oregon college or university. The program also provides students with expanded opportunities to complete career and technical education (CTE) courses and achieve certification in numerous trades. To further expand dual credit opportunities for high

school students, Willamette Promise has established seven professional learning communities (PLCs). Arranged by subject area, the PLCs enable secondary teachers and post-secondary faculty to work together to establish rubrics and proficiency standards that raise high school courses to the college level. As part of Willamette Promise's effort to establish and support a college-going culture in an area where many families do not have a postsecondary tradition, a specialist is working with middle and high school counselors and staff to promote campus tours and provide information about college.

Partners Willamette Education Service District and 20 school districts are



Willamette ESD

partnering with Chemeketa Community College (CCC), Corban University (CU), Oregon Institute of Technology (OIT), Western Oregon University (WOU), GEAR UP, and the South-Metro Salem STEM Group.

Willamette Promise has been a whirlwind of activity since its inception in February 2014. Since then we have set up an exciting system that has created 18 proficiency-based courses with support from four institutions of higher education and 20 school districts. We have trained 114 teachers to teach to the proficiency standard and enrolled approximately 200 students in dual credit classes.

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Progress to date

College-going culture

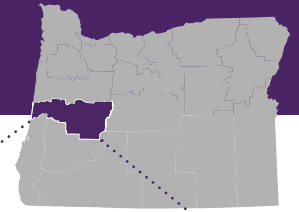
- Willamette Promise has registered 1,700 students in its career and college readiness program, which provides students with advising services related to college admission, career training, and entry pathways.
- Willamette Promise is working with college advisers and high school counselors to build a framework that better links the secondary and postsecondary education sectors.

Dual credit expansion

- Professional learning communities currently include 114 high school teachers and 22 college and university faculty members who are collaborating on 18 college-level courses.
- Approximately 200 students have enrolled in new classes through Willamette Promise.
- A new website offers high school and college educators password-protected access to dual credit course materials and assessments.

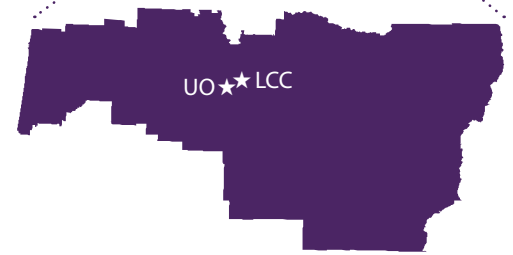
STUDENTS The program has the potential to reach more than 50,000 middle school students and almost 25,000 high school students, of whom 60 percent are eligible for free or reduced-price lunch.

Connected Lane Pathways



Consortium model This consortium is still in the initial stages of planning and has broad goals at this point. A main focus of the work to date has been creating innovative locally and culturally relevant programming to help grade 7–9 students explore their strengths and interests, and to connect to resources and mentors related to their college and career aspirations. In parallel, the theoretical framework for an e-portfolio system to support the transitions from middle to high school and from high school to college and careers is being developed; in Year 1, this system will be piloted to support the transition from middle

and high school. To clarify and expand the accelerated college credit (ACC) opportunities for students in Lane County, Connected Lane Pathways is working through the “Bridge” groups of the Connected Lane County Regional Achievement Collaborative, which focus on the transitions between elementary, middle, and high school, and postsecondary education. Continued efforts of these groups and the Pathways team will create courses aligned to college and career readiness objectives and will lay the foundation for additional ACC opportunities in other content areas.



Lane ESD

Partners Lane Education Service District and 16 school districts are partnering with Lane Community College (LCC) and the University of Oregon (UO).

The project leadership team has continued to meet on a regular basis, focusing on the refinement of the roles and responsibilities of the consortium members. They have also shared and reviewed information regarding the existing program elements at some potential pilot locations. Information from additional potential pilot sites is being collected currently, and a broader survey of schools in the county is being prepared.

Progress to date

- The program has been successful in stabilizing core leadership and has also identified pilot sites for grade 7–9 work. Initial pilots of the Pathways programming were completed and are now being evaluated. Based on feedback from pilot participants, CLP is modifying the programming for future use. The leadership also prepared and is now conducting a survey of area schools to gauge interest in participating in Pathways offerings.
- CLP has been working to bridge data barriers among early childhood, K–12, and postsecondary education agencies. Lane County has developed a countywide longitudinal database that will enable various county programs, including CLP, to answer questions about their students and the effectiveness of their work while still protecting student privacy.
- Currently CLP is focusing on making college visits more relevant, connected to students’ interests, and aligned with the rest of the curriculum. CLP has developed “selfie tours” through which middle school students can select classes of interest and then navigate a campus on their own (with an adult chaperone) to find classrooms and snap pictures. CLP has also developed culturally responsive curriculum for use before and after the college visit to help frame and ground the experience.

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STUDENTS The program has the potential to reach more than 30,000 middle school students and almost 15,000 high school students, of whom more than half (nearly 55%) are eligible for free or reduced-price lunch.