A. Supporting Regional Educational Improvement and Collaboration (7 pts)

Southern Oregon Education Service District (SOESD) is applying on behalf of the *Southern Oregon Promise* regional consortium as a **continuation** project. Continuation activities will target all 49,335 students in all school districts in Jackson, Josephine, and Klamath counties, and District 7 in Lake County. Through this project, we will increase college going culture in our communities and schools, increase rigor and relevance throughout the K-12 experience, and deepen our existing college, university, and business partnerships. Through these partnerships, we will increase the number of high school teachers approved to teach college credit courses, and target dual credit opportunities for all students with a focus on underserved and disadvantaged students to obtain "stackable" college certificates leading to Associate and Bachelor degrees as well as careers aligned with our region's economic development plan and high wage, high skill, high demand careers across the state and the nation.

In 2013, the *Southern Oregon Success* (SORS) Regional Achievement Collaborative (RAC) in Jackson/ Josephine counties and the *Klamath Promise* RAC in Klamath County began working collaboratively to create a cross-regional *College and Career for All Hub (CC4A)*. The CC4A Hub includes all our school districts, colleges, universities, and workforce boards with support from over 40 organizations in each RAC, all partnering for student success on a P-20 continuum. The CC4A Hub integrates parallel efforts leading to students' successful postsecondary experiences, including: Oregon's Science, Technology, Engineering and Mathematics (STEM) and Career Technical Education (CTE) initiatives, Career Related Learning Experiences (CRLE), and accelerated college credit (ACC), including dual credit leading to college certificates/degrees and industry credentials.

B. The Five Main Components of the Regional Promise Program

1. Closing Opportunity Gaps, Funding Services to Underrepresented Students – Leveraging SOESD's Migrant Education and Indian Education programs, college going culture and post-secondary success is fostered in migrant and native students through Hispanic Academic Outreach Project, Senior Transition

Program (Sobresalientes), Academia Latina, College Assistance Migrant Program, Strong Futures (Kópa Skûkûm Saýa-Waýêt), and Konaway Nika Tillicum. These activities expose students to college campuses, and provide supports to help students plan ahead for college, vocational training, or employment after graduation, and transition successfully from high school to post-secondary institutions.

Our project will: (1) Provide coordinators for curriculum alignment and CRLEs; (2) Continue cross-sector Professional Learning Communities (PLC) course alignment work; (3) Provide navigation coaching for students; (4) Extend student and family outreach activities for underrepresented students beginning in elementary school; (5) Develop a coordinated K-12 and Higher Education student information system; and (6) Extend district activities that support post-secondary aspirations and college readiness such as dual-credit tuition reimbursements, AVID programing, college visits, and counseling. Historically, students that struggle educationally often lack the resiliency skills to overcome the discontinuity that is far too common within our school systems and across institutions. These strategies will address system inconsistencies and immediately deliver targeted services to struggling students that need assistance.

Barriers in our region are: (1) Geographic size of the region and the number of school districts; (2) Inter-generational poverty and non-college attaining parents; and (3) Student perception that high school graduation is the end point, thereby diminishing motivation and commitment to establishing a career path and planning for a successful transition to postsecondary education and/or training. To address the geographic challenge, we established the CC4A Hub with SOESD as the lead institution. Collaboratively we are in the midst of shifting K-12 culture to one where all our students and their families begin to establish a career path early to be successful beyond graduation. We are completing development of a seamless P-20 system of education. Given limited Regional Promise funding last year ($250,000), an initial goal was to offer core courses in all high schools leading to the Oregon Transfer Module (OTM). This next year, we will expand our focus from reaching the top 20% of students who might benefit from the OTM, to reaching the middle 60% and bottom 20% of students. We will provide

targeted dual-credit courses starting in freshman year that result in "stackable" college certificates aligned with our college and university career pathways to produce a workforce defined by our region's economic development plan. All students will select career paths and engage in job shadow and internships that will shift their vision beyond high school graduation to career attainment, increasing attendance, graduation, and postsecondary enrollment and persistence.

2. Fostering a College-Going Culture (7 points)

a. Expansions, changes – For 2015-2017 we will continue our successful focus on our college-going culture. We will reach more underserved students by streamlining coursework for the OTM and adding career strands, CTE certificates, and internships. As students identify a career path and receive improved navigation support K-12, those who typically drop out will instead utilize the curriculum alignment and career pathways to look beyond graduation toward career success. Last year's grant-funded activities focused on dual credit PLC work to align courses, tuition reimbursement, AVID, college visits, counseling and navigation coaching, and public culture shift. Klamath Promise RACs marketing campaign included: billboards promoting the college going culture and student success and a joint RCC/SO promotional film[1] on ACC for prospective students, parents and community members. We will expand the video, highlighting KCC/OT dual credit pathways and focus on underserved students and students of color.

In June 2015 a joint training[2] for district leaders, college administrators, teachers, and faculty for operationalizing the College and Career for All vision was held for 200 local high school and college faculty, staff, and administrators including middle school principals to learn the vision of CC4A, the support structures, resources, and importance of this work for every child. The event was extremely powerful but we could only reach a portion of faculty from each school. We plan to bring these conference style events to every high school and college campus to shift culture campus / district-wide.

Additional strategies will build on the Postsecondary Encouragement Tool (PSET) assessment for

---

[1] The video is available for viewing at https://www.youtube.com/watch?v=xlIeUtm3bs0
[2] A pdf of a PowerPoint from this training is in the Appendix.

high schools developed by SORS two years ago based on research regarding effective practices in encouraging students to pursue post-secondary education. Implementation of the work identified by the assessment is underway and SORS is assigning liaisons to each high school to assist in implementation.

    b. New target audiences and strategies to engage them – In addition to our focus on middle 60% and bottom 20% of students, we will increase outreach to middle schools and rural schools. In 2014-2015, Klamath/Lake utilized grant resources to provide technical support for several synchronous video classrooms in rural areas funded by an USDA Distance Learning grant, allowing us to deliver college credit to rural high schools that never had opportunities on this scale. We will continue to focus on access through technology and online learning, increase ties with middle schools, and build advising and curriculum alignment/delivery models providing CC4A opportunities to every student in every school.

    c. How activities will be sustained – Enhancing relationships between our school districts and higher education, increasing and adding depth to partnerships with local and regional businesses, and engaging in systems change within and across our institutions builds sustainability. Our cross-regional *CC4A Hub* has integrated and solidified our efforts for sustainability. Key strategies are building infrastructure to continue beyond the grant, such as increasing the number of teachers who are trained and approved to teach ACC courses and CTE-R and STEM strategies focusing on high demand, high wage occupations.

3. Providing a Variety of Accelerated College Credit (ACC) Opportunities (7 points)

    a. Expanding and improving ACC – In 2014-15, we developed and piloted ACC courses in Biology, Business, Chemistry, Health Occupations, Math, Physics, Speech, and Writing. We brought together high school and higher education faculty to develop, share and troubleshoot curriculum and assessment for high school students in ACC courses. We provide ACC courses from the OTM to maximize transfer credit potential for students and/or courses that would lead to associate degree programs, providing more than "elective" credit. We have subsequently formed "no loss of credit" agreements between our region's higher education institutions, and are expanding alignment of ACC courses beyond the OTM to

non-proficiency based credits that can be accepted by an expansive set of HED institutions, and that target diverse and underserved populations. Every student will be required to take accelerated coursework in a career pathway they are interested in. Credits will "automatically" be accumulated to help students attain at least 9 transferable credits. We will build on our previous success of K-12 and higher education course alignment to complete the OTM for high schools, as well as courses leading to career paths aligned with our regional economic development plan. We are developing expanded distance education and on-line ACC opportunities. Recognizing the challenges that online classes entail due to their self-directed nature, we will include local academic coaches to support student success.

b. Supporting students – High school courses that result in simultaneously attained college credit will be designed to meet the full expectations of college faculty. Our PLC has identified the content, skills and dispositions necessary to succeed in college courses. The college and articulated high school courses are coupled with career related learning experiences through related career fairs, industry tours, job shadows, internships, tech talk/employer presentations, and similar activities. Teachers aided by college faculty will monitor accelerated learning students to ensure they are meeting standards and, if not, a team of mentors, counselors, and aides will provide academic and counseling supports.

c. Guidance – We will increase navigation coaching through career guidance, dual credit counseling, and student registration systems aligned with career pathways and integrated with higher education enrollment systems. This integrated system will provide an easy path for students and parents to navigate dual credit in chosen career pathways. The role of navigators are to help institutions identify and address the needs of students from underserved populations transitioning from secondary to post-secondary institutions and help students and families understand and prepare for the steps, obstacles and resources involved in making the transition.

d. Using data to inform changes, decrease the opportunity gap – We will continue to focus on increasing opportunities in our Migrant and Indian Education programs. We will expand our focus to

reach the middle 60% and bottom 20% of students. We will provide targeted dual-credit courses starting in freshman year and resulting in "stackable" certificates aligned with our college and university career pathway. The career paths are designed to produce a workforce defined by our region's economic development plan in partnership with Southern Oregon Regional Economic Development, Inc. (SOREDI). To aggressively increase the pipeline of teachers to teach dual credit courses, RCC will offer free courses for high school teachers resulting in their approval to teach the courses in these certificated pathways.

e. Tracking participating students, courses offered, eligible teachers – Each of our community college and four year universities track students in the dual credit programs. We plan to create a seamless, navigable student registration system for counselors, students, and parents. Based on student's identified career paths as part of their required personalized education plan, the high school registration system in each school will display the appropriate high school and college courses in grades 9-20 to attain their objectives. The system will facilitate simultaneous high school and college registration between K-12, community college, and universities. We will build on a career guidance model in one of our K-12 student information systems, using grant funds to begin expanding it to the remaining K-12 districts. We will integrate the K-12 and HED registration and transcript systems to provide seamless data tracking. This will help with navigation as well as tracking and evaluating systemic interventions. We already have a system in place for tracking teachers trained by the grant.

f. Sustainability – Our project focus, supported by our *CD4A Hub* and RACs, is on systemic changes that can be sustained, including: a culture shift in the community as well as K-12 and HED institutions; establishing systems that create a pipeline of high school teachers approved to teach dual credit; expansion of courses to meet the needs of all students in established career pathways; requirements at each high school for students to be in identified career pathways that result in targeted ACC prior to high school graduation; and established partnerships with business and industry.

4. Cross-sector Collaboration (ESDs, School Districts, and Post-Secondary Institutions) (7 points)

a. Partner changes – Last year, Promise grants minimally funded our region. Our 2015-2017

consortium is creating a combined Southern Oregon Regional Promise. We have joined forces, aligning

our Klamath/Lake and Jackson/Josephine county RAC efforts through our **CC4A Hub** described above.

The ESD and all school districts and post-secondary institutions were engaged in designing this project

and will be active in implementing it, as can be seen from our Statements of Commitment from

partners. The CC4A Hub also serves as a centralized and coordinated connection for business and

industry by providing advisory councils that steer the creation of targeted career paths for students that

are aligned with business needs, and by providing industry tours and job shadows for both students and

teachers that establish relevance in teaching and learning.

b. Key leaders involvement and communication strategies – In our CC4A governance model[3],

executive leadership forming the Hub commitment include the executive director of the Rogue

Workforce Partnership (Workforce Board), superintendents of K-12 School Districts and SOESD, and

presidents of the community colleges and four year institutions. Multiple members of Executive

Leadership team participate as key leaders of the RACS and the Rogue Workforce Board, convening and

overseeing the work of the PLCs, and coordination of CC4A activities described in this project.

c. Higher education sectors – All of our four year institutions are on the CC4A Hub and are

participating in this project. In addition to participating in the CC4A Executive Leadership team, the

Presidents have administrators and faculty who are active members of CC4A workgroups.

d. Systemic changes to ensure sustainability – The CC4A Hub is systematizing cross-system (or

"boundary blurring") interactions to create a more seamless experience for students and families.

Through continuous cross-sector planning, PLCs, sponsored activities and governance structure, we are

focused on providing experiences, systems and relationships which span middle school through higher

education. The systemic changes of the CC4A Hub fueled by the vision and commitment of the CEOs of

---

[3] See Appendix.

partner organizations demonstrate the lasting change that is self-sustaining. As these changes are met with the culture shifts in our school and family communities, lasting change can result.

5. Creating and Expanding Cross-Sector Professional Learning Communities (PLC) (7 points)

a. Expanding, continuing the PLC's – Given limited Regional Promise funding last year, an initial goal of the Southern Promise project was to offer core courses in all high schools leading to the Oregon Transfer Module (OTM). We will now expand our focus from reaching the top 20% of students who might benefit from the OTM, to reach the middle 60% and bottom 20% of students. We will build on the RCC pathway model that introduces students to ACC healthcare course-work they can pursue concurrently with their general education requirements starting in the 9th grade. We will provide targeted dual-credit courses starting in freshman year that result in "stackable" college certificates attainable by high school graduation. These courses are designed to meet the needs of the workforce as defined by our region's sector strategy advisory boards and aligned with our region' economic development plan and with state and national high-wage, high skill, high demand careers. PLCs will align curriculum and assessment for the following career pathway road-maps: Advanced Manufacturing, Business Management, Education, Healthcare, Industrial and Engineering Technology, Information Technology, and Social Services. Once the pathways are complete, we will continue to other career pathways identified by student interest data to meet the diverse needs of as many students as possible.

b. Sharing PLC work into K-12; communication with postsecondary community – In June 2015 a comprehensive training was held for 200 local teachers, college faculty, staff, and administrators to learn the vision of CC4A, the support structures and resources, the importance of this work for every child. Middle school Principals were invited as well with a goal of every 8/9th grader to have solid career and college exploring and planning so that every child from the 10-12th grades can accumulate college credit to get to a "tipping point" of educational attainment before graduation. We were able to reach only a portion of faculty from each school through a single conference. We will expand on this by

bringing conference style events to each high school and college campus to shift culture campus-wide.

c. Structures for sustainability – Through our CC4A Hub and our effective, collaborative PLCs, we will enhance our PLCs and strong system for identifying specific courses needed. The RCC pathway model introduces students as early as middle school to ACC health care course work that they can pursue concurrently with their general education requirements starting in the 9th grade. The courses will be embedded within students' master schedules, and the region's post-secondary partners will work collaboratively with identified teachers in our local high schools to provide strategic professional development that will result in their approval to offer the rigorous dual credit courses in these career pathways. The professional development workshops and institutes will include content such as: *How To Offer College Level Curriculum*. Through this symbiotic partnership, high school teachers will work with college instructors while becoming approved to teach courses to align curriculum and assessment in a continual PLC environment.

C. Goals, Outcomes, Activities and Timeline (Project Planning)[4] (7 points)

Goal 1: Close Opportunity Gaps, Funding Services to Historically Underrepresented Students

1a. Increase the number of students, including underserved students, in identified career pathways

➢ All students will be in identified career path obtaining college credits in high school aligned with CRLEs (grant months 1-20)

➢ Students will be assisted through navigation coaching to identify career paths obtaining meaningful college credit in high school aligned with CRLEs (1-20)

➢ Extend student and family outreach activities to support post-secondary aspirations for underserved and underrepresented populations beginning in elementary school (6-12)

➢ Foster a seamless navigation system for teachers, counselors, students, and parents for obtaining dual credit in meaningful career pathways utilizing a coordinated K-12 and Higher Education student

---

[4] A more detailed table of Outcomes, Activities, and Timelines, and responsible Leads are in the Appendix.

information system with common transcription tool (1-12)

➢ Replicate the June 2015 CC4A conference at each high school and college campus (6-20)

Goal 2. Foster a college going culture

2a. Increase the number of students in career related learning experiences

➢ Increase marketing campaign and branding in schools (1-12)

2b. Increase the numbers of families attending FAFSA nights, and career fairs

➢ Design and facilitate quarterly student/family outreach events (1-20)

➢ Organize quarterly visits for students and families to college campuses(1-20)

➢ Provide industry tours and job shadows for both students and teachers (1-20)

➢ **Goal 3. Provide a Variety of Accelerated College Credit Opportunities**

3a. Increase the number of teachers approved to teach dual credit courses

➢ Increase the number of teachers that are approved to teach dual credit (1-12)

3b. Increase the number of courses that are articulated with 2 and 4 years institutions

➢ Continue cross-sector PLC course alignment work between Higher Education institutions and High
Schools and build out RCC model for certificates diplomas (1-20)

➢ Increase the amount of transferable credit with no loss of credit between institutions (1-20)

➢ Increase the number of courses in meaningful career pathways at each high school (1-20)

➢ Increase the number of courses that are "stackable" (1-20)

➢ Increase communications regarding dual-credit/accelerated learning options and Pathways (1-20)

3c. Increase the number of students participating in Accelerated College Credit (ACC) Opportunities

➢ Extend district activities that support post-secondary aspirations and college readiness such as dual-
credit tuition reimbursements, AVID programing, college visits, and counseling (6-12)

➢ Provide opportunities for underserved in rural communities (1-20)

Goal 4. Cross-sector Collaboration (ESDs, SDs, Postsecondary Institutions)

All outcomes.

➢ Provide Regional Advisory Councils (RACs) that steer the creation of targeted career paths for students that are aligned with business needs (1-20)

➢ Continue CC4A coordinating and integrating parallel efforts (1-20)

5. Creating and Expanding Cross-Sector Professional Learning Communities

All outcomes.

➢ High school teachers will work with college instructors while becoming approved to teach courses to align curriculum and assessment in a continual PLC environment (1-12)

6. Grant Administration, Performance Monitoring, and Program Improvement

6a. Meet grant requirements, monitor project performance, and make mid-course corrections.

➢ Data is managed for grant reporting (1-20)

➢ All reports are complete and submitted by the deadline (4-21)

➢ Report information is used to monitor project performance and make mid-course corrections (4-20)

All activities target the following overarching outcomes: *increase attendance rates; decrease drop-out rates; increase graduation rates; and reduce post-secondary remedial education.*

D. Evaluation (7 points)

Data will be gathered on all of the outcomes identified outlined above plus outputs. This includes the number of families impacted through outreach efforts such as FAFSA nights, career fairs, Careers in Gear, and STEM Academy outreach including students of color served through Hispanic Academic Outreach Project, Senior Transition Program (Sobresalientes), Academia Latina, College Assistance Migrant Program, Strong Futures (Kópa Skûkûm Saýa-Waýêt), and Konaway Nika Tillicum. Districts will track and report the number of students in identified career pathways as part of their personalized education plan at the end of each year. The Workforce board will use Oregon Connections to track number of job shadows and internships. Data regarding number of students receiving ACC, number of

teachers approved to teach dual credit, number of dual credit courses offered in high schools, and number of high schools offering dual credit is tracked by HED institutions providing ACC. Establishment of integrated transcripting and longitudinal data tracking from K-12 to HED using a newly developed integrated SIS registration system can provide statistics on college entrance and persistence.