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(A) Supporting Regional Educational Improvement and Collaboration

Working together, the partners in the Willamette Promise (WP) are closing the gap between high school and college, opening doors to post-secondary education for diverse students, and helping to move Oregon closer to achieving its 40-40-20 goal. The WP (1) creates new opportunities for accelerated credit allowing high school students to earn up to 4 credits in the OTM, (2) empowers all students to envision post-secondary and career success by strengthening the college-going culture in our communities, (3) provides high school students with opportunities aligned with Career and Technical Education (CTE) programs leading to career pathways, and (4) builds a robust infrastructure of professionally rewarding, cross-sector relationships among educators and diverse partners. WP supports students through the transition from high school to college and careers, and moves us towards a true P-20 system in Oregon.

(A)(1)(i) Strengthening relationships to achieve 40-40-20. Strong cross-sector relationships among educators in the Mid-Willamette Valley have been and continue to be central to our success. Professional Learning Communities (PLCs) bring college faculty and high school teachers together to develop shared understandings of college level proficiencies, create assessments for college-level courses, calibrate to standards and score student work, reinforce rigorous standards, and share pedagogical strategies that help students achieve college level outcomes. Schools, colleges, non-profits and industry work together to help 6th-12th grade students envision futures that include college and careers. Leaders from school districts, higher education and education service districts work together on a collegial and committed Advisory Board. In this way, we have strengthened relationships in the Mid-Willamette Valley and enhanced communication and coordination in the vital space where students transition from secondary to post-secondary education and careers.

(A)(1)(ii) Sustainability. The WP is built for sustainability (see partners' letters of commitment). The program's scale and mix of school districts creates an economy of scale that ensures affordability for districts after grant funding ends (see Section E for projections through 2018-19). From the outset, we prioritized



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developing a program that operates at a cost our partner school districts find attractive, given the services we provide (i.e., course offerings, teacher support, professional development, activities and resources to enhance a college-going culture). The WP especially focused on minimizing costs to students (i.e., students pay a \$30 fee for as many credits as they earn in a year), so they do not face barriers to accelerated credit.

Our PLC's and courses are also sustainable after grant funding ends. Highly valued by teachers and faculty, our PLC's have engendered social capital (i.e., shared norms, networks, trust) in teams of teachers and college faculty, creating a foundation for raising student achievement and solving complex cross-sector problems (see Appendix A: WP Annual Report). WOU has pledged to reinvest state allocations for transcribed WP credits to support its faculty costs, ensuring continued faculty engagement. Our work has received additional support from the Gray Family Foundation (to develop geography component) and the Walmart Foundation (to support equipment for Chemistry labs in underserved high schools). A growing number of non-profit and industry partners are supporting our college-going culture activities, enhancing their long term sustainability and ensuring that our work remains relevant and responsive.

(A)(1)(iii) Fit with other regional initiatives. The WP builds on vital work in our region that is creating a true P-20 education system in Oregon. Synergistic work, where K-12 has partnered closely with post-secondary institutions to solve regional problems, includes: the Marion-Polk Early Learning Hub; region-wide programs to improve student outcomes at all levels (e.g., Developing Elementary Mathematics Instructional Leaders (DEMILO)); the SMS STEM Hub to strengthen science education; our Regional Achievement Collaborative (RAC) that focuses on career visioning and readiness for 15-26 year olds; Oregon GEAR-UP that infuses middle and high schools with a culture emphasizing college going as an option for all; and the Bilingual/Bicultural Teacher Initiatives in Salem-Keizer and Hillsboro to develop future K-12 teachers. More and more, school districts, ESDs and post-secondary institutions are coming together to effectively solve problems.



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(A)(2) Students served. There are approximately 180,000 students in our partner school districts in the Willamette (21 participating school districts), Northwest (18 participating school districts) and Multnomah (two participating school districts) ESD regions. During the last grant cycle, WP trained 115 teachers, and developed 18 courses in 20 school districts serving 81,563 students; 608 students earned 3609 college credits. Activities to support a college-going culture were available to all 81,000 students in our region. With an additional 18 school districts as partners, 184 teachers in 39 districts have already participated in training to offer WP proficiency-based courses. We have strengthened and expanded our focus on creating a college-going culture through year long emphasis supported by Oregon GEAR-UP and Oregon Career Information Systems (CIS). WP will offer five regional events focusing on post-secondary education and Oregon Industry.

(B1) Closing Opportunity Gaps and Funding Services to Historically Underrepresented Students

(B1)(1) Strategies decrease underrepresented students. The WP embodies the five pillars first laid out by the Eastern Promise. Our work enhances variety and diversity in accelerated credit opportunities by building deep and lasting connections between K-12 and post-secondary educators. Robust and effective PLCs are central to how we offer credit, how we strengthen communication and coordination across sectors, and how we support teachers as they open doors for our students. The WP's proficiency-based approach closes the opportunity gap by making accelerated credit accessible to new schools and more students, and establishing a coordinated and sustainable program of activities and resources that build college-going cultures in our communities.

Reflecting the OEIB Equity Lens, the WP expands the population for whom post-secondary education is a reality. In the WESD school districts, 59% of our students are eligible for free or reduced lunch; 44% are students of color; 28% are of limited English proficiency; and 14% are students with disabilities. Our approach to closing the opportunity gap is based on the principles of universal access (Minow, 1991): We examine existing assumptions and practices, identify obstacles to student participation, and replace them with high quality accelerated learning opportunities. We found that many schools were unable to offer a full array of

accelerated credit due to size, restrictions regarding teacher credentials, or other resource constraints. The flexible model of overlaying credit opportunities on existing courses benefits students in small and rural schools, and underrepresented and economically disadvantaged students. With individualized instruction, students in traditional classes can achieve college-level proficiencies. When college-level proficiencies are overlaid on existing high-school courses, teachers can increase rigor in traditional and accelerated courses, and guide many more students towards verifiable college-level proficiencies. Supported by strong cross-sector PLCs and validation of student outcomes, more teachers with a wider range of credentials (beyond a Master's degree in the subject area) can extend credit-earning opportunities to their students. Retroactive enrollment especially benefits underrepresented students who may not expect to achieve college level outcomes at the start of a course but may nonetheless be guided there by a skilled teacher supported by an effective PLC. Student affordability is ensured by a modest student fee (\$30) for all credits earned in an academic year. The proficiency model challenges many assumptions of what "college" looks like, but when we put our students and their learning at the center of what we do, solutions emerge.

In the continuation grant, we will build on these efforts by (1) providing more opportunities for historically underrepresented students such as English language learners, ethnically diverse, students with disabilities, and rural students; (2) developing a PLC for special education teachers to provide opportunities and support to students with diverse learning needs; (3) developing a Student Advisory Board with diverse representation to provide feedback on student experiences, and provide students with structured opportunities for reflection on learning in a proficiency model.

(B1)(2) Barriers. Even after we remove barriers to participation, unconscious bias, unintentional but still quite influential, can limit our imagination about what students from underrepresented groups can accomplish (Staats, 2014). To move this bar PLCs will: (1) incorporate material on unconscious bias, and how we can

manage its effects on us, into professional development; and (2) establish the expectation that all students should attempt assessments of college-level proficiencies, rather than being selective in our expectations.

(B2) Fostering a College-Going Culture

(B2)(1) Expansion or changes to the work. We will target five specific groups (counselors and college and career staff, administrator and teachers, parents, students, and industry) as we continue to shift the culture in schools. We will implement five regional events with support from GEAR UP, local industry, Chemeketa Community College (Chemeketa), Northwest College of Construction, Western Oregon University (WOU), Oregon Tech, and Corban University. These events center around Oregon GEAR UP's 5 R's: Reaching Higher, Rigor, Relevance, Relationships, and Raising Awareness. Lessons, activities, visits, and sessions specific to each grade level will emphasize the 5 R's. These include visits to Chemeketa, WOU, Oregon Tech (Klamath Falls), and OSU. Logic model of activities and outcomes is in Appendix E.

Building on already successful CTE programs, the WP will also host several "Trade Days" that showcase training for high-wage, high-demand jobs in construction and agriculture. Our partners in this work include local businesses, Associated General Contractors, Columbia Division, the Oregon Building Congress, and Northwest College of Construction. The College and Career Professional Learning Communities offer networking and professional development for high school and middle school staff. WP works with ASPIRE, AVID, Oregon CIS, and Oregon GEAR UP to support work schools are already engaged in. The WP will also pilot a middle school counselor PLC to support the development of college going culture and to assist in the use of the Oregon CIS (a needs assessment highlighted that while most school districts used Oregon CIS it was underutilized due to lack of training).

(B2)(2) New audiences and strategies. All students should have equal access to accelerated learning opportunities. In the upcoming grant cycle, the WP will develop a PLC focusing on the needs of students with disabilities so that we can infuse appropriate strategies and accommodations into existing proficiency-based

courses. To reflect the voice of students, we will convene a Student Advisory Board comprised of 10 students from diverse backgrounds (e.g., economically, ethnically, native language, geographically). The Student Advisory Board will work with the existing WP Advisory Board to engage in meaningful dialogue and planning.

(B2)(3) Sustainability. In order to sustain these activities we are building capacity through cross-sector partnerships with nonprofits, business, industry, public and private higher education. Oregon GEAR-UP is a strong partner that offers non-GEAR-UP funded schools opportunities through affiliate status. WP schools will receive GEAR-UP benefits including needs assessment surveys, College Application week, and data to inform decision-making. Careful evaluation of College and Career activities, lessons, meetings, and events will shape long term plans that add value to our districts' work in strengthening college and career culture.

(B3) Providing a Variety of Accelerated College Credit Opportunities

(B3)(1) Expand and improve offerings. During the initial grant, the WP developed 18 courses (see Appendix B); 608 students earned credit, of those, 25% were from economically disadvantaged backgrounds and 35% were students of color. All 18 courses were offered in a proficiency-based model. We focused on this approach because existing modes of accelerated credit could no longer expand to meet the needs in our region. In many of our partner districts, WP courses complement the existing accelerated credit offerings (e.g., College Credit Now, AP courses, IB program), allowing more teachers to offer accelerated credit. In smaller districts, however, proficiency-based credits are the only viable option for accelerated credit; in its pilot year, the WP made accelerated credit available in seven school districts for the first time. In addition to developing proficiency-based courses, the WP's college-going culture component incorporates guidance on all modes of accelerated credit so students can maximize value.

With the continuation grant, WP will develop new proficiency-based courses, including: (1) MATH 112, (2) MATH 251, (3) HIST 201-202-203, (4) PSYC 202, and (5) GEOG 106 (funded by a grant from the Gray Family Foundation). Math 251 (Calculus) is projected to incorporate a strong online component to support

high school teachers and students with college-level curriculum. The Gray Family Foundation grant also allows WP to send AP Geography teachers to national training. As appropriate opportunities arise, we will develop additional courses that fit within the OTM. Finally, we will expand the institutions for which we have prepared advising sheets to include additional Oregon community colleges and universities.

(B3)(2) Models and types of accelerated college courses. The WP has implemented a proficiency-based assessment model of accelerated college credit in which students are able to complete college-level work while remaining in their high schools. Quality of credits matters, as students only benefit if credits represent true college-level achievement. In our program, PLCs comprised of high school and college faculty, and led by college faculty, uphold college-level standards via common assessments, regular calibration of scoring, and validation through cross scoring of random samples of student work. When students succeed at assessments developed by college instructors, we (and they) are confident in their college-level accomplishment. Teachers, their courses, and students earning credit in those courses are tracked by ORSkills (a web-based database of password protected assessments and student work developed as part of our initial grant). Through the ORSkills website, 20% of student work is randomly selected for review by a second reviewer to ensure that it meets the standards developed through the collaborative work of the PLC. Any work deemed to not meet the standard is assigned to a third reviewer for further examination. The third reviewer can either concur with the first review or override the first review. This model strengthens inter-rater reliability and ensures that teachers implement the standards with fidelity.

Although relatively new to Oregon, the proficiency model has been implemented in the University of Wisconsin system, the University of Michigan, Northern Arizona University and 56 colleges and universities in New England (New England Secondary School Consortium, 2014; EducationDive, 2014). The approach aligns with the Northwest Commission on Colleges and University's (NWCCU) definition of educational quality: "the achievement of student learning outcomes as described either in terms of level of intellectual proficiency or

amount of cognitive growth” (NWCCU, 2015). State-level conversations are underway regarding the evolving standards for proficiency-based credit. Our partner organizations are participating in and tracking those conversations to ensure that we are aligned with standards as they emerge. To ensure our credits are accepted by other post-secondary institutions, we do what is in our locus of control: develop a model where the integrity of credits is unassailable because we validate the evidence that students have achieved college level proficiencies; embrace transparency, and provide the state and the public with evidence of student outcomes; participate actively in policy conversations to ensure that this route to access for students is not encumbered by misunderstandings; invite all interested partners to participate in our PLCs to experience and become better informed about the PLC process in a proficiency model.

(B3)(4) Guidance systems to advise students. Several practices guide students towards opportunities that meet their educational goals: (1) WP courses have been carefully selected to be useful within the context of the OTM; (2) we have established Advising PLC’s that bring high school guidance counselors together with college academic to share information on the transition to college; (3) PLC’s work with teachers to ensure they understand how accelerated credit opportunity fits into the larger picture of the OTM; (4) PLC’s have established policies to protect students against accepting combinations of credit that do not benefit them (e.g., students either accept credit for CHEM 150 or CHEM 104, but not both); (5) we have developed institution-specific advising sheets about all types of accelerated credit for our partner institutions and other Oregon community colleges and universities.

(B3)(5) Use of data to inform change of practice. Several opportunities became apparent from analysis of our first year data (see Appendix for End of Year Report). First, WP provides a significant opportunity for students in rural schools. In 7 of those 10 rural schools, WP offered the only access to core credit classes. Second, WP provided access to college credit for a diverse student population. 35% of students passing WP courses were from diverse ethnicities. WP in the second funding cycle will increase its reach

to underrepresented by creating a WP Student Advisory Council, creating a PLC for student with disabilities, and increasing our efforts to create college and career-going culture, thereby further enhancing our efforts to reduce the opportunity gap.

(B6)(6) Tracking system. WP students, courses and teachers will be tracked in ORSkills. ORSkills facilitates collaboration, collection and calibration of work by providing WP a platform for delivering, scoring and storing work samples and portfolios. In addition, ORSkills tracks both the courses offered and teachers offering courses. Teacher eligibility is tracked and monitored by the WP coordinator.

(B3)(7) Sustainability plan. The PLC's and courses are sustainable past the life of the grant because: (1) WOU has agreed to continue its transcribing role for courses that its faculty lead, and to reinvest state allocations for transcribed WP credits to support faculty engagement in PLCs, (2) the WESD has committed to serving as WP's administrative hub, (3) our program evaluation reveals that teachers highly value the PLC's as professional development and support, and (4) school leaders value and are committed to investing this kind of support for their teachers.

(B4) Cross-sector Collaboration

(B4)(1) Changes in partners. WESD, NWESD and Multnomah ESD have an agreement in which school districts located in one ESD may partner with another ESD for desired services and/or offerings. In May of 2015, the WP Advisory Board (WPAB) approved the requests of 25 school districts in the Northwest and Multnomah regions to join our consortium; in 2015-16, 184 teachers from 39 districts in WESD, NWESD and Multnomah ESD have been trained and joined PLCs. Many new districts are small and rural, and will benefit from the flexibility of the proficiency approach. With these school districts as a connecting node, we look forward to the mutual sharing of expertise and experiences among additional higher education institutions. The addition of the new partners also solidifies the financial sustainability of the consortium by creating

economies of scale that allow the program to be affordable to school districts and students after grant funding ends.

We encountered some difficulties of partnership, mostly driven by inconsistent regulations about teacher credentials. This created a rift, with our original community college partner, Chemeketa, withdrawing from the consortium in May 2015. The policy questions underlying this issue are under discussion by the state's Accelerated Learning Working Group, which is crafting standards for proficiency-based accelerated credit. Chemeketa continues to participate in WP college-going culture activities and, as regulations evolve around course credit, we expect to re-engage community college partners in our courses.

(B4)(2) Securing future engagement. The WP continues to work with community colleges (e.g., Chemeketa, Lane, Linn-Benton, PCC) to promote their academic and CTE programs, guide students to the most appropriate post-secondary opportunities, and build a college-going culture in Oregon. Chemeketa has already agreed to participate in WP CTE events, facilitate student field trips to Chemeketa, provide advising materials for WP to distribute, support local counselors with information at college and career events, and participate in college application week. We anticipate that Lane CC, Linn-Benton CC, and PCC will participate in a like manner.

(B4)(3) Institutional leadership and cross-sector communication. We use a dual approach to communication and coordination, drawing on institutional representatives and grassroots educators in our classrooms. The WPAB guides our work. With representatives from ESDs (superintendents), school districts (superintendents and principals) and post-secondary institutions (provosts, deans, partnership coordinators), the WPAB sets overall direction and policies. Just as importantly, our partners are connected through PLCs. Our success is largely due to the healthy balance in communication among institutional leaders, on the one hand, and among educational practitioners, on the other. Both conversations align to the project's goal of serving students first.

(B4)(4) Systemic changes to ensure sustainability. The WP has developed a financial model in which the program moves from being wholly grant-funded in 2014-15 to self-supporting within two biennia. Beginning

2016-17, districts would allocate general fund resources to pay teacher stipends and roughly 45% of other costs—about \$1.44/ADMw. In subsequent years, barring additional grant support, districts and higher education partners would bear the full program cost. The model is workable, as evidenced by our work with districts outside of our immediate service area. In 2015-16 districts in the NWRESD and MESD areas contracted for WP for services and were assessed a fee of \$3.50/ADMw. Our target is not to exceed the cost threshold of \$3.50/ADMw for all districts through 2018-19. Also, beginning in 2016-17, we anticipate that our higher education partners will direct funds earned through FTE or for credits transcribed for WP students to provide full support for faculty participation. This cost-sharing plan would spread the costs over many entities and reduce the individual burden for participants while maintaining very low cost for students.

(B5) Creating and Expanding Cross-Sector Professional Learning Communities (PLCs)

(B5)(1) Expanding and leveraging Professional Learning Communities (PLCs). Our PLC's support teachers and assure quality; they are integral to the courses we have developed. Our PLCs meet at least three times a year, and college faculty work one-on-one with teachers as needed. With the continuation grant, our PLC's will: (1) use data from our first year to refine courses, proficiencies, assessment tools and scoring calibration; (2) identify areas of concern from student portfolios and work with teachers to strengthen student achievement; (3) enhance PLC's by focusing attention on pedagogy and professional development; and (4) identify and develop teacher-leaders to increase our capacity to support additional teachers and students. In 2015-16, we will pilot a middle school counselor Professional Learning Community to provide additional support and training to each school to better reach students in this critical phase of imagining their futures.

(B5)(2) Cross-sector communication. As noted earlier, cross-sector partnerships among nonprofits, business, industry, public and private higher education form the basis of the WP and our cross-sector communication. Through the WPAB and the PLCs each entity is represented. Standing reports of WP activities and opportunities to set future direction are a constant thread throughout all meetings.



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(B5)(3) Sustainability. Sustainability is ensured through the development of strong cross-sector relationships

among schools, non-profits, industry groups and businesses, and public and private colleges and universities.

In particular, GEAR-UP offers a mature and tested programmatic infrastructure for our schools to draw on, and

the possibility of continued funding through GEAR-UP Affiliates (see Appendix C for more information). Key to

sustainability is providing service that our school districts find valuable. College and career activities, lessons,

meetings and events are carefully evaluated against the needs of our students, allowing us to focus on adding

value to our districts’ efforts to shape a strong college and career culture.

(C) Outcomes, Activities, and Timeline

The WP will: (1) Improve opportunities and the funding of services to historically underrepresented students; (2) Foster a college-going culture within WP school districts; (3) Provide a variety of accelerated college credit opportunities; (4) Demonstrate strong cross-sector collaboration with ESD’s, School Districts and higher education institutions; and (5) Create and expand cross-sector Professional Learning Communities. The following table provides the outcomes, activities and timelines for this WP grant cycle.

| Outcomes | Activities | Timeline |
|--|---|--|
| Goal 1: Close the Opportunity Gaps and Funding Services to Underrepresented Groups | <ul style="list-style-type: none"> • Develop a Student Advisory Board • Develop a Special Education PLC • Continue Subject Area PLCs and Professional Development for proficiency-based courses • Continue College and Career PLC • Social Media Campaign/ Marketing of College and Career Culture | February 2016 February 2016 June 2014 (ongoing) September 2014 (ongoing) March 2015 (ongoing) |
| Goal 2: Foster a college-going culture within WP school districts. | <ul style="list-style-type: none"> • Roadmaps Schools’ GEAR UP Affiliates • Continue with creation of Advising Sheets and other advising informational documents • Provide professional development for Industry Partners who work with students • Plan and host Trade Days: Build- Oregon; Grow-Oregon • Plan and host Regional Events/ College and University Visits/Resume Building/ Interviews | December 2015 November 2014 (ongoing) January 2016 September 201 (ongoing) Planning began April 2015 (ongoing) |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> Plan & host College Application Week/ FAFSA Nights/ Scholarship Nights/ Next Steps Provide student prep through CIS Social Media Campaign/ Marketing of College and Career Culture | <p>Planning began May 2015 (ongoing)</p> <p>November 2015 (ongoing)</p> <p>January 2015 (ongoing)</p> |
| Goal 3: Provide all students with a variety of accelerated learning options. | <ul style="list-style-type: none"> Develop NEW proficiency-based course Continue Subject Area PLCs and Professional Development for proficiency-based courses Continue Administrator PLC See Goal 3 | <p>February 2015 (Psych)</p> <p>June 2014 (ongoing)</p> <p>August 2014 (ongoing)</p> <ul style="list-style-type: none"> See timeline in Goal 3 above |
| Goal 4: Demonstrate strong cross-sector collaboration with Education Service District, School Districts and Post-Secondary Institutions. | <ul style="list-style-type: none"> Continue Advisory Board Continue Administrator PLC Roadmaps Schools' GEAR UP Affiliates: Continue with creation of Advising Sheets and other advising informational documents Provide professional development for Industry Partners who work with students Plan and host Trade Days: Build- Oregon; Grow-Oregon Plan and host Regional Events/ Higher E Visits/Resume Building/ Interviews | <p>April 2014 (ongoing)</p> <p>August 2014 (ongoing)</p> <p>December 2015</p> <p>November 2014 (ongoing)</p> <p>January 2016</p> <p>September 201 (ongoing)</p> <p>Planning began April 2015 (ongoing)</p> |
| Goal 5: Create and expand cross-sector Professional Learning Communities. | <ul style="list-style-type: none"> Continue Subject Area PLCs and Professional Development for proficiency-based courses Continue College and Career PLC Develop a Special Education PLC Continue Administrator PLC Provide professional development for Industry Partners who work with students | <p>June 2014 (ongoing)</p> <p>September 201 (ongoing)</p> <p>February 2016</p> <p>August 2014 (ongoing)</p> <p>January 2016</p> |

(D) Evaluation

The goals, objectives and measurement indicators (MI) for the continuation of the WP are:

Goal 1: Close the Opportunity Gaps and Funding Services to Underrepresented Groups. Objective

1.1: Establish a WP Student Advisory Board, comprised of 1 high school student representatives. **MI:**

Identification of a diverse group of students to participate on Student Advisory Board. Establishment of

Student Advisory Board. **Objective 1.2** Establish a PLC focusing on student with disabilities. **MI:** PLC is



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established and functioning. **Objective 1.3** PLCs will incorporate material on unconscious bias into their professional development curriculum. **MI:** Each PLC has clear documentation of inclusion of material in curriculum (as reviewed by evaluators). **Objective 1.4:** Increase the total number underrepresented students who successfully pass WP courses. **MI:** Number of underrepresented students who pass WP proficiency courses increases by 100%, from 221 underrepresented students in 2014-15 to 44 underrepresented students in 2015-2016. The number of Hispanic/Latino students increases by 100%.

Goal 2: Foster a college-going culture within WP school districts. **Objective 2.1** Each school district will have at least one high school completing GEAR UP Affiliate Agreement. **MI** Tracking of agreements signed by each school district. **Objective 2.2** Each school district will develop an Oregon GEAR UP College & Career Readiness Roadmap. **MI** Each school district will turn in their roadmap to the WP Coordinator. **Objective 2.3:** Increase the percentage of students who are on track to graduate at the end of each grade. **MI:** Obtained from school district data. **Objective 2.4:** Increase the number of students participating in WP sponsored college and career opportunities by 200%. **MI:** Tracking of all career opportunities offered through the WP program and tracking attendance, and/or participation. **Objective 2.6** Increase the percentage of seniors submitting FAFSAs. **MI:** System to track submittals is developed and applications tracked. **Objective 2.7:** Each school district will participate in College Application Week (CAW). **MI** Track each school district's participation in CAW.

Goal 3: Provide all students with a variety of accelerated learning options. **Objective 3.1:** PLCs comprised of faculty and teachers from all partners, design and develop new proficiency based courses including Math 112, Math 251, History 201, 202, 203, Psychology 202 and Geography 106. **MI:** Proficiency-based scoring and assessment is developed and implemented for each course. **Objective 3.2** PLCs comprised of faculty and teachers from all partners, design and develop an hybrid course for calculus (Math 251). **MI:** Completed development of online course by the end of spring 2016. **Objective 3.3** Develop additional



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advising sheets for Oregon 2- and 4-year institutions. **MI:** Advising sheets are developed for three 2-year schools and two 4-year schools. **Objective 3.4** Partner districts incorporate proficiency-based dual credit model into their accelerated learning options. **MI:** Each partner offers at least three core courses. **Objective 3.5** Increase the total number of students who participate in college and career-going culture. **MI:** Number of students passing WP proficiency courses increases by 100%, from 608 in 2014-15 to 121 in 2015-16. Number of students participating in college/career going culture activities increases by 200% from 600 participants in 2014-15 to 1800 participants in 2015-16.

Goal 4: Demonstrate strong cross-sector collaboration with Education Service District, School Districts and Post-Secondary Institutions. **Objective 4.1:** MOU's for each partner developed and executed within first quarter of grant cycle. **MI:** Verification of MOUs. **Objective 4.2:** Membership of the Advisory Board will be comprised of five partner school district Superintendents (or designees); high-level representatives from Corban University, Oregon Tech, and Western Oregon University; and the WESD Superintendent (or designee). **MI:** Verification of membership of Advisory Board. **Objective 4.3:** At least twice a year a school administrator's meeting will be convened. **MI:** Number of meetings held equals or exceed 2/year.

Goal 5: Create and expand cross-sector Professional Learning Communities. **Objective 5.1:** New PLCs will be established for the new proficiency-based courses in Math 112, Math 251, History 201, 202, 203, Psychology 202, and Geography 106. **MI:** New course PLCs are established. New courses are offered in at least 30% of participating school districts. **Objective 5.2:** Each PLC will convene at least three times year. **MI:** Tracking of PLC meetings and attendance at PLC meetings. **Objective 5.3:** Expand the professional development opportunities for PLC participants focusing on differentiated instruction, student feedback, and technology integration. **MI:** PLCs' members' knowledge and skills increases (measured through pre and post assessments). Exit surveys will be administered after each PLC as a formative assessment for the PLC leaders.



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The WP's emphasis on a continuous improvement cycle requires strong goals, objectives and measurement as well as an additional focus on learning beyond the continuation grant cycle. Research questions will focus on graduation rates, post-high school college enrollment, attendance, and dropout rates of students participating in WP courses and those who do not. We will also focus on students eligible for free or reduced lunch and underrepresented students and their participation in WP courses and their graduation rates, post-high school college enrollment, attendance and dropout rates. Data collection of student information will be a continual process through the life of the grant. National Student Clearinghouse enrollment data will be matched to ODE student SSID#s to assess enrollment (begin and end dates) institution identification, degree completion, and program of degree. Data will also be gathered on high school teachers. The data gathered from teacher's focuses on the number of years teaching, content area, degree(s), hours of continuing education, gender, race/ethnicity, rural/nonrural, year's in district, and years in Oregon.