

## **Purpose and Scope (for Regional Promise Grant Application)**

Central Oregon has earned a reputation as a place where collaboration is valued, decisions follow from data, and student interests are put front and center. This approach is exemplified in the work of the **Central Oregon Consortium** whose partners include all six K-12 school districts (Bend-La Pine, Crook County, Culver, Jefferson County, Redmond, and Sisters), High Desert ESD, Central Oregon Community College, OSU-Cascades, and Better Together, a new nonprofit that focuses on youth success from “cradle to career” and coordinates or facilitates many of the region’s education-related initiatives.

The purpose of the Central Oregon Consortium is to foster a college-going culture. We improve alignment between K-12 and higher education, expand academic preparation of teachers and students (so the latter can earn college credits while still in high school), close opportunity gaps for historically underrepresented students, and generate additional resources to support our schools. Our Regional Promise proposal seeks \$569,314 in funding, brings \$410,830 in match, and includes the following key elements:

- Providing a variety of Accelerated College Credit Opportunities – in addition to College NOW, AP, IB and CTE offerings, we continue to develop Cascades Commitment, a regional initiative that provides a clear path for any high school student in Central Oregon to earn up to 19 core credits that meet foundational requirements for an Associates or Bachelors Degree. Alternative qualifications for high school teacher certification are being implemented in Writing and Math and pursued in History 201.
- Fostering a college-going culture – the region is fully committed to AVID (all Districts will have at least one AVID school in place), and Better Together is launching Future Accounts, an effort to have every student open a college and training savings account by the time they leave 3<sup>rd</sup> grade.
- Closing opportunity gaps – the region is mobilizing around a “Latino Success Initiative” which will develop and implement Latino support programs at all grade levels (ES, MS, HS and college).
- Supporting regional educational improvement and collaboration – through cross-sector PLCs (including a new school counselor PLC), and multiple regional initiatives along the P-20 continuum.

## A. Supporting Regional Educational Improvement and Collaboration

When we applied for Eastern Promise Replication Grant (EPRG) funding in 2014, our hope was that we would be able to launch (and sustain) several related initiatives to boost regional capacity, increase regional collaboration and help create that elusive “college-going culture.” Our long-term vision was: *Students are supported by our schools, the broader community and their families so that by 2020 100% of students graduate from high school, 60% of them have at least 9 credits coming out of high school, and 85% go on to higher education. Students are engaged in their own education and they have caring adults who provide guidance, encouragement and financial support to help them achieve their dreams.*

18 months into the process, we are confident that we have provided a good return on the investment as significant progress has been made in every one of our EPRG priorities:

- Additional Accelerated College Credit Opportunities (ACCO) have been developed, including alternative qualification methods for teachers through Cascades Commitment, and the offering of new AP courses
- Increased collaboration between K-12 and higher ed including the formation of PLCs in Writing and Math and greater outreach to schools through counselors and the COCC College NOW liaison
- Increased collaboration among partners including coordination around regional grants (e.g. TeachOregon, Minority Educator Pipeline, Regional Achievement Collaborative, Early Learning Kindergarten Partnership and Innovation, Early Learning Professional Development), initiatives (e.g. Better Together) and structures (e.g. Early Learning Hub, Central Oregon STEM Hub).
- Expansion of AVID at both the MS and HS level and greater commitment/participation by all districts
- Expansion of Better Together as the regional “backbone” and coordinating entity around student success from cradle to career (including coordination with early learning entities)
- Closing the achievement gap for Latino and other historically underrepresented groups through increased awareness and support for our efforts, and increasing ACCO in rural areas with higher levels of poverty and districts that have a higher number of students of color.

While we have made great progress to date, we are poised to actually reach capacity on a number of fronts above with one more round of state support, and then well positioned to be internally sustainable after that (see Sustainability of the Regional Promise on last page of the narrative). If awarded, Regional Promise funds will support a variety of programs and activities that are designed to complement and supplement the good work and activities that are already happening in the region. We have made a concerted effort to avoid duplication while filling in around the gaps and increasing capacity of effective programming. As proposed, Regional Promise funds will be used to:

- Expand Dual Credit options – continued support for Cascades Commitment around Writing 121 (4cr) and Writing 122 (4 cr), and Math 111 (4 cr); develop alternative qualification pathways for Math 112 (3 cr) and History 201 (4 cr) as those 4<sup>th</sup> and 5<sup>th</sup> Cascades Commitment courses; support AP expansion through a small training in 2016 and then host an AP Summer Institute in 2017 (and beyond if successful); ongoing support of and expansion of CTE programs in the region.
- Provide program coordination and support – fund a portion of the Regional Promise Grant Coordinator position (note that \$50,000 of the position expenses will be picked up by High Desert ESD as match).
- Expand services to under-represented groups – support our “Latino Success Initiative” which includes Juntos, Paso a Paso, La Clase and Plaza as well as several specific programs and activities for college-age students; includes credit stipends for low-income students in dual credit courses; includes support for Better Together as the regional backbone to coordinate 9 “student success” initiatives (see Appendix) and provide data gathering and analysis.
- Expand AVID – by the end of the grant, every district will be an “AVID District” with at least one school implementing the program and 5 of the 6 having a trained District Director in place.
- Increase awareness of college opportunities at the secondary level – develop a formal counseling PLC for HS and MS counselors to increase their knowledge and ability to inspire, motivate and guide students to take the rigorous courses that really prepare them for college and career.

Total Number of students served by Regional Promise proposal:

We estimate that at least 17,550 MS and HS students will be served by our Regional Promise efforts. An additional 650 3<sup>rd</sup> grade students at 8 pilot elementary schools around the region will also be served directly by helping them to open a college and trainings account (Future Account). An additional number (TBD) of ES students will be served by programming through La Clase, a Latino Success Initiative program which serves ES students and their families.

	High School (9-12)	Middle School (6-8)	Elementary School (K-5)	Totals
Bend-La Pine SD	5171 (5 schools)	3,852 (8 schools)	350 (4 schools)	9,373
Crook County SD	1,138 (3 schools)	725 (3 schools)	70 (1 school)	1,933
Culver SD	244 (1 school)	169 (1 school)		413
Jefferson County SD	812 (1 school)	637 (4 schools)		1,449
Redmond SD	2,408 (3 schools)	1,609 (5 schools)	170 (2 schools)	4,187
Sisters SD	446 (1 school)	339 (1 school)	60 (1 school)	845
Total	10,219	7,331	650	18,200

We arrived at these figures based on the following assumptions:

High School:

- Every traditional high school in the region is participating in Cascades Commitment and our efforts to develop a clear path to 19 credits before graduation (Writing 121/122, Math 111/112, History 201).
- Every traditional high school offers at least some Accelerated College Credit Opportunities through College NOW, AP, IB and/or CTE articulation (see list in Appendix)
- Every high school (including Redmond Proficiency Academy and alternative high schools) are involved in efforts to increase enrollment at COCC (through College NOW liaison) and expanded outreach efforts from OSU-Cascades

Middle School:

- Every school district will have at least one school participating in AVID and some will have multiple sites: La Pine MS, La Pine HS, Crook County MS, Culver HS, Elton Gregory MS, Ridgeview HS, Sisters MS,

Jefferson County MS, Madras HS and Warm Springs K-8 (who is implementing AVID starting at 5<sup>th</sup> grade)

- Every middle school will be able to participate in 8+9 Project (a Better Together initiative) which links at-risk youth with future-focused summer programming and an adult mentor in 9<sup>th</sup> grade

Elementary School:

- Eight ES will be pilot sites for Future Accounts, a Better Together initiative which will help 3<sup>rd</sup> grade students open a matched college and training savings account. Pilot sites include: Bear Creek ES, Buckingham ES, Miller ES, Rosland ES, Barnes Butte ES, Lynch ES, Vern Patrick ES, and Sisters ES.
- Several ES sites (TBD) will start La Clase as part of the region's Latino Success Initiative

## **B. The Five Main Components of Regional Promise Program**

### **1. Closing opportunity gaps and funding services for historically underrepresented students**

In an effort to serve all Central Oregon students and close achievement gaps with underrepresented students, three new initiatives will be implemented as part of our Regional Promise:

- Gap Analysis - as demonstrated in both the literature and observed through practice in our schools, students from different backgrounds often require different supports to seek and enroll in dual credit classes. We have learned that expanding access to dual credit and AP classes in our region's high schools helps, but is not sufficient action for students from underrepresented groups to enroll in and obtain college credits through our targeted classes. As such, it is essential to establish a baseline to better understand the important issues of access, preparation, and equity in our dual credit programs at individual high schools. We will conduct a formal gap analysis to determine inequities in the populations of students enrolling in and earning dual credits. From this, we plan to identify promising practices and work with partner organizations through the Latino Success Initiative (see below and in Appendix) to further reinforce the culture of college going and to directly increase the number of students from underrepresented backgrounds earning at least 9 college credits before graduation.

- Latino Success Initiative (LSI) – currently, a variety of innovative programs have been established to offer support and programming to Latino families and children. These include La Clase (a family empowerment program run by Latino Community Association that works with elementary age students), Juntos (a 6-week program sponsored by OSU-Open Campus that targets middle and high school students and their families to navigate the educational system and prepare for college), Latino Program Scholarship (a scholarship program sponsored by COCC Latino Program that includes academic and career advising) to name just a few (see list in Appendix). Unfortunately, these programs have typically operated independent of one another and are not reaching enough students. The Latino Success Initiative was launched by Better Together as a comprehensive, aligned and integrated solution to connecting and partnering with Latino children, youth and families in Central Oregon for long term success from elementary age through adulthood.

The Latino Success Initiative brings together all the Latino support programs in Central Oregon – from those targeting elementary age up through college students - to share information and best practices on program design, curriculum, alignment and evaluation. As a result of this work, programs are modified/strengthened and aligned vertically and then shared with local schools who have agreed to provide partial funding for these programs (while Better Together raises the balance in match funds). This creates a win-win, allows increased support for underrepresented populations, and makes it easier to be sustainable.

- Credit stipends for low-income students - OIT and Linn-Benton Community College currently are able to provide low-income students free dual credits. Bend-La Pine SD and Crook County SD are somewhat hesitant to keep working with COCC if they can't match this, so our intent is to utilize some Regional Promise funding to purchase credit stipends for low-income students for 2 years and take that time to explore how we can do the same in our region by the end of the grant. One possibility is to host an AP Summer Institute and use the funds generated to pay for these stipends.

## 2. Fostering a college-going culture

The Central Oregon region has made significant progress over the last couple of years in fostering a college-going culture and this will continue through the following Regional Promise programs:

- Better Together - the effort to foster a college-going culture is being championed in the region by Better Together, a 501(c)3 nonprofit organization with a mission of promoting youth success from “cradle to career” (defined as “working together to increase the number of students graduating from high school, continuing their education and training after high school, and ultimately beginning work in a career they find meaningful.”) Every member of the Central Oregon Consortium is an active partner of Better Together (see Statements of Commitment) which is currently playing a lead or secondary role in 9 regional Initiatives (see handout in Appendix):
  1. Healthy, Stable and Supported Families – led by Central Oregon Early Learning Hub
  2. Ready for Kindergarten, Ready for School – led by Central Oregon Early Learning Hub
  3. Health and Development on Track – led by Central Oregon Early Learning Hub
  4. Future Accounts – help every child in Central Oregon open a college and training savings account by the time they leave 3<sup>rd</sup> grade (plus raise matching funds from the community to grow them over time)
  5. Latino Success Initiative – work with school districts to develop programs that support Latino students (and their families) at the ES, MS, HS and college level
  6. 8+9 Project – connect at-risk youth with future-focused summer programming and an adult mentor in 9<sup>th</sup> grade
  7. Cascades Commitment – develop courses in every high school so students can earn up to 19 credits towards a BA or Associates degree before they graduate; Cascades Commitment utilizes a teacher proficiency model rather than one based on student proficiency
  8. Youth CareerConnect – provide students with meaningful work experience opportunities

9. Career and Technical Education – support expansion of CTE at the high school and college level and assist with linkage to private sector partners and resources

Better Together was created to bring additional resources to support the work of our schools (K-12 and higher education). If all 9 Initiatives are fully implemented, and children get a healthy start, and parents are engaged and motivated to support their children’s post-secondary dreams, and at-risk youth are kept on track for graduation, and students have an opportunity to take college level classes (increasing confidence and lowering college expenses), and they have meaningful work experiences to help focus their attention – then we will in fact have created a “college going culture” in the region!

- AVID – the six Central Oregon school districts have made a major investment in and commitment to AVID. Through financial support from Eastern Promise, Nike and Miller Foundation, we now have AVID operating in 10 schools. To date, District coordination has been provided by High Desert ESD, but this responsibility must now be picked up by the respective Districts. Regional Promise funding will support Sisters MS (adding the final school district in the region to the AVID fold) plus help pay for training for three AVID District Directors. All Districts have already committed to picking up the expenses associated with offering AVID once the initial training expenses are addressed.

### **3. Providing a variety of Accelerated College Credit Opportunities**

The Central Oregon region has done a good job of offering a variety of Accelerated College Credit Opportunities through AP, IB and College NOW offerings (see Appendix). Unfortunately, many of these ACCOs do not lead to a degree or are from multiple higher institutions which can make organization and focus problematic. That is one of the primary reasons behind Cascades Commitment, an initiative that provides a clear path for any high school student in Central Oregon to earn up to 19 core credits that meet foundational requirements for an Associates or Bachelors Degree. Alternative qualifications for high school teacher certification are being implemented in Writing 121/122 and Math 111 and being pursued in Math 112 and History 201. A focus of the Regional Promise will go towards developing

multiple teachers at each institution who can teach the 5 Cascades Commitment courses so there is flexibility if a teacher leaves or retires or chooses not to teach a particular course one year.

#### **4. Cross-Sector Collaboration**

The Central Oregon region enjoys a level of cross-sector collaboration that is almost unparalleled in the state. Better Together plays a number of critical roles in the region from policy coordination (e.g. every Superintendent and college leader sits on the Better Together Board) to program coordination and implementation to resource development and data collection and analysis (see Better Together Statement of Commitment and handout of Strategies and Initiatives in the Appendix). Other examples include:

- The Superintendent's Roundtable has been in place for over a decade, bringing together all 6 K-12 Superintendents, the Superintendent of High Desert ESD plus the President of COCC and Vice President of OSU-Cascades for a monthly meeting to share priorities, concerns and resources
- The region's Curriculum Directors and ELL Directors all meet on a regular basis
- Better Together Board Chair (Bruce Abernethy) and Executive Director (Katie Condit) sit on the Central Oregon STEM Hub
- Central Oregon Early Learning Hub member (Amy Howell) sits on the Better Together Board
- High Desert ESD Deputy Superintendent (Paul Andrews) serves as Project Director for several regional grants (e.g. Teach Oregon, Early Learning Professional Development, Early Learning Kindergarten Partnership and Innovation)
- COCC Board members (David Ford and Laura Craska Cooper) and High Desert ESD Superintendent (John Rexford) sit on the OSU-Cascades Advisory Board, helping to plan the development of the new 4-year university in the region

#### **5. Creating and expanding cross-sector Professional Learning Communities (PLCs)**

Cascades Commitment - Our region has spent the last two years building very powerful PLCs for the content area of our Cascades Commitment dual credit classes in Writing (121 and 122) and Math (111).

100% of high school teachers participated in the first year (2014-15) with the Central Oregon Community College instructors, and this year (2015-16) is proving equally successful. We plan to use the same model (intensive summer training plus year-long PLC) as we expand our Cascades Commitment course offerings to include Math 112 as our 4<sup>th</sup> course and History 201 as our 5<sup>th</sup> course. (Our initial thinking that we would include Psychology or Speech proved problematic as we did not have sufficient higher education instructors in those topics to support all 10 high schools plus some of the smaller high schools did not feel they would have sufficient student demand to justify offering such a course). With Regional Promise funds, we will provide the higher education instructors with stipends to create the PLCs and then we will provide high school teachers with sub time and travel costs as needed. As a bonus, there are nine writing teachers and five math teachers from last year's PLC who found the PLC was such a valuable professional development opportunity they are participating again this year in a volunteer capacity!

Communication - has been a critical aspect of our PLCs that we plan on expanding this next year. We now have a teacher in every high school in Central Oregon who is part of both the Writing 121/122 PLC and the Math 111 PLC. COCC also has multiple faculty attending each PLC. In addition to the existing communication between participants and their places of work, we will be developing a more systematic communication plan to solidify the links back to every high school and all faculty at the higher ed level (e.g. we developed a Cascades Commitment brochure –see in Appendix). Many of our AVID teachers are also dual credit teachers, so they plan to use AVID to help sustain this communication and linkage. AVID has school site teams and we can ensure that lessons from PLCs can be shared across the school. We will also be starting regular regional meetings with all AVID Principals and AVID elective teachers.

The workgroups that make up Better Together are also vehicles we will use to share and expand the reach of the PLC work. The Cascades Commitment, Youth CareerConnect and CTE workgroups all are working on topics around dual credit and PLCs, so they will serve as effective strategies to communicate PLC work throughout the region (both within and outside the formal education communities).

Catherine Halliwell-Templin and COCC Instructors will participate in all state meetings as required in the RFA. Catherine Halliwell-Templin will continue to present to the High Desert ESD board, OSEA and other state level meetings. She and Paul Andrews (HDESD Deputy Superintendent) will actually present on Cascades Commitment at the national conference of the Association of Education Service Agencies in New Orleans (Dec 3-5, 2015). It is through these multiple meetings with a wide variety of participants that we ensure regular communication and decision-making opportunities around the grant.

- Counseling PLC - About a year ago, an OSU-Cascades professor (Kathy Biles) started a PLC for school counselors in the region. It was well received so we are linking her work with this proposal to expand the reach of this fledgling group so it has the necessary support to meet the quality level of the other PLCs we have begun. Our goal is to have at least 1 counselor from every high school and middle school in Central Oregon be a part of this new PLC. As proposed, this Counseling PLC will create an environment where school counselors and the professor meet 3 hours each month for three terms, with a 6 hour meeting to present projects and plans. School counselors will officially register for one three credit course during the year-long experience: a counseling workshop (ED 808) or formal counseling class (Counseling 508).

#### **C. Outcomes, Activities and Timeline (Project Planning)**

Goals/Outcomes for the Regional Promise Grant are as follows:

- Increasing the # of underserved students taking (and passing) advanced courses by 5-10% by Yr 5
- Increasing the number of dual credit courses in the region that align to focused programs of study for students as they enter college
- Increasing regional high school completion rate by 5% by Yr 5
- Increasing the # of students who graduate with at least 9 college credits (40% for all students and 20% for disadvantaged students) by Yr 3
- Increasing the # of students enrolling in college (65% for all students/55% for disadvantaged students)

- Increasing the persistence rate of students once they get to college using the national clearinghouse data tool
- Students who are part of the AVID elective are registered into the national student clearinghouse and are tracked through their college careers

### Activities/Timeline

Activity/Program/Service	Timeline	Person(s)/Organization Responsible
Regional Promise Coordinator manage timelines of all grant projects, track and manage budgets, attend meetings, serve as liaison between high schools and higher ed, work with data analyst to collect information	Ongoing	Catherine Halliwell-Templin (High Desert ESD)
Gap Analysis for Latino Success Initiative completed	December 2015	Whitney Swander (High Desert ESD)
AVID tutor trainings held in the region	December 2015 and February 2016	Catherine Halliwell-Templin
Develop Math 112 alternative qualification criteria and PD (e.g. summer workshop, PLC)	January - February	Cascades Commitment Workgroup
Develop plan to identify and distribute stipends for low-income students taking dual credit courses	February – May	Catherine Halliwell-Templin
Latino Success Initiative launched with programs started at area schools (ES, MS, HJS and college level)	February	Katie Condit (Better Together)
Identify/recruit high school teachers to participate in all PLCs (Writing 121/122, Math 111/112 and History 201)	February - March	Cascades Commitment Workgroup
Develop History 201 alternative qualification criteria and PD (e.g. summer workshop, PLC)	March - April	Cascades Commitment Workgroup
Begin Counseling PLC (advertise and recruit MS and HS counselors, determine appropriate credit courses)	March	Kathy Biles (OSU-Cascades)
Communicate to HS Principals and Curriculum Directors which courses will be available through Cascades Commitment (so students can sign up in time)	April	Catherine Halliwell-Templin
Monthly communication meetings (Superintendents, Curriculum Directors, Cascades Commitment (includes COCC, OSU-Cascades, HS Principals, High Desert ESD)	Monthly and ongoing	Catherine Halliwell-Templin
Hire evaluation consultant and gather information, including assistance with preparing Community Report Card	Spring 2016 and ongoing	Catherine Halliwell-Templin, Katie Condit

Implement AVID at new schools and support expansion and training at existing schools	Spring 2016 and ongoing	School districts
Begin planning for AP Summer Institute (to be held summer 2017)	April and ongoing	Catherine Halliwell-Templin
Support 8+9 Project partners with marketing and summer staffing capacity	Spring – Summer 2016	Katie Condit, Better Together partners
Support Better Together to implement Latino Success Initiative with pilot programs at various school sites	Spring 2016 and ongoing	Katie Condit, LSI workgroup
Implement training and PLCs in Writing, Math and History 201	Summer 2016 and ongoing	Cascades Commitment Workgroup
Support CTE expansion at high schools	Ongoing	Katie Condit
Work with AP to plan and ultimately host an AP Summer Institute (2017)	August	Catherine Halliwell-Templin
Hold all PLCs during the school year	September and ongoing	PLCs facilitators, HS teachers
Develop and disseminate Community Report Card	February 2017	Katie Condit
Hold AP Summer Institute	Summer 2017	Catherine Halliwell-Templin

#### D. Evaluation

Our theory of change is that by creating a “college going culture” we will see significant improvements in school success (as measured by student academic performance, number of students taking rigorous classes, graduation rates, and matriculation to and completion of higher education). In addition, through efforts made both inside and outside the school(s), we will see a significant increase in parent/family/community engagement. Evaluation questions include:

- Were Cascades Commitment classes developed in the region? (which ones and in how many schools?)
- Were additional AP courses developed following teacher training?
- Are students taking these ACCO courses? (are they taking them for college credit?)
- If students take these ACCO courses, are they going on to higher education?
- How are they doing once they get there?

#### 1. Data collection/methodologies to determine which education interventions impact outcomes

Better Together has already been designated as one of the state's Regional Achievement Collaboratives (RAC) and we will use predominantly state-required data (K-12 plus higher education) since those systems are in place (or being developed) to collect this information. In addition, we will develop new data collection methodologies for many of our Better Together initiatives (e.g. 8+9 Project, Future Accounts, meaningful school-to-work experiences for all students, etc.)

The region has hired a shared Data Analyst position who will serve Better Together/Early Learning HUB/Regional Achievement Collaborative. Housed at the Wellness and Education Board of Central Oregon (WEBCO), this position reinforces the collaborative efforts across the "cradle to career" continuum by creating a shared understanding of the data and, when possible, shared metrics. This position synthesizes data from across a wide variety of data collection systems and makes this information meaningful for our region as we collaborate to move the needle for our underserved populations. The data analyst helped develop and disseminate a "Baseline Report" (see Appendix) this Spring and will help develop a "Community Report Card" to raise overall awareness in the community and create accountability across the continuum.

## **2. Measures to assess impact on student, educator, and/or community outcomes**

Fortunately, our Regional Achievement Collaborative - Better Together - has already done much of this work for our region. In addition to required district, ESD and college outcomes, each of the initiatives within Better Together have identified additional specific indicators and measures to determine success. Schools will use standardized national norm-referenced assessments of college and career readiness (e.g. Smarter Balanced - all districts, ACT - Bend-La Pine SD). We will be addressing specific outcomes, such as graduation rates, 9<sup>th</sup> grade progress (6+ credits by the end of 9<sup>th</sup> grade), higher education completion rates, and the number of students with 9+ credits upon graduation, #/% students attending 2 and 4 year colleges, freshman to sophomore persistence in college (using data from National Student Clearinghouse). Additionally, we are working with our collective impact partners to develop measures such as amount of money families have saved for college, number of underrepresented students completing higher

education programs, number of teachers newly qualified to teach dual credit, and number of students accessing Cascades Commitment classes. Our data analyst will assist us in developing valid and reliable survey instruments to address more qualitative and self-report-based measurements.

### **Sustainability of the Regional Promise**

Rather than embed sustainability elements into each section of the proposal, here are a number of reasons why we feel we are well poised to be sustainable once the grant period is over.

- COCC will use release time for their instructors to continue to do PLCs and summer classes – they'll have a full 2 years to adjust instructor caseload
- College Now already has a mandatory mentoring element (it has all along), so adding more regular PLCs to this will be possible with the release time mentioned above
- OSU-Cascades will continue to offer graduate credits with districts using tuition vouchers in the future
- PLCs have been found to be so effective and successful that once teachers go through it in their required year, they are often coming back voluntarily
- Districts are already seeing great outcomes from these teachers so they're willing to look at moving PD dollars in the future to support additional teachers who need to be trained in each of these areas
  - BONUS - we will need fewer teachers in each cohort because we will soon have a full cadre and "bullpen" of all 5 courses at every school by June 2017 so we'll be sustainable for years
- AVID will soon be in all schools – districts have already agreed to sustain that with general funds
- AP trainings and summer institutes will keep high schools growing in capacity for many years
- We will spend 2 years learning how OIT and LBCC are able to give free credits to low income dual credit students and develop a program to do the same here (possibly AP Institute profits)
- Better Together is a 501(c)3 organization that can secure private funding (but we also maintain our relationship with High Desert ESD to be able to approach public sector funders as well)
- HDES is committed to picking up the FTE of the Regional Promise coordinator once the funding ends