

East County Pathways to College Success Consortium

*Mt. Hood Community College, Portland State University, Multnomah Education Service District,
K-12 School Districts: Centennial, David Douglas, Gresham-Barlow, Oregon Trail, Parkrose and Reynolds*

**Regional Promise Proposal
October 20, 2015**

Purpose and Scope of Project

East Multnomah County is recognized as a region with one of lowest education attainment rates, highest poverty index and most diverse population of US immigrants and non-English speakers in the state of Oregon. The **East County Pathways to College Success Consortium** will have a direct impact on our youth in public schools and their families through utilization of existing collective impact efforts to create a college going culture in our community, which provides opportunity to ALL students in surrounding school districts.

Understanding that each student has specific educational goals with differing levels of support needed, the Consortium will also serve as the driving force behind the development of multiple guided pathways for students through completion of their post-secondary goal, including multiple and varied accelerated learning opportunities. This will ensure that students who are interested in college level coursework have the opportunity to earn college credit while still in high school, with the added benefit of forming relationships with key college staff and faculty, before their first day of college classes.

Through increased College Now Dual Credit opportunities while in high school classes, availability to attend college early in a Middle College program, alignment of instructional support best practices of AVID (Advancement Via Individual Determination) from high school to college, increased events and exposure to opportunities on the Mt. Hood Community College and Portland State University campuses, and teacher professional development and planning time, this grant will meet the need of all the educational partners in our region and create multiple realistic and achievable pathways for students to complete high school and get an early start into post-secondary training and achievement of credentials.

In a region as unique as East County, it is crucial that our teachers, administrators, counselors, students and families mobilize and unify to achieve college success. Through the work of the Consortium, they won't embark on that journey alone. *"Access without support is not opportunity."* - Vincent Tinto

(N1) Vision, History and Context

The **East County Pathways to College Success Consortium** – Mt. Hood Community College (MHCC), Portland State University (PSU), the Multnomah Education Services District (MESD), and Centennial, David Douglas, Gresham-Barlow, Oregon Trail, Parkrose, and Reynolds school districts in Multnomah and Clackamas counties – has a long term vision to foster a strong college going culture in East County, expand accelerated college credit options with support for diverse high school students, and close the opportunity gaps for historically underserved and underrepresented students. This work is in answer to Oregon’s 40/40/20 goal and will rely upon the collaboration of college administration, staff, and faculty, with high school administrators, teachers, and counselors in Professional Learning Communities (PLCs). These PLCs will meet regularly and are tasked with investigating additional accelerated college credit options, identifying a refined application process and possible credentialing for high school instructors interested in teaching dual credit courses, and participating in the planning, curriculum design, and training necessary to best implement college level coursework in the high school environment. Beyond partnerships between MHCC, PSU, and high schools within the Consortiums district, the Consortium will also provide numerous events to scale up the college going culture in East County, especially among first generation, minority students, and to capitalize on the success that the Advancement Via Individual Determination (AVID) program has had within three of the six East County school districts. According to data from the Oregon Department of Education (ODE), the high schools of the districts represented within the Consortium serve populations that are on average over 50% students of color, nearly 28% English Language Learners, and over 62% eligible for free or reduced lunch (*See Appendix A*). This at-risk student population demands collaboration between the school districts and higher education institutions, not to mention support and guidance for local families, many of whom are not familiar with navigating post-secondary education, including the financial aid process. The Consortium will provide these families with the resources and information that they need, promote ample preparation and

support for college bound students, and break down the barriers between educational institutions that has traditionally stalled partnerships and prevented positive, student-centered collaboration and change.

The Consortium will employ several evidence-based practices to reach the needs of the students and community. As outlined in Section C - Table 1, the following data will be collected and analyzed: College Placement Test (CPT) scores; persistence, retention, and completion rates for participants of Summer Bridge programming; persistence, retention, and completion of participants in Dual Credit; scholarship application rates. Educator professional development for PLC participants will be continual.

MHCC has long standing aspirations to serve as a community hub in East County and revitalize and strengthen our commitment to the community and surrounding school districts. The work of this Consortium will allow MHCC to fully realize this aspiration and prepare more students than ever before for college success (*See Logic Model – Appendix B*).

The Consortium will build on existing models in the region. Participating school districts and the community college are currently participating in our local Regional Achievement Collaborative (All Hands Raised), Mt. Hood Regional CTE Consortium, and the East Metro STEAM Consortium.

All Hands Raised is the RAC for Multnomah County and district superintendents and the MHCC President sit on the leadership committee working collaboratively with industry and community organization on a Cradle to Career initiative. This work is already creating support and networks with a goal of post-secondary opportunities for all students in our region.

The Mt Hood Regional CTE Consortium is comprised of district representation with the goal of elevating CTE programs in the region through professional development and alignment of high school and community college pathways. Systems and programs already in motion for CTE can support and sustain

some of the initiatives included in this grant proposal promoting seamless transition from high school to post-secondary opportunities and support of a college going culture.

Finally, the East Metro STEM Hub was formed to support post-secondary opportunities in STEM related pathways with a focus on our underrepresented population in our schools in the in the community. This is a network of over 50 members including government, private employers, and education partners with a goal of supporting opportunities in our region.

(N2) Community Demographics and Needs Analysis

The Consortium has identified several barriers to college access and completion: Student placement into developmental math, lack of educational and financial aid planning, absence of coordinated holistic student success strategies and support, inconsistent availability of accelerated college credit options, and lack of knowledge and availability of dual credit courses.

Currently at MHCC, all degree-seeking students, as well as students wishing to enroll in courses with reading, writing and/or math prerequisites, must take the College Placement Test (CPT) to assess academic skills. The CPT measures reading comprehension, English grammar, and mathematics. The results of the CPT determine whether students must take Developmental Education courses prior to enrolling in college-level coursework. In 2014-15, 54% of new MHCC students placed into at least one developmental course.¹ Besides academic under-preparedness, an increasing percentage of MHCC's students are low-income (38.3%, Fall Term 2014) and/or first generation college students (43.8%, Fall Term 2014). With this data in mind, it is critical that students are prepared for the CPT before taking the test and that they have an understanding of what the results could mean for their academic career. In addition, through partnership with the ODE and Developmental Education Re-Design Teams, Oregon Community Colleges have begun analyzing their CPT minimum placement scores, preparation materials,

¹ MHCC Analytics and Institutional Research

and options for non-cognitive assessment. Impacts of increased CPT preparation through the work of this consortium will be reported to the MHCC Developmental Education Re-Design Team and used to inform this statewide work.

The developmental education barrier can also be addressed by providing students guided pathways that make sense for their educational goals. Therefore, the Consortium developed STEM and non-STEM guided pathways with a math emphasis infused with student success strategies that makes sense for all students. Navigation through the pathways will allow students to matriculate to college with a significant portion of the OTM completed, with the added benefit of college readiness skills.

Beyond CPT preparation and the guided pathways options, we have found that many students begin their first term at MHCC lacking the required and often elusive or hidden college knowledge and campus awareness needed to complete a degree or certificate. Furthermore, an increasing percentage of MHCC's students rely on grant or scholarship aid (74%, Fall Term 2014) and a growing percentage are first-generation students (43.8%, Fall Term 2014)², which illuminates the need for increased financial planning and support. As the number of first generation students grow, it is critical that MHCC and local district schools collaborate to inform students and families of their options for funding higher education as early as possible, while also disseminating information on critical college success strategies, college expectations, and educational planning. When ODE produces materials on financial literacy and scholarship opportunities, such as the new "Oregon Promise," it would be the work of the Consortium to ensure students and families have access to this information and understand their options when planning for post-secondary education.

The Consortium also has the opportunity to streamline high school outreach and instruction and infuse all student interactions with college success strategies and resources, making every campus visit and

² MHCC Analytics and Institutional Research; IPEDS Data Feedback Report 2014

information session an opportunity to improve student retention and completion. Many of these college success strategies will come from the AVID program and curriculum, as MHCC is the only AVID for Higher Education institution in Oregon. The Consortium will use this connection to enhance secondary college success/AVID courses offered through this grant, as well as student campus visits, college preview events, and financial aid presentations. This selection of college preparation events and student skill development will be calendared out yearly by the Consortium and distributed to high school partners via Professional Learning Communities (PLCs) and grant mandated meetings. This streamlined communication will increase secondary school partner awareness of the aforementioned events and visits, as well as increase opportunities for student success partners at MHCC (AVID, TRiO, Future Connect, etc.) to collaborate and maintain a presence at outreach events.

A final barrier is inconsistent availability of accelerated college credit options, and knowledge of and availability of dual credit courses. The Consortium will address the inconsistencies in accelerated college credit options by creating more awareness in the community through various outreach events and classroom presentations and by enhancing K-12 counselor partnerships to reach out to underrepresented student groups. The primary barrier to increased dual credit options are instructor qualifications. In order to address this, Portland State University will develop a certificate program and/or courses that high school teachers can complete to become qualified dual credit instructors. PLCs will allow high school teacher participants to become approved dual credit instructors and will identify new teachers who could offer college credit through an instructor of record model.

The Consortium members will also increase outreach efforts to K-12 counselors through the work of MHCC's High School Relations Committee to create an awareness of the programs and opportunities available at MHCC and provide professional development, such as ***On Course*** workshops and poverty simulation experiences, to increase counselor awareness when working with underrepresented student

groups and to provide resources and strategies to overcome the equity gaps that exist in higher education. Ethnic diversity in MHCC's district schools is also represented within MHCC's student population, with the three most frequently spoken languages (after English) among MHCC's student population being Russian, Spanish and Vietnamese. With respect to student race/ethnicity, 59% are Caucasian; 11% are Hispanic/Latino; 13% are race/ethnicity unknown; 6% are Asian; 4% are multiracial; 5% are Black or African American; and less than 2% are in other categories. Through the work of the consortium members, community partners, and support from the ODE, grant funding would provide for the language translation of key college success and financial aid materials, as well as student and family events that are targeted at specific underserved and underrepresented populations, which would begin to close the equity gap and prepare all students for a successful and smooth transition to college.

(A) Supporting Regional Educational Improvement and Collaboration

The state of Oregon has set an ambitious goal for educational attainment called the 40/40/20 goal, and achieving this ambitious goal will require the creation of a guided pathway that softens student's transition into college level coursework, builds a relationship with key college staff and faculty, and fosters an understanding of college expectations, resources, and systems. Secondary school teachers also need the support of MHCC and PSU, with a broad understanding of our services in order to better refer and inform students. As mentioned above, while there are currently numerous MHCC and PSU programs designed to support students as they graduate and move into higher education, the East County Pathways Consortium will operationalize that work, improve internal communication and collaboration through Professional Learning Communities and training, and allow us to better inform secondary school staff and faculty, students, and families of proper steps to take in order to attain their educational goals and contribute to Oregon's 40/40/20 aspirations.

Examples of current programming and educational initiatives include the Future Connect Program for low-income college goers needing additional academic support, Career Pathways Programming for

students interested in certification or an abbreviated degree and connection to workplace skill building and job placement, and Bridge Programming. All of these current programs and initiatives experience great success; however, none of these initiatives address the regions problem with student retention at the *institutional* level. Any effective practices or interventions of specific programs are not being integrated institution-wide. Additionally, the region lacks a system in which to track any and all programs that an incoming student interacts with, or how that intervention impacts that particular student's success. With a Consortium goal of 10,000 5th to 12th grade student contacts by the end of 2017, it is essential that various programs and partners work together to streamline services, collaborate on data collection and reporting, and package program components together in a way that is easily accessible for students, families, and secondary school personnel. Therefore, the Consortium will provide opportunities for these groups to meet and better align services and outreach, develop a system for tracking student participation in college success and college going culture activities, and plan for the sustainability and continuation of this work after the life of the grant.

(B) The Five Main Components of the Reginal Promise Program

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

In order to address the opportunity gaps for underrepresented student groups that exist within our local school districts and community, the Consortium will focus specifically on CPT preparation, outreach to students and families, an increased awareness of financial aid options, and a greater knowledge of college programs and post-education career opportunities. All of these components contribute to fostering a college going culture, closing the achievement gap, and improving student confidence and success after high school completion.

(B2) Fostering a College Going Culture

Skills and habits of mind of successful college students must be fostered early, well before the first day of class. The Consortium will increase family awareness of procedures and expectations, along with college success planning, through community outreach, collaboration with partnership schools, and specialized programming beginning in middle school. Two specific areas are addressed below: AVID, *OnCourse*, and Outreach, and Summer Bridge Programming.

AVID for Higher Education, *On Course*, and Outreach

MHCC is the only post-secondary institution in Oregon with the AVID *for* Higher Education program. Since the 1980's, the AVID name has been synonymous with college readiness and success, as well as being a leader in preparing first generation, low-income, and minority students for the rigors and expectations of college level coursework. Several of our district partners recognize this reputation, and therefore, AVID is currently operating in Gresham-Barlow, Reynolds, and Parkrose School Districts, with AVID students experiencing great success after high school.

With funds from the ODE, our East County Pathways Consortium will work to bring AVID leadership together and increase outreach and support to AVID classrooms and students in East County through the establishment of an AVID Alumni Association. Students will participate in Consortium programming while in middle and high school, and upon the conclusion of their senior year, would participate in Summer Bridge. Once fall term begins, those same AVID Alumni would be trained and deployed back to their schools of origin to work as AVID tutors. This will fill a staffing need for our local district schools, as well as provide AVID Alumni with work experience and a chance to give back to their community by sharing their experiences with current high school students.

Students attending schools in our district area without the AVID program will be provided with the same opportunities for college preparation and awareness through dual credit coursework in College Success

(HD100C), which uses the **On Course** curriculum. Like AVID, **On Course** prepares students academically, socially, and mentally for college, and develops important non-cognitive skills. In addition, all students participating in the Consortium will have the chance to participate in college campus visits and in-class seminars on college culture, various family events and program previews, and Summer Bridge.

Summer Bridge Program

Piloted in summer 2014 and serving nearly 150 new students in summer 2015, Summer Bridge is a preparatory program for students entering college during Fall Term and looking for ways to smooth that transition and start strong. With roughly only 50 percent of students who enter college completing a degree, certificate or credential, it is crucial that new college students are connected to resources and supports early on, and that they are provided with all of the information they need to succeed up front, before the first day of classes even happens. Expanding under the East County Pathways Consortium, current high school dual credit students will be recruited to attend Summer Bridge during the spring of their senior year, with the support and encouragement of their high school dual credit instructors and classmates. Summer Bridge staff will reach out to those same students during the summer to assist with application/enrollment to college, as well as CPT preparation and financial planning, and to promote timely Summer Bridge registration.

During Summer Bridge, students will prepare for their first term of college through hands-on activities, such as small group discussions of relevant case studies, attending faculty and academic adviser panels, purchasing their course textbooks and necessary supplies, learning tools for self-management, and participating in campus scavenger hunts for swag and prizes. After Summer Bridge, these students will have built a relationship with key college staff, had positive interactions with fellow students, learned important details about navigating college campuses, and will be prepared for the rigors of college coursework, all before the first day of class. In many ways, the stigma and anxiety many new students

bring with them will be reduced, allowing them a smooth transition into college, a strong awareness of the supports available to them on our college campuses, and a focus on being a successful student.

(B3) Providing a Variety of Accelerated College Credit Opportunities

The Consortium is committed to supporting a variety of accelerated college credit (ACC) models including, but not limited to, Dual Credit, Middle College, and Instructor of Record, as detailed in the chart. These ACC models, and potentially others, will remain consistent with the standards and transferability of credit expectations of the Higher Education Coordinating Commission (HECC) as they design and define each accelerated learning approach. College credits will be transcribed to a post-secondary institution and will be transferable.

Accelerated College Credit Model	Definition	East County Pathways to College Success Plan & Goals
Dual Credit	High school students take college level coursework from college approved high school instructors who align their course objectives and student learning outcomes with a post-secondary institution. All dual credit courses are taken in the students' high school classroom and they receive credit from both schools.	Expand Professional Learning Communities in history, mathematics, writing, and human development courses. STEM and non-STEM pathways will focus on content and student success strategies using human development courses and AVID. Credits will be transcribed to MHCC.
Middle College	Allows 11th & 12th grade students to take a full-time (12 credit) college course load at MHCC to earn dual-credit towards their high school diploma and college certificate/degree. Students get a head start on college and career exploration in a cohort-oriented environment while making progress towards the high school diploma requirements.	Pilot a new Middle College program with a K-12 partners in our consortium that can be replicated and sustained across the state. Credits will be transcribed to MHCC Community College.
Instructor of Record	Secondary and post-secondary instructors work in collaboration to align curriculum and offer college credit by co- developing assessments and cross grading student work.	Pilot an instructor of record model that can be replicated and sustained across the state. Credits will be transcribed to MHCC Community College.

All students who participate in the STEM and non-STEM guided pathways designed by the Consortium will be required to take student success courses that will be infused into the content coursework. Student success will be supported through participation in AVID or other college success courses (Personal and Career Exploration – PACE, Academic Literacy, etc.) at the secondary partner schools. Secondary programs will be enhanced by offering these college success courses during the junior year of high school, while seniors will take a scholarship and financial support course. All of the basic features of the equity lens will be addressed by focusing on clear and efficient pathways toward certificates/degrees for underrepresented student populations.

Secondary counselors and post-secondary academic advisors will participate in a PLC and in trainings and outreach events. Their participation will provide a framework for advising students based on their educational goals and will also provide a strong link between college staff and high school staff.

Counselors will assist students to determine if a STEM or non-STEM pathway will be most beneficial.

Academic advisors will work with students as they matriculate to college and plan their certificate/degree completion. In addition, both high school counselors and college advisers will have the opportunity to collaborate with MHCC's High School Relations Committee, which will work to ensure the consistency and clarity of all communication and roles in project planning.

The Consortium will plan outreach and education events working in close collaboration with partner school districts and community partners (*See List of Additional Partners*) whose missions address diversity, serve racially and ethnically diverse families, understand the needs of rural communities, assist English language learners, and address poverty in the represented districts. An example of an event that will be sponsored by the Consortium is a Poverty Simulation, during which high school counselors would be invited to walk a few days in the shoes of our students in low socioeconomic status. For many of these students, earning college credits while in high school will motivate them to continue on to post-

secondary education, therefore, these events will also increase awareness of accelerated college credit options among underrepresented populations.

Tracking faculty, counselor, and student participants at on and off campus events and analyzing evaluations and feedback from the events are important components of the East County Pathways work and will be completed through a closed cohort non-credit course registration. Participants will initially complete a brief application, which will allow the Consortium to collect demographic data for future analysis. The completion of the application will generate a college ID number that will be used to register and track participation in events, workshops, trainings, and PLC's at subsequent events. MHCC's Analytics and Institutional Research team will run reports by course to obtain specific data (persistence, retention, ethnicity, etc.), which will assist in program assessment.

The Consortium will expand accelerated college credit options to students who are traditionally underrepresented and courses offered for credit will be sustained beyond the grant. Secondary teachers who participate in the grant PLC's and are approved as dual credit instructors will be eligible to be renewed beyond the duration of the grant. Teachers who are part of the Instructor of Record pilot (*See Appendix D*) will work towards a dual credit approval through a combination of close collaboration with a college instructor and working towards completion of the PSU credentials and training being developed as part of the East County Pathways Consortium partnership. Assessment of readiness will be conducted at the end of the first year. A second year of Instructor of Record will be an option when necessary. The K-12 partner identified for the Middle College pilot (*See Appendix E*) will sustain the program at their high school with the intention of expansion upon successful implementation and achieving expected student success. Finally, PSU will take the lead in developing a set of courses for prospective dual credit instructors, that will provide the necessary credentialing and training needed for

community college instruction, paving the way for additional, well-qualified and trained dual credit instructors.

(B4) Cross-sector Collaboration (Education Service Districts, School Districts, and Post-Secondary)

Consortium Member	Role and Responsibility
MHCC Community College	Lead Consortium member responsible for communication with all partners; plan instructor workshops and training; host on and off campus outreach and education events including campus visits; PLC planning and facilitation; oversight of dual credit; K-12 coordination; lead the college-going culture and student success activities from middle school through college; lead fiscal agent; budget oversight; facilitate grant reports; leverage resources to support program activities.
Portland State University	Develop certificate programs that provides needed credentials for high school teachers to qualify as dual credit instructors in content areas; participate in PLCs; host outreach and education events including campus visits; leverage resources to support program activities.
Multnomah Education Service District	Host workshops, trainings or meetings; participate in college-going culture activities; assist with data collection; assist with transportation needs for campus visits; and leverage resources to support program activities.
School Districts: Centennial, David Douglas, Gresham-Barlow, Oregon Trail, Parkrose, Reynolds	Schedule dual credit classes that align with the STEM and Non-STEM guided pathways requiring master scheduling for fall of 2016; support and participate in the college-going culture activities; send teachers, counselors and administrators to summer workshops, trainings, PLC meetings; support on and off campus outreach and education events, leverage resources to support program activities.

MHCC will lead the Consortium partnerships and communication will be inclusive of all members, as facilitated by the East County Pathways grant manager. A representative for each Consortium partner will be identified and will be the point person responsible for communication within their organizations. Communication during the grant will occur as often as need, monthly at minimum. The established communication representatives for each Consortium partner will continue to have quarterly update meetings beyond the duration of the grant to ensure sustainability of the programs and continue to expand endeavors and relationships.

Grass root communications strategies will be led by the East County Pathways coordinator in collaboration with the MHCC HS Relations Committee and will include high school counselors and be

supported by MHCC and PSU Academic Advisors and staff. Communication will also include outreach to parents and organizations serving communities of color. Post-secondary and K-12 staff will attend school parent nights in middle and high schools to present program information and provide support to high school students for successfully completing scholarship and Free Application for Federal Student Aid (FAFSA) paperwork. Students and their families will be invited to visit college campuses to explore program elements, meet faculty and attend presentations about college admissions and financial aid. Outreach information materials will be available in English, Spanish, Chinese, Russian and Vietnamese (*see Timeline – Appendix F*)

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

The majority of the East County Pathways to College Success Consortium (Consortium) partners have experience creating cross-sector Professional Learning Communities (PLCs). As members of the Oregon Metro Connects All Students to College Consortium during the 2014-2015 year, we successfully implemented PLCs in mathematics and student success. The Consortium will expand both of these PLCs and add history and writing PLCs to align with our STEM and Non-STEM guided pathways (*Appendix G*).

Each PLC will include the following members: MHCC faculty lead, post-secondary Academic Advisor, PSU faculty, high school counselor and up to four high school teachers from each of the partner school districts. High school teachers will be approved as dual credit instructors and offer college credit during the 2016-2017 academic years. These approvals will be continued after the grant.

The Consortium will blend Human Development/AVID student success components throughout all content areas to meet PLC expectations and will include professional development on high engagement instructional strategies to meet this goal. There will be two focus tracks, one for STEM focused students and one for Non-STEM focused students. Students will identify their STEM or Non-STEM pathway choice on the college admission form. The courses chosen represent alignment with the Oregon Transfer

Module (OTM) which leads to meaningful transcription of accelerated college credits for high school students. The proposed tracks, outlined in the charts below, will allow school districts to customize the pathways that fit best within their school and provide options for students and their master scheduling. Courses offered in the high school will be no longer than a semester to ensure the academic pace and rigor mirrors a true college experience.

NON-STEM TRACK		
	Junior Year	Senior Year
Semester 1 Fall & Winter Term	HST201*	HST201*
	HD100C Algebra II/MTH95	HD225 MTH243
	WR121*	WR121*
	HST202*	HST202*
Semester 2 Spring Term	MTH105 WR122* HST203*	MTH244 WR122* HST203*

STEM TRACK		
	Junior Year	Senior Year
Semester 1 Fall & Winter Term	HST201*	HST201*
	HD100C MTH111	HD225 MTH251
	WR121*	WR121*
	HST202*	HST202*
Semester 2 Spring Term	MTH112 WR122* HST203*	MTH252 WR122* HST203*

** Writing and History are offered as flexible options to be built in where it makes the most sense within the student and high school schedule during junior or senior year. Not all History courses need to be included. The best alignments will be determined by the PLC's for each high school.*

The PLCs will meet six times during the academic year and focus on course alignment, student learning outcomes, assessments, incorporating student success strategies, and identifying best practice strategies to reach underrepresented and underserved students. New high school teachers needing additional assistance will be identified by the PLC and a pilot Instructor of Record model will be used to provide the needed assistance. The MHCC PLC lead will report findings to the Project Director after each meeting and the report findings will be shared across all Consortium partners to encourage communication and discussion and direct the work of the PLCs in a collaborative manner going forward. Support strategies for PLC participation will include, but is not limited to, seeking interested volunteers, providing release time to college faculty, providing a stipend for summer workshops, and funding substitute teachers for the high school participants during the school year. Continual communication and reporting findings will be expected to ensure that PLCs are making progress and can see the

outcomes of their accomplishments. The results of each PLC will be communicated to all Consortium partners. The PLC work will be documented and shared with K-12 and higher education communities so the work can be replicated in other academic areas within the Oregon Transfer Module and ensuring sustainability.

(C) Outcomes and Activities

Table 1 – Outcomes and Activities

ECP Initiative	Components	Need	Outcomes
College Placement Test (CPT) Preparation	<ul style="list-style-type: none"> • In-Class Seminars • Practice Testing • Materials for Test Preparation • Additional CPT Testing at High School Sites 	<p>Student scores on the CPT determine what courses a student needs to take and whether they will start in developmental education or in college level coursework. In 2014-15, 54% of new MHCC students assessed into at least one developmental course (reading, writing and/or math) and many of these students are also historically underrepresented.</p>	<ul style="list-style-type: none"> • Increased CPT Preparation while students are still in high school would decrease the number of students testing into developmental education. • The number of students testing into college level coursework from high school would increase due to their exposure to dual credit options.
Outreach to Students and Families	<ul style="list-style-type: none"> • College Preview Events • Summer Bridge (<i>see Fostering a College Going Culture below</i>) • Parent Nights and Programming • Class Visits and Seminars – Grades 5 to 12 • Materials in Multiple Languages 	<p>Currently, much of the outreach work falls upon Student Outreach and Recruitment Team with other groups (AVID, College Now, Future Connect, TriO, etc.) providing outreach on the periphery. Through East County Pathways, these outreach events will be housed and managed by the High School Relations Committee, allowing for consistency in programming and opportunities for collaboration between the various student support</p>	<ul style="list-style-type: none"> • Increase in student access to support services and programming. • Improved Parent Awareness of college Resources • Increase in Student Recruitment • Increased Persistence, Retention, and Completion by students participating in Summer Bridge Orientation PLUS

Table 1 – Outcomes and Activities

ECP Initiative	Components	Need	Outcomes
Financial Aid Awareness	<ul style="list-style-type: none"> • FAFSA Nights • Oregon Promise Promotion and Information • Scholarship Information Sessions and Assistance • Materials in Multiple Languages 	<p>programs.</p> <p>Because a large number of the Consortium district students are low-income (38.3%, Fall 2014), information about options and resources for funding college is increasingly important. Similar to the outreach mentioned above, several groups currently conduct Financial Aid outreach and support. Moving forward, these events will be coordinated under ECP and promoted through dual credit courses (HD225) and classroom visits/outreach.</p>	<p>Programming.</p> <ul style="list-style-type: none"> • More opportunities and events for students and families to learn about their options for funding college. • Increase in students and families benefiting from the Oregon Promise. • Increase in the number of students applying for college scholarships.
College Program Preview Events and Career Exploration	<ul style="list-style-type: none"> • College field trips and program previews • Marketing and promotional materials for college programs in multiple languages • College faculty to conduct classroom visits • Guided Pathways • Summer Bridge and Education Planning 	<p>MHCC and PSU offer hundreds of classes and program options, which can be overwhelming to new students. Program Preview Field Trips would give secondary students the opportunity to learn about the various programs and associated careers, which informs Education Planning and goal setting. In addition, students that have a goal in mind won't waste time with classes they don't need and will advance more quickly to completion via the Guided Pathways Dual Credit courses in STEM and Non-STEM, which start while they are still in high school.</p>	<ul style="list-style-type: none"> • Increase in Dual Credit student persistence, retention and completion. • Improved student awareness of college campus and programs. • Student relationship building and familiarity with key college faculty. • Education Planning used to provide a blueprint/plan for the student while in college.
Professional Learning	<ul style="list-style-type: none"> • PLC Workshops for Planning and 	<p>In order to expand options for accelerated learning,</p>	<ul style="list-style-type: none"> • Increased number of Dual Credit offerings.

Table 1 – Outcomes and Activities

ECP Initiative	Components	Need	Outcomes
Communities (PLC) and Professional Development	<p>Curriculum Alignment</p> <ul style="list-style-type: none"> • On Course Training • Poverty Simulation 	<p>Professional Learning Communities have been established to offer HS Instructors an opportunity to work with college faculty to properly align curriculum, course expectations and student learning outcomes and assessments. Training and Professional Development will also be offered to unify personnel and ensure courses are offered with fidelity.</p>	<ul style="list-style-type: none"> • Increase in students seeking and successfully completing Dual Credit coursework. • Increased student persistence and retention in college level coursework.

(D) Evaluation

Table 3 – Evaluation

Project Component	Evaluation Questions & Outcomes	Data Collection	Describe Measures
<i>Building a College Going Culture – Students</i>	<p>How many students attended college going culture activities?</p> <p>Middle School – Outcome = 710</p> <p>High School – Outcome = 1650</p> <p>MHCC & PSU Campus Visits – Outcome = 1500</p> <p>Summer Bridge - Outcome = 500</p>	<p>Collection of Attendance</p> <p>Pre and Post Survey Responses</p>	<p>On Site Attendance and Survey Responses Completed by Staff and forwarded to MHCC Office of Analytics and Institutional Research – Sheets and responses available for audit.</p>
<i>Building a College Going Culture - Parents</i>	<p>How many parents attended Parent Night Events?</p> <p>Outcome = 265</p>	<p>Collection of Attendance</p> <p>Session Evaluation and</p>	<p>On Site Attendance Sheet and Evaluation Responses Completed by Staff and forwarded</p>

Table 3 – Evaluation

Project Component	Evaluation Questions & Outcomes	Data Collection	Describe Measures
		Feedback	to MHCC Office of Analytics and Institutional Research – Sheets and responses available for audit.
<i>Expanding Dual-Credit – Teacher Certification</i>	How many high school teachers were trained and certified to teach dual credit as a result of East County Pathways? <u>Outcome = 98</u>	Data Collected Annually by MHCC Dual Credit Office and PSU Office of Academic Innovation Collection of Attendance	Collected by MHCC Dual Credit Office and PSU Office of Academic Innovation, reported to the state, and is subject to audit.
<i>Expanding Dual-Credit Credits Earned</i>	How many new dual credits earned in Math, History, Writing, and HD College Success in the first year as a result of East County Pathways? <u>Outcome = 51,940</u>	Data Collected Annually by MHCC Dual Credit Office	Collected by Dual Credit Office, reported to the state, and is subject to audit.
<i>Professional Learning Communities (PLC) and Professional Development</i>	How many attended 90% of the required PLC sessions and training? <u>Outcome = 75%</u> What information and training materials could be shared with other schools?	Collection of Attendance Recordings of Trainings Deliverable: Colleges will post findings and activities on MHCC website	On Site Attendance and Survey Responses Completed by Staff and forwarded to MHCC Office of Analytics and Institutional Research – Sheets and responses available for audit.