



Date: March 16, 2017

To: Senator Rod Monroe, Co-Chair
Representative Barbara Smith-Warner, Co-Chair
Ways and Means Education Subcommittee

From: Salam Noor, Deputy Superintendent of Public Instruction

RE: Education Agency Presentation – Follow Up from March 13th Hearing

As part of our presentation to the Ways and Means Education Subcommittee for the Oregon Department of Education's 2017-19 Budget (SB 5516 and SB 5517), we are pleased to provide you with follow-up information to questions posed during our March 13, 2017 hearing.

What are the results from the programs funded in the Grant-in-aid Programs: African American/Black Student Success Plan, Tribal Attendance Pilot Project (TAPP) and English Language Learners Grants? (Senator Roblan and Representative Smith-Warner and Representative Whisnant)

ODE has included with this memorandum three attachments for each grant program. This information identifies the grant recipients, the 2015-17 grant amounts, information on how (or where) funding is targeted, and what the intended outcomes are for each investment.

Attachment 1 – African American/Black Student Success Plan Grants

Attachment 2 – Tribal Attendance Pilot Project Grants

Attachment 3 – English Language Learner Grants

How is English Language Learner (ELL) Grants (HB 3499) designed to ensure the best results for Oregon ELL students? (Senator Roblan). Follow-Up Question from LFO Staff. How is Title III grants used to compliment state ELL grants? Is there duplication?

HB 3499 (2015) was adopted by the Legislature as a comprehensive approach to improving the overall educational needs of English Language Learners. This bill established a variety of new responsibilities to ODE and school districts in terms of creating uniform financial transparency in accounting for ELL expenditures; identification and intervention of school districts not meeting the needs of their students; and creating a state plan that provides for specific best practices and strategies in serving ELL students. ODE was appropriated \$12.5 million biennially to meet these responsibilities. Attachment 4 provides a complete overview of the work plan related to HB3499 that has led to the first allocation of grants awarded in the second year of the 2015-17 biennium.

In terms of Title III Federal Funds, the distribution of funding is provided through a federal statutory formula based on the number of ELL students enrolled in eligible programs within each district. Currently, funding is provided to 135 school districts to help support the cost of delivering the education services to students. While critical to the operation of school programs, the funding is spread across districts with eligible students on a prorated basis and is not eligible to provide funding for certain expenditures. Examples include:

- Teachers
- Purchasing core instructional materials
- Providing adequate supplies
- Purchasing assessments to determine if a student is an EL
- Purchasing technology for the purpose of state assessments
- Required translation/interpretation of communication for school programs/activities that all parents receive outside of federal Title III requirements
- Regular transportation to/from school that is provided for all students

State ELL Grants are targeted to specific districts that have a history of not meeting objectives and needs of ELL students as compared to other districts. While the majority of the 91 districts that are targeted to receive State ELL Grants are also receiving Title III Federal Funds, the state funding enables the districts to cover the ineligible expenses (i.e. teachers) of Title III, and enhance, modify or change existing district programs that have shown historic low results for ELL students.

Attachment 4 – HB 3499 Background and Workplan

Please describe the work and outreach of staff in regard to HB 3499. Do the ELL grant recipients sub-contract for services? (Representative Whisnant)

ODE staff has been diligently working in a variety of ways. This includes cross office collaboration with the school effectiveness, research, and data teams. In the Office of Equity, Diversity, & Inclusion, three staff has been divided between the 40 districts receiving ELL grants to complete a thorough needs analysis. Upon completion of these evaluations, staff worked with districts to provide technical assistance in writing action plans in order to receive the grant-in-aid resource funds. Most districts have submitted their plans and are beginning to receive funds. The staff will continue to provide ongoing support to the districts through training, evaluation, monitoring, reporting, and providing continued support in meeting the goals and objective of the grant funding.

The ELL grant funds can be used in several ways within the parameters of state and federal law. The primary use must be for English Language Learners. Many districts are focused on enhancing professional development opportunities for equitable systems and instruction. There are some districts that are using part of their funds to contract with outside supports that would allow appropriate implementation of their action plans.

Did all of the SMART funding (\$100,000) go towards the cost of purchasing books? (Senator Monroe)

ODE has provided a \$100,000 grant for 2015-17 to The Start Making a Reader Today (SMART) Organization. This funding is targeted towards the cost of books as well as cost associated with recruiting and supporting volunteers. The grant helps to ensure that each participating child is provided with up to 14 books a year to take home. In addition, the grant provides support for volunteers to engage 1:1 in reading to children Pre-K through 3rd grade

Is there any evaluation on the Regional Promise Program that demonstrates that students taking accelerated college credits are more successful in college and/or graduating from college? (Senator Monroe)

Attachment 5 is the evaluation report of the Regional Promise (Eastern Promise) program that was funded during the 2013-15 biennium. Because of the relatively short time in which the program has been existence, there is not yet enough data to track participating students through their post-secondary years. However, based on the evaluation of the 2014-15 funding of Eastern Promise, there are a number of early student outcomes that are likely to lead to post-secondary

success for those students.

Attachment 5 – Regional Promise 2014-15 Final Report

With regard to Physical Education Grants can you provide a list of who received those over the last few biennia? (Representative Smith-Warner)

Provided with this memorandum is Attachment 6 and 7 which includes information on the Physical Education Grants for both the 2013-15 and 2015-17 biennium. The information provides the name of the grant recipient, targeted schools or districts, the grant amount for hiring teachers, the grant amount for teacher professional development, the intended outcomes for all grants, and the number of schools served by each grant.

Attachment 6 - 2013-15 Physical Education Grant Awards

Attachment 7 - 2015-17 Physical Education Grant Awards

Has Key Performance Measure #3 – Kindergarten Assessment – been checked for cultural biases? (Senator Roblan)

Within the criteria and specifications of the Kindergarten Assessment Tool, each measure is designed to ensure inclusion of items that represent a range of difficulty and complexity levels. In addition, individual assessment items must:

- be appropriate for students in terms of age, interests, and experience.
- be free of age, gender, ethnic, religious, socioeconomic, or disability stereotypes or bias.
- provide clear and complete instructions to students.
- measure only one domain.

What is the Smarter Balanced standards built into KPM#4 – Early Literacy – in which children are measured in meeting reading proficiency by the 3rd grade? (Senator Roblan)

The Smarter Balanced Assessment was written based upon grade 3 state standards. Those questions were then tested with and standards set against the responses of grade 3 students. The performance determination for this assessment was set via industry standard methods using educators with current and past experience with each grade level.

If you should have any need for further clarification on these questions, please let me know.

Oregon Department of Education

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**Oregon Department of Education
African American Education Plan - HB 2016 (2015)
2015-17 Grant Awards**

Grantee	Target School District	2015-17 Grant Amount	Grant Project Summary	Intended Outcomes
Portland Opportunities Industrialization Center (POIC) and Rosemary Anderson High School	Portland Public School District Parkrose School District	\$746,000	Youth Potential Realized is a collaboration among Self Enhancement, Inc., Portland OIC, Portland Public Schools, and the Parkrose School District to improve outcomes for African American/Black students by establishing SEI's Whole School Model at three regular high schools and at an alternative high school for high-risk youth.	Demonstrate s successful and replicable approach to effectively supporting the education needs of African American/Black students. Improve the "safety net" for the most vulnerable, high-risk, and disengaged African American/Black students by better aligning training and case management services.
IRCO (Immigrant & Refugee Community Organization)	David Douglas School District Gresham-Barlow School District Parkrose School District Reynolds School District	\$595,000	Consortium with the Immigrant and Refugee Community Organization (IRCO), four East Multnomah County School Districts – David Douglas, Gresham-Barlow, Parkrose and Reynolds, and the Portland State University Department of Conflict Resolution and Center for Student Success, to develop a network of culturally responsive student and family supports to the growing population of Black/African Immigrant students in the region.	This project seeks to establish replicable systems of change to increase student engagement, school attendance, and academic achievement. In addition to Bilingual Bicultural Academic Advocates within participating schools across the partnering school districts, this project compels increased parental involvement and advocacy, additional student access to out-of-school tutoring and academic interventions, social emotional learning and support, such as conflict resolution through a restorative justice lens, positive cultural identity/is, and future orientation, and culturally informed professional development for school staff
Reaching and Empowering All People (REAP)	David Douglas School District Beaverton School District Centennial School District	\$658,963	The REAP Expansion Project represents the initial stage of an ambitious programmatic growth process that will bring REAP services to more African American/Black students in the State of Oregon. Currently based in Portland, REAP is a multi-cultural youth leadership program for students in grades three through 12 who are predominantly low-income, culturally diverse, and at-risk students. REAP's core programs are delivered directly in schools and communities, and designed to support student leadership, personal identity, entrepreneurship and workforce readiness, cooperative management (conflict resolution), and civic engagement.	The REAP Expansion Project will expand services to schools in Beaverton School District and Centennial School District, grow programming in David Douglas School District, and bring summer programming to students through the Rosewood Initiative. Furthermore, in collaboration with project partners R.A.A.P. Counseling and Consulting, educators will be trained to be more culturally responsive to African American/Black students. Lastly, Portland State University, R.A.A.P., and ILEAP will assist REAP in assessing school climates in each location, to better identify how to serve African American/Black students with programming.
Multnomah Education Service District	MESD School Program	\$670,000	The focus of the Bars to Bridges Project are detained African American/Black students ages 11-21 attending the MESD school program at Donald E. Long (DEL), Yamhill Juvenile Detention School Program, Multnomah County Detention Center (ages 18-21), and Multnomah County Inverness jail (ages 18-21), as well as YCEP youth up to age 25 enrolled at Three Lakes High School, at Oak Creek Youth Correctional Facility, and Ocean Dunes High School at the Camp Florence Youth Transitional Facility in Florence, Oregon.	New partnerships are being established with culturally specific providers, including SoValTi and Guiding Light Family Services. Additionally, existing partnerships are being expanded with agencies such as Self Enhancement Inc. (SEI), Mental Health First Aid, Growing Gardens, and others which emerge as the grant proceeds. Students will access culturally responsive and trauma informed professionals who will connect them with appropriate resources at their school and communities throughout Oregon, depending on the youth's placement after leaving juvenile detention, youth corrections, or adult detention. Professional development is scheduled to begin in August 2016 and to include transition specialists, MESD staff, and outside partners.
TOTAL GRANT AMOUNT		\$2,669,963		

**Oregon Department of Education
Tribal Attendance Pilot Project (TAPP)
2015-17 Grant Awards**

Grantee	Target School and/or School District	2015-17 Grant Amount	Grant Project Summary	Intended Outcomes
Klamath County School District	Chiloquin Elementary Chiloquin Jr./Sr. High School	\$150,000	Provides funding support to hire a community advocate position with deep local connections to create a school or district wide initiative to reduce chronic absenteeism. Through this grant, the links between Oregon tribes and the schools and/or districts that serve enrolled tribal members will be increased. However, because this is a school or district wide initiative, it will positively impact the attendance of every student attending those schools.	Reduce chronic absenteeism of native american students. Increase collaboration of tribes and participating schools. Development of best practices and replicable models. Increase data sharing opportunities.
Willamina School District	Willamina School District	\$150,000		
Pendleton School District	Washington Elementary	\$150,000		
Lincoln County School District	Toledo Elementary School Siletz Valley Charter School	\$150,000		
Harney School District	Henry L Slater Elementary Hines Middle School Burns High School	\$150,000		
North Bend School District	Hillcrest Elementary North Bay	\$150,000		
Coos Bay School District	Madison Elementary Blossom Elementary	\$150,000		
South Umpqua School District	Canyonville Elementary Myrtle Creek Elementary Tri-City Elementary	\$150,000		
Jefferson County School District	Warm Springs K-8 Academy	\$150,000		
TOTAL GRANT AMOUNT		\$1,350,000		

**Oregon Department of Education
English Language Learner Grants - HB 3499 (2015)
2015-17 Grant Awards**

Grantee	Target School and/or School District	2015-17 Grant Amount	Grant Project Summary	Intended Outcome		
TRANSFORMATION DISTRICTS						
Bend-LaPine School District	District Wide Services	\$180,000	Transformation Grants are awarded to 15 school districts to provide both intervention and targeted assistance through a four year cohort. The first year of funding was provided in the second year of the 2015-17 biennium. Districts selected for transformation grants are based on high need for resources and low levels of outcome for current ELL students.	Reduce the education equity gap for Oregon English Language Learners through a comprehensive approach of most effective practices. Implement intervention supports for designated districts that are focused on developing educational educators and culturally responsive pedagogy and practice. Improve districts and educators ability to implement best practices for English Learners and connections with meaningful school improvement interventions and professional development. TOTAL ESTIMATED STUDENTS TO SERVE - 9,176		
Central School District	District Wide Services	\$180,000				
Culver School District	District Wide Services	\$160,000				
Greater Albany School District	District Wide Services	\$180,000				
Jefferson County School District	District Wide Services	\$180,000				
Klamath Falls City School District *	District Wide Services	\$180,000				
Newberg School District *	District Wide Services	\$180,000				
North Wasco School District	District Wide Services	\$180,362				
Nyssa School District	District Wide Services	\$180,000				
Ontario School District	District Wide Services	\$491,189				
Redmond School District	District Wide Services	\$180,000				
Reynolds School District	District Wide Services	\$491,189				
Scappoose School District	District Wide Services	\$180,000				
Springfield School District	District Wide Services	\$174,132				
Umatilla School District	District Wide Services	\$180,000				
TOTAL TRANSFORMATION GRANTS		\$3,296,872				
TARGET DISTRICTS						
Baker School District	District Wide Services	\$90,000	Targeted Grants are awarded to 25 school districts to provide only targeted assistance through a four year cohort. The first year of funding was provided in the second year of the 2015-17 biennium. Districts selected for targeted grants are based on high need for resources and low levels of outcome for current ELL students.	Reduce the education equity gap for Oregon English Language Learners through a comprehensive approach of most effective practices. Improve districts and educators ability to implement best practices for English Learners and connections with meaningful school improvement interventions and professional development. TOTAL ESTIMATED STUDENTS TO SERVE - 8,837		
Bethel School District	District Wide Services	\$97,844				
Central Linn School District	District Wide Services	\$90,000				
Coos Bay School District	District Wide Services	\$90,000				
Corbett School District	District Wide Services	\$90,000				
Creswell School District	District Wide Services	\$90,000				
Crook County School District	District Wide Services	\$90,000				
Dallas School District	District Wide Services	\$90,000				
Eagle Point School District	District Wide Services	\$90,000				
Estacada School District	District Wide Services	\$90,000				
Gresham-Barlow School District	District Wide Services	\$90,000				
Hermiston School District	District Wide Services	\$90,000				
Ione School District	District Wide Services	\$90,000				
Lake County School District	District Wide Services	\$90,000				
Lebanon Community School District	District Wide Services	\$90,000				
Monroe School District	District Wide Services	\$90,000				
Morrow School District	District Wide Services	\$90,000				
Neah-Kah-Nie School District	District Wide Services	\$100,000				
Nestucca Valley School District	District Wide Services	\$90,000				
Philomath School District *	District Wide Services	\$90,000				
Portland School District	District Wide Services	\$90,000				
St Paul School District	District Wide Services	\$90,000				
Sutherlin School District	District Wide Services	\$90,000				
Three Rivers/Josephine Co SD	District Wide Services	\$90,000				
Tillamook School District	District Wide Services	\$90,000				
TOTAL TARGET DISTRICT GRANTS		\$2,267,844				
EDUCATION SERVICE DISTRICT GRANTS						
TBD - Estimated five ESD Grants - Clackamas, Willamette, South Coast, Malheur, and Intermountain	District Wide Services	\$1,000,000	Grant funding will be targeted to an estimated 5 education service districts to provide technical assistance and support for an estimated 51 school districts that are not currently receiving transformation or targeted grants. The districts that receive support have low need for resources, however, currently have low level outcomes for EL students and serve 20 or fewer EL students.	Reduce the education equity gap for Oregon English Language Learners through providing additional support and services to school districts with less than 20 EL students. At each ESD, a position would be established to support the districts with, but not limited to, professional development, instructional strategies and consultation, modeling lessons, parent involvement/activities, data management, and administration consultation. TOTAL ESTIMATED STUDENTS TO SERVE - 24,403		
TOTAL ESD GRANTS		\$1,000,000				
TOTAL ENGLISH LANGUAGE LEARNER GRANTS		\$6,564,716				

* Final Grant Amount has not been finalized - Amount represents an estimate.



TO: Salam Noor, Deputy Superintendent of Public Instruction
FR: Cindy Hunt, Government and Legal Affairs Manager
RE: Implementation of House Bill 3499 - Students who are English Language Learners

Background

House Bill 3499 was adopted by the 2015 Legislature as a comprehensive approach to improving educational opportunities for students who are English Language Learners (ELL). This historical legislation is the first time that Oregon has specifically supported ELL students through a General Fund appropriation and was supported by a diverse coalition of stakeholders.

The chief sponsor of the bill, Representative Gallegos, OSBA, Stand for Children, Northwest Health Foundation, APANO, COSA and OEA identified, in a letter of support addressed to the legislative body, three major components of the bill:

1. **Uniform coding and budget transparency** that all school districts must use to track ELL expenditures. The Department was directed to convene an advisory group to develop recommendations relating to the uniform coding and reporting system.
2. **System of supports and progressive interventions** for districts identified as not meeting the objectives and needs of their ELL students. The bill directs the Department of Education to identify districts for interventions and to provide technical assistance to those districts.
3. **Focus on long-term strategies** for ELL students. The Department was directed to appoint a workgroup to provide recommendations, review specific best practice strategies and create State ELL plan.

Representative Gallegos and all of the stakeholder groups remain actively involved with the implementation of the bill and have representatives who regularly attend workgroup meetings. Stakeholders have provided input as workgroup members, by providing information to the workgroup, through public comment on proposed rules and in individual meetings with ODE staff.

The Legislature also appropriated \$12.5 million for the 2015-17 biennium to the Department of Education for implementation of the bill. Under current law, the Department will receive \$12.5 million each biennium as a carve out from the State School Fund for the provisions in the bill.

The Legislature adopted SB 1564 in 2016 which amended the annual reporting requirements found in HB 3499. This amendment was at the request of the budget transparency advisory group and the Department of Education. The information below includes this amendment.

Generally speaking the Department's process to implement the bill was that a work plan was developed last summer to identify the directives in the bill to the department, timeline and who

was responsible. Implementation of the bill has included staff from five different Department offices. Additionally stakeholders have been involved in the implementation of each major portion of the bill. More details on each directive is provided below.

Budget

The Legislature appropriated \$12.5 million for the 2015-17 biennium to the Department of Education for implementation of the bill. Under current law, the Department will receive \$12.5 million each biennium as a carve out from the State School Fund for the provisions in the bill.

The monies appropriated for the bill are allocated as follows for 2015-2017 based on the fiscal submitted by the Department to the Legislative Fiscal Office:

For 2015-17:

\$5 million – Supports contract for district coaches and portion to be distributed as grants to districts selected as transformation districts.

\$1 million – Start-up costs for recruiting and training coaches and generally getting school improvement work started

\$ 2 million – Implementation of statewide ELL plan

\$ 500,000 – Staffing cost – 2 positions

\$ 4 million – Contracts with ESDs to provide support to districts, dual language grant, massive open online course to support professional development for educators

For 2017-19:

\$10 million – Supports contract for district coaches and portion to be distributed as grants to districts selected as transformation districts.

\$ 2 million – Implementation of statewide ELL plan

\$ 500,000 – Staffing cost – 2 positions

Note: The above amounts are estimates and the Department may change individual allocations as long as intent of HB 3499 is met.

Directives to the Department of Education within HB 3499

The following outlines the specific directives to the Department within HB 3499, due date and whether completed:

	Activity	Due date in bill	Complete?
Uniform coding and budgeting:			
	Convene advisory group to develop requirements	None – group is repealed on Jan. 2, 2016	Yes
	State Board adopts rules	Jan. 1, 2016	Yes – December Note: Board action to

			incorporate changes into PBAM will be in June
System of supports and progressive interventions for districts:			
	Convene workgroup	None – group is repealed Jan. 2, 2017	Yes – continuing to meet through 2016
	Identify district selection criteria		Yes
	Guidelines for district that do not meet objectives and needs of students on how to expend ELL monies		Workgroup has discussed but not finalized
	State Board adopts rules	Jan. 1, 2016	Yes for district selection - December
	Department identifies school districts not meeting objectives or in need of targeted assistance	Not in bill but clear legislative intent was summer, 2016	On track to meet
	Department provides interventions and technical assistance to selected districts	2016 to 2020 for first group of selected school districts	Have not started
Focus on long-term strategies:			
	Convene workgroup (same workgroup as for supports and interventions)	None – group is repealed Jan. 2, 2017	Yes – continuing to meet through 2016
	Definition of Long-term ELL student		Yes
	Best practices recommendations		Ongoing
	State Board adopts rules	Jan. 1, 2017	No
	Develop and implement statewide plan to support ELLs		State ELL plan exists but must be updated. Work to update is ongoing.
	Annual district report	June 30, each year beginning in 2016	On track to meet

Creation of Stakeholder Advisory Groups

HB 3499 directed the Department to establish two stakeholder advisory groups. The Department's goal in selecting members was to have a diversity of backgrounds, geography and district size represented on the workgroups. The group meetings are open to the public and each group has a distribution list. These distribution lists have been used to solicit public comments relating to draft rules.

Budget advisory group:

This group was directed to develop uniform budget and coding requirements to provide budget transparency for the spending of moneys received by school districts from the State School Fund as part of the ELL weight.

The advisory group had representatives from legislature, school boards, superintendents, business managers, OASBO, OEA, OSBA, COSA, Salem-Keizer Coalition for Equality, ELL/migrant education directors, education service districts and Chalkboard.

The advisory group met in September and agreed on recommendations. One member of the advisory group that could not participate in the initial meeting requested that the advisory group meet again to address her concerns. The advisory group was convened on December 9, 2015, to facilitate this discussion to make sure everyone in the group has had their chance to be heard.

The group was charged with making recommendations to the State Board of Education on uniform budget coding requirements no later than January 1, 2016. The State Board adopted the administrative rule at its December meeting.

Although the group was repealed on January 2, 2016 the Department has continued to solicit comments and feedback from group members relating to uniform budget and coding related services provided to ELL students.

Programs workgroup:

The programs workgroup was charged with making recommendations for district selection criteria, guidelines for the Department of directing districts who do not meeting outcomes on expenditure of monies received for ELL weights, definition of long-term ELL and best practices recommendations.

The workgroup met on the following dates or is scheduled to meet:

1. July 21, 2015
2. September 1, 2015(orientation)
3. September 22, 2015
4. October 6th, 2015
5. November 10, 2015

6. December 1, 2015
7. January 20, 2016
8. April 18, 2016
9. May 12, 2016
10. August, date to be determined
11. September 1, 2016
12. October 6th, 2016
13. November 3rd, 2016
14. December 7, 2016

The programs workgroup has representation from: Legislature, Teachers, ELL/Migrant Education Directors, Superintendents, University researchers, Latino Network, APANO, School boards, education service districts, Salem-Keizer Coalition for Equality, ORTESOL, Parents and Stand for Children.

The Department originally contracted with a group facilitator for this workgroup but based on stakeholder input the facilitation of the workgroup was changed to ODE staff.

The workgroup developed recommendations relating to the district selection criteria and process. These recommendations were incorporated into rules adopted by the State Board. The workgroup has also made recommendation related to the definition of Long-term ELL students. The workgroup has begun reviewing district best practices according to the provisions of HB 3499.

This workgroup is repealed on January 2, 2017.

Uniform Coding and Budgeting

The budget advisory group established by HB 3499 developed recommendations which were incorporated into an administrative rule adopted by the board in December, 2015. These administrative rules direct that:

- Both revenues and expenditures related to ELL services are reported
- Changes are incorporated into the Program Budgeting and Accounting Manual (PBAM) for school districts and education service districts that would allow for valid comparisons of expenditures among schools and districts.
- Previous year's expenditures and revenues are posted on Department's website by July 31 each year.
- Specifies content of reporting. A draft of the revised PBAM was sent to advisory group members and other stakeholders for review and comment.

The full text of this rule is provided as Appendix 1 to this document.

After the adoption of these rules, Department staff worked to incorporate the changes into the PBAM. A draft of the PBAM was circulated to budget advisory group members and other stakeholders for feedback. Department staff incorporated some of the suggested changes into

the PBAM. Department staff through e-mail and meeting personally with stakeholders discussed other feedback which was not incorporated.

The process for amending the PBAM includes review of changes by the Chart of Accounts Committee established previous to the passage of HB 3499. The Chart of Accounts Committee has reviewed the changes to PBAM which include clarification to coding for ELL programs pursuant to HB 3499.

The State board is expected to adopt the revised PBAM at its June meeting.

System of Supports and Progressive Interventions for Districts

HB 3499 directs the Department of Education to identify two types of school districts: “Transformation districts” which will receive interventions and targeted assistance and “Targeted districts” which will receive only targeted assistance. Districts will be identified that have a history of not meeting objectives and needs of ELL students as compared to other districts. The Department is also directed to take into consideration the demographic information of the districts. The school districts will be identified for four years. At the end of the four years, for those districts that do not improve, the Department will direct the expenditure of monies received from the ELL weight in the State School Fund for up to three years.

Based on recommendations from the program workgroup and feedback from stakeholders, rules were developed to achieve the objective of HB 3499. The rules provide authority to the Department to select districts as transformation and target districts using a variety of student progress indicators and the needs of the district. Transformation districts will receive interventions and targeted assistance which may include grant funds while targeted district will only receive targeted assistance. The rules have the following components:

- Minimum district eligibility criteria.
- The student progress indicators and demographic data that the Department will use to select the districts.
- Other factors the Department may use in selecting the districts. Examples of these include geographic diversity or data trends.
- A process for determining whether a district will be an ELL transformation or target district and which schools, in consultation with the district, within a selected ELL transformation district will be part of the improvement work.

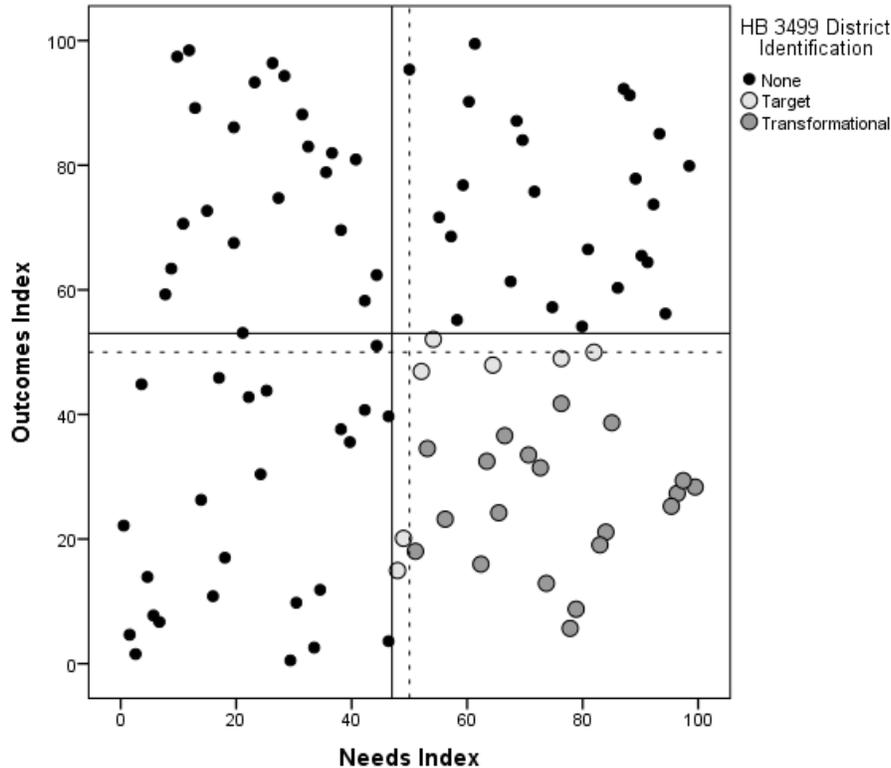
These rules were adopted by the State Board in December, 2015.

The full text of these rules is provided as Appendix 2 to this document.

Process for district selection:

1. ODE staff (i.e., Brian, Chelsea, and Josh) provided workgroup members with information concerning available data elements and potential identification models.

2. With facilitation from ODE staff (i.e., Brian, Chelsea, and Josh), workgroup members discussed and debated the merits of each data element and identification model. Examples of the debate/discussion included the following:
 - a. Data elements to include/exclude (e.g., freshmen on-track, chronic absenteeism, dropout, etc.).
 - b. Use of Smarter Balanced assessment results.
 - c. Grades each data element should cover.
 - d. Types of identification models (e.g., value-added, outcomes-only, or a combination of outcomes and needs).
 - e. Eligibility of small and rural districts.
3. Workgroup members provided ODE staff (i.e., Josh) with suggestions concerning specific calculation rules for indicators, indices, and the identification model. Examples included the following:
 - a. Identification of additional indicators (e.g., SAIPE).
 - b. Minimum n-size and number of years of data to use for each data element.
 - c. Calculation of specific data elements (e.g., Smarter Balanced mathematics growth and post-secondary enrollment).
 - d. Rules to address recently arrived English learners and Smarter Balanced mathematics growth.
 - e. Combination and weighting of data elements to create composite indices.
 - f. Scaling of composite indices.
 - g. Order and process of calculations within each index.
 - h. Combining indices using a plot or other methods.
4. ODE staff (i.e., Josh) examined and tested each suggestion, and implemented those which improved the accuracy and efficiency of the identification model.
5. ODE staff (i.e., Josh) finalized the data elements, composite indices, and the identification model (see attached). The final identification model plots two indices (outcomes and needs) to identify the districts with the lowest outcomes and the highest need (see attached).
6. The plot document was presented and explained to the program workgroup at its May meeting. This included information about how the Department applied the District needs and outcomes index to select the districts. Below is the District plots document used to identify districts.
7. ODE staff (i.e., Josh, Rudy, Taffy, Cindy, Kim, Tim, and others) used the plot to identify a preliminary set of transformational districts and target districts, and intends to finalize these districts shortly.



Districts in the lower right hand box were identified as transformation or target districts.

After district selection is finalized, Department staff will reach out individually to each selected district. Department staff have developed a tentative work plan through June 2017. Department staff also have developed the following proposed allocation for transformation districts: a minimum of \$100,000 + ADM for EL student count.

This should allow \$30k- 70K per school identified within each district. 1-3 schools will be identified for each district

Focus on Long-term Strategies

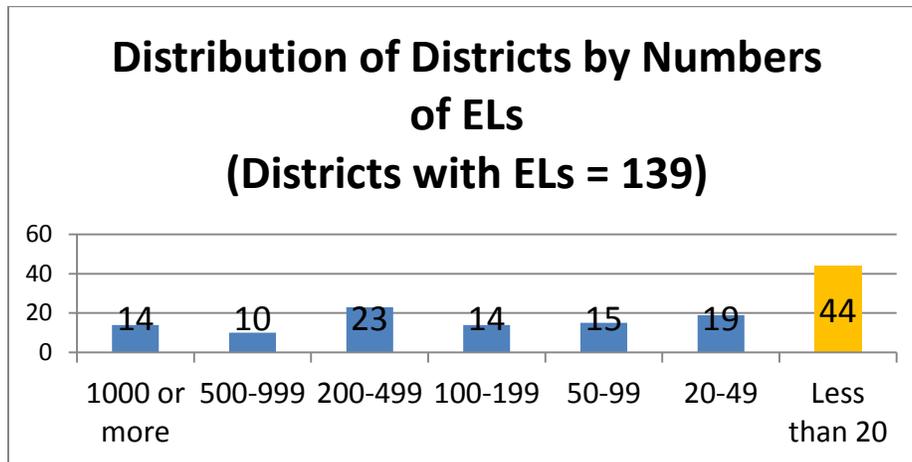
Support for Districts with Less than 20 ELL students

At the State Board presentation in October 2015 it was suggested by the State Board that the Department should work with those districts (44) that have less than 20 English learners to support them since we were not going to be able to consider them in the calculations due to the reduced number of English learners.

The plan is to select geographically at least 5 ESDs that can provide technical support to the small districts in the form of Professional Development in the planning, implementation and evaluation of English Development. One FTE would support the ESD's to do the work. This will in turn be 5 FTE for five regions. Also, there should be funding for the districts to send their teams at least twice a year to their ESD to work on the EL plan.

It is critical that the professional development include Central Office Leadership, Special Education, Elementary, Middle School and High School participants to build capacity in the area of English language acquisition and cultural understanding.

In December, the plan was presented to the program workgroup for feedback. The workgroup agrees with the plan and encouraged the Department to go ahead with what was presented. The contracts and determination of which ESD's is on hold.



Definition of Long-term ELL students

HB 3499 directed the workgroup to define “long-term ELL students” in the context of best practices for services to ELL students. The workgroup debated the definition during several meetings and looked at other state definitions and the impact of new ESSA language. The group was divided on the number of years a student should be in an ELL program and be considered ‘long-term.’ There has also been concerns raised about stigmatizing students.

The recommendation for the definition to be used in regard to best practices is:

Any ELL student in grades 6-12 who has been eligible for, and enrolled in English Language Development for six or more years

Best Practices Recommendations

HB 3499 charged the Programs workgroup with developing best practices related to the following topics:

- Ongoing support for student no longer eligible
- Engaging parents
- Identifying students who are eligible, incl. pre-K
- Providing accommodations for assessments
- Assessing ELL students
- Acquiring student library books (non-English)
- Providing support to ELL students

An analysis of where the Department was in regards to supporting districts was presented at the May workgroup meeting.

ELL Strategic Plan

Next Steps Timeline	June	July	August	September-June 2017
Task 1	Solicit candidates for the Plan workgroup for the 16-17 SY from the former OEIB, 3499 outcomes group, Title III Directors, Gen. Ed teachers, parents, and community groups.	Confirm participation, commitment to the process, and schedule of meetings for the year.	Convene the new workgroup to reassess the goals, objectives, and measures. Determine roll-out procedures for the year.	Implement the Plan with and solicit feedback from district administrators, staff, parents, and community groups
Task 2	Create contract of committed involvement and expectations. Send to workgroup members	Create a schedule of meeting dates, times, and locations.		

The EL Strategic Plan, for this biennium, began with looking at the original plan and matching the work that the ODE staff had been doing since it was last updated in early 2015, demonstrating that the work had been continued, but had not been directly tied to the goals, as outlined by the originators of the Plan. This was then presented to the School Board on April 14, to the Program Group on April 18, with Best Practices presented to the 3499 outcome group on May 12, 2016.

To move forward, a new group will be convened, taking some membership from the Chief Education Office and HB 3499 workgroups, and will also include Title III Directors, District administrator, teacher, parent, and community representation. This group will realign the EL Strategic Plan goals, objectives, and measures, and then begin the process of statewide district dissemination.

Annual district report:

SB 1564 adopted by the Legislature in 2016 amended the annual reporting requirements by districts in HB 3499. The Department is directed to compile an annual report relating to ELL

students for all school districts and to make the report available on the Department’s website by June 30 and provide the report to districts.

Data items required by HB 3499 were presented to the program workgroup for feedback. The items listed for inclusion in the report are from existing data collections received by the Department. The first report is to be prepared by June 30, 2016. The Department is on track to meet this date.

Recent Stakeholder Areas of Concern

Area of Concern	Who	Response/Status
Use of SBAC Data for District Selection	Teacher workgroup representatives and OEA	SBAC Data use was reduced to one of five student progress indicators and weight given was reduced. Other district workgroup members support use of SBAC data and have responded to these concerns.
Receipt of information by stakeholders about workgroups	OSBA, OEA	Workgroup agendas and other meeting materials are being sent to entire distribution list. Also meeting dates until end of year have been provided to distribution list. Legislative Director is personally sending information.
How Districts will find out if selected and what will Department relationship be with Districts. Must be collaboration. Districts do not want Department to do press release of list of selected districts.	District workgroup representatives	Additional collaboration language amended into rules. Department work plan includes notifying individual districts to begin collaboration. No press release is planned.
Selection of Districts – workgroup should be presented specific district names and be involved in specific district selection	APANO	District plot document that represented all districts was presented at May workgroup meeting. Workgroup members were given opportunity to ask questions and provide feedback. Meeting established with APANO to go over data. Workgroup will receive list of districts via e-mail after

		Department notification.
Program Workgroup is not meeting in June and July	APANO	This was discussed at May workgroup. Generally these two months have been skipped based on District workgroup member schedules and timeline of work. Although it is anticipated that there will be information shared with workgroup via e-mail during this time period on district selection and annual report. Department staff worked with members to identify August date.
Department must remain engaged with communities of color beyond time period of workgroup	APANO	Department staff referred to work of Community Advisory Group and invited APANO to participate
Input on PBAM amendments	APANO and STAND	PBAM was circulated to former budget advisory group for feedback. Public comment period was extended.
Codes for Translation and Interpretation services in PBAM. Types of services should be delineated.	APANO and STAND but district reps are also engaged on this	PBAM amendments contain code for translation and interpretation which clarify that these services are not ELL services specifically. However, current recommendation does not delineate types of translation services as this would cause large reporting mandate on districts and likely not net valid data. Department of staff have met with stakeholders.
Civil rights statement about language interpretation and translation services should be added to PBAM	APANO and STAND	PBAM has general civil rights statement but does not have details about specific laws. Instructions for coding have been clarified. Department staff have met with stakeholders.

APPENDIX 1

Created by CH on 10/11/15

581-023-0250

English Language Learner Revenue and Expenditure Report Criteria

(1) For purposes of determining budget transparency for the spending of moneys received by school districts as provided by ORS 327.013 (1)(c)(A)(ii) for students in average daily membership eligible for and enrolled in an English Language Learner (ELL) program under ORS 336.079, or any ELL program identified by a school district.

(a) ELL Revenues reporting shall be:

(A) Reconciled State School Fund (SSF) weights for Average Daily Membership weighting(ADMw) received by school districts as provided by ORS 327.013(1)(c)(A)(ii) for the school year in review.

(B) The total ELL ADMw multiplied by the school district's reconciled SSF General Purpose Grant per Extended ADMw for the same school year in review.

(b) ELL Expenditure reporting shall:

(A) Include only Fund 100 expenditures

(B) Include Function 1291 – English Language Learner Programs

(C) Include Area of Responsibility 280 – To be used with functions other than 1291 to identify supplemental costs for ELL and Limited English Proficiency programs

(D) Include additional Function codes as established by the State Board for the purposes of this report

(E) Include all of the ELL expenditure reporting for the same year as the ELL revenue reporting

(c) Report timeline

(A) Department of Education's ELL Revenue and Expenditure Report shall be posted on ODE's website in July of each year. The supporting data used shall be for the preceding school year (E.g., the 2015-16 school year report would be compiled in July 2017)

Stat. Auth.: Section 1, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499).

Stat. Implemented: Section 1, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499).

APPENDIX 2

Revised by CH on 12/8/15

English Language Learners District and School Improvement

581-020-0600

Definitions

The following definitions apply to OAR 581-020-0600 to 581-020-0615:

- (1) “Current ELL student” means a student who is enrolled as an English language learner program in Oregon during the school year.
- (2) “English language learner” or “ELL” means a student who has limited English language proficiency because English is not the native language of the student or the student comes from an environment where a language other than English has had a significant impact on the student’s level of English language proficiency.
- (3) “Former ELL student” means a student who was previously enrolled in an English language learner program in Oregon.
- (4) “Percentage of students in poverty” means the percentage of students in poverty using the number of students in poverty as calculated under OAR 581-023-0102 for purposes of calculation of the State School Fund distribution.
- (5) “School district” means a common or union high school district.

Stat. Auth.: Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)

Stats. Implemented: ORS 339.079 and Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)

581-020-0603

Program

- (1) The Department of Education through the ELL District and School Improvement program shall:
 - (a) Improve ELL student progress indicators including high school graduation rates and English language proficiency.
 - (b) Identify school districts that are not meeting objectives and the needs of ELL students, taking into account the specific learning challenges and demographics of the students.
 - (c) Collaborate with selected districts to better meet objectives and the needs of ELL students.
 - (d) Partner with identified ELL transformation and target districts, to ensure that those districts achieve expected growth in student progress indicators, and the expected benchmarks for student progress indicators that an identified district is expected to meet within four years of identification.
 - (e) In consultation with ELL transformation and target districts design and implement an accountability system of progressive interventions for the school districts.
 - (f) Direct transformation and target school districts on how to expend moneys received under ORS 327.013(1)(c)(A)(ii) (ELL weight) for up to three years, for identified districts that have not met the expected growth in student progress indicators, and the expected benchmarks for student progress indicators. The direction on expenditure of moneys for school districts identified as ELL transformation or target districts in 2016 will first apply to monies received by those school districts from the ELL weight on or after July 1, 2020.
- (2) The Department of Education shall identify school districts that are:
 - (a) ELL transformation districts that are in need of progressive interventions and technical assistance; and
 - (b) ELL target districts that are in need of technical assistance.
- (3) If a school district is identified as an ELL transformation or target district the district shall remain as such for four years.

Stat. Auth.: Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)

Stats. Implemented: ORS 339.079 and Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)

581-020-0606

District Eligibility and Selection

- (1) To be eligible for selection as an ELL transformation or target district, a district must have enrolled 20 or more English Language Learners on a date specified by the Department. School districts with fewer than 20 English Language Learners will be eligible for other regionally based services and supports provided by the Department.

(2) A public charter school is not eligible for selection as a ELL transformation or target district. However, a public charter school may be selected by the Department as a school within an identified ELL transformation or target district for interventions and technical assistance.

Stat. Auth.: Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)

Stats. Implemented: ORS 339.079 and Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)

581-020-0609

District Selection

(1) The Department shall identify school districts that are not meeting objectives and needs of ELL students, taking into consideration the specific learning challenges and demographics of the students. The Department shall consider whether the district has demonstrated a history of not meeting objectives and needs of ELL students as compared to other districts relating to ELL students.

(2) To identify school districts that are not meeting objectives and needs of ELL students, the Department shall consider the following student progress indicators in identifying the school districts in need of improvement:

(a) The cohort 5 year graduation rate for current and former ELL students;

(b) The academic growth of current and former ELL students in grades 6, 7 and 8 as measured by statewide standardized assessments;

(c) The growth in language acquisition of current ELL students in grades 1 through 8 as measured by the English Language Proficiency Assessment (ELPA);

(d) The growth in language acquisition of current ELL students in grades 10 through 12, combined as measured by the English Language Proficiency Assessment (ELPA); and

(e) Percentage of former ELL students who enroll in a post-secondary institutions after graduation from the district.

(3) The Department shall also consider the needs of the district by considering learning challenges and demographic information of students enrolled in the district including but not limited to:

(a) The percentage of current and former ELL students as a percent of all students in the district;

(b) The percentage of all students in poverty as calculated using the district small area income and poverty estimate (SAIPE);

(c) The percentage of current and former ELL students who are economically disadvantaged;

(d) The percentage of current and former ELL students who are mobile;

(e) The percentage of current and former ELL students who are homeless;

(f) The percentage of current and former ELL students who are migrant students;

(g) The percentage of current and former ELL students who are recent arrivers to Oregon; and

(h) The number of unique home languages of current and former ELL students.

(4) After identifying potential districts based on student progress indicators that are not meeting objectives and needs of ELL students, the Department may adjust the list of districts:

(a) To achieve geographic diversity of school districts;

(b) Based on the percentage of current ELL students identified as needing special education;

(c) Based on data trends identified by the Department related to a school district;

(d) Based on programs for ELL students within the district which have been shown to either improve high school graduation rates or English language proficiency; and

(e) Based on available funding.

(5) After identifying the districts that are not meeting objectives and needs of ELL students, the Department shall further identify the districts as:

(a) ELL transformation districts; or

(b) ELL target districts.

(6) The Department may use the demonstrated commitment level of a district's superintendent and board as a factor in determining whether the district is an ELL transformation or ELL target district.

(7) Data used by the Department to identify school districts may be from different school years but must by the best data available as identified by the Department.

Stat. Auth.: Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)

Stats. Implemented: ORS 339.079 and Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)

581-020-0612 ELL

Transformation Districts

The Department, in consultation with an ELL transformation district, shall:

(1) Select specific schools within the district for interventions and targeted assistance.

(2) Identify the specific interventions and technical assistance to be provided to ELL transformation districts which may include grant funds.

(3) Establish the expected growth in student progress indicators, and the expected benchmarks for student progress indicators, for English language learners of the district.

(4) Shall design and implement an accountability system of progressive interventions for the school district which will be provided for four years after the district has been identified as a ELL transformation district.

Stat. Auth.: Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)

Stats. Implemented: ORS 339.079 and Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)

581-020-0615 ELL

Target Districts

The Department shall identify the:

(1) The technical assistance to be provided to ELL target districts.

(2) Establish the expected growth in student progress indicators, and the expected benchmarks for student progress indicators, for English language learners of the district.

Stat. Auth.: Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)

Stats. Implemented: ORS 339.079 and Section 3, chapter 604, Oregon Laws 2015 (Enrolled House Bill 3499)



Regional Promise Grants (2014–2015) Final Evaluation Report

June 2016

Regional Promise Grants (2014– 2015)

Final Evaluation Report

Ashley Pierson
Michelle Hodara

June 2016



About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

This report, which details the results of an evaluation of the 2014–2015 Regional Promise grants, is submitted at the request of the Oregon Department of Education.

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Executive Summary

To help achieve Oregon’s high school and postsecondary education completion goals, the state has been expanding its investment in accelerated college credit (ACC) options that give high school students the opportunity to earn college credit. A growing body of literature has linked ACC with improved student outcomes such as grades, high school graduation, college completion, and a shorter time to college degree completion (Karp, Calcagno, Hughes, Jeong, & Bailey, 2007; An, 2013; Adelman, 2004).

In fall 2013, the Oregon State Legislature allocated \$1.7 million to support and expand Eastern Promise during the 2013–14 and 2014–15 school years. The Eastern Promise program seeks to expand access to dual credit course offerings at eastern Oregon high schools and encourage a college-going culture in all eastern Oregon schools.

Building on the success of Eastern Promise’s model, the Oregon State Legislature allocated additional funding in 2014–15 and 2015–17 to “replicate” the Eastern Promise model and increase the number of high school students completing college courses and high school teachers eligible to teach college credit courses. The Oregon Department of Education (ODE) is administering these grants, which were disbursed to five regional consortia composed of school districts, educational service districts (ESDs), and local postsecondary institutions.

Education Northwest, a nonprofit organization based in Portland, Oregon, contracted with the Oregon Department of Education to evaluate the 2014–15 Regional Promise grants. This report contains the results of the evaluation of the 2014–15 grant program. The evaluators organized the research questions around the five pillars of the Regional Promise and Eastern Promise programs:

- *Equity* is a commitment to ensuring historically underserved student populations have access to, and enroll in, accelerated college-credit opportunities
- *College-going culture* is a commitment to building a school culture that increases the college-going knowledge of all students and their families
- *Accelerated college credit* is a commitment to improving and expanding the variety of accelerated college credit course offerings in the region
- *Cross-sector partnerships* is a commitment to collaboration between school districts, ESDs, and postsecondary institutions to achieve program goals
- *Cross-sector professional learning communities* is a commitment to developing opportunities for faculty and teachers from postsecondary institutions and high schools to come together to establish an appropriate curriculum and shared assessments for dual-credit classes

This evaluation used multiple sources of data: namely, administrative data from ODE, community colleges, and data from the consortia themselves. We calculated descriptive statistics, performed regression analysis, and summarized grantee report information to answer all research questions for this evaluation.

Results

Selected results from the evaluation are included below.

Pillars 1 & 3: Equity and Expanding ACC participation

Four Regional Promise consortia included in this study offered new ACC classes through the grant (Willamette Promise, Oregon Metro Connects, Southern Oregon Promise, and Cascades Commitment).

Course offerings

- 632 different classes were offered at Regional Promise high schools
- ACC courses were offered in a variety of subjects, including math, English language arts, speech, and science

Regional Promise schools

- In 2014–15, twenty-one percent of all students in Oregon attended a Regional Promise school and 5 percent of Oregon students took a Regional Promise class
- Within Regional Promise schools, 22 percent of high school students took a Regional Promise course, 19 percent took an AP course, 16 percent registered for dual credit at a community college (which may have been the same course as the Regional Promise course), and 4 percent took an IB course

ACC expansion

- Within the Regional Promise consortia schools, ACC coursetaking increased by 226 percent from 2013–14 to 2014–15. This includes students taking AP, IB, dual credit at a community college, and RP courses
- Since Regional Promise courses were not available in 2013–14, increases in ACC participation at Regional Promise schools can be partly attributed to increases in ACC offerings through grant-funded dual credit and AP courses
- Among schools that did not offer Regional Promise, there was an increase of only 84 percent during the same time period

Equity – student demographic characteristics

- The Regional Promise high schools in 2014–15 served a more diverse student body than the state of Oregon as a whole, serving a larger percent of students eligible for FRPL and fewer White students compared to state averages
- Regional Promise schools had an increase in students eligible for free or reduced-price lunch, Hispanic students, and students who were eligible for English language learner services from 2013–14 compared to the state during the same time period
- Students who enrolled in Regional Promise courses at their high school were demographically similar for most characteristics¹ to the overall high school student body in Regional Promise

¹ Students who had an individualized education plan (IEP) were underrepresented in Regional Promise courses while White students were overrepresented.

schools, indicating that Regional Promise coursework reached an approximately representative portion of the student body in grantee high schools

- Regional Promise schools increased the percentage of students taking ACC (AP or IB courses, dual credit at a community college, or Regional Promise courses) in all demographic categories, except female and White, from 2013–14 to 2014–15. The largest increases were for male students, students who had an individualized education plan (IEP), and students who were eligible for FRPL
- Male students often enroll at lower rates than females in ACC. From 2013–14 and 2014–15, the percent of male ACC enrollment increased in Regional Promise schools and across the state, but in Regional Promise schools, we found a larger increase (1.9 percent), indicating Regional Promise made greater strides than the state in enrolling male students in ACC
- Regional Promise schools also exceeded the state increase in the percent of students who took any ACC who were eligible for FRPL by 1.6 percent and for students who had an IEP by 1.8 percent
- All types of ACC, except Regional Promise, served similar or higher percentages of White students compared to the state average of 64 percent, indicating that compared to other forms of ACC, Regional Promise served a higher percentage of students from historically underserved groups
- We found that Regional Promise ACC has a much higher participation rate of students eligible for FRPL compared to other types of ACC
- The percentage of students eligible for FRPL who took a Regional Promise course is equal to the percentage of students eligible for FRPL at the Regional Promise schools. This means that low-income students were well-represented in the ACC population, and on average, Regional Promise high schools successfully expanded access to ACC to low-income students

Equity - rural schools

- Among rural schools, Regional Promise seemed to positively impact the percentage of students taking accelerated college credit
- Rural schools participating in Regional Promise saw a large jump in the percentage of students enrolling in any form of ACC—from 2013–14 to 2014–15, 18 to 54 percent, a 200-percent increase
- In rural non-Regional Promise schools across the state, there was only an increase from 13 to 18 percent in the percent of students enrolling in ACC—a 38-percent increase

Student outcomes²

- The percentage of 12th-grade students who graduated was higher for students who took any of the ACC types (including Regional Promise) than the overall Oregon high school population in 2014–2015

² We examined the relationship of participation in ACC types, including Regional Promise, to high school graduation and attendance. These analyses should not be considered causal, as choosing to enroll in ACC courses is likely related to a motivation to graduate from high school and overall engagement in school/high attendance.

- Logistic regression analysis confirmed that Regional Promise students were more likely to graduate from high school than students who did not take Regional Promise courses
- A student eligible for FRPL who took a Regional Promise course had a 13-percent increase in the likelihood of graduation compared to a student eligible for FRPL who did not take Regional Promise, holding all other factors constant at the mean
- Over 70 percent of students who took any of the ACC options (except IB exam-takers) included in the study had an average attendance rate of 90 percent or higher in 2014–15; this is in contrast to the 45 percent of all Oregon students who met this threshold
- Logistic regression analysis confirmed that Regional Promise coursetakers were more likely to have attendance rates of 90 percent or higher than those who did not take Regional Promise courses

Pillar 2: College-going culture

Regional Promise sites worked toward increasing college-going culture through a variety of activities, promotional events, and materials. Grantees promoted college-going culture activities and college and career success classes for high school students. Some consortia instituted college success programs such as AVID for middle-school students.

- Approximately 1,510 students in 5th-8th grade and 1,797 students in high school participated in college-going culture activities funded by the Regional Promise grants
- Nine college and career success classes occurred, with 983 students enrolled

Pillar 4: Cross-sector partnerships

The Regional Promise program relies on cross-sector partnerships to achieve the other four pillars – cross-sector partnerships are necessary for functioning PLCs, expanding a college-going culture, expanding dual credit, and achieving equity in accelerated coursework.

- Three of these consortia worked together to successfully apply for the 2015–17 Regional Promise grants—the cross-sector partnerships they had formed from the initial grant were stable and sustainable
- Many of the partners strengthened existing relationships with local agencies through the grant
- Each site reported plans to continue implementation of ACC-related activities across sectors

Pillar 5: Professional learning communities and teachers

A core activity for the Regional Promise sites during the 2014–15 school year was the continued development of PLCs composed of high school teachers and college faculty.

- A total of 72 PLCs were formed, covering 47 courses and involving 310 high school teachers and 134 postsecondary faculty members (from community colleges and four-year institutions)
- Approximately 135 high school teachers were newly-qualified to teach ACC through the grant-funded PLCs
- The 2014–15 grants achieved the goal of expanding the number of cross-sector PLCs and the number of eligible teachers in Regional Promise high schools

Conclusion

We find that the 2014–15 Regional Promise program successfully increased the number of ACC classes available to students, expanded ACC enrollment for all students, increased the number of teachers eligible to teach dual-credit courses, and reached historically underserved populations in greater numbers than traditional dual-credit programs. These results from the first year of the program indicate that this strategy is achieving its short-term goals and may help Oregon achieve its ultimate goals of high school and postsecondary completion.

Understanding Regional Promise’s impact on high school graduation, college enrollment, persistence, and completion—the ultimate goals of Oregon’s educational investments—are not possible to estimate until additional years of data are available. We recommend that any evaluation of the 2015–17 Regional Promise grants continue to track the impact of the 2014–15 grants through time.

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The authors would also like to thank Hilda Rosselli (Chief Education Office) and Jennell Ives (Oregon Department of Education) for their feedback and comments on earlier drafts of this report. We particularly appreciated Jennell's support of this project and her input when we had questions regarding the program or evaluation.

Introduction

Regional Promise Grant program background

Oregon's high school and postsecondary education completion goals, adopted in 2011, are, that by 2025, all adult Oregonians will hold a high school diploma or equivalent, 40 percent will hold a bachelor's degree or higher, and 40 percent will hold an associate's degree or postsecondary certificate (S. 253, Or. 2011). To help achieve this goal, the state has been expanding its investment in accelerated college credit (ACC) options that give high school students the opportunity to earn college credit. These options include Advanced Placement (AP) courses; International Baccalaureate (IB) courses; and dual-credit and expanded options classes. Within the state, dual credit refers to classes articulated with a public university or college taken at the high school, while expanded options refers to classes taken at the college by high school students.

ACC programs are connected with improvements in high school and postsecondary educational outcomes. These programs increase the rigor of high school courses; help to prepare students for college-level coursework; orient students to college systems, such as registration and placement testing; and may lessen the time it takes for a student to earn a degree after high school by accumulating college credits prior to graduation. Evaluating ACC in a rigorous manner to prove a causal link between ACC participation and improved outcomes is challenging due to the association between motivation to participate in ACC options and motivation to succeed in high school and postsecondary education. However, a growing body of literature has linked ACC with improved student outcomes such as grades, high school graduation, college completion, and a shorter time to college degree completion (Karp, Calcagno, Hughes, Jeong, & Bailey, 2007; An, 2013; Adelman, 2004).

Eastern Promise

The Eastern Promise program seeks to expand access to dual credit course offerings at eastern Oregon high schools and encourage a college-going culture in all eastern Oregon schools. The program originated in fall 2011, when leaders from Eastern Oregon University (EOU), Blue Mountain Community College (BMCC), Treasure Valley Community College (TVCC), and the InterMountain and Malheur Education Service Districts (IMESD and MESD, respectively) drafted a proposal to create a new pathway for students to earn college credit while in high school. This new pathway would connect high school teachers with college faculty in their subject area in professional learning communities (PLCs). These PLCs would support the high school teachers as they taught dual credit courses at their local high school (articulated with one of the participating postsecondary institutions). Under this framework, the typical requirement that a high school teacher must have a Master's degree in the content area in order to teach dual credit was waived. In rural or low-income areas in particular, there may be few teachers with a Master's degree, much less a Master's in the content area (e.g., a Master's degree in math). This leads to fewer dual-credit offerings at these schools under the typical requirement. Thus, the new pathway was intended to expand certification to teach dual credit courses to many more teachers.

The Eastern Promise program launched in early 2012 with a single credit-by-proficiency math course. The following school year, Eastern Promise expanded this pilot to nine different college courses offered under the auspices of six disciplinary PLCs across 20 high schools. The 2012–2013 school year also marked the beginning of the Academic Momentum Program, aimed at building a college-going culture beginning in grade 5. This second strand of the program, which initially started in a single school district, also includes programming that helps students transition from middle to high school. In fall 2013, the Oregon State Legislature allocated \$1.7 million to support and expand Eastern Promise during the 2013–2014 and 2014–2015 school years.

As of the 2014–2015 school year, Eastern Promise offered dual credit courses to 2865 students. In the same school year, 35 percent of eastern Oregon high school students earned college credit through dual credit, Eastern Promise, or other college-credit classes (Eastern Promise, 2015). The program has closed the opportunity gap for Hispanic/Latino students participating in accelerated learning courses and significantly narrowed the gap for American Indian and students eligible for free or reduced-price lunch. Participation is associated with higher graduation and postsecondary enrollment rates (Eastern Promise, 2016).

Regional Promise

Building on the success of Eastern Promise’s model, the Oregon State Legislature allocated additional funding in the 2014–2015 school years to “replicate” the Eastern Promise model and increase the number of high school students completing college courses and high school teachers eligible to teach college credit courses. The Oregon Department of Education (ODE) administered these grants, which were and were originally called the Eastern Promise Replication grants. Later renamed the Regional Promise grants to avoid confusion with the original program, these grants were disbursed to five regional consortia composed of school districts, ESDs, and local postsecondary institutions.

Five groups of school districts, community colleges, four-year universities, and educational service districts (ESDs) were awarded Regional Promise grants during the 2014–2015 academic year (Figure 1). The five consortia received funding varying from \$250,000 to \$500,000, with the award announced in April 2014 and ending in late September 2015. The five sites were Willamette Promise (received \$500,000); Oregon Metro Connects (received \$445,000); Cascades Commitment (receiving \$445,000); Connected Lane Pathways (receiving \$250,000); and Southern Oregon Promise (receiving \$250,000). Three of the consortia received additional monies in the 2015–2017 Regional Promise grant competition: Cascades Commitment, Willamette Promise, and Southern Oregon Promise.³

³ The legislature approved additional funding for the Regional Promise program for the 2015–2017 biennium, with the original five Regional Promise grantees eligible for continuation funding. Willamette Promise shifted its postsecondary partnerships between the 2014–2015 and 2015–2017 grants. Oregon Metro Connects and Connected Lane Pathways are no longer in existence, though some Oregon Metro Connects schools are now part of the Northwest Promise and the East County Pathways to Success, new consortia for the 2015–2017 grant cycle.

Figure 1. Location of Regional Promise consortia and Eastern Promise in the state



The Regional Promise program centers on five pillars developed by the Eastern Promise program. These pillars are equity, college-going culture, accelerated college credit, cross-sector partnerships, and cross-sector PLCs.

- Equity is a commitment to ensuring historically underserved student populations have access to, and enroll in, accelerated college-credit opportunities
- College-going culture is a commitment to building a school culture that increases the college-going knowledge of all students and their families
- Accelerated college credit is a commitment to improving and expanding the variety of accelerated college credit course offerings in the region
- Cross-sector partnerships is a commitment to collaboration between school districts, ESDs, and postsecondary institutions to achieve program goals
- Cross-sector PLCs is a commitment to developing opportunities for faculty and teachers from postsecondary institutions and high schools to come together to establish an appropriate curriculum and shared assessments for dual-credit classes

Each of the consortia have a different model to achieve success in expanding dual credit and a college-going culture, and, particularly in the 2014–2015 grants, some consortia focused more on certain pillars than others.

Evaluation

Education Northwest, a nonprofit organization based in Portland, Oregon, contracted with the Oregon Department of Education to evaluate the 2014–2015 Regional Promise grants. Education Northwest

worked with ODE to help develop reporting templates that grantees used to provide information to ODE for the required initial, interim, and final grant reports, as well as summarized information contained in those reports for ODE. Education Northwest also gathered data from each of the five sites regarding the classes offered in the 2014–2015 school year that were supported by grant funds; they also conducted a quantitative analysis using a variety of available administrative data sources to determine the grant’s reach and impact. This report contains the results of the evaluation of the 2014–2015 grant program.

Regional Promise consortia

Individual Regional Promise sites approached the implementation of the Regional Promise grants in unique ways. Each site submitted a timeline in their final report submissions. Common keystone events among the sites are reported below:

- Following notification of grant receipt, each site initiated planning during the summer of 2014.
- Four of five sites reported offering teacher professional development focused on ACC courses during August 2014.
- Three of five sites reported students beginning classes in September 2014.
- Each site reported continued planning for course development; alignment of curriculum, assessments, and performance evaluation; and promotion of college-going culture occurring throughout fall, winter, and spring 2014–2015. These planning events included PLC convening and college-going culture activities engaging students and the community.
- Each site reported preparation activities for the 2015–2016 school year occurring in June 2015. Reported activities included ACC instructor professional development.

Oregon Metro Connects

The Oregon Metro Connects consortium was centered on the Portland metropolitan area.

2014–2015 model

Oregon Metro Connects sought to increase high school and college completion in both Multnomah and Washington counties. Initial efforts during summer 2014 centered on teacher training with the aim of increasing accelerated college credit (ACC) offerings through new math dual-credit courses at multiple schools, enrollment in Portland State University interdisciplinary courses, and “college success” dual credit courses that provide students with fundamental study skills. Two learning workgroups were formed to align outcomes for two math classes offered this fall. A program promoting college-going culture targeted students in grades 5–8, while a grade 9 class offered at five high schools focused on career and academic planning for the future. Workshops on financial planning for postsecondary education were held for parents of middle school and high school students.

2014–2015 partners

Multnomah Education Service District and nine school districts partnered with Mount Hood Community College (MHCC), Portland Community College (PCC), and Portland State University (PSU).

Cascades Commitment

Cascades Commitment focuses its efforts on central Oregon, with six participating school districts located in or near the Bend-LaPine area.

2014–2015 model

During the 2014–2015 grant year, this consortium (an initiative of Better Together, which is a collective impact group in the region) aimed to provide five targeted college-level courses in high school in a dual-credit model that would allow students in all six participating school districts to move toward earning an associate, transfer, or bachelor's degree. In addition, the program supported three smaller school districts in expanding their Advanced Placement (AP) offerings. To increase the college-going culture of the region, the grant funded initial training and materials to expand AVID (Advancement via Individual Determination, a college-readiness program) to six middle schools and one high school. AVID uses research-based strategies to prepare students for success in high school, college, and careers with a focus on students who are traditionally underrepresented in higher education. Efforts funded by the grant complemented various initiatives of the Better Together Regional Achievement Collaborative (RAC) grant, such as the 8 + 9 mentoring program that pairs at-risk eighth- and ninth-graders to aid in the transition from middle to high school.

2014–2015 partners

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

Willamette Promise

The Willamette Promise consortium focuses on the mid-Willamette Valley area, which includes Salem and surrounding areas.

2014–2015 model

In 2014–2015, this consortium aimed to ensure that high school students in 20 districts have the opportunity to complete 45 credit hours within the Oregon Transfer Module before graduation, which allows transfer of a year of coursework to any public Oregon college/university. The program also provided students with more opportunities to complete career and technical education (CTE) courses. To increase opportunities for students to take dual credit courses in high school, Willamette Promise implemented seven professional learning communities (PLCs) in different subject areas. Within the PLCs, secondary teachers and postsecondary faculty worked together to align courses and enable high school teachers to become certified to teach dual credit classes. To engender a college-going culture, a specialist worked with middle and high school counselors and staff members to promote campus tours and provide information about college.

2014–2015 partners

Willamette Education Service District and 21 school districts partnered with the Oregon Institute of Technology (OIT), Western Oregon University (WOU), Corban University (CU), and Chemeketa Community College (CCC). All dual credit classes were transcribed through WOU.

Southern Oregon Promise

The Southern Oregon Promise consortium focuses on four counties in southern Oregon: Jackson, Josephine, Klamath, and Lake. This consortium includes the communities of Medford, Klamath Falls, and Ashland.

2014–2015 model

In 2014–2015, Southern Oregon Promise aimed to increase college success and promote a college-going culture in its region. It created professional learning communities (PLCs) of secondary teachers and postsecondary faculty who will work together to support expansion of dual credit classes in area high schools. To increase college-going, the program funded teacher training in AVID, (Advancement via Individual Determination, a college-readiness program) but was not able to implement AVID as planned due to lower-than-expected grant monies. However, Southern Oregon Promise aligned their efforts with other regional initiatives, including those of the local Regional Achievement Collaborative (a collective impact effort in the area), which also aims to increase college-going culture.

2014–2015 partners

Southern Oregon Education Service District, Lake County Education Service District, and 10 school districts partnered with Klamath Community College (KCC), Rogue Community College (RCC), Southern Oregon University (SOU), and Oregon Institute of Technology (OIT). Two nonprofit organizations, College Dreams (CD) and Citizens for Safe Schools (CSS), were also part of the consortium.

Connected Lane Pathways

The Connected Lane Pathways consortium focused on Lane County (including Eugene and surrounding communities).

2014–2015 model

This consortium focused on creating innovative locally- and culturally-relevant programming to help grades 7–9 students explore their strengths and interests and to connect them to resources and mentors related to their college and career aspirations. Connected Lane Pathways coordinated with the “Bridge” groups of the Connected Lane County Regional Achievement Collaborative (a local collective impact organization), which focused on the transitions between elementary, middle, and high school, and postsecondary education. However, Connected Lane Pathways did not offer any dual-credit courses during the 2014–2015 school year.

2014–2015 partners

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

Data and methods

Research questions

Evaluators organized research questions around the five pillars of the Regional Promise and Eastern Promise programs.

1. *Pillar 1 – Equity*: Did the Promise grants increase the participation of historically underrepresented students in ACC coursework?
2. *Pillar 2 – College-going culture*: Did the Promise grants increase the number of college-going culture activities available to students, families, and the community, as well as the numbers of students participating in these activities?
3. *Pillar 3 – Expanding ACC participation*: Did the Promise grants increase the number of students taking and earning credit for at least three ACC courses, and in particular those students from historically underrepresented populations, as well as increase the variety of ACC offerings (including CTE)?
4. *Pillar 3 – Expanding ACC participation*: How was participation in ACC related to student outcomes such as attendance and graduation (overall and by student group and ACC type)?
5. *Pillar 4 – Cross-sector partnerships*: Did consortia form stable and sustainable cross-sector partnerships?
6. *Pillar 5 – PLCs*: Which PLCs were formed and which classes were offered as a result of the Promise grants?
7. *Pillar 5 – PLCs*: Did consortia increase the number of teachers eligible to teach college credit courses in their high schools?

Data sources

This evaluation used multiple sources of data: namely, administrative data from ODE and data from the consortia themselves (self-reported numbers and narrative from the grantee reports and a list of grant-funded courses). Additional data sources include community college data from the Office of Community Colleges and Workforce Development (CCWD), Advanced Placement (AP) data from the College Board, and International Baccalaureate (IB) data from IB. We include a description of the methods used to answer each research question below.

Grantee reports and data

Each of the five sites submitted an initial, interim, and a final report detailing grant planning, progress, and outcomes to ODE. The initial report was due in August 2014 and focused on grantees' plans and logic models for the program. The interim report, due in October 2014, collected information about early successes and barriers to program implementation as well as the number of teachers and students involved in program activities to date. The final report was submitted at the end of June 2015 (the planned end date of the funds). However, funding was extended through September 2015. The final reports collected data from sites on program successes and challenges, changes to their logic model, sustainability of the program after the 2014–2015 grant cycle, and final numbers of teachers and students participating in program activities. These grantee reports served as sources in answering selected research questions.

Grantees also submitted lists of the Regional Promise-funded courses that were offered through their consortia in the 2014–2015 school year to Education Northwest. These lists contained information, where available, on the teacher’s name, high school name, district name, and course name and number.

Administrative data

This evaluation used statewide data from ODE on students who attended an Oregon high school and were enrolled in grades 9–12 in the 2013–2014 and 2014–2015 school years linked to data submitted by grantees on Regional Promise-funded courses. We matched the Regional Promise course lists by course name, teacher name, and high school name so that we could identify Regional Promise-funded courses in the ODE class roster data.

We used three additional data sources for this evaluation. We used data from CCWD to identify public high schools students who enrolled in dual credits courses from the 17 Oregon community colleges. We also used data from the College Board on AP exam participation and scores and data from IB Americas on IB exam participation and scores to understand AP and IB exam-taking patterns and compare these to “traditional” (non-Regional Promise community college) dual credit and Regional Promise-funded dual credit.

To link ODE data with CCWD, AP, and IB data, the evaluation team used student name, birthdate, and demographic characteristics.

Data issues

We encountered three data issues. First, data quality differed between the data sources. The Regional Promise course lists provided by the site were particularly variable and, thus, some sites had much higher match rates than others. If evaluation efforts coordinated by ODE continue, we would suggest efforts to collect course information from each site each semester of the program rather than waiting until the end of the grant period, as data on course offerings were challenging for some sites to gather after the end of the grant period.

Second, there was no common student identification number available across data sources. We matched data sources using name and birthdate, a method which introduces more error than linking with a common identification number; thus, results reported here may differ if matching is reproduced or conducted again prior to re-analysis.

Third, some data were not available at the time of this evaluation report in June 2016. First, ODE class roster data were available for 2014–2015 only. As a result, we could not identify AP or IB course enrollments in 2013–2014. Second, college enrollment data from the National Student Clearinghouse were not ready in time to track the 2014–2015 students into college. Third, data from the Higher Education Coordinating Commission (HECC) on dual credit participation and grades from all four-year postsecondary institutions exist at the state level, but were not available for inclusion in this report. These data would include Regional Promise registrations from PSU and SOU. Regional Promise course registrations for Willamette Promise (through WOU) were not included in this data source; data from WOU were not available by June 2016.

Analytic methods

We detail methods used for each research question below. We answered questions for pillars 1 and 3 using administrative data and some information from grantee reports; we answered questions for pillars 2, 4, and 5 only using information from grantee reports.

1. ***Pillar 1 – Equity:*** Did the Promise grants increase the participation of historically underrepresented students in ACC coursework?

This question was addressed by analyzing student demographic characteristics. Demographics include:

- Eligible for free- or reduced-price lunch (FRPL)
- Eligible for English Learner (EL) services
- Received a suspension (i.e., an in-school or out-of-school suspension)
- Had an Individualized Education Program (IEP)
- Race/ethnicity (American Indian, Asian/Pacific Islander, Black, Hispanic/Latino, Multiracial, and White)
- Gender

We compared the characteristics of student who took an ACC course to students who attended a school in the Regional Promise consortia and all students in the state. (All students in the state include students who participated in Eastern Promise course.) We also examined how select characteristics of students at Regional Promise schools and all Oregon high schools changed from 2013–14 to 2014–15, and compared select characteristics of students who took an ACC course who attended a rural school in the Regional Promise consortia and a rural school not in the Regional Promise consortia. These comparisons help identify to what extent Regional Promise closed gaps in ACC participation across different student characteristics.

2. ***Pillar 2 – College-going culture:*** Did the Promise grants increase the number of college-going culture activities available to students, families, and the community, as well as the number of students participating in these activities?

We addressed this question using grantee reports of college-going culture activities provided on the interim and final reports.

3. ***Pillar 3 – Expanding ACC participation:*** Did the Promise grants increase the number of students, particularly from historically underrepresented populations, taking and earning credit for at least three ACC courses, as well as increase the variety of ACC offerings (including CTE)?

To address this research question, we first summarize efforts by grantees to expand ACC participation that they described in the interim and final reports.

We then present the number and percent of students who attended the Regional Promise schools and took a Regional Promise course and other ACC types (AP course, AP exam, IB course, IB exam, and

dual credit from the community colleges). We present Regional Promise course enrollments by Regional Promise consortia and postsecondary partner. Finally, we examine the variety of Regional Promise offerings by presenting participation rates by course subject.

4. **Pillar 3 – Expanding ACC participation:** How was participation in ACC related to student outcomes such as attendance and graduation (overall and by student group and ACC type)?

For this question, we used logistic regression analysis to examine the relationship between participation in different ACC options to attendance and high school graduation. Attendance was analyzed using a 90 percent threshold—meaning students attended 90 percent of the school days—as this measure is a predictor of college completion (Hein, Smerdon, & Samboldt, 2013).

5. **Pillar 4 – Cross-sector partnerships:** Did consortia form stable and sustainable cross-sector partnerships?

We addressed this question using grantee reports of cross-sector partnerships provided on the final report as well as observations made by the authors and ODE after the end-of-the-grant period. These observations included whether the consortium partners continued to work together and offer classes after the end-of-the-grant period. One indication of this was if the consortium submitted an application for continued funding in the 2015–17 grant cycle.

6. **Pillar 5 – PLCs:** Which PLCs were formed and which classes offered as a result of the Promise grants?

We used the information on PLC formation and classes provided by grantees in the interim and final reports to answer this question in tandem with the self-reported course data collected at the end of the grant period.

7. **Pillar 5 – PLCs:** Did consortia increase the number of teachers eligible to teach college credit courses in their high schools?

For this research question, we used grantee reports on the number of teachers eligible to teach college credit from the interim and final reports.

Findings

The following sections detail the results within each pillar of the program. Prior to examining the results for each pillar, we calculated basic descriptive statistics for students participating in different ACC types across the state to understand the landscape of ACC (Table 1). Twenty-one percent of all students in Oregon attended a Regional Promise school, and in 2014–2015, 5 percent of Oregon students took a Regional Promise class. In 2014–2015, taking an AP course seemed to be the most popular form of ACC across the state, represented by 15 percent of students, while community college dual credit was the second-most popular, represented by 10 percent.

Table 1. Percentage and number of students participating in ACC types, 2013–2014 and 2014–2015

Demographic	2013–2014		2014–2015	
	Percent of students	Number of students	Percent of students	Number of students
All Oregon high school students	-	291,192	-	287,530
Attended school in Regional Promise consortia	21%	61,292	21%	61,491
Took a Regional Promise course	N/A	-	5%	14,018
Took AP course	No data	-	15%	26,033
Took AP exam	5%	14,876	6%	16,442
Took IB course	No data	-	4%	7,694
Took IB exam	1%	1,826	1%	1,677
Took dual credit at community college	9%	25,661	10%	28,999

Note: No data were available for AP and IB courses in 2013–2014; Regional Promise courses were not offered until 2014–2015.

Pillars 1 & 3: Equity and expanding ACC participation

Each site worked to expand ACC offerings throughout the year, though Connected Lane Pathways did not offer any courses for college credit during the 2014–2015 school year. All sites, including Connected Lane Pathways, engaged in course offering planning in the early stages of the grant to determine what ACC courses to offer. For example, Willamette Promise (Willamette Promise) identified 18 courses in seven unique content areas to make available for students.

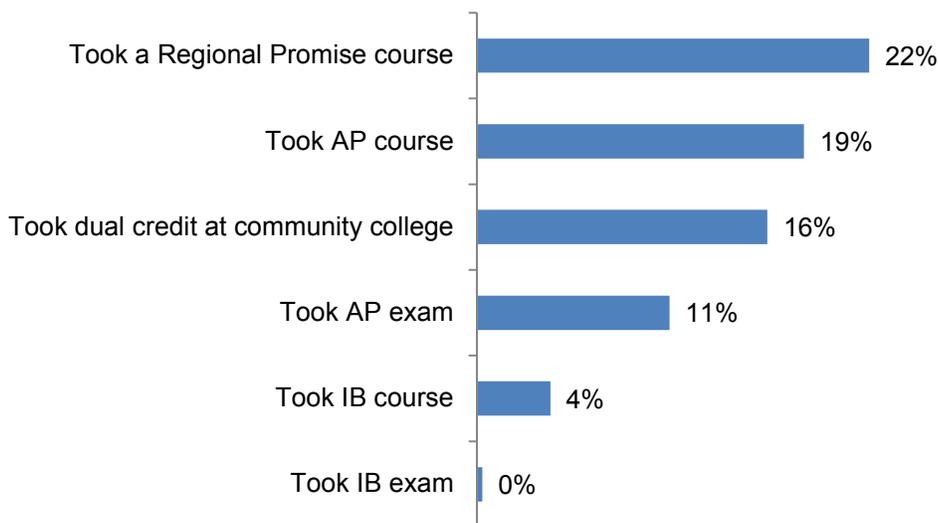
To increase student and family exposure to ACC opportunities, sites invested in marketing materials. Willamette Promise collaborated with a marketing firm to develop an informational video. The video was produced in English, Spanish, and English with subtitles. Concurrently, Willamette Promise developed an official Willamette Promise brand and associated print marketing materials. Southern Oregon Promise produced a promotional flier to highlight ACC activities. Sites translated many of these materials into languages other than English to reach historically underserved populations of students and their families.

Number of students taking ACC

Within the Regional Promise consortia schools, the total number of students who took an AP course, IB course, or dual credit at a community college in 2013–2014 was 8,503. In 2014–2015, the total number of students taking AP, IB, dual credit at a community college, and RP courses was 27,720—an increase of 226 percent. Among schools that did not offer Regional Promise, 17,308 students took ACC in 2013–2014 compared to 31,764 in 2014–2015—an increase of only 84 percent.

Within Regional Promise schools, 22 percent of high school students took a Regional Promise course, 19 percent took an AP course, and 16 percent registered for dual credit at a community college (which may have been the same course as the Regional Promise course). Eleven percent of students took an AP exam, but only 4 percent took an IB course, and less than 1 percent took an IB exam (Figure 2; Table A1). Sixty-two percent of Regional Promise coursetakers took only a Regional Promise course and did not also take an AP or IB course or exam or register at a community college for dual credit (Table A2). Twenty-one percent of Regional Promise coursetakers also took an AP course, while 14 percent also took an AP exam. Examining only AP courses and exams, we found that 59 percent of students who took an AP course attempted an exam in 2014–2015.

Figure 2. Enrollment of students from Regional Promise schools in ACC types, 2014–2015



Across Oregon, about 4.9 percent (14,018) students took a Regional Promise course in 2014–2015. Of those students, over three-fourths (78%) took one Regional Promise course, and less than one fifth (17%) took two Regional Promise courses. The remaining 4 percent of students took three to six Regional Promise courses.

In the four Regional Promise consortia included in this study that offered new ACC classes through the grant (Willamette Promise, Oregon Metro Connects, Southern Oregon Promise, and Cascades Commitment), nearly one in two Regional Promise course-taking students (44%) were at a Willamette Promise school, one of three students (36%) were at an Oregon Metro Connects school, 13 percent

were at a Southern Oregon Promise school, and 5 percent were at a Cascades Commitment school (Table 2).

Table 2. Regional Promise course enrollment by consortia, 2014–2015

Consortium	Count of Students	Percent
Willamette Promise	6,136	44%
Oregon Metro Connects	4,829	36%
Southern Oregon Promise	2,377	13%
Cascades Commitment	676	5%
Total	14,018	100%

Of all of the postsecondary partner colleges where these courses were offered, Western Oregon University (46%) and Portland Community College (21%) had the largest student enrollment, followed by Mount Hood Community College (14%), Klamath Community College (10%), Central Oregon Community College (5%), Southern Oregon University (3%), and Portland State University (1%; Table 3).

Table 3. Regional Promise course enrollment by postsecondary partner

Postsecondary Partner	Regional Promise Consortium	Count	Percent
Western Oregon University	Willamette Promise	6,136	44%
Portland Community College	Oregon Metro Connects	2,850	20%
Mount Hood Community College	Oregon Metro Connects	1,838	13%
Klamath Community College	Southern Oregon Promise	1,295	9%
Rogue Community College	Southern Oregon Promise	729	5%
Central Oregon Community College	Cascades Commitment	676	5%
Southern Oregon University	Southern Oregon Promise	353	3%
Portland State University	Oregon Metro Connects	141	1%
Total		14,018	100%

Variety of ACC courses

ACC courses were offered in a variety of subjects. According to the records provided by each Regional Promise site, 632 different classes were offered at Regional Promise high schools by different teachers. According to the sites, the following courses were offered through PLCs in 2014–2015 at each consortium. Additional ACC courses that are not listed here may also have been funded partially or completely through the grant (e.g., AP courses, senior inquiry courses, or dual credit taught by an eligible teacher not in a PLC).

- Cascades Commitment: Writing 121, Writing 122, Math 111
- Connected Lane Pathways: None
- Oregon Metro Connects: Math 95, Math 111, Math 112, CG 100, CG 105, CG 130, EL 115C, HD100C, HD110

- Southern Oregon Promise: GS 104 Physics, Biology 101/102/103, Chemistry 104, Speech 111, Business 131 (Business Computing), Health Occupations 101, Health Occupations 102, Math 60, Math 65, Writing 121, Writing 122
- Willamette Promise: Biology 101/102, Chemistry 104/150, Math 111, Math 70/95, Spanish 101-103, Spanish 201-203, Writing 115/121/122, Communications 111, Computer Science 124

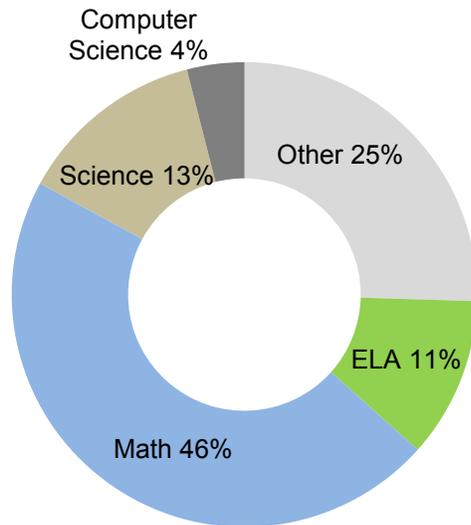
The course list provided by the Regional Promise consortia matched to 303 individual courses in the ODE course roster data. This linking allowed us to determine which students took the Regional Promise courses. However, 132 classes provided by Regional Promise sites did not have a corresponding record in the ODE course roster data. Some of this difference in the numbers of matching classes is represented by issues with matching records, but much of this is due to collapsing what are considered separate courses at the college level to a single class within ODE (e.g., Spanish 101, 102, and 103 are three classes under the Regional Promise records but correspond to a single ODE Spanish class).

A total of 17,818 Regional Promise student course enrollments were found in the ODE data that corresponded to these 303 different courses. Forty-six percent of all Regional Promise course enrollments were for math classes, while ELA formed only 11 percent, science 13 percent, computer science a scant 4 percent, and other subjects 25 percent (Figure 2; table A3). These “other” subjects included health, speech/communications, and Spanish language instruction. When considering other ACC enrollment, we found that there were 41,251 course enrollments in AP courses, with over 44 percent of these in the “other” subject category, 25 percent in ELA, 16 percent in science, and 13 percent in math.

Career and technical education (CTE) courses were offered in the following subjects:

- Health (e.g., first aid basics, anatomy, medical terminology)
- Architecture/construction/engineering (e.g., design, drafting)
- Early childhood education (e.g., child services)
- Business/computer science (e.g., web design, basic business)

Figure 3. Regional Promise coursetaking by subject classification (from ODE data)



Note: Other courses include history/humanities, architecture/construction/engineering, career exploration, child care, drafting, economics, health care, French, horticulture, German, library sciences, metalworking, Spanish, and study skills classes.

Expanding ACC to historically underserved students

Examining student demographic characteristics, we find that the Regional Promise high schools in 2014–2015 served a more diverse student body than the state of Oregon as a whole. Regional Promise high schools served a larger percent of students eligible for FRPL and fewer White students compared to state averages (Figure 3, Table A4). In fact, Regional Promise schools had an increase in students eligible for free or reduced-price lunch, Hispanic students, and students who were eligible for EL services from 2013–2014 compared to the state during the same time period (Figure 4, Table A5).

Examining Regional Promise coursetaking, we find that students who enrolled in Regional Promise courses at their high school were demographically similar for most characteristics to the overall high school student body in Regional Promise schools (Figure 3; Table A4). However, Regional Promise courses served a smaller percentage of students who had an IEP than the overall student body in Regional Promise high schools (a difference of 2.8%) and a higher percentage of White students (2 percent). All other differences were less than 1 percent. This indicates that Regional Promise coursework reached an approximately representative portion of the student body in grantee high schools.

Figure 4. Demographic characteristics of all Oregon and Regional Promise (RP) high school students compared to those who took Regional Promise courses, 2014–2015

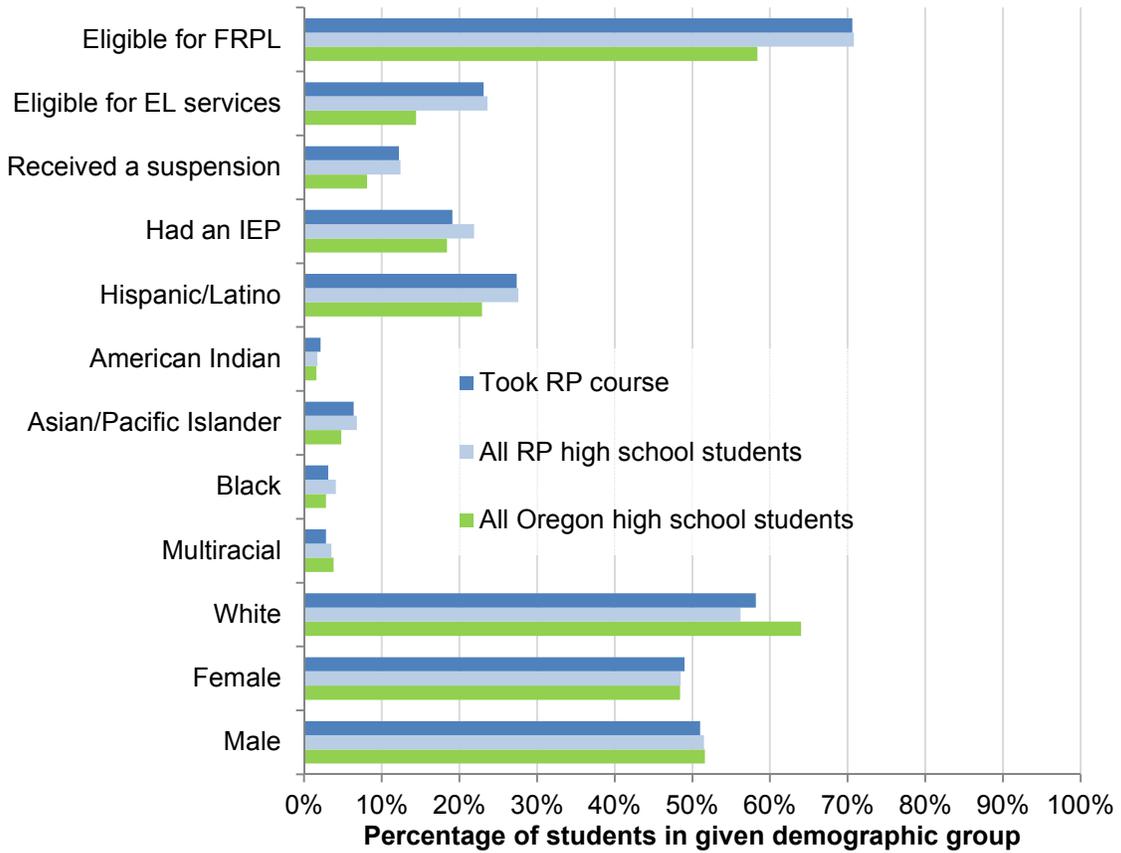
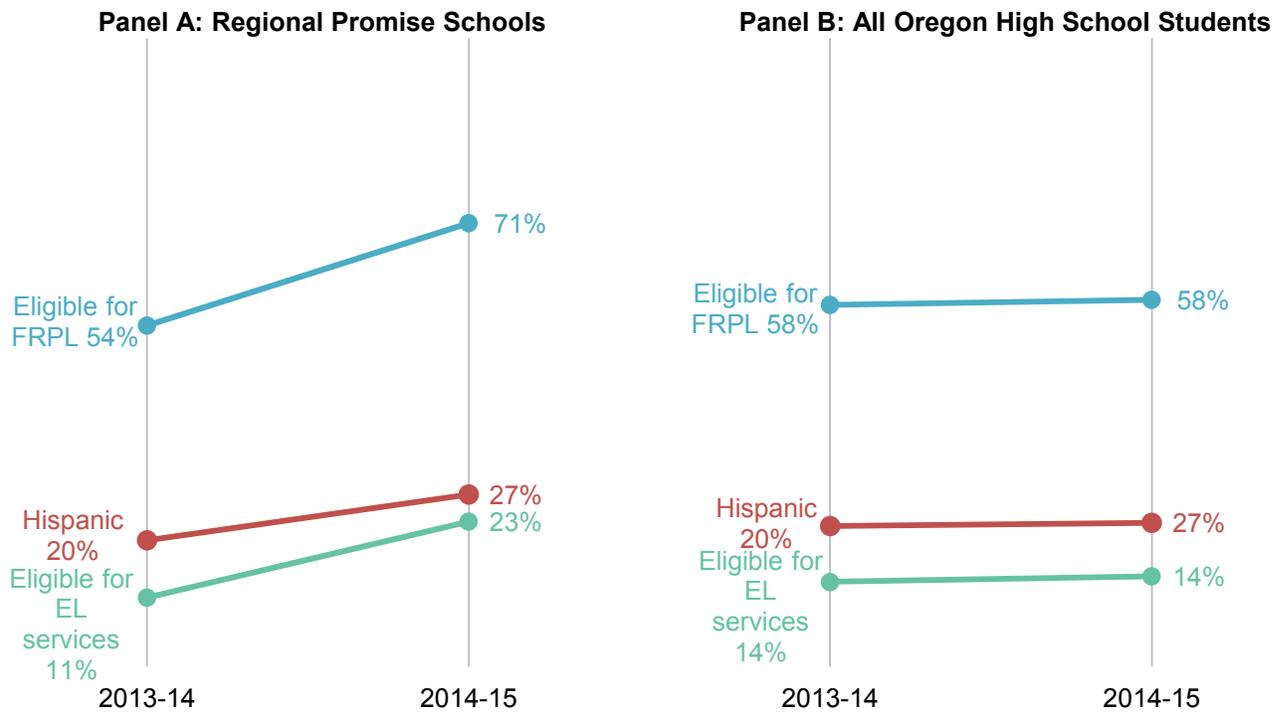


Figure 5. Demographic characteristics of all Oregon and Regional Promise (RP) high school students from 2013–2014 to 2014–2015

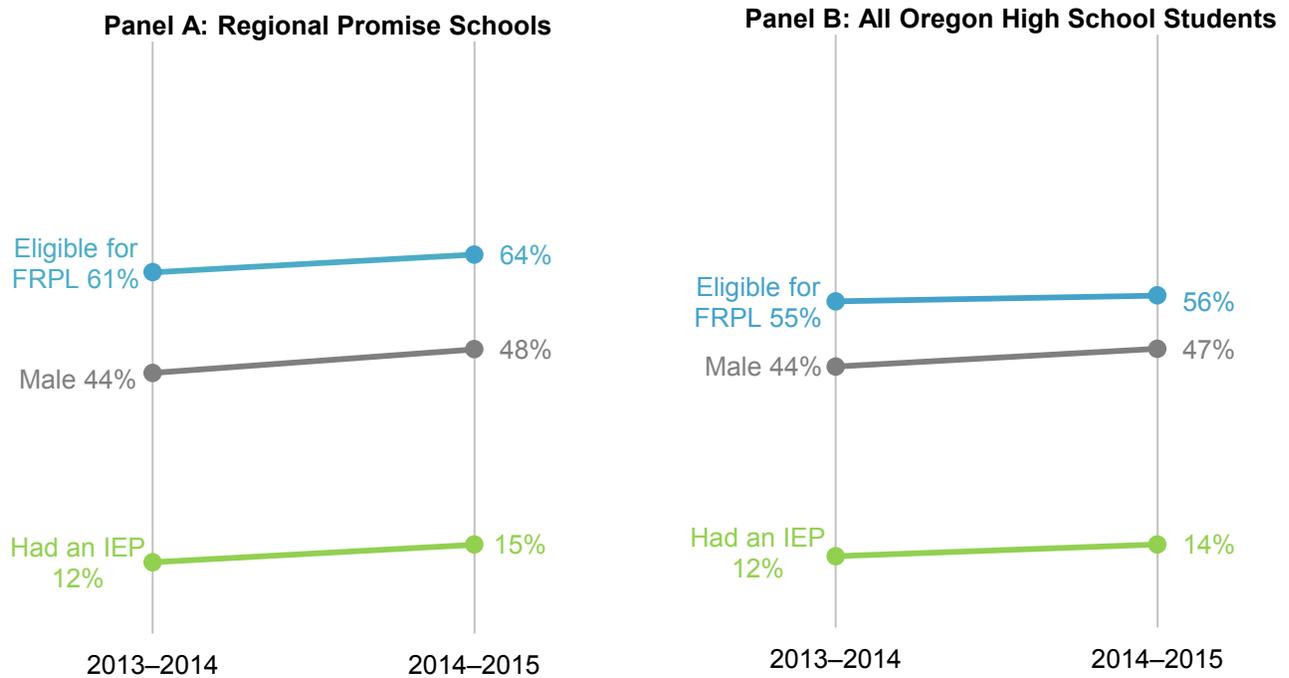


We examined the demographic characteristics of students who took AP or IB courses, dual credit at a community college, or Regional Promise courses across two years (2013–2014 and 2014–2015). Since Regional Promise courses were not available in 2013–2014, increases in ACC participation at Regional Promise schools can be partly attributed to increases in ACC offerings through grant-funded dual credit and AP courses.

We found that Regional Promise schools increased the percentage of students taking ACC in all demographic categories, except female and White (Table A6). The largest increases were for male students, students who had an IEP, and students who were eligible for FRPL. Specifically, Regional Promise schools increased the percentage of male students taking these ACC types by 4.1 percent. Regional Promise schools also had increases of 3 percent or more for Hispanic/Latino students, students who had an IEP, were eligible for EL services, received a suspension, and students eligible for FRPL.

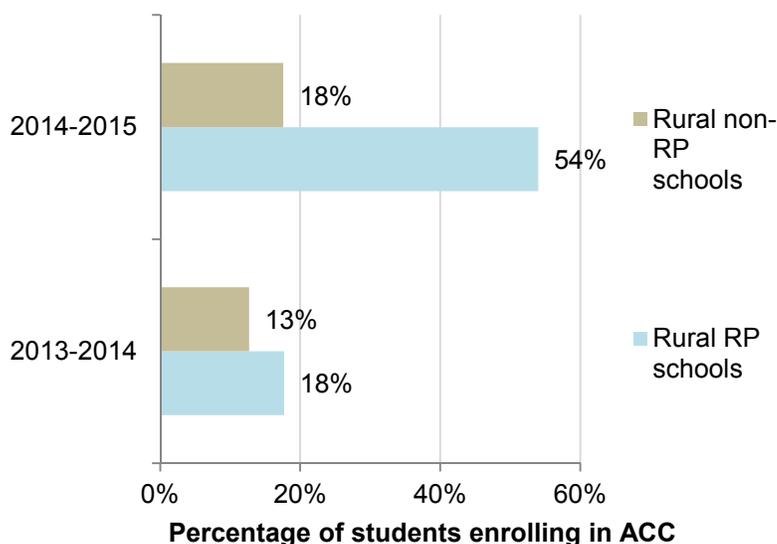
Male students often enroll at lower rates than females in ACC. The percent of male ACC enrollment increased in Regional Promise schools and across the state, but in Regional Promise schools, we found an increase larger by 1.9 percent, indicating Regional Promise made greater strides than the state in enrolling male students in ACC (Figure 5). Regional Promise schools also exceeded the state increase in the percent of students who took any ACC who were eligible for FRPL by 1.6 percent, and for students who had an IEP by 1.8 percent.

Figure 6. Percentage of students enrolled in AP, IB, dual credit at community college, and Regional Promise course in 2013–2014 and 2014–2015 at Regional Promise schools and across the state



We also examined Regional Promise expansion in rural schools (Figure 6). Rural schools participating in Regional Promise saw a large jump in the percentage of students enrolling in any form of ACC— from 2013–2014 to 2014–2015, 18–54 percent, a 200-percent increase. In rural non-Regional Promise schools across the state, there was only an increase from 13–18 percent in the percent of students enrolling in ACC, a 38-percent increase. This indicates that among rural schools, Regional Promise seemed to positively impact the percentage of students taking accelerated college credit.

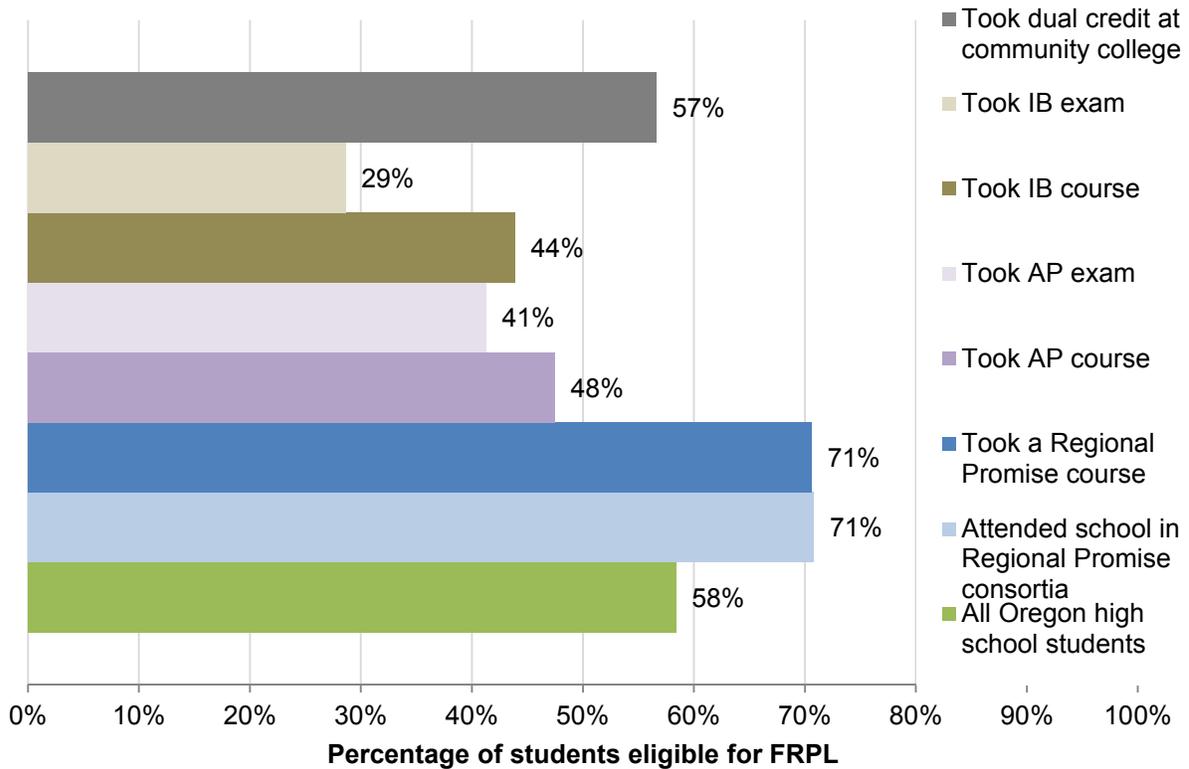
Figure 7. Percentage of students enrolled in AP, IB, dual credit at community college, and Regional Promise course in 2013–2014 and 2014–2015 at rural Regional Promise schools and rural non-Regional Promise schools



We also examined student demographics within each type of ACC (Table A7). All types of ACC, except Regional Promise, served similar or higher percentages of White students compared to the state average of 64 percent, indicating that compared to other forms of ACC, Regional Promise served a higher percentage of students from historically underserved groups.

We found that Regional Promise ACC has a much higher participation rate of students eligible for FRPL compared to other types of ACC (Figure 7). Additionally, the percentage of students eligible for FRPL who took a Regional Promise course is equal to the percentage of students eligible for FRPL at the Regional Promise schools. This means that low-income students were well-represented in the ACC population, and on average, Regional Promise high schools did a good job of expanding access to ACC to low-income students.

Figure 8. Percentage of students eligible for FRPL of total students taking the specified ACC type or school grouping, 2014–2015



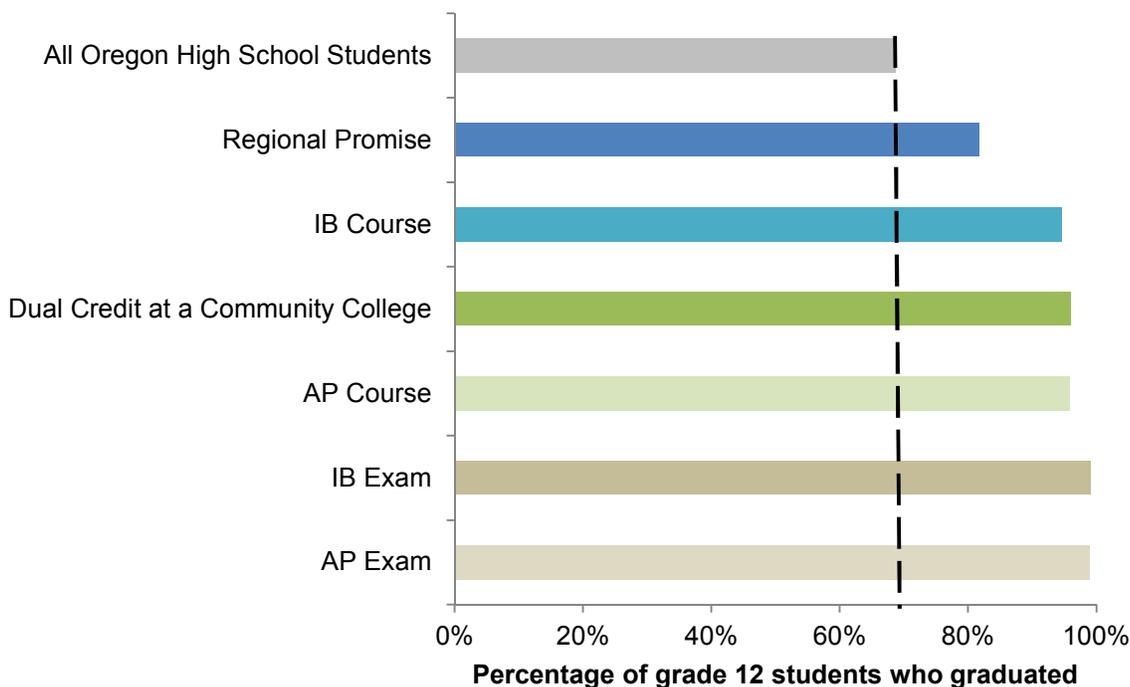
Relationship of ACC Participation to High School Graduation and Attendance Outcomes

We examined the relationship of participation in ACC types, including Regional Promise, to high school graduation and attendance. These analyses should not be considered causal, as choosing to enroll in ACC courses is likely related to a motivation to graduate from high school and overall engagement in school/high attendance.

High School Graduation

The percentage of grade 12 students who graduated was higher for students who took any of the ACC types (including Regional Promise) than the overall Oregon high school population in 2014–2015 (Figure 8; Table A8). The dashed black line displays the marker for where the graduation rate for all Oregon students lies relative to the students who took any one of the ACC options. Given that Regional Promise served a demographically different group of students, the relatively lower graduation rate of Regional Promise participants compared to other forms of ACC is not surprising. However, Regional Promise participants still had a higher grade 12 graduation rate than the overall state rate.

Figure 9. Percent of grade 12 students who graduated in 2014–2015, by ACC type



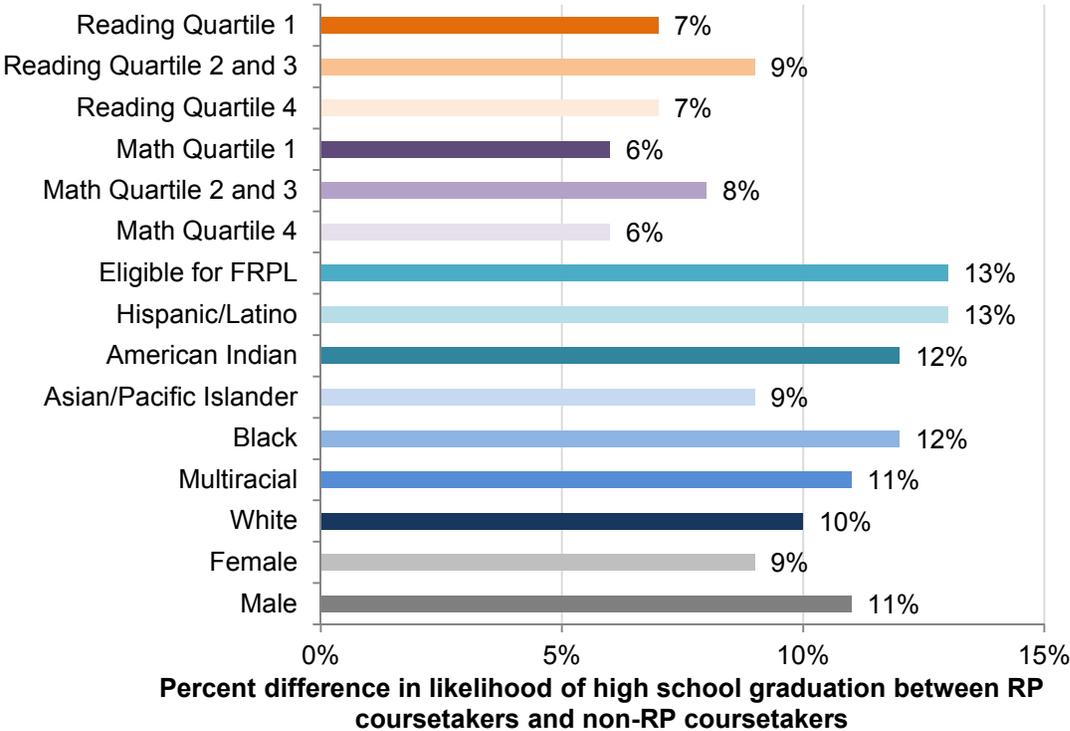
Note: The percent of grade 12 students who graduated does not refer to the four-year cohort rate and will not match published rates from ODE. This percentage takes the total number of grade 12 students who graduated in 2014–2015 over the total number of students who were in grade 12 in that school year.

Logistic regression analysis confirmed that Regional Promise students were more likely to graduate from high school than students who did not take Regional Promise courses, which is not surprising considering the expected relationship between participation in any ACC option and high school graduation. The relationship between high school graduation and Regional Promise course enrollment was considered statistically significant (Tables A9 and A11).

Examining the predicted likelihood of graduation from the logistic regression model, we found that the relationship of Regional Promise coursetaking with graduation varied among different student characteristics (Figure 9). A student in the second or third math or reading quartiles (middle achievers) had, on average, a higher likelihood of graduating high school after taking a Regional Promise course

than their counterparts in the lowest or highest quartiles. Students eligible for FRPL and Hispanic students have the largest jump in the likelihood of graduation at 13 percent. This signifies, for example, a student eligible for FRPL who took Regional Promise had a 13-percent increase in the likelihood of graduation compared to a student eligible for FRPL who did not take Regional Promise (holding all other factors constant at the mean).

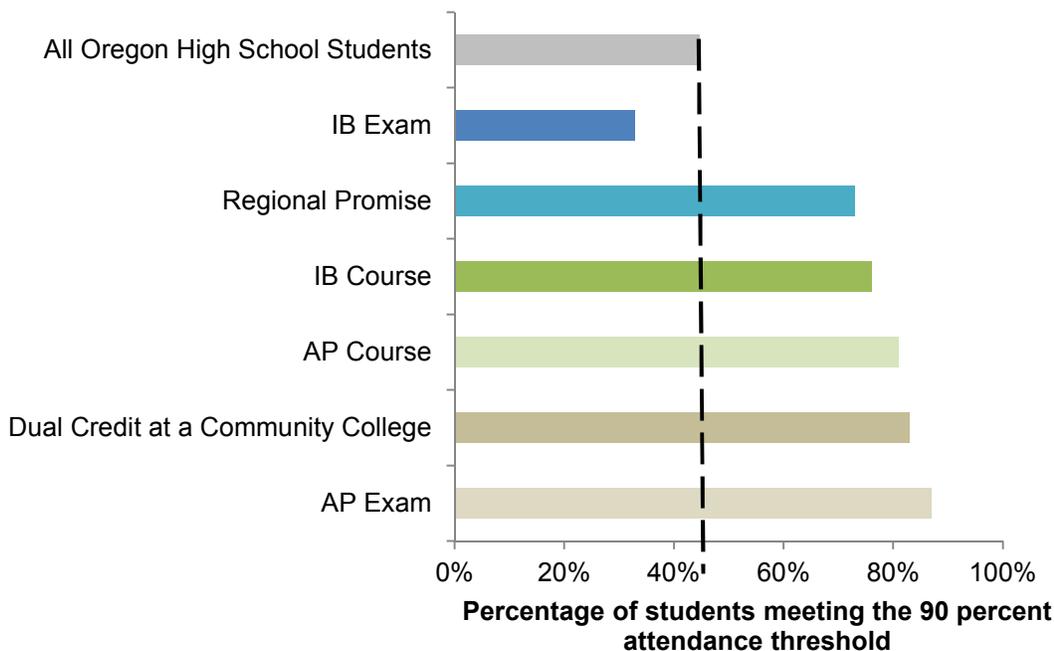
Figure 10. Difference in percent likelihood of graduation between Regional Promise coursetakers and non-Regional Promise coursetakers in Regional Promise schools, 2014–2015



Attendance

Over 70 percent of students had an average attendance rate of 90 percent or higher in 2014–2015 in each of the ACC options, except for students who took an IB exam (Figure 10; Table A10); this is in contrast to the 45 percent of all Oregon students who met this threshold. As with the percent of grade 12 students who graduated, the result for Regional Promise participants is slightly lower than that of other forms of ACC; but given the different demographic population of these schools and participants, this slightly lower result is not surprising.

Figure 11. Percent of students who met the 90 percent attendance threshold in 2014–2015, by ACC type



Logistic regression analysis confirmed that Regional Promise students were more likely to have attendance rates of 90 percent or higher. The relationship between school attendance and Regional Promise course enrollment was considered statistically significant (Tables A9 and A11). We also examined the predicted probabilities of having attendance rates over 90 percent by different student demographic groups, but the difference between Regional Promise coursetakers and those who did not take Regional Promise courses was between 2 and 4 percentage points among all student groups. This indicates a similar relationship between Regional Promise coursetaking and attendance regardless of a student’s demographic characteristics or test scores.

Pillar 2: College-going culture

Overall, Regional Promise sites reported teacher, principal, and district staff excitement about the potential transformative nature of building a college-going culture, though sites expressed difficulty in connecting, engaging, and developing cohesion around college-going among the educational institutions and the community. Southern Oregon Promise reported that due to the limited funding

provided by their Regional Promise grant, a heavy focus was not placed on increasing the college-going culture. At least one site reported that increasing ACC had a secondary effect on college-going culture—Willamette Promise high school faculty reporting that the newly-offered ACC courses were somewhat effective in increasing student interest and motivation to attend college. This effect may have also occurred at the other consortia where new ACC courses were offered (Southern Oregon Promise, Oregon Metro Connects, and Cascades Commitment).

Sites worked toward increasing college-going culture through a variety of activities, promotional events, and materials. Oregon Metro Connects facilitated a college-going culture workshop that convened on five occasions. Oregon Metro Connects also developed and helped conduct a career and college readiness counselor symposium and a visit by middle school students to PCC. In Washington County, Oregon Metro Connects facilitated four parent/guardian nights focused on career-and college-related learning experiences. Connected Lane Pathways convened a focus group of high school students to re-design the college visit. To better prepare students prior to their visit, an associated college-visit curriculum module was also developed. Willamette Promise developed CTE and university advising sheets for each affiliated college and university to assist students with exploration and communication with school counselors or advisors. Willamette Promise also partnered with Oregon GEAR UP and other partners to develop a specific 2015–2016 college-going culture plan and a seven-year plan for the future focusing on grades 6–12.

In an effort to maximize the relevance of college-going culture programming, Connected Lane Pathways collaborated with EPIC, local districts, and higher education institutions to develop a multiple-pathways program model. This iterative program model reimaged approaches to college planning and career counseling through culturally and locally relevant lenses. In collaboration with high school counselors, Willamette Promise also developed a college-going framework.

Increased focus on college-going through curriculum and instruction within middle and high schools also occurred. Cascades Commitment facilitated this through the adoption and expansion of the AVID, 8+9, and Paso a Paso programs. Connected Lane Pathways addressed identified shortcomings within their current curriculum by developing new interactive curriculum modules. Connected Lane Pathway designed these modules with input from the community to ensure the addressed individual and collective needs and that the modules were culturally responsive.

Grantees reported the number of participants in college-going culture activities, as well as college and career success classes for high school students (Table 4). Other consortia, such as Cascades Commitment, instituted college success programs such as AVID, geared toward middle-school students; participant numbers for these other programs are included in the college-going culture activity totals. Approximately 1,510 students in grades 5–8 and 1,797 students in high school were affected by college-going culture activities funded by the Regional Promise grants. Nine college and career success classes occurred—including Academic Success Strategies, Career Planning, Financial Survival for College Students, Scholarships: \$\$ for College, and Stress Management—with 983 students enrolled through Oregon Metro Connects.

Table 4. College-going culture activities by consortium, 2014–2015

Consortium	College-going culture activities		College and career success classes	
	Grades 5–8 participants	Grades 9–12 participants	Classes	Students enrolled
Cascades Commitment	382 ^a	0	0	0
Connected Lane Pathways	464	172	0	0
Oregon Metro Connects	609 ^a	1,000 ^a	9	983
Southern Oregon Promise	0	125	0	0
Willamette Promise	55 ^a	500 ^a	0	0
Total	1,510	1,797	9	983

^aApproximate.

Pillar 4: Cross-sector partnerships

The Regional Promise program relies on cross-sector partnerships to achieve the other four pillars—cross-sector partnerships are necessary for functioning PLCs, expanding a college-going culture, expanding dual credit, and achieving equity in accelerated coursework. Prospective grantees were required to create a cross-sector group of partners in order to apply for the grant, with school districts, educational service districts, and colleges required for each grant consortium. Some consortia worked with multiple colleges, others had a wide variety of districts—but all had cross-sector partnerships.

When considering whether these cross-sector partnerships were stable and sustainable, we can turn to the fact that three of these consortia worked together to successfully apply for the 2015–2017 Regional Promise grants—the cross-sector partnerships they had formed from the initial grant were strong. One of these sites did have a shift in partners, but the districts and other regional partners are the same.

As for sustainability, many of the partners strengthened existing relationships with local agencies through the grant. For example, Connected Lane Pathways planned to build new partnerships with local trade unions, public and private professional organizations, and chambers of commerce to increase the career experiences and pathways available to students.

Each site reported plans to continue implementation of ACC-related activities across sectors. Oregon Metro Connects reported the increased number of available high school math instructors, which resulted from revised PCC instructor qualifications, will support future sustainability. In addition, ACC opportunities will be supported by the new 1.0 FTE dual credit coordinator position at PCC. Future planned work would focus on increasing middle school involvement. Cascades Commitment’s model initially focused on the development of teacher proficiency. As a result, a trained cadre is in place to sustain program implementation for the immediate future. Cascades Commitment will continue to support PLC development of additional class offerings and High Desert ESD has set aside funds to provide stipends and substitutes to support this work. Cascades Commitment will also continue to seek additional funds for further support and sustainability. Southern Oregon Promise reported the planned continuation of bi-monthly PLC meetings to further refine ACC plans, and that

current partnerships between districts and community colleges will continue. Southern Oregon Promise plans to strengthen the relationship with SOU and Oregon Tech.

Despite plans in place, sites stated at the end of the grant period in 2015 that sustaining funding would be the biggest challenge. To address funding challenges, at least one site will begin charging districts for courses. Willamette Promise has developed a plan for each district to pay approximately \$3.50 for each student enrollment in Willamette Promise to continue participation in Willamette Promise courses and college and career advising. Assisting Willamette Promise to sustain, Northwest Regional ESD will provide ACC support to associated districts, and Willamette ESD districts have provided some financial support.

Pillar 5: Professional learning communities and teachers

A core activity for the Regional Promise sites during the 2014–2015 school year was the continued development of PLCs composed of high school teachers and college faculty. Site PLCs worked toward course alignment and to develop foundational plans/progressions for ACC courses. An additional common undertaking of PLCs was to align course curriculum and assessment through collaborative development and scoring.

Specifically, in Oregon Metro Connects, Portland Community College (PCC), through their PLCs, established a degree map development plan, identified 10 disciplines that have common math requirements, and created approximately 12 transfer articulation degree maps. Connected Lane Pathways (Connected Lane Pathways) PLCs initiated development of an inter-institutional career and technical education (CTE) pathway and the programmatic foundations for ACCs.

A second common action among sites to proliferate student opportunity and access to ACCs was to increase the number of qualified instructors. For example, Cascade Commitment (CC) partnered with local higher education institutions, High Desert ESD, and six local school districts to offer an alternative pathway for teachers to become qualified to teach ACC courses. As a result, every high school in central Oregon now has a qualified ACC teacher.

Oregon Metro Connects partner PCC worked with local districts to offer a discipline-specific summer institute where attending teachers gained ACC instructor qualification. Furthermore, PCC developed an Instructor of Record (IOR) model. In this model, an IOR was placed in a high school, allowing exemplary teachers who did not meet instructor requirements to teach ACC classes.

In rural southern Oregon, through Southern Oregon Promise, classes were provided electronically from a distance to remote districts via V-tel technology, and Klamath Community College offered synchronized distance classes at its remote Lakeview campus. The offering of synchronized classes allowed six students from the Lakeview area to complete associates' degrees upon high school graduation in June 2015.

PLCs formed and teacher eligibility

Grantee reports documented a total of 72 formed PLCs (Table 5). These 72 PLCs covered 47 courses and involved 310 high school teachers and 134 postsecondary faculty members (from community colleges and four-year institutions). Approximately 135 high school teachers were newly-qualified to teach ACC through the grant-funded PLCs. Based on these reports, the 2014–2015 grants achieved the goal of expanding the number of cross-sector PLCs and the number of eligible teachers in Regional Promise high schools.

Table 5. PLC, teacher, and faculty information by consortium, 2014–2015

Consortium	PLCs	Courses	HS teachers participating	College faculty participating	Newly-qualified ACC teachers
Cascades Commitment	3	3	46	9	27
Connected Lane Pathways	0	0	0	0	0
Oregon Metro Connects	21	25	102	95	50
Southern Oregon Promise	40	11	47	11	2
Willamette Promise	8	8	115	19	56 ^a
Total	72	47	310	134	135

^aApproximate.

Conclusion

We conclude the evaluation report with a brief summary of implementation challenges, data challenges and recommendations, and final thoughts regarding the impact of the Regional Promise program.

Implementation challenges

In their reports to ODE, grantees discussed three main challenges they encountered while administering the 2014–2015 grants. A consistently reported challenge was determining how best to utilize funding. Sites reported having to make difficult funding decisions between investing in programming, staff, or materials. Sites also reported challenges in coordinating the different educational entities involved in the grant. ODE might consider providing support to sites in terms of coordination and overcoming communication barriers between secondary and postsecondary stakeholders during the 2015–2017 grants. A third challenge reported from sites is trepidation from higher education faculty about an unsustainable increase in workload due the increase in ACC offerings. ODE can facilitate discussions between the grantees to share ideas about how to mitigate this issue.

Each site reported plans to continue implementation of ACC-related activities after the 2014–2015 grants. At that time, sites had not applied for, or received, notice for an award of the 2015–2017 grants. A commonly mentioned strategy to continue ACC activities was to seek external funding or find ways to share costs among the stakeholders in the program. Despite plans in place, sites stated that sustaining funding would be the biggest challenge after the grants end, but hoped the activities conducted in 2014–2015 and cost estimates from these activities would facilitate future budget planning.

Data recommendations

In conducting this evaluation for ODE, we encountered a number of data challenges. Through mitigating these challenges in order to estimate the impact of the program, we have developed a number of data recommendations to ODE, CCWD, Regional Promise grantees, and other state and local agencies that are detailed here.

Issue 1: Linking data with no common identifier

In order to link individual data sources with no common identifier (e.g., a student identification number), we use an algorithm to identify matches based on student name, birthdate, and demographic characteristics. This “fuzzy matching” introduces error into the process, as not all students in a given dataset will match. For example, we were unable to match a small percentage of students who took the AP exam with ODE student record data, though they are most likely ODE students.

One solution to this issue would be to have a common identification number for all students in the state of Oregon, whether they are in the K–12 or postsecondary system. This would assist with matching between ODE and CCWD. AP and IB tests could require students to list their common identification number on their test form; currently, AP and IB data contain some identification numbers, but many values are missing and/or do not match the ODE student identification number.

ODE and HECC would need to, at a minimum, develop and agree upon this common identification number. Use of the number by all public education institutions in the state would be helpful for research regarding high school and college transitions.

Issue 2: Grantee data collection

In some cases, grantees struggled to collect the minimal data requested to conduct this evaluation. On the interim and final reports, ODE requested approximate numbers of courses, PLCs, teachers, and students who participated in the program. In some cases, this took staff members at the Regional Promise sites a significant amount of time to record, particularly when the information was needed from the high schools and the consortium involved many schools. The information reported was often imprecise and challenging to coordinate across sites.

For future grants, we recommend that reporting requirements are made clear to grantees during the RFP process, that grantees are made aware of recommended data collection timelines and structures, and that data are submitted to ODE on a term-by-term basis in order to avoid issues of program staff members having to go back to prior terms or years to find information.

Issue 3: Lack of data to evaluate all aspects of program

Another data issue is a lack of the data needed to evaluate this program and other similar programs. For example, having access to student grade point average (GPA) would provide an important measure of student achievement that could be used as an alternative way to identify high- and low-achieving students (besides test scores) and could also be used as an outcome for the program (for example, if GPA increased or decreased after taking Regional Promise courses). Unfortunately, GPA is not collected at the state level but is stored individually by each district.

High school course registration data would also be useful for evaluating ACC and many other high school programs. ODE began collecting course roster data in 2013–2014, and the data became of high enough quality to share in 2014–2015. The data collection links students with teachers, but does not ask districts to identify which courses are ACC courses. Thus, we are unable to determine from the ODE data what, if any, dual credit courses a high school student takes, and must instead use college data. To mitigate this data issue, Education Northwest created AP and IB flags by analyzing the course name in the roster file and created a flag to identify Regional Promise courses based on lists the sites provided.

Requesting an additional field in the course roster data collection to mark ACC type (AP, IB, dual credit, Regional Promise) would be invaluable for assessing this type of program. Including grades in

the course registration file and implementing an annual or term-by-term GPA data collection would also be helpful.

Issue 4: Longer timeline needed to fully evaluate program

Finally, one of the main issues with evaluating this program and others to examine the effect on college outcomes is that many years are needed to allow students to enter college and complete a degree. Unfortunately, by that time, the program may no longer be in existence. For college completion, at least four years from time of enrollment in college (five years from high school graduation) are needed. For the Regional Promise program in 2014–2015, where mostly grade 11 and grade 12 students took courses, we would have to wait for data from the 2019–2020 academic year to see if students who took Regional Promise courses in grade 11 graduated from college four years after finishing high school. To mitigate this timeline issue, Education Northwest has provided ODE with a data file to flag the Regional Promise courses so that in future years, other evaluators would be able to estimate program impact as well.

There is also a lag between the end of an academic year and when student records are finalized and made available to researchers—in some cases, as much as eight months. For example, ODE does not finalize and release graduation data until late January or early February of the year following a student’s graduation. This data lag is needed to give districts time to correct records and give ODE time to validate the data, but it adds time to the evaluation process.

Impacts and future evaluation work

Overall, the 2014–2015 Regional Promise program achieved its goals by increasing the number of ACC classes available to students, expanding ACC enrollment for all students, increasing the number of teachers eligible to teach dual-credit courses, and reaching historically underserved populations in greater numbers than traditional dual-credit programs. The innovative program model that emphasized collaboration between the K–12 and postsecondary education sectors may have contributed to the program’s success. In addition, the explicit focus on reaching historically underserved populations ensured that grantees were mindful of expanding access to these groups during implementation.

The success of the Regional Promise program in the longer term—understanding its impact on college enrollment, persistence, and completion—will not be possible to estimate until additional years of data are available. Given that the Regional Promise grants continued in the 2015–2017 biennium, we recommend that the evaluation of this program continue in order to track the impact of the 2014–2015 grants on newly-available outcomes (e.g., college enrollment) as well as begin measuring the impact of the 2015–2017 grants.

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Appendix A

Table A1. Enrollment of students from Regional Promise schools in ACC types, 2013–2014 and 2014–2015

Demographic	2013–2014		2014–2015	
	Percent of students	Number of students	Percent of students	Number of students
Attended school in Regional Promise consortia	-	61,292	-	61,491
Took a Regional Promise course	N/A	N/A	22%	13,697
Took AP course	No data	No data	19%	10,707
Took AP exam	10%	5,922	11%	6,727
Took IB course	No data	No data	4%	2,414
Took IB exam	0%	229	0%	194
Took dual credit at community college	14%	8,502	16%	10,142

Note: N/A means not applicable and indicates that option was not available in the particular year. No data indicates the option was available to students but that no data was available for this study.

Table A2. Regional Promise school enrollment overlap in ACC types, 2014–2015

Type of ACC	Number of Regional Promise (RP) school students	Percent	Description
RP course only	8,486	62%	of RP coursetakers only took RP course
RP and AP course	2,863	21%	of RP coursetakers also took AP course
RP and AP exam	1,898	14%	of RP coursetakers also took AP exam
RP and IB course	465	0%	of RP coursetakers also took IB course
RP and IB exam	19	0%	of RP coursetakers also took IB exam
RP and dual credit	3,293	24%	of RP coursetakers also took dual credit at community college (either for the RP class or another class)
AP course and AP exam	6,370	59%	of AP coursetakers took an AP exam
IB course and IB exam	150	6%	of IB coursetakers took an IB exam
Dual credit and AP exam	2,382	23%	of dual credit coursetakers at a community college also took an AP exam
Dual credit and IB exam	53	1%	of dual credit coursetakers at a community college also took an IB exam
Any ACC	27,720		
Total students in RP schools	61,491		

Table A3. Student Regional Promise course records in ODE data, by subject in 2014–2015

Subject	Count	Percent
Other	4,534	25%
Computer Science	710	4%
Science	2,333	13%
ELA	1,993	11%
Math	8,248	46%
Total	17,818	100%

Table A4. Student demographic characteristics in Oregon high schools, Regional Promise high schools, and among Regional Promise coursetakers in 2014–2015

Student demographic characteristic	All Oregon high school students	All Regional Promise high school students	Took Regional Promise course
Male	51.6%	51.5%	51.0%
Female	48.4%	48.5%	49.0%
White	64.0%	56.2%	58.2%
Multiracial	3.8%	3.5%	2.8%
Black	2.8%	4.1%	3.1%
Asian/Pacific Islander	4.8%	6.8%	6.4%
American Indian	1.6%	1.7%	2.1%
Hispanic/Latino	22.9%	27.6%	27.4%
Had an Individualized Education Program (IEP)	18.4%	21.9%	19.1%
Received a suspension	8.1%	12.4%	12.2%
Eligible for English Learner (EL) services	14.4%	23.6%	23.1%
Eligible for FRPL	58.4%	70.8%	70.6%

Table A5. Student demographic characteristics of students in Regional Promise (RP) schools compared to Oregon over the 2013–2014 and 2014–2015 school years

Demographics	Regional Promise Schools			All Oregon Schools			Difference in trend between RP and all schools
	Percent 2013–2014	Percent 2014–2015	Trend in percent, 2013–2014 to 2014–2015	Percent 2013–2014	Percent 2014–2015	Trend in percent, 2013–2014 to 2014–2015	
Male	52%	51%	-0.8%	52%	52%	-0.1%	-0.7%
Female	48%	49%	0.8%	48%	48%	0.1%	0.7%
White	69%	58%	-10.4%	65%	64%	-0.9%	-9.5%
Multiracial	4%	3%	-0.8%	4%	4%	0.3%	-1.1%
Black	2%	3%	1.0%	3%	3%	0.0%	1.0%
Asian/Pacific Islander	4%	6%	2.6%	5%	5%	0.0%	2.6%
American Indian	2%	2%	0.4%	2%	2%	-0.1%	0.5%
Hispanic/Latino	20%	27%	7.3%	22%	23%	0.5%	6.8%
Had an Individualized Education Program (IEP)	17%	19%	2.3%	18%	18%	0.6%	1.7%
Received a suspension	6%	12%	6.3%	7%	8%	0.9%	5.4%
Eligible for English Learner (EL) services	11%	23%	12.1%	14%	14%	0.9%	11.2%
Eligible for FRPL	54%	71%	16.3%	58%	58%	0.8%	15.5%

Table A6. Characteristics of students who took AP or IB courses, dual credit at a community college, or a Regional Promise (RP) course

Student characteristic	Regional Promise Schools			All Oregon Schools			Difference in trend between RP and all schools
	Percent 2013–2014	Percent 2014–2015	Trend in percent, 2013–2014 to 2014–2015	Percent 2013–2014	Percent 2014–2015	Trend in percent, 2013–2014 to 2014–2015	
Male	44%	48%	4.1%	44%	47%	2.2%	1.9%
Female	56%	52%	-4.1%	56%	54%	-2.2%	-1.9%
White	65%	59%	-5.1%	71%	66%	-5.0%	-0.1%
Multiracial	3%	3%	0.8%	3%	4%	0.4%	0.4%
Black	3%	3%	0.4%	2%	2%	0.6%	-0.2%
Asian/Pacific Islander	8%	9%	0.3%	6%	7%	1.4%	-1.1%
American Indian	1%	2%	0.5%	1%	1%	0.3%	0.2%
Hispanic/Latino	21%	24%	3.2%	18%	20%	2.3%	0.9%
Had an Individualized Education Program (IEP)	12%	15%	3.5%	12%	14%	1.7%	1.8%
Received a suspension	5%	8%	3.1%	5%	7%	2.0%	1.1%
Eligible for English Learner (EL) services	18%	22%	3.7%	13%	16%	3.1%	0.6%
Eligible for free or reduced-price lunch (FRPL)	61%	64%	3.0%	55%	56%	1.4%	1.6%

Table A7. Characteristics of students in Oregon high schools, Regional Promise high schools, and among different types of ACC

Panel A: 2013–2014

Student characteristic	All Oregon high school students	Attended school in Regional Promise consortia	Took AP exam	Took IB exam	Took dual credit at community college
Male	52%	51%	44%	44%	44%
Female	48%	49%	56%	56%	56%
White	65%	57%	70%	69%	71%
Multiracial	4%	3%	4%	5%	3%
Black	3%	4%	1%	1%	2%
Asian/Pacific Islander	5%	7%	11%	15%	6%
American Indian	2%	2%	1%	0%	1%
Hispanic/Latino	22%	27%	13%	10%	18%
Had an Individualized Education Program (IEP)	18%	22%	9%	8%	12%
Received a suspension	7%	12%	2%	1%	5%
Eligible for English Learner (EL) services	14%	23%	12%	9%	13%
Eligible for FRPL	58%	70%	40%	28%	55%

Table A7 (cont.). Characteristics of students in Oregon high schools, Regional Promise (RP) high schools, and among different types of ACC
Panel B: 2014–2015

Student characteristic	All Oregon high school students	Attended school in Regional Promise consortia	Took a Regional Promise course	Took AP course	Took AP exam	Took IB course	Took IB exam	Took dual credit at community college
Male	52%	52%	51%	44%	44%	46%	41%	44%
Female	48%	49%	49%	56%	56%	54%	59%	56%
White	64%	56%	58%	69%	69%	63%	67%	69%
Multiracial	4%	4%	3%	4%	4%	4%	5%	4%
Black	3%	4%	3%	2%	1%	2%	2%	2%
Asian/Pacific Islander	5%	7%	6%	9%	11%	10%	14%	6%
American Indian	2%	2%	2%	1%	1%	1%	1%	1%
Hispanic/Latino	23%	28%	27%	16%	14%	21%	13%	18%
Had an Individualized Education Program (IEP)	18%	22%	19%	10%	9%	12%	8%	13%
Received a suspension	8%	12%	12%	4%	2%	5%	2%	5%
Eligible for English Learner (EL) services	14%	24%	23%	13%	13%	18%	10%	15%
Eligible for FRPL	58%	71%	71%	48%	41%	44%	29%	57%

Table A8. Percent of grade 12 students who graduated high school in 2014–2015, by ACC type

ACC type	Graduated high school	Total count of students	Grade 12 completion rate	Percent above state rate
AP exam attempted	5,419	5,476	99%	30%
AP course	9,683	10,098	96%	27%
IB exam attempted	735	742	99%	30%
IB course	2,771	2,930	95%	26%
Dual credit at community college	9,676	10,076	96%	27%
Regional Promise course	2,739	3,352	82%	13%
All Oregon grade 12 students	35,117	51,147	69%	-

Table A9. Logistic regression of taking a Regional Promise course on high school graduation and on attendance at 90 percent threshold, 2014–2015 school year

	High school graduation	Attendance at 90%
Took a Regional Promise course	0.841*** (0.0535)	0.302*** (0.0212)
Female	0.454*** (0.0211)	-0.156*** (0.0102)
American Indian	-0.699*** (0.0743)	-0.421*** (0.0377)
Asian/Pacific Islander	0.298*** (0.0548)	0.695*** (0.0284)
Black	-0.372*** (0.0586)	-0.166*** (0.0297)
Hispanic/Latino	-0.140*** (0.0259)	0.0347** (0.0125)
Multiracial	-0.126* (0.0566)	-0.0403 (0.0266)
Eligible for FRPL	-0.997*** (0.0259)	-0.850*** (0.0123)
Math No Score	0.756*** (0.0393)	-0.309*** (0.0197)
Math Quartile 1	-1.309*** (0.0442)	-0.541*** (0.0198)
Math Quartile 2	-0.293*** (0.0408)	-0.225*** (0.0183)
Math Quartile 3	0.571*** (0.0393)	0.0616*** (0.0173)
Reading No Score	0.694*** (0.0362)	0.0251 (0.0171)
Reading Quartile 1	-0.278*** (0.0475)	-0.0370 (0.0203)
Reading Quartile 2	0.463*** (0.0458)	0.136*** (0.0194)
Reading Quartile 3	0.659*** (0.0418)	0.259*** (0.0181)
Constant	1.199*** (0.0247)	1.480*** (0.0123)
Observations	51,147	188,551

*p<0.05, **p<0.01, ***p<0.001

Note: Robust standard errors are in parentheses.

Table A10. Percent of students with 90% or higher average annual attendance in 2014–2015, by ACC type

ACC type	Count of students with 90% or higher attendance rates	Total count of students	Percent with 90% or higher attendance rates
AP exam attempted	14,271	16,442	87%
AP course	21,014	26,033	81%
IB exam attempted	558	1,677	33%
IB course	5,851	7,694	76%
Dual credit at community college	24,112	28,999	83%
Regional Promise course	10,229	14,018	73%
All Oregon high school students	128,601	287,350	45%

Table A11. Logistic regression of taking different ACC types on high school graduation and attendance at 90 percent threshold, 2014–2015 school year

	High school graduation	Attendance at 90%
Took a Regional Promise course	0.666*** (0.0579)	0.222*** (0.0216)
Took a dual credit course at community college	2.227*** (0.0544)	0.762*** (0.0174)
Took an expanded options course at community college	2.074*** (0.312)	0.475** (0.182)
Female	0.313*** (0.0227)	-0.204*** (0.0103)
American Indian	-0.634*** (0.0796)	-0.387*** (0.0381)
Asian/Pacific Islander	-0.0700 (0.0613)	0.616*** (0.0288)
Black	-0.275*** (0.0598)	-0.135*** (0.0299)
Hispanic/Latino	-0.140*** (0.0272)	0.0453*** (0.0126)
Multiracial	-0.208*** (0.0610)	-0.0410 (0.0269)
Eligible for FRPL	-0.708*** (0.0277)	-0.762*** (0.0125)
Math No Score	0.565*** (0.0477)	-0.429*** (0.0207)
Math Quartile 1	-0.996*** (0.0486)	-0.494*** (0.0201)
Math Quartile 2	0.00977 (0.0454)	-0.196*** (0.0187)
Math Quartile 3	0.734*** (0.0437)	0.0175 (0.0179)
Reading No Score	0.774*** (0.0419)	-0.0263 (0.0178)

Table A11 (cont.). Logistic regression of taking different ACC types on high school graduation and attendance at 90 percent threshold, 2014–2015 school year

	High school graduation	Attendance at 90%
Reading Quartile 1	-0.0443 (0.0507)	0.00898 (0.0207)
Reading Quartile 2	0.645*** (0.0496)	0.146*** (0.0199)
Reading Quartile 3	0.779*** (0.0472)	0.210*** (0.0188)
Took an AP course	1.568*** (0.0577)	0.00866 (0.0220)
Student attempted AP exam in year	2.373*** (0.141)	0.796*** (0.0302)
Took an IB course	1.905*** (0.0872)	0.204*** (0.0295)
Student attempted IB exam in year	2.389*** (0.399)	-0.233* (0.0921)
Constant	0.357*** (0.0279)	1.300*** (0.0128)
Observations	51,147	188,551

*p<0.05, **p<0.01, ***p<0.001

Note: Robust standard errors are in parentheses.

**Oregon Department of Education
Physical Education Grant Program
2013-2015 Grant Awards**

Grantee	Target School and/or School District	Teacher Hire	Prof. Development	2013-15 Grant Amount	Intended Outcomes	Number of Schools
Powell Butte Community Charter School	Powell Butte Community Charter School	\$ -	\$ 35,700.00	\$ 35,700.00	2013-15 funding has provided support to 22 school districts and 70 schools throughout Oregon. In total, 45.30 FTE was hired to provide support in meeting physical education instructional requirements for students in kindergarten through grade 8. In addition, professional development funding was provided to support a total of 40 physical education teachers during the biennium.	1
Baker School District	Baker School District	\$ 92,500.00	\$ -	\$ 92,500.00		1
Bethel School District	Bethel School District	\$ 43,000.00	\$ -	\$ 43,000.00		1
Black Butte School District	Black Butte School District	\$ 25,291.69	\$ -	\$ 25,291.69		1
Elgin School District	Elgin School District	\$ 100,000.00	\$ -	\$ 100,000.00		1
Elkton School District	Elkton Elementary School	\$ 66,000.00	\$ -	\$ 66,000.00		1
Eugene School District	Eugene School District	\$ 68,461.30	\$ 49,838.00	\$ 118,299.30		3
Greater Albany School District	Greater Albany School District	\$ 279,093.38	\$ -	\$ 279,093.38		3
Lincoln County School District	Lincoln County School District	\$ 171,935.53	\$ -	\$ 171,935.53		3
Medford School District	Medford School District	\$ 1,000,000.00	\$ -	\$ 1,000,000.00		10
Milton-Freewater School District	Grove Elementary School	\$ -	\$ 26,250.00	\$ 26,250.00		1
Myrtle Point School District	Myrtle Point School District	\$ 80,000.00	\$ -	\$ 80,000.00		1
North Powder School District	North Powder School District	\$ 100,499.33	\$ -	\$ 100,499.33		1
North Santiam School District	North Santiam School District	\$ 62,627.75	\$ -	\$ 62,627.75		4
Portland School District	Portland School District	\$ 831,686.14	\$ 65,247.38	\$ 896,933.52		12
Rimrock Expeditionary Alternative Learning Middle School	REALMS	\$ 101,994.65	\$ -	\$ 101,994.65		1
Redmond School District	Redmond School District	\$ 73,626.00	\$ -	\$ 73,626.00		1
Reynolds School District	Reynolds School District	\$ 200,000.00	\$ -	\$ 200,000.00		2
Rogue River School District	Rogue River Elementary School	\$ -	\$ 50,000.00	\$ 50,000.00		1
Sheridan School District	Sheridan School District	\$ 90,000.00	\$ -	\$ 90,000.00		1
Silver Falls School District	Mark Twain Elementary	\$ 215,791.84	\$ 50,000.00	\$ 265,791.84	4	
Springfield School District	Springfield School District	\$ 230,929.00	\$ 137,000.00	\$ 367,929.00	12	
Tillamook School District	Tillamook School District	\$ 293,178.00	\$ -	\$ 293,178.00	3	
Warrenton-Hammond School District	Warrenton-Hammond School District	\$ 85,000.00	\$ -	\$ 85,000.00	1	
TOTAL GRANT AMOUNT		\$ 4,211,614.61	\$ 414,035.38	\$ 4,625,649.99	TOTAL SCHOOLS SERVED	70

**Oregon Department of Education
Physical Education Grant Program
2015-2017 Grant Awards**

Grantee	Target School and/or School District	Teacher Hire	Prof. Development	2015-17 Grant Amount	Intended Outcomes	Number of Schools
Coos Bay School District	Coos Bay School District	\$ 176,079.95	\$ -	\$ 176,079.95	2015-17 funding has provided support to 22 school districts and 62 schools throughout Oregon. In total, 32.38 FTE was hired to provide support in meeting physical education instructional requirements for students in kindergarten through grade 8. In addition, professional development funding was provided to support a total of 34 physical education teachers during the biennium.	2
Powell Butte Community Charter School	Powell Butte Community Charter School	\$ 70,000.00	\$ 11,000.00	\$ 81,000.00		1
Elgin School District	Stella Mayfield Elementary School	\$ -	\$ 30,000.00	\$ 30,000.00		1
Elkton School District	Elkton Elementary School	\$ 61,151.50	\$ -	\$ 61,151.50		1
Greater Albany School District	Greater Albany School District	\$ 480,554.07	\$ -	\$ 480,554.07		6
Hillsboro School District	Hillsboro Online Academy	\$ 98,500.00	\$ -	\$ 98,500.00		1
Lincoln County School District	Taft High School	\$ 64,073.00	\$ -	\$ 64,073.00		1
Lowell School District	Lundy Elementary School	\$ 69,904.20	\$ 21,334.00	\$ 91,238.20		1
Medford School District	Medford School District	\$ 1,062,886.99	\$ -	\$ 1,062,886.99		11
Milton-Freewater School District	Milton-Freewater School District	\$ 160,000.00	\$ -	\$ 160,000.00		2
Myrtle Point School District	Myrtle Point School District	\$ 143,283.91	\$ -	\$ 143,283.91		2
Port Orford-Langlois School District	Driftwood Elementary School	\$ 50,174.00	\$ -	\$ 50,174.00		1
Portland School District	Portland School District	\$ 536,181.90	\$ -	\$ 536,181.90		8
Reynolds School District	Reynolds School District	\$ 196,000.00	\$ -	\$ 196,000.00		2
Rivers Edge Academy Charter School	Rivers Edge Academy Charter School	\$ 41,100.00	\$ -	\$ 41,100.00		1
Rogue River School District	Rogue River Elementary School	\$ 92,979.00	\$ -	\$ 92,979.00		2
Sheridan School District	Faulconer-Chapman School	\$ 86,784.00	\$ 10,000.00	\$ 96,784.00		1
Siletz Valley School District	Siletz Valley Schools	\$ 83,094.55	\$ -	\$ 83,094.55		1
Silver Falls School District	Silver Falls School District	\$ 343,198.20	\$ -	\$ 343,198.20		4
South Lane School District	South Lane School District	\$ 371,085.62	\$ -	\$ 371,085.62		5
Springfield School District	Springfield School District	\$ 148,000.00	\$ 32,900.00	\$ 180,900.00		4
Willamina School District	Willamina Elementary School	\$ 100,000.00	\$ -	\$ 100,000.00		1
Woodburn School District	Woodburn School District	\$ 196,000.00	\$ -	\$ 196,000.00	2	
Bend-LaPine School District	REALMS (Rimrock Expeditionary Altern	\$ 94,473.00	\$ 10,500.00	\$ 104,973.00	1	
TOTAL GRANT AMOUNT		\$ 4,725,503.89	\$ 115,734.00	\$ 4,841,237.89	TOTAL SCHOOLS SERVED	62