



Central Oregon Reaching Higher

A Baseline Report | Winter, 2015



Better Together is a community movement to ensure success for Central Oregon children from before birth to career.

Photo by Kevin Sperl/Central Oregonian



Better Together

Central Oregon Reaching Higher

Dear Central Oregon,

Yes, you. And you, and you and you over there. We've got some important work to do together. Work that not one of us can do alone. Work that challenges us to stop pointing fingers and start finding our role.

Too many of our youth are not reaching their potential. Too few of our young people are completing high school, persisting through advanced training and becoming gainfully employed. Solving these problems requires our shared responsibility and a long-term commitment from each of us.

We aren't asking anyone to do it all. Instead, we are asking everyone to find their role. You are invited to join the movement of Better Together, which aims to increase child and youth outcomes from cradle to career. Central Oregon stakeholders have identified 25 shared measures from before birth to career. These measures are the mile markers along our long-term journey to increase student success. We must band together to collectively impact each of these measures. Large scale challenges, such as these we face, require an equally widespread response.

We urge YOU to align your existing, emerging and new efforts around these shared measures. Our efforts can reinforce rather than compete. Our common commitment and shared responsibility will make the cultural shift we seek possible.

Here are a few (of the unlimited) ways to share your time, talent and treasure:

- **Join** a Better Together Workgroup
- **Become** a mentor
- **Encourage** your neighbor to attend school regularly
- **Volunteer** with organizations focused on food and housing security
- **Give gifts** that encourage connection, relationships and experiences
- **Read, romp and rhyme** with children
- **Attend** a parenting education class or **donate** to organizations who offer scholarships to families in need
- **Spread the word** about Better Together through your existing communication channels
- **Ask** the children and youth in your life what they want to be when they grow up, and keep them dreaming forward
- **Ask** how the organizations you support are working toward the Better Together shared measures
- **Host** a student intern
- **Talk to young people** about your own professional and personal journey and encourage them to set goals for their future
- **Nurture** a growth mindset by encouraging children and youth to persist when life gets hard.

Please join us. Find your role, help students excel--we're **Better Together.**

Sincerely,

Anna Higgins
Director

Kristin Chatfield
Shared Data Manager

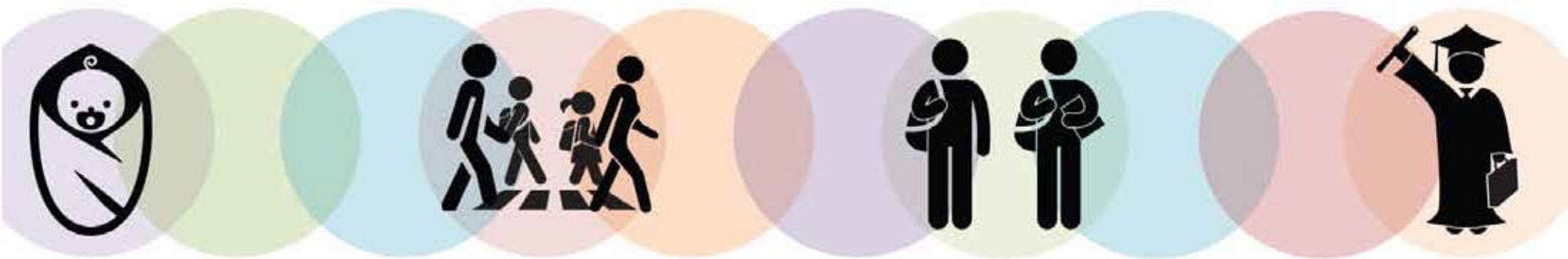


Table of Contents

2013-2014 High School Graduation Rates	4
Better Together: Working Together as a Region	5
Collective Action	6
Data as a Tool	7
Road Map to Success	8-9
Baseline Data:	
Early Learning & Wellness	10-12
Supporting Families	13-15
Bridges	16-19
Education/Training to Career	20
Gratitude	22



We are coming together because no one institution, organization, school or family can do this alone. There is no “silver bullet” solution to long-term student success.

Our region is diverse. Our communities are unique. Our children and youth each bring their individual assets and needs.

The long-term success of our youth depends on our collective commitment. As we look at this comprehensive data together, we are seeking opportunities for growth. Specific areas that need more of our resources and attention.

We all have a role to play. Kids and families can’t do this alone. Schools can’t do this alone. This work requires that we begin in the beginning and remain committed. This work requires that we ALL find our role in helping children reach their potential from cradle to career.

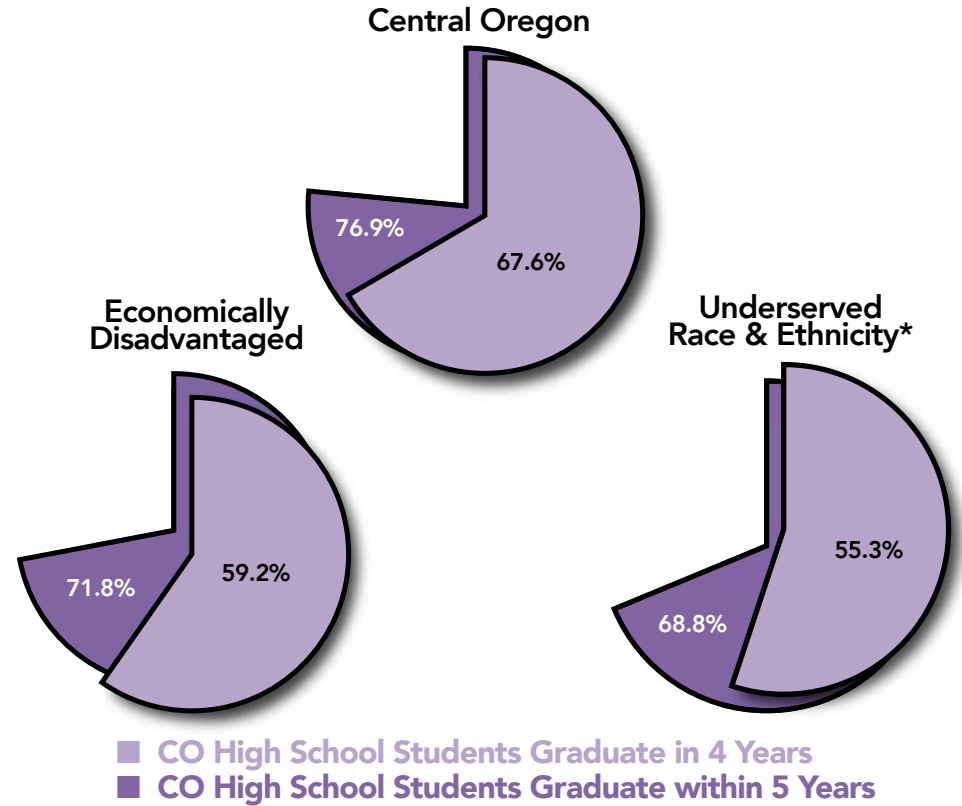
The Better Together partnership invites you to join schools, higher education institutions, businesses, government agencies, community based organizations, non-profits and individual community members in this collective work.

We invite you to align your existing, emerging and new efforts around shared outcome measures to ensure that Central Oregon students thrive from before birth to career.

We are in this together.

We invite you to share your time, talent and treasure to help move the needle in Central Oregon. Join the movement. Central Oregon is reaching higher, **together.**

2013-2014 High School Graduation Rates



High School Graduation Rates

	4-Year Rate	5-Year Rate
Oregon	71.98	75.90
Central Oregon	67.60	76.90
Bend-LaPine Administrative SD1	77.22	81.97
Crook County SD	44.50	53.74
Culver SD	76.56	88.89
Jefferson County SD 509J	57.47	75.95
Redmond SD 2J	70.45	75.20
Sisters SD 6	82.76	90.91

Data Sources: Oregon Department of Education, Accountability and Reporting. “2013-14 Cohort Graduation Rates.” Accessed February 12, 2015. <http://www.ode.state.or.us/search/page/?id=2644>.

*Underserved Race & Ethnicity includes students who identify as Hispanic/Latino, Black, American Indian/Alaska Native, or Pacific Islander.

Yecha, Duane. “Crook County School District 4-year Graduation Rate Modification.” Crook County School District. E-mail to authors, February 9, 2015.

The Better Together partnership is working together as a region

Education • Business /Service Clubs • Early Learning Professionals
Government Agencies • Nonprofits & Foundations • Individuals



• Warm Springs

Jefferson

• Madras

• Culver



School Districts & Higher Education Institutions

K-12 School Districts

- Bend-La Pine
- Crook County
- Culver
- Jefferson County
- Redmond
- Sisters
- High Desert ESD

Higher Education Institutions

- Central Oregon Community College
- Oregon State University-Cascades
- Oregon State University-Open Campus



• Redmond

• Sisters

Deschutes

• Bend

• La Pine



• Prineville

Crook





Better Together

"If you want to go fast, go alone. If you want to go far, go together."

— African Proverb

Collective Action

Central Oregon is home to many youth serving organizations and programs whose relentless dedication significantly improves the daily lives of children and youth.

Better Together invites each one of us to move our efforts out of isolation so that our impact is truly maximized. We are encouraging the existing, emerging and new efforts of schools, higher education, community organizations, governmental agencies, businesses and individual community members to align around this common set of shared outcomes. When we do, our efforts work in chorus, rather than isolation. As we share the responsibility of children and youth by working collectively to effect the same outcomes, we are all contributing to long-lasting, large scale change. More youth completing high school, moving on to advanced training and education and ultimately beginning work in a career they find meaningful.

This goal is too heavy for one of us to lift alone. By moving out of our silos and into collective action for our children and youth, we are sharing the load and the responsibility. With this shift, our individual efforts reinforce rather than compete with each other. We each have a part to play, each one of us needs to find a role in supporting our children and youth.

Sharing responsibility

Aligning our efforts around shared outcomes

Reinforcing rather than competing

We are Better Together

Data as a Tool

As a region, we are committing to use data as a flashlight, not a hammer. We are beginning the courageous, imperfect process of using community level data to inform, improve and celebrate our efforts.

Our aim in sharing this data is to encourage:

Conversation

Critical Thinking

Collective Action

Instead of isolating data by age or sector, the following set of 25 partner identified shared measures brings attention to the complex challenge of long-term student success. Schools are not in this alone. We must all find our role in supporting children and youth from before birth to career.

We share this responsibility

And we will share the joy as more of our youth complete high school, go on to advance their training and ultimately become contributing members of our communities, state and nation.



Working together to **increase** the number of students **graduating** from high school, continuing their **education** and **training** after high school, and ultimately beginning work in a **career** they find **meaningful**.



"Coming together is a beginning. Keeping together is progress. Working together is success."

— Henry Ford



Better Together

Central Oregon Reaching Higher

Better Together has organized into four regional, cross-sector, collaborative workgroups along the cradle to career continuum. These workgroups aim to increase student success by promoting a growth mindset, aligning and leveraging existing resources and developing specific innovative, data-driven initiatives.

Collaborative Workgroups

Early Learning & Wellness

Supporting Families

Kindergarten

1st

2nd

3rd

4th

5th

6th

7th

Before Birth / Pre-K / Elementary School

Middle School



Shared Outcome Measures

Early Learning & Wellness

Supporting children & families / Birth to 8

- Timeliness of prenatal care
- Young children (birth to kindergarten) are in quality early learning environments
- Children have access to a primary care medical provider
- Children receive regular health and developmental screening before entering Kindergarten
- Disparities in Kindergarten readiness are reduced
- Families are engaged in one or more evidence-based parent education class and report improved parenting skills
- Children meet or exceed 3rd grade reading standards

Supporting Families

Empowering families with information and long-term resources

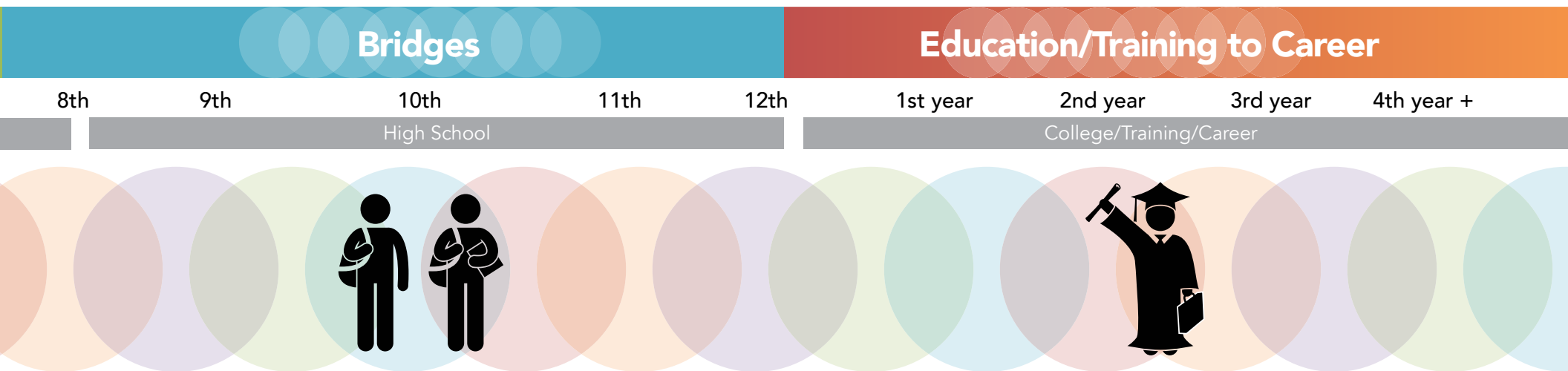
- Elementary children have their basic food and housing needs met
- 3rd graders have a growing post-high school education savings account
- 6th graders regularly attend school
- Families access post-high school information and resources
- Families feel safe and welcome at their children's school
- Families are involved in community-based activities

Data sometimes confirms and sometimes challenge what we believe. It is courageous to come together and shine a light on the subjects in this report. Reflecting our regional, cross-sector approach, these data come from a variety of sources and taken together, **they show us where we must improve and where we should celebrate.**

Although access to data is imperfect, our partners and champions have been helpful in both sharing and interpreting the data to follow. Moreover, as part of our commitment to transparency, next to each indicator we have included the sources, and hyperlinks to the data whenever possible.

Beyond numbers, data can **facilitate collaborative action.** Alternatively, without collaboration these data become impotent numbers on a page. **As a process and as a product, we are committed to using data for continuous improvement, with you...**

Collaborative Workgroups



Bridges

Education/Training to Career

8th 9th 10th 11th 12th 1st year 2nd year 3rd year 4th year +
 High School College/Training/Career

Bridges

Bridging vulnerable periods to ensure long-term student success

- Middle school students feel safe and welcome at their school
- 8th graders are math proficient
- 9th graders are on-track for high school graduation
- 9th graders regularly attend school
- 9th graders linked to mentor
- Youth remain connected with school during and after disciplinary action
- Students take 3+ college level courses before the end of high school
- Students are ready for college-level coursework
- Students persist from fall to fall in college

Education/Training to Career

Aligning educational experiences and skills with career opportunities

- Businesses, non-profits, government agencies actively host student interns
- Students engage in career exploration opportunities while in high school or post-secondary training/college
- Students complete a Career and Technical Education (CTE) program in High School or college



Early Learning & Wellness



Supporting children & families • before birth to 8

Shared Outcome Measures

Timeliness of Prenatal Care

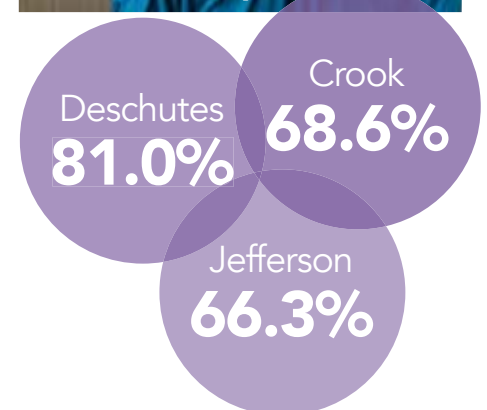
We know that healthy mothers and babies who are connected to healthcare have better health outcomes and healthy children are better prepared to learn and thrive. For example, mothers who do not receive prenatal care in the first trimester are three times more likely to deliver a low birth weight baby. The State of Oregon tracks the timeliness of accessing prenatal care as part of its efforts to improve early access to effective prenatal and maternal care for Medicaid members. Improving the timeliness of prenatal care can lead to significantly better health outcomes for our region as more than **56 percent of all babies born in Central Oregon in 2013 were covered by Medicaid**, compared to just over 40 percent for Oregon. Timeliness of care is measured by tracking the percentage of women who receive a prenatal visit in the first trimester.

Currently, 76 percent of expectant mothers on Medicaid in our region access prenatal care in the first trimester, or within 42 weeks of enrolling in the Oregon Health Plan in 2013. This includes Wasco and Hood River Counties along with the three Central Oregon counties: Crook, Deschutes, and Jefferson.

For all births, not just those covered by Medicaid, the rate of mothers receiving first trimester care in Oregon is 78 percent. The same data for Central Oregon show county variation, with Jefferson County showing a statistically significant lower rate than that of the state.



Percent of mothers receiving first trimester prenatal care:



Data Sources:Hargunani, Dana. "Medicaid Funded Births [in 2013]." Oregon Health Authority, Office of Health Analytics. E-mail to authors, June 23, 2014.

Oregon Health Authority, Office of Quality and Accountability. "Timeliness of Prenatal Care." Accessed

December 6, 2014. <http://www.oregon.gov/oha/Metrics/Pages/measure-prenatal-timeliness.aspx>.

*PacificSource data include Central Oregon and Hood River and Wasco counties.

Oregon Health Authority. "Prenatal Care by Mother's County of Residence." Vital Statistics, Table 8, 2013. Accessed February 12, 2015. <https://public.health.oregon.gov/BirthDeathCertificates>

</VitalStatistics/annualreports/CountyDataBook/cdb2013/Documents/table08.pdf>.

References: U.S. Department of Health and Human Services, Health Resources and Services Administration, Prenatal Services. "Maternal and Child Health." Accessed February 12, 2015. <http://mchb.hrsa.gov/programs/womeninfants/prenatal.html>.

“A society grows great when old men plant trees whose shade they know they shall never sit in.” — Greek Proverb

Young children are in quality learning environments.

Quality early learning environments prepare children for social and academic success once they reach kindergarten and beyond. Children in quality learning environments perform better in reading and math in secondary school and have reduced need for special education later. This positive impact is especially pronounced for children in low-income communities where more children spend more hours in non-parental care.

Oregon’s Quality Rating and Improvement System (QRIS) is a statewide rating strategy to measure and help ensure the quality of early learning settings. Of the 228 facilities in the QRIS system in 2013, most meet only minimal qualification, with only two facilities receiving a three-star rating out of a possible five stars.

This system promotes higher standards that address appropriate early learning curriculum, caregiver training, assessment and strong family partnerships by creating standards for health and safety and the qualifications of caregivers.

Ambitiously addressing and improving early learning in Central Oregon is a small but powerful step that will yield long-term results by preparing young learners for academic and social success.

Data Source: Prow, Karen. “Children in QRIS Impacted Environments [in 2014].” *NeighborImpact*, Child Care Resources. E-mail to authors, January 27, 2015.

References: Loeb, S., B. Fuller, S. Kagan, and B. Carrol. “Child Care in Poor Communities: Early Learning Effects of Type, Quality, and Stability.” *Child Development* 75 (2004): 47-65.

Ramey, C. T., and S. L. Ramey. “Early Learning and School Readiness: Can Early Intervention Make a Difference?” *Merrill-Palmer Quarterly* 50, no. 4 (2004): 471-91.

Children have access to a primary care medical provider

A primary medical care home is a patient-centered approach to primary health care based on a relationship between the physician and the patient. The original concept involved providing coordinated care for children with disabilities, but is now recognized as ideal care for all children. In Oregon this approach is a key component to addressing the vision of better health, better care, and

lower cost for all Oregonians by reducing errors, improving quality, increasing satisfaction, and coordinating a patient’s health across a continuum of services. Coordinated Care Organizations serve people on the Oregon Health Plan (Medicaid) and focus on care integration and prevention. Because primary care homes are at the heart of Oregon’s health system transformation efforts, Coordinated Care Organizations are required to include and track enrollment in primary care homes in their networks of care. This is a shared metric with PacificSource Community Solutions, the Coordinated Care Organization in Central Oregon, and the regions Early Learning Hub.

Data Source: Wells, Kate. “CCO Measures for Better Together.” *PacificSource Community Solutions*, Community Health Development. E-mail to authors, September 9, 2014.

References: Rosenthal, Thomas D, MD. “The Medical Home: Growing Evidence to Support a New Approach to Primary Care.” *Journal of the American Board of Family Medicine* 21, no. 5 (2008): 427-44. <http://www.jabfm.org/content/21/5/427.short>.

Children receive regular health and developmental screening before entering kindergarten

In Central Oregon the developmental screening rate for children on Oregon Health Plan in the first 36 months of life is 30.8 percent.

Developmental screenings in early childhood are a powerful tool in identifying and providing appropriate care for children at risk of developmental delays. Identifying delays before kindergarten means that specialty care can be provided when it is most beneficial; improving outcomes for the child and reducing costs over time. These screenings are a brief, standardized test to determine if a child is learning basic skills, or if there are developmental, behavioral, or social delays.

Developmental screenings can be done by the child’s pediatrician or other professionals in health care, community based organizations, or school settings. Although parents may feel a sense of fear or grief if their child receives a diagnosis, ensuring that all children receive a developmental screening before

Children Enrolled in High Quality Facilities in 2014

77% Crook	193
36% Deschutes	5,251
27% Jefferson	905

- Children in QRIS Programs
- Children in Licensed Care



2013: Children 0-6 on Oregon Health Plan, 97% are assigned to a Primary Care Home (PCPCH)

Early Learning & Wellness



30.8%

In Central Oregon health & developmental screening rate for children in the first 36 months of life is only 30.8%.

starting school means they will have a better chance to thrive in educational and social settings. Waiting until children are enrolled in school to discover if a child has developmental, behavioral, or social delay means they have less time to catch up with their peers, creating a greater setback.

Data Source: Wells, Kate. "CCO Measures for Better Together." PacificSource Community Solutions, Community Health Development. E-mail to authors, September 9, 2014.

Reference: Oregon Health Authority. "Developmental Screening Guidance Document." <http://www.oregon.gov/oha/analytics/CCOData/Developmental%20Screening%20Guidance%20Document%20-%20revised%20Dec%202014.pdf>.

Disparities in Kindergarten readiness are reduced

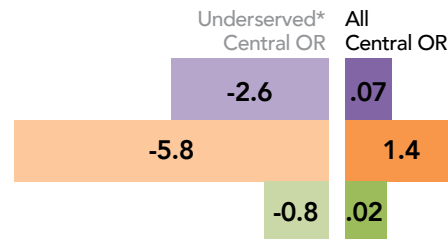
A bright future often begins with success in school. Kindergarten marks the start of formal education. It is important that each child is developmentally ready to learn and participate in classroom activities. Success in kindergarten is linked with 3rd grade reading achievement which is regarded as an early indicator of future success. Moreover, these early experiences in learning, developing friendships, confidence and independence can have a life-long impact.

All children enter kindergarten with differing knowledge and abilities. Some children may have mastered the alphabet,

but have difficulty with numbers or following direction. Simple differences like these are completely normal. However, early learners from disadvantaged or underserved backgrounds are behind their peers in kindergarten readiness. The Oregon Department of Education believes that the Oregon Kindergarten Assessment is essential to understanding, and ultimately closing, the divide for underserved or disadvantaged early learners.

In the Kindergarten Assessment, Social Skills is a combined index of skills in self-regulation and interpersonal skills; this is the first time social-emotional skills have been assessed statewide and happily we see no significant disparities in the baseline year.

Kindergarten Assessment Score Disparities from Oregon Baseline



- Number Recognition
- Letter Names
- Letter Sounds

However, in number recognition, letter names and letter sounds, early learners from underserved populations are behind their peers in Central Oregon and at the state level. These are minute-long, timed assessments and while some question the utility of this timed assessment, it is still important to work together to reduce the disparities discovered, no matter the tool.

Data Source: Oregon Department of Education. "Statewide Kindergarten Assessment Results." http://www.ode.state.or.us/gradelevel/pre_k/oka-results_state-district-school_20140131.xlsx.

*Underserved includes children who identify as African American, Hispanic, American Indian or Alaska Native, Pacific Islander, or Multi-Ethnic.

Families are engaged in one or more parenting education class

319 parents of children ages 0-6 participated in an evidenced based parenting education class series in 2013-14. **80% of those parents reported increased parenting skills.**

Families are children's first and most important teachers, yet too many parents feel ill-equipped for the hard and important work of parenting. It is often said, "Kids don't come with instructions," which is why the Central Oregon Parenting Education Collaborative works to deliver evidence-based, high quality parenting education classes for parents of children prenatal to age six throughout our region. With these high quality parenting education programs families build their capacity to succeed in this most critical role of supporting their children's early learning and development. When families know more, children (and our community) reap the long-term benefits.

Data Source: Oregon Parenting Education Collaborative. "Annual Report 2013-14."

Reference: Family Resource Center of Central Oregon website. Accessed February 4, 2015. www.frconline.org.

72% of 3rd graders meet or exceed reading standards

Children meet or exceed 3rd grade reading standards

By the time children exit 3rd grade they should be "reading to learn" instead of still learning to read. Reading at grade level by 3rd grade is a critical final milestone of early learning that sets the foundation for the rest of a child's formal education, and the beginning of the rest of their formal education.

Additionally, improving 3rd grade reading rates could also reduce high school drop-out rates. Of those children reading proficiently in 3rd grade, only four percent fail to graduate from high school, compared to 16 percent of children who are not reading proficiently. The drop-out rate for those who are not reading proficiently in 3rd grade more than doubles, to 35 percent, if the child has experienced poverty and lives in a poor neighborhood. Even for children experiencing some childhood poverty, reading at grade level greatly improves their chances for graduating from high school.

Data Source: Oregon Department of Education. "Reading Assessment." Education Data Explorer. Accessed February 4, 2015. <http://www.ode.state.or.us/apps/Navigation/Navigation.Web/#/PAGR>.

Reference: Annie E. Casey Foundation. "Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation." (January 2012). Accessed February 12, 2015. <http://www.aecf.org/resources/double-jeopardy/>.



Supporting Families



Empowering families with information and long-term resources

Shared Outcome Measures

Elementary children have their basic food and housing needs met

The social safety net is broad with state and federal programs ensuring access to social goods such as access to college to health care for the elderly. The most basic of human needs are access to nutritious food and stable housing. Thriving is nearly impossible if these most basic needs are not met. Connecting as many children and families to appropriate services as possible is critical for both the family and a healthy community.

Family or caregiver economic hardship should not automatically condemn a child to failure in school. We affirm the cultural

belief that education can be the key to breaking the cycle of intergenerational poverty. But to do so, our most vulnerable children and families need support to meet their basic needs.

While each school district has a homeless student liaison to ensure these children have access to free, public education, lacking adequate or stable housing or adequate nutrition makes learning acutely difficult.

In Central Oregon there are at least **1,517 homeless children in the K-12 system**, both in rural and urban areas. There are 501 homeless elementary aged children, with nearly half of those, 218, who have been homeless continuously for the past year or more.

Food insecurity rate by county limited or uncertain access to adequate food:



Oregon
27%

Deschutes
26%

Crook
30%

Jefferson
31%

Data Sources: Feeding America. "Child Food Insecurity in Oregon by County in 2012." Map the Meal Gap 2012, Food Insecurity Rates by State and County. Accessed February 4, 2015. <http://www.feedingamerica.org/hunger-in-america/our-research/map-the-meal-gap/>.

Oregon Department of Education. "2013-14 Homeless Student Data." McKinney-Vento Data Collection Requirements and Results. <http://www.ode.state.or.us/search/page/?id=1976>.

McDonald, Katie. "Point-in-Time Count 2014." NeighborImpact, Homeless Leadership Coalition, HMIS Lead. E-mail to authors, October 30, 2014. *<http://www.cohomeless.org/>



3rd graders have a growing post-high school education savings account

Children's self-confidence and belief in the value of higher education is set much earlier than we typically acknowledge. And the importance of dreaming with children about their future is too often overlooked. Children who live in families and communities that believe in their potential to advance beyond high school and who engage them in early and frequent conversations about their futures are significantly more likely to continue their education and training after completing high school. When we believe in children, they will believe in themselves.

In response to this important measure,

we are working collectively to ensure that every child in Central Oregon has started a post-secondary savings account by the time they leave 3rd grade and has a variety of ways to grow this account over time. We are calling the emerging initiative, Future Accounts, and it is a tool through which students can save actual funds and it will help the adults in their lives start and sustain more conversations with them about their future. Both are critical to **shifting the norm and expectations** of long-term student success and developing an attitude of lifelong learning.

Reference: The University of Texas at Austin, Child and Family Research Partnership. "Seeding the College Dream: Final Report: An Evaluation of the Child Support for College Asset-Building Initiative." (2013). <http://childandfamilyresearch.org>.

Sixth graders regularly attend school

Students need to attend school to be academically successful. Chronic absence, defined as missing 10 percent or more of school, is associated with poor academic performance. Specifically, by 6th grade, chronic absence begins to predict high school drop-out rates. This is a critical pivot point and a resolvable problem.

Most absences are excused or associated with suspension, meaning that the parent or caregiver signed off or the school created an opportunity for absence. Therefore, we must ensure that our academic disciplinary policies and message to families is consistent: **being in school matters.**

While chronic absenteeism has the greatest effect on children who are economically disadvantaged, chronic absenteeism affects more than the student who misses class. Teachers face greater challenges keeping the entire class on track when they must devote time to help chronically absent students catch up.

Of the more than 2,000 sixth graders

in Central Oregon, 87 percent of them regularly attend school. This means that 13 percent of sixth graders miss 10 percent or more of school.

Data Source: Hewitt, Krissi. "2013-14 Regional Achievement Compact Data." Oregon Education Investment Board, Office of the Chief Education Officer. E-mail to authors, January 6, 2015.

Reference: Buehler, Melanie Hart, John Tapogna, Hedy N. Chang. "Why Being In School Matters: Chronic Absenteeism in Oregon Public Schools." *ECONorthwest*, June 21, 2012. <http://www.econw.com/index.php/our-work/publications/why-being-in-school-matters-chronic-absenteeism-in-oregon-public-schools>.

Families access post-high school information and resources

Preparing to navigate the world of higher education and post-secondary training can be daunting and perceived as out of reach for many families. For adults who did not advance their own training after high school, the idea of supporting their children through this process may feel intimidating or not a priority. An additional challenge for many Central Oregon families and youth is the perceived and/or actual inability to leave their immediate



13% of sixth graders miss 10% or more of school.

“The future belongs to those who believe in the beauty of their dreams.” — Eleanor Roosevelt



geographic location to pursue higher education and training opportunities. When youth, young adults and families are guided to and through higher education and training options, more view it as a real, attainable possibility. And for place-bound youth, these opportunities must be closer to home, literally.

Our higher education institutions, schools and many community based organizations are lending critical support to families and youth by reaching out with culturally appropriate, accessible information and resources. While there is currently no method to capture this data on a community level, Better Together is convening leaders from Central Oregon Community College, Oregon State University-Cascades, Oregon State University-Open Campus, The College Place, ASPIRE, and middle and high schools to explore ways to leverage each others' resources and collectively reach more families, more efficiently and effectively.

Reference: Shields, Nancy. "Understanding Place-bound Students: Correlates and Consequences of Limited Educational Opportunities." *Social Psychology of Education* 7, no. 3 (2004): 353-76.

Families feel safe and welcome at their children's school

If students feel safe and welcome at school, does it matter how their families feel in and about the school hallways and classrooms? In fact, a growing body of research is linking student success to the level of family engagement with their child's learning and school. The takeaway? When schools move beyond just an open door policy by actively and intentionally welcoming and engaging families, children reap the benefit of increased academic performance, persistence and well being. A united partnership between schools and families affords educators the ability to reinforce, respect and support the unique needs and qualities of each student. Within a welcoming school environment, educators are able to build authentic relationships with families which are foundational to family engagement with their children's long term success. When families are empowered to participate and invest in their children's learning, the work of the schools is reinforced and nurtured at home.



Although this data is not currently available, Better Together, in partnership with local schools, will develop a tool for collecting this outcome based data from Central Oregon families.

References: Epstein, Joyce L. *School, Family and Community Partnerships: Preparing Education and Improving Schools*. Philadelphia: Westview Press, 2011.
Henderson, Anne T., and Karen L. Mapp. "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement." Southwest Educational Development Laboratory, National Center for Family & Community Connections with Schools. Austin, TX: 2002.

Families are involved in community-based activities and events

It takes a village to support children, youth and families as they progress through their developmental journey. Schools obviously play a critical role in long-term student success, but they aren't in this alone. A supportive, active community that encourages and invites families to spend time together and with others is an often overlooked, but key element of success. Families that spend time together and have strong social connections are more resilient than families that don't. Positive, playful experiences that promote relationships within families and connections to the larger community are critical to the strength and success of families.

Although this data is not currently available, Better Together, in partnership with local schools, will develop a tool for collecting this outcome based data from Central Oregon families.

References: Walsh, Froma. *Strengthening Family Resilience*. New York: Guilford Press, 2011.
DeFrain, John, and Sylvia M. Asay. "Strong Families Around the World." *Family Matters* 53 (Winter 1999): 6-13.



Bridges



Bridging vulnerable periods to ensure long-term student success

Shared Outcome Measures

Middle school students feel safe and welcome at their school

Students spend a large portion of their waking hours in school, so it is imperative that teachers and administrators create a positive learning environment in which students can thrive. Students are more likely to be academically successful if they establish constructive relationships, are attached to school, and when behavioral risks, such as substance abuse, are minimized.

Surveying students about their perceptions of school climate and tracking such data is one tool for communities, school boards, and administrators to plan and assess their efforts to support learning and youth.

Students who feel unsafe, harassed, or otherwise victimized are more likely

to skip school, feel depressed, and are at higher risk of becoming involved in problem behaviors. In Central Oregon, 8 percent of middle school students said they skipped school one or more times in the last 30 days because they felt unsafe at school or on the way to or from school. Positive behavior support, comprehensive discipline, and anti-bullying programs have been shown to reduce the incidence of harassment.

Learning environments which students feel are safe, caring, and highly participatory enhance students' social competence while increasing attachment to school. Central Oregon has an opportunity to create and reinforce safe and supportive learning environments. Only 69 percent of middle school students say that "most students at my school help each other when they are hurt or upset." A greater portion of students, 82 percent, feel that teachers treat students with respect in their



8% of middle school students said they skipped school one or more times in the last 30 days because they felt unsafe at school or on the way to or from school.

"Perseverance is not a long race; it is many short races one after another." — Walter Elliott



82% feel that teachers treat students with respect in their school.

school. Combined, these data speak to whether students feel they belong, are physically and emotionally safe and valued at school.

Data Source: Oregon Health Authority, Addictions and Mental Health Division. "Oregon Student Wellness Survey 2014."

*These data do not include Culver School District. 6th and 8th grade student responses combined.

8th Graders are math proficient

Math provides a foundation for logical reasoning and serves as a bridge for learning other subjects. The math skills that students develop in middle school are critical for future academic success. Students who are not proficient in math in 8th grade, as measured by a mathematics assessment, are more likely to be placed in a non-college prep track in high school. Math skills provide the foundation for understanding quantitative information in science, technology, engineering and advanced math.

We must ensure that students develop a solid



68% of 8th graders are math proficient.

foundation in mathematics that they will rely on as they progress in their education and into a career.

Reference: Oregon Department of Education. "Math Assessment 2013–14." Education Data Explorer. Accessed January 6, 2015. <http://www.ode.state.or.us/apps/Navigation/Navigation.Web/#/PAGR>.

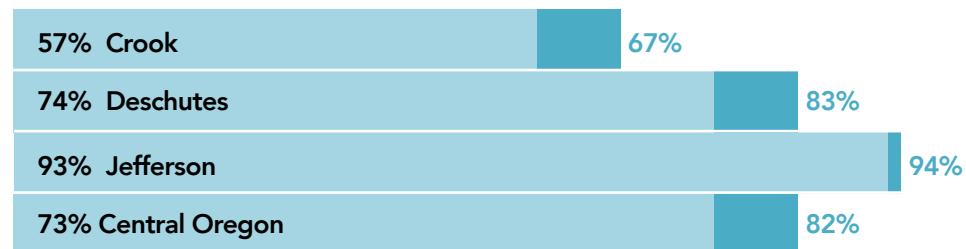
9th Graders on track for graduation

Students who are on track at the end of their 9th grade year are four times more likely to graduate than those who are not. Research shows this is a stronger predictor of graduation than background characteristics or previous achievement test scores. "On track" in Oregon means a student has enough credits to progress to the next grade level and has been present for at least 90 percent of enrolled school days.

Helping students make a strong transition from 8th to 9th grade could make them more likely to stay on track and graduate. **Even students who showed weak academic achievement or a disadvantaged socioeconomic status are more likely to graduate when they are on track in 9th grade.**

In Central Oregon, disadvantaged students are less likely to be on track to graduate than their peers. In Jefferson County schools, we see an impressive percentage of 9th graders on track to graduate, for both the socioeconomically disadvantaged population and total population. It is important to note that a large proportion of the total student

9th graders on track for high school graduation in 2013-2014



■ Socioeconomically disadvantaged 9th graders on track
■ Total 9th graders on track

populations in these school districts are included in the socioeconomically disadvantaged group which is likely why there is little disparity between the groups as can be seen in the other two counties.

Helping students transition from 8th to 9th grade as well as careful monitoring of students' grades in the first semester of their freshman year, when there are still plenty of opportunities to improve grades, are promising practices that can help our students stay on track.

Data Source: Hewitt, Krissi. "2013–14 Regional Achievement Compact Data." Oregon Education Investment Board, Office of the Chief Education Officer. E-mail to authors, January 6, 2015.

Allensworth, Elaine, and John Q. Easton. "The On-Track Indicator as a Predictor of High School Graduation." University of Chicago Consortium on Chicago School Research. (June 2005). <http://ccsr.uchicago.edu/publications/track-indicator-predictor-high-school-graduation>.

9th Graders regularly attend school

Students who attend school regularly are more likely to be successful. As with sixth grade attendance, 9th grade attendance is an important indicator of future academic success and graduation rates. Regular attendance is so important it is tied to the 9th graders "on track" indicator; students are not considered on track if they do not attend regularly.

Most absences are excused or associated with suspension, meaning that the parent or caregiver signed off or the school created an opportunity for absence. Therefore we must ensure that our academic disciplinary policies and message to families and high school students is consistent: **being in school matters.**

Early interventions to engage students, such as mentorship programs and positive, personal outreach to students and families can prevent chronic absenteeism.

Data Source: Hewitt, Krissi. "2013–14 Regional Achievement Compact Data." Oregon Education Investment Board, Office of the Chief Education Officer. E-mail to authors, January 6, 2015.

Reference: "Secondary School Absenteeism." Attendance Works, Collected Reports. (November 2014). <http://ccsr.uchicago.edu/publications/track-indicator-predictor-high-school-graduation>.

In Central Oregon, 21% of 9th graders miss 10% or more of school.





9th graders are linked to a mentor

As humans, our brains “wire” and develop around the relationships we are in. Youth who are in caring relationships with adults they trust are more likely to succeed in and out of school and to actively contribute to their community. As youth enter high school, transitioning into the home stretch of their childhood, a strong relationship with a safe adult has the power to propel them through an often vulnerable time in their life.

Some mentoring relationships are formal—coordinated and supported through mentoring organizations. Some are informal or what is called “natural mentoring”—authentic relationships that emerge over time within the context of an individual’s life experience. While it is incredibly challenging to capture comprehensive data on this topic, that is our long term goal. We are searching for an answer to the question: How many of our youth feel connection and support from a non-parental adult in their life?

Central Oregon schools, non-profits, mentor organizations and businesses are joining together to ensure that every 9th grader in Central Oregon has at least one positive, safe adult they go to for guidance and support as they transition into adolescence and young adulthood. The 8+9 Project aims to connect youth with community based summer programming the summer before and after 8th grade and a link to a mentor in the 9th grade.

Reference: DuBois, David, Nelson Portillo, Jean Rhodes, Naida Silverthorn, and Jeffrey Valentine. *How Effective Are Mentoring Programs for Youth?: A Systematic Assessment of the Evidence.* (2011).

Siegel, Daniel J. MD. *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are.* New York: Guilford Press, 1999.

Schwartz, S.E., J.E. Rhodes, R. Spencer, and J.B. Grossman. “Youth Initiated Mentoring: Investigating a New Approach to Working with Vulnerable Adolescents.” *American Journal of Community Psychology* 52 (2013): 155-69.

Youth remain connected with school during and after disciplinary action

A sense of connectedness or attachment to school has been identified as a key protective factor for youth. Connectedness is the sense that others care about you as a person and as a learner. Research shows that youth who feel this care and concern are much less likely to engage in risky behavior that often leads to school discipline and/or juvenile justice involvement.

When youth are able to stay connected with school (with both peers and educators) during and after discipline and/or involvement with law enforcement, they are less likely to reoffend. As such, it is critical that we work together to stop this downward spiral of disconnection during and after discipline. By focusing our collective efforts on proactive support of reconnection with schools, peers and families, our youth will be more likely to pursue a new path of success.

The currently available school discipline data speaks only to the number of youth suspended and/or expelled from school. The goal is to foster additional clarity and collective action by shining a light on the importance of connection during and after discipline. We hope to use this additional

data to invite the community to join with schools to increase the level of youth connectedness.

Data Source: Oregon Department of Education. “Discipline Incidents.” Education Data Explorer. Accessed February 4, 2015. <http://www.ode.state.or.us/apps/Navigation/Navigation.Web/#/PAGR>.

References: Centers for Disease Control and Prevention, Department of Health and Human Services. “School Connectedness: Strategies for Increasing Protective Factors Among Youth.” (2009).

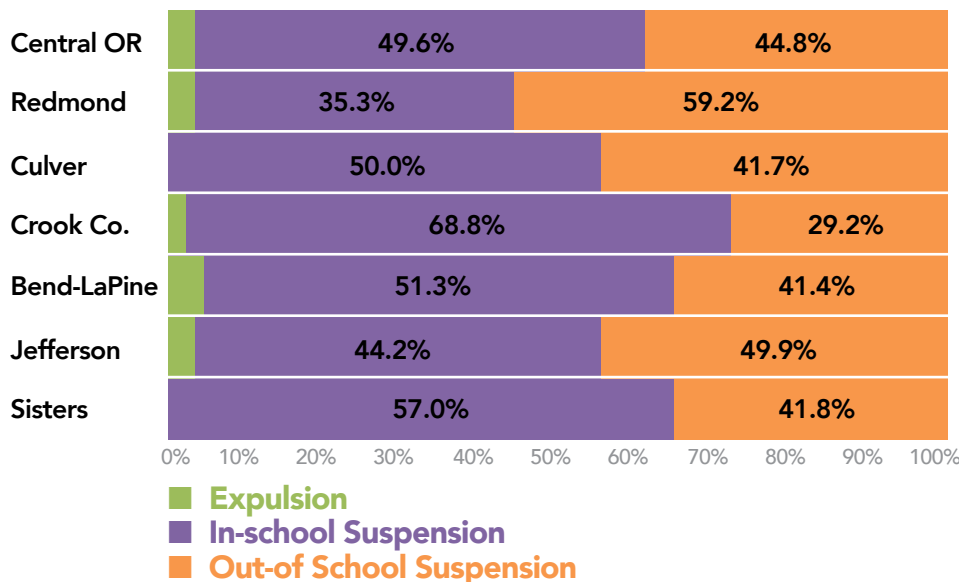
Fabelo, Tony, Michael D. Thompson, Martha Plotkin, Dottie Carmichael, Miner Marchbanks III, and Eric M. A. Booth. “Breaking School Rules: A Statewide Study of How School Discipline Relates to Students’ Success and Juvenile Justice Involvement.” Council of State Governments Justice Center, Public Policy Research Institute. (2011). http://csgjusticecenter.org/wp-content/uploads/2012/08/Breaking_Schools_Rules_Report_Final.pdf.

Students take 3+ college level courses before the end of high school

There are very real academic and financial barriers on the bridge between high school and college. Opportunities for high school students to earn college credits and experience college level coursework lessens both the long-term financial burden and builds self-confidence in youth. Currently, not all Central Oregon youth have access to the same number and types of college level courses. This is problematic and inequitable.

In direct response to these barriers, local schools and higher education institutions in Central Oregon launched the Cascades Commitment. This initiative is a collaborative effort that aims to create a clear path for any high school student in Central Oregon (no matter what high school they attend) to earn up to 18 core credits that meet foundational requirements for an Associates or Bachelors Degree after

Disciplinary Action Type in 2013-2014





72% of Central Oregon students needed to take at least one developmental education course at COCC.

high school. Schools and higher education institutions are working together to increase the number of educators qualified to teach college level coursework within a high school. **In 2014, over 30 high school educators engaged in additional training to become qualified to teach college level courses across all 6 districts in our region.**

Data Source: Eastern Promise Replication Grant Initial Report. (2014).

Students are ready for college level course work

Students who are ready to take college level course work when they begin their post-secondary education are more likely to earn a degree or credential and do so sooner than students who must take developmental courses as prerequisites to college-level courses. Developmental coursework is typically defined as reading, writing and math courses that are below the 100-level and usually do not count toward a student's degree or certificate program.

The role of developmental education is a powerful one; it provides a bridge to post-secondary success for those students who are not adequately prepared.

Community colleges now enroll 40 percent of all college students, and nearly 60 percent of these community college students are considered academically unprepared for all college-level coursework. Community colleges have an open admission policy, meaning that enrollment is open to nearly all students, and therefore most students are given a placement test to assess their preparedness for and placement into college-level coursework; Central Oregon Community College uses the College Board ACCUPLACER test.

In Central Oregon, 72 percent of students who graduated from a local public high school between 2004-05 and 2010-11 and then enrolled at COCC as their first postsecondary institution between 2005-06 and 2011-12 took at least one developmental math, reading and/or writing course.

Data Source: Oregon College and Career Readiness Research Alliance at REL Northwest.

References: MDRC. “Developmental Education: A Barrier to a Postsecondary Credential for Millions of Americans.” (February 2013). Accessed February 12, 2015. <http://www.mdrc.org/publication/developmental-education-barrier-postsecondary-credential-millions-americans>.

Community College Research Center. “Developmental Education and Adult Basic Skills.” Accessed February 4, 2015. <http://ccrc.tc.columbia.edu/Developmental-Education-and-Adult-Basic-Skills.html>.

Students persist from fall to fall in college

The logic is simple: for students to succeed in completing their credential they must remain in school.

Of all college students in the United States who started at a two-year public college in 2012, only 57 percent returned to any college the following fall; only 46.5 percent returned to the same institution the following fall. Persistence (continuing your education at any institution) and retention (continuing your education at the same institution) rates are fell by 2.8 and 2.2 percentage points respectively, since 2009. The data for Central Oregon Community College show that 57 percent of full-time students who started in fall return the following fall. This means that at COCC **43 percent of first-time, full-time, degree-seeking students do not return the following fall.**

We know that students who make it to their junior year are more likely to persist into their senior year. In the 2012-13 academic year, **92 percent of full-time**

juniors at OSU-Cascades returned for their senior year. A slightly lower percent of part-time juniors, 81 percent, returned for their senior year.

When colleges admit and enroll students, they make a simultaneous commitment to helping those students meet their educational goals. Implementing policies and practices to increase and support retention and persistence are an important step in improving graduation rates in Central Oregon.

Data Sources: National Center for Education Statistics. “IPEDS Data Feedback Report 2013”. http://www.cocc.edu/uploadedfiles/departments_/institutional_effectiveness/cocc_facts_and_figures/ipeds%20-%20feedback%20report%202013.pdf.

*See Figure 10. First-time, full-time, degree-seeking students.

Reynolds, Jane. “Retention and Graduation OSU-Cascades.” Oregon State University, Institutional Research. E-mail to authors, December 4, 2014.

Reference: National Student Clearinghouse Research Center. “Persistence-Retention Snapshot Report.” (Spring 2014). <http://nscresearchcenter.org/wp-content/uploads/SnapshotReport14-Persistence-Retention-.pdf>.



COCC: Of first-time, full-time freshman...



OSU Cascades: Of first-time, full-time Junior transfer students...





Education/Training-to-Career



Aligning educational experiences and skills with career opportunities

Shared Outcome Measures

Employers actively host student interns and youth & young adults engage in career exploration opportunities

Too many young adults are entering the workplace without the skills necessary for successful employment. And youth have fewer opportunities than previous generations to hone many of these “soft skills” through entry level jobs. Without quality work experience opportunities, **too few youth have a place to build their skills before entering the workplace** as young adults, which leaves both our employers and young adults feeling frustrated.

A better alignment between educational experiences and future career opportunities is necessary if youth and young adults are to be engaged and gainfully employed in our region. In response to this growing urgency is the emerging Youth CareerConnect initiative, which envisions a seamless path to paid summer internships for youth/young adults (ages 16-24) and hosting employers. By leveraging existing organization and agency efforts, Youth CareerConnect will systematically link youth to appropriate employers and provide the critical soft skills (reliability, self-management, initiative, etc.) that are necessary for employment success.

Reference: State of Oregon Employment Department. “Endangered: Youth in the Labor Force.” (May 2014). <http://oregonwfpartnership.org/wp-content/uploads/2010/03/Youth-in-the-Labor-Force.pdf>

CTE and concentration students

Career and Technical Education, or CTE, once called vocational education is evolving. CTE incorporates technology, workforce context and relevance into the secondary (and post-secondary) setting while aiming to build a solid academic foundation that improves student achievement and graduation.

CTE should not be dismissed as a track for students who are less academically included; CTE students earn higher scores in assessments of the traditional skills of reading and math. There is also a correlation between those who are CTE concentrators, meaning they have earned three or more credits in a single CTE program area, and higher scores in reading and math. There is no definitive evidence as to whether it is the career and technical education, the CTE concentrators themselves, or some other factor that caused this difference.

CTE Concentrators 2013-2014 Skills Assessment

	ALL Students	CTE Concentrators
Reading	86.3%	94.1%
Math	70.8%	84.5%

Data Source: Regional CTE Coordinator, High Desert Education Service District. “Combined Career and Technical Education Report 2013-14.” E-mail to authors, November 12, 2014.

Oregon Department of Education. “2013-14 Report Card by School District.” <http://www.ode.state.or.us/data/reportcard/reports.aspx>.

Reference: Oregon Department of Education. “Career and Technical Education.” Accessed February 4, 2015. <http://www.ode.state.or.us/search/results?id=151>.

Gratitude

The work to date would not be possible without the dedication and commitment from our early champions and on-going partners. These individuals represent our entire region, multiple sectors and unique skill sets. We share our sincere gratitude and invite you to stand with them to continue to momentum forward.

Early & On-going Champions

Bruce Abernethy, *Grant Writer, Bend-La Pine School District*
Dr. Paul Andrews, *Deputy Superintendent, High Desert ESD*
Jason Carr, *Communications Director, NeighborImpact*
Jerry Colonna, *retired Superintendent, Oregon Schools Administrators*
Brenda Comini, *Director, Crook County Human Services*
Keith Eager, *Human Resources Manager, Contact Industries, Prineville*
Shawna Elsberry, *Director of Retention, Central Oregon Community College*
Stefanie Garber, *Superintendent, Culver School District*
Barbara Garland, *Director of Special Programs, Jefferson County School District*
James Golden, *Superintendent, Sisters School District*
Wayne Hanson, *Membership Development Manager, Mid Oregon Credit Union*
Cheri Helt, *School Board Member, Bend-La Pine School District, Business Owner*
Martha Hinman, *Executive Director of Student Services, Redmond School District*
Dr. Becky Johnson, *Vice President, OSU-Cascades*
Jim Kirkbride, *Director of Support Services, St. Charles Health System*
Roger Lee, *Executive Director, Economic Development for Central Oregon*
Mike McIntosh, *Superintendent, Redmond School District*
Dr. Shirley Metcalf, *Interim President, Central Oregon Community College*
Dr. James Middleton, *past President, Central Oregon Community College*
Rick Molitor, *Superintendent, Jefferson County School District*
Jennifer Newby, *Instructional Dean, Central Oregon Community College*
Patti Norris, *Community Leader, Crook County Schools, Small Business Development Center*
Jane Reynolds, *Director of Enrollment Services, OSU-Cascades*
John Rexford, *Superintendent, High Desert ESD*
Hillary Saraceno, *Early Learning Development Manager, Deschutes County Health Services*
Courtney Snead, *Madras Campus Administrator, Central Oregon Community College*
Jon Stark, *Redmond Manager, Economic Development for Central Oregon*
Kristi Steber, *Executive Director, Shelk Foundation*
Scott T. Steele, *President, Steele Associates, Architects, LLC*
Dr. Steve Swisher, *former Board member, Deschutes Children and Families Commission*
Amy Tykeson, *former CEO/President, BendBroadband*
Alan Unger, *Deschutes County Commissioner*
Kate Wells, *Director of Community Health Dev., PacificSource/CCO*
Laurel Werhane, *Central Oregon Manager, WorkSource Oregon Employment Department*
Ken Wilhelm, *Executive Director, United Way of Deschutes County*
Ron Wilkinson, *Superintendent, Bend-La Pine School District*
Dr. Duane Yecha, *Superintendent, Crook County School District*



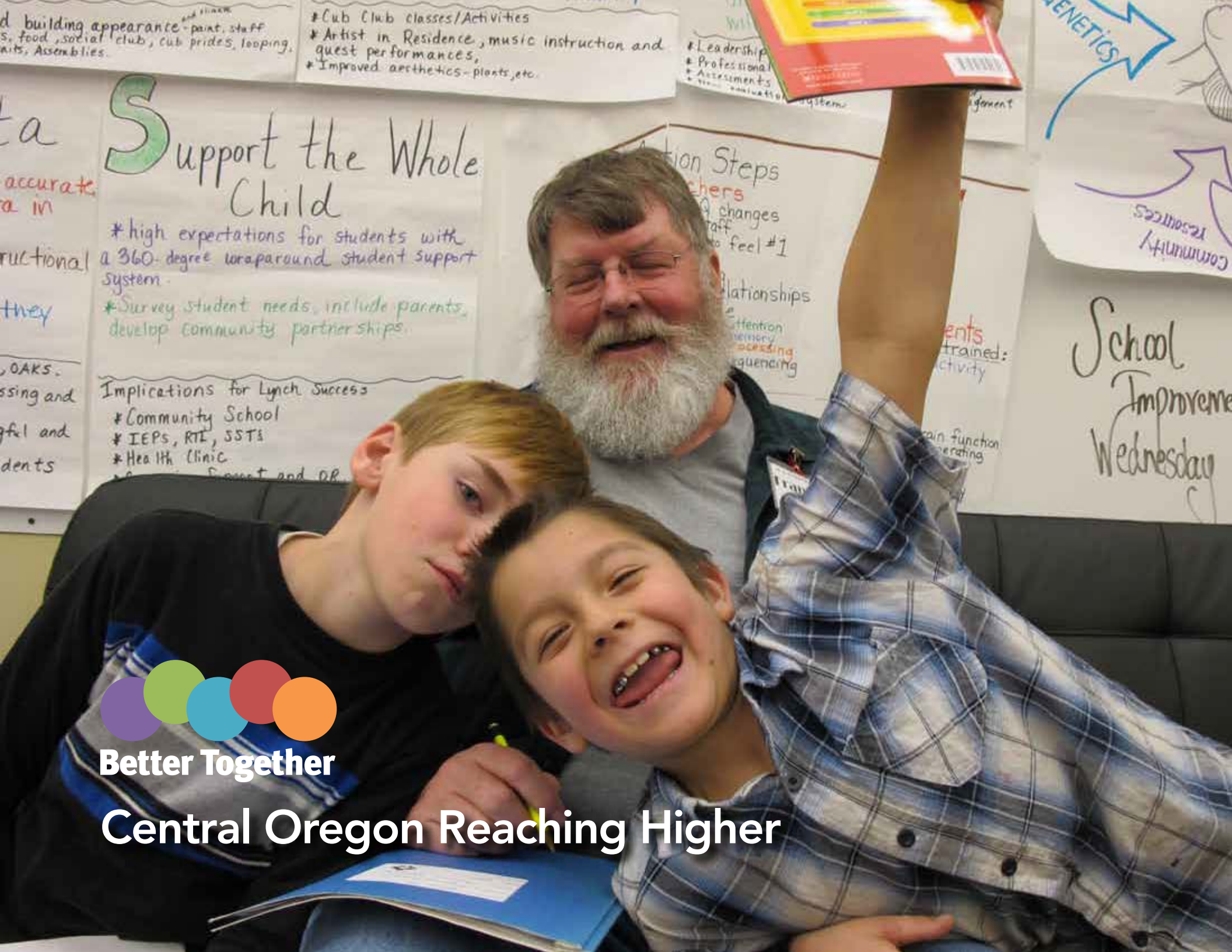
Gratitude continued

Key Partners

Kendall Bartholomew, *Director, Central Oregon STEM Hub*
Derek Beauvais, *Executive Director, Boys & Girls Clubs of Bend*
Kimberly Bonner, *Middle School Assistant Principal, Crook County School District*
Melinda Boyle, *Curriculum Director, Jefferson County School District*
Candace Brey, *Retired, Senior Instructor Early Childhood Development and Education, OSU-Cascades*
David Burke, *Director of Secondary Education, Redmond School District*
Gary Campbell, *Regional Supervisor, ASPIRE*
Chad Carpenter, *Director, The Landing, Prineville*
Annette Chastain, *Parenting Educator & Mental Health Consultant*
Sal Cassaro, *Director of Secondary Programs, Bend-La Pine School District*
Kendra Coates, *High Desert ESD*
Tony DeBone, *Deschutes County Commissioner*
Muriel DeLavergne-Brown, *Director, Crook County Health Department*
Connie Druliner, *CEO, Express Professionals*
Tracy Dula, *Career Services Coordinator, Central Oregon Community College*
Michael Fisher, *Instructional Dean, Central Oregon Community College*
Trevor Flaherty, *Principal, Terrebonne Community School*
Kyle Frick, *Vice President of Marketing, Mid Oregon Credit Union*
Julie Gess-Newsome, *Associate Dean of Human Health and Wellness, OSU-Cascades*
Ana Gomez, *Juntos Coordinator, Oregon State University-Open Campus, Madras*
Amanda Gow, *Program Director, Big Brother Big Sister of Central Oregon*
Steven Guzauskis, *Foster Grandparent Program/Special Projects Director, COCOA*
Debbie Hagan, *Director of Secondary Programs, Central Oregon Community College*
Ray Hasart, *Regional CTE Coordinator, High Desert ESD*
Joe Hosang, *Curriculum Director and High School Principal, Sisters School District*
Amy Howell, *Program Director, Early Childhood Education, Central Oregon Community College*
Marshall Jackson, *Middle School Principal, Sisters School District*
Michelle Jonas, *Principal, Crook County High School*
Chuck Keers, *Executive Director, Family Resource Center*
Elaine Knobbs, *Director of Programs and Development, Mosaic Medical*
Joe Krenowicz, *CEO, Jefferson County Chamber of Commerce*
Kecia Kubota, *Executive Director, Camp Fire of Central Oregon*
Dee Ann Lewis, *Director of Education & Outreach, Family Resource Center*
Dr. Shannon Lipscomb, *Assist. Professor of Human Dev. & Family Science, OSU-Cascades*
Sonya Littledeer-Evans, *Juvenile Services Program Manager, Deschutes Juvenile Community Justice*
Julie Lyche, *Executive Director, Family Access Network*
Maggi Machala, *LAUNCH Supervisor & MCH Initiative Coordinator*
Tom Machala, *Director, Jefferson County Health Department*

Desiree Margo, *Principal, MA Lynch Elementary School, Redmond School District*
Lynne McConnel, *Associate Director of HomeSource and Assets, NeighborImpact*
Heather McNeil, *Youth Services Manager, Deschutes Public Library*
Shay Mikalson, *Asst. Superintendent for Secondary Level Programs, Bend-La Pine School District*
Bob Moore, *COPY Project Coordinator, Deschutes County Sheriff's Office*
Cheryl Morgen, *Retired Higher Ed Educator, Community Member*
Becky Munn, *Crook County Coordinator, Oregon State University-Open Campus*
Douglas Nelson, *Board Member, High Desert ESD*
Lora Nordquist, *Assistant Superintendent, Bend-LaPine School District*
Jennifer O'Keefe, *Executive Director, Boys & Girls Club of Redmond/Terrebonne*
Jennifer Oppenlander, *Open Campus Coordinator, Oregon State University*
Brad Porterfield, *Executive Director, Latino Community Association*
Karen Prow, *Program Manager, Child Care Resource and Referral, NeighborImpact*
Cheryl Puddy, *Grants and Programs Administrator, Oregon Community Foundation*
Holly Remer, *Executive Director, Healthy Beginnings, High Desert ESD*
Gina Ricketts, *Native American Program Coordinator, Central Oregon Community College*
Tim Rusk, *Executive Director, Mt. Star/Juniper Junction Relief Nurseries*
Evelia Sandoval, *Latino Student Program Coordinator, Central Oregon Community College*
Andrew Spreadborough, *Executive Director, COIC*
Patricia Smith, *Outreach Coordinator, Jefferson County Library*
Stacey Smith, *Curriculum Director, Crook County School District*
Kim Snow, *Associate Director of Education and Quality, NeighborImpact*
Mara Stephens, *Project HELP Coordinator - Homeless Liaison, Bend-La Pine School District*
Delson Suppah, Sr., *President, Education Improvement Network, Conf. Tribes of Warm Springs*
Jaylyn Suppah, *Diversity Outreach Assistant, Let's Talk Diversity Coalition-Best Care Services*
Erin Tofte, *Coordinator, Let's Talk Diversity Coalition of Jefferson County*
Kathy Thompson, *Healthy Families of the High Desert, High Desert ESD*
Richard Thompson, *Executive Director, The College Place-Oregon*
Ashley Thrasher, *Executive Director, Crook County Kids Club*
Diane Tipton, *Director of EI/ECSE, High Desert ESD*
Patty Wilson, *Dep. Dir. Early Learning /Head Start/Child Care R&R, NeighborImpact*
Patti Wolverton, *Business Services Supervisor, WorkSource Oregon Employment Department*
Kate Worthing, *Crook County High School Coordinator, ASPIRE*

A special thank you to those who have made financial contributions and provided valuable in-kind support: Oregon Community Foundation, Crevier Family Foundation, Oregon Education Investment Board, PGE Foundation, Oregon Campus Compact, Corporation for National and Community Service, Bend-La Pine School District, Crook County School District, Redmond School District, High Desert ESD



Cub Club classes/Activities
 # Artist in Residence, music instruction and quest performances,
 # Improved aesthetics-plants, etc.

S Support the Whole Child

high expectations for students with a 360-degree wraparound student support system.
 # Survey student needs, include parents, develop community partnerships.

Implications for Lynch Success
 # Community School
 # IEPs, RTI, SSTs
 # Health Clinic
 # Forest and DB

...tion Steps
 ...ers
 ... changes
 ... staff
 ... to feel #1
 ... Relationships
 ... Attention
 ... memory
 ... accessing
 ... sequencing

GENETICS
 Community Resources
 School Improvement Wednesday



Better Together

Central Oregon Reaching Higher



Find your role, help students excel—we're Better Together!

www.bettertogethercentraloregon.org under construction — continue to check progress.

Better Together Central Oregon is awaiting approval from the IRS for 501(c)3 status



Better Together

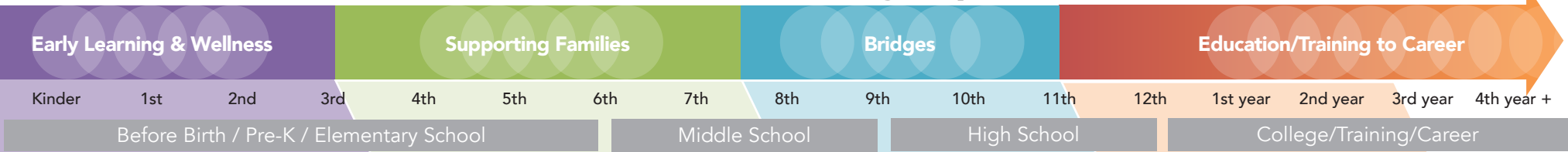
Central Oregon Reaching Higher

Better Together has organized into four regional, cross-sector, **collaborative workgroups** along the cradle to career continuum. These workgroups aim to increase student success by promoting a growth mindset, aligning and leveraging existing resources and developing specific **innovative, data-driven initiatives**.



Working together to **increase** the number of students **graduating** from high school, continuing their **education** and **training** after high school, and ultimately beginning work in a **career** they find **meaningful**.

Collaborative Workgroups



Emerging Strategies & Initiatives

Ready for Kindergarten Ready for School

All children arrive prepared socially, emotionally and academically. Every day. Every year.

Pre-K to 3rd Education System

Connecting, integrating, and aligning birth to 5 programs and experiences and K-12 education to build a seamless education continuum.

Health & Development on Track

Children have access to a primary care medical provider and receive screenings at least once per year.

College/Training Savings Accounts

Ensuring every child in Central Oregon has a college/training savings account by 3rd grade.

Juntos

Empowering underrepresented families to confidently navigate the higher education system.

(Sponsored by OSU Open Campus)

8+9 Project

Youth serving organizations and schools providing programming the summer before and after 8th grade with a link to an adult mentor at the start of 9th grade.

Cascades Commitment

A clear path for all high school students in Central Oregon to earn up to 18 credits that meet requirements for an Associates or Bachelors Degree after high school.

Youth CareerConnect

Providing engaging and meaningful school to work experiences for every student in Central Oregon.

Career and Technical Education (CTE)

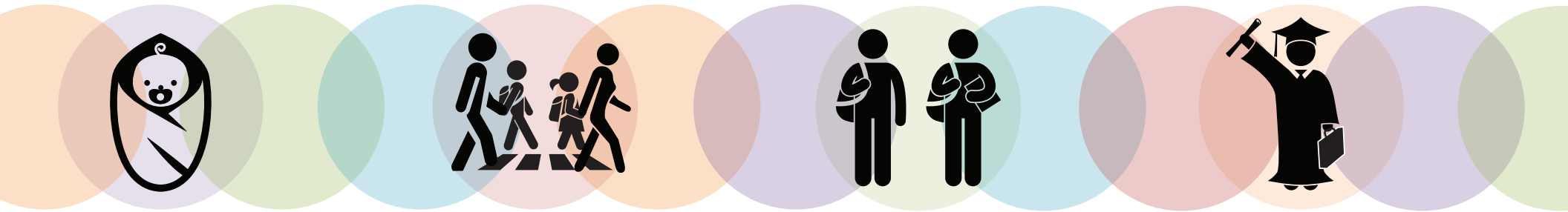
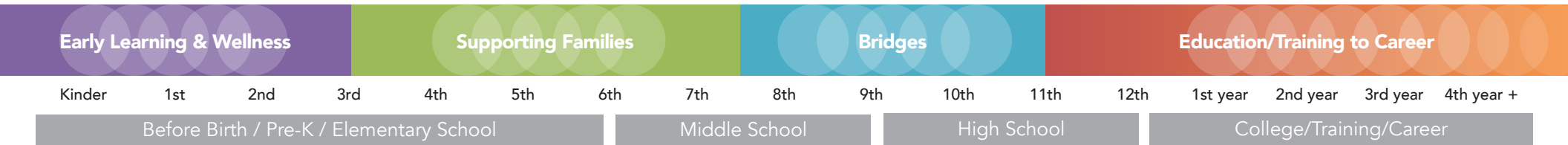
Expanding and strengthening CTE programs throughout Central Oregon's schools and higher education institutions.



Central Oregon Reaching Higher

Better Together is a regional, cross-sector partnership working collectively to improve children and youth success from cradle to career. We invite you to join schools, higher education institutions, businesses, government agencies, community based organizations, non-profits and individual community members in this collective work. We are aligning our existing, emerging and new efforts around shared outcome measures to ensure that Central Oregon students thrive.

Find your role, help students excel—we're **Better Together!**



Shared Outcome Measures

Early Learning & Wellness

Supporting children & families
Birth to 8

- Timeliness of prenatal care
- Young children (birth to kindergarten) are in quality early learning environments
- Children have access to a primary care medical provider
- Children receive regular health and developmental screening before entering Kindergarten
- Disparities in Kindergarten readiness are reduced
- Families are engaged in one or more evidence-based parent education class and report improved parenting skills
- Children meet or exceed 3rd grade reading standards

Supporting Families

Empowering families with information and long-term resources

- Elementary children have their basic food and housing needs met
- 3rd graders have a growing post-high school education savings account
- 6th graders regularly attend school
- Families access post-high school information and resources
- Families feel safe and welcome at their children's school
- Families are involved in community-based activities

Bridges

Bridging vulnerable periods to ensure long-term student success

- Middle school students feel safe and welcome at their school
- 8th graders are math proficient
- 9th graders are on-track for high school graduation
- 9th graders regularly attend school
- 9th graders linked to mentor
- Youth remain connected with school during and after disciplinary action
- Students take 3+ college level courses before the end of high school
- Students are ready for college-level coursework
- Students persist from fall to fall

Education/Training to Career

Aligning educational experiences and skills with career opportunities

- Businesses, non-profits, government agencies actively host student interns
- Students engage in career exploration opportunities while in high school or post-secondary training/college
- Students complete a Career and Technical Education (CTE) program in High School or college