



Oregon Youth Challenge **NGe** Program
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OREGON NATIONAL GUARD YOUTH CHALLENGE **NGE**

2018

OUR MISSION: Is to provide opportunities for personal growth, self-improvement and academic achievement among Oregon high school drop outs, youth no longer attending and those failing in school, through a highly structured non-traditional environment; integrating training, mentoring and diverse educational activities.



Oregon National Guard Youth Challenge Program

- Located in Bend, the Oregon National Guard Youth Challenge Program (OYCP) is an early intervention program serving 16 to 18 year old male and female high school dropouts.
- Funding for the program is 75% federal and 25% state.
- OYCP provides opportunities for cadets to earn a high school diploma, a GED or 8 Oregon certified high school credits and then re-enroll with their hometown high school.
- The goal is to get youth back on track with their education and take potential tax burdens and change them into taxpayers
- OYCP is a fully accredited High School with the Oregon Department Of Education
- Bend / La Pine is OYCP's host school district, approves the curriculum annually
- High school curriculum is delivered by certified teachers as approved by the Oregon Department of Education.
- Youth Challenge is a voluntary program for all participants
- OYCP is Oregon's only public quasi-military based school
- OYCP is a statewide public alternative high school serving all 36 counties
- The program consists of a 22 week residential school phase followed by a 12 month post residential mentoring phase
- OYCP conducts two classes per year; serving 312 youth and graduates a minimum of 250 cadets each year
- Each cadet must have placement in 1 of 4 areas upon graduation: return to high school, college, enter the work force or join the military
- Each cadet participates in service to community activities, with a minimum of 80 hours per cadet over 22 weeks
- Scholarship opportunities are available to graduating cadets
- OYCP provides outreach to all school districts in Oregon to inform them about this alternative education opportunity.

PHILOSOPHY / GUIDING PRINCIPLES

- ***Philosophy:*** We do not change kids; we create opportunities for kids to change.
- ***Standards:*** A no-nonsense approach with high standards, structure, discipline and non-negotiable commitment to follow through. Our way...our terms.
- ***Self-Esteem:*** We believe kids learn and gain confidence through self-discovery, building self-esteem and through re-enforcement that they can achieve their potential.
- ***Healthy and Physically Challenging:*** Classroom performance and personal growth are fostered by good physical conditioning, routine sound eating habits and mental alertness.
- ***Life Skills:*** Kids need to understand their strengths and weaknesses and to learn to responsibly engage and problem solve day to day challenges they encounter.
- ***Safe Environment:*** Kids excel in a safe environment without distractions. This provides opportunity for them to focus on personal growth.
- ***Staff / Mentor Role Models:*** Provide adult role models that demonstrate responsible adult behaviors, transfer basic guiding morals and values associated with becoming good stewards and Oregon citizens.
- ***Service Learning:*** As an extension of the classroom through integrated learning, youth learn service to community and others as a value in citizenship.

PROGRAM VISION:

The Oregon National Guard Youth Challenge vision is to be one of the State's leaders and premier youth programs serving high school drop outs and those who are not likely to succeed in the traditional high school system, while creating economic value, long term cost avoidance, civic contribution and future responsible tax paying citizens of Oregon.

PROGRAM MISSION:

The program mission is to provide opportunities for personal growth, self-improvement and academic achievement among Oregon high school drop outs, teens no longer attending and those failing in school, through a highly structured non-traditional environment; integrating training, mentoring and diverse educational activities.

The primary purpose of the Oregon National Guard Youth Challenge Program is to provide a non-traditional education through a quasi-military accredited alternative school. The target population is Oregon High School dropouts, students failing in school as defined by the Oregon GPA system and those students no longer attending school.

EDUCATIONAL MODEL (Diploma, GED, Credit Recovery):

The classroom educational service model shall parallel the Oregon Department of Education requirements including the required Oregon Assessment of Knowledge Skills. No cadet shall be eligible for the Oregon High School Diploma without completing the required 24 alternative high school credits as approved by the Bend-LaPine School District. All diplomas that are recommended for certification must receive the authorization and signature of the Bend-LaPine Superintendent of Schools. The GED shall be issued only to those cadets who pass all five core curriculum areas on the GED test. Sixteen year old cadets may only take the GED after meeting a specific criteria and having received parent approval.

To receive 8 high school credits, a cadet must meet or exceed all pre-approved course work and test requirements with a passing grade of 80% or higher and graduate from the residential phase. Oregon's primary educational focus will be academic development / credit recovery, GED and the Oregon High School Diploma.

Residential Phase – The educational purpose shall include the opportunities to earn a high school diploma, GED or 8 Oregon certified high school credits and then re-enroll with the goal to graduate from their high school.

Post Residential / Mentoring Phase – The purpose of the 12 month post residential phase is for the mentor to assist the cadet reintegrate into their community and begin practicing the guiding principles, values and placement(s) developed during the Oregon Youth Challenge residential phase.

BUDGET

- Youth Challenge operates using a Master Cooperative Agreement between the Department of Defense and the State of Oregon
- The program is funded by both Federal and State governments.
- The ratio is: 75% Federal - 25% State
- The State Match is comprised of funds from:
 - The Oregon Department of Education using Average Daily Match (ADM)
 - The National School Lunch Program
 - Approximately \$197,358 of General Fund for the biennium
 - General Fund use will expire on June 30, 2019

2018 Annual Budget:

Federal Funding at 75%	\$4,564,000
State Funding at 25%	<u>\$1,521,333</u> (Required match)
Total Estimated Funding	\$6,085,333

Average Cost per Cadet for 2019 will be:

Based upon the formula of a 75% Federal and 25% State of Oregon funding match model, the estimated cost per cadet breakdown for 250 graduates is as follows:

\$22,128 per cadet (includes all personnel costs and operating expenses)

State of Oregon cost per cadet: \$5,532

Federal cost per cadet: \$16,596

YOUTH CHALLENGE 8 CORE COMPONENTS

- 1. Academic Excellence:** In this component the primary focus is the High School Diploma, GED, 8 High School Credits and cadet academic improvement.
- 2. Physical Fitness:** This component focuses on cadet physical fitness, conditioning and personal health.
- 3. Leadership/Followership:** Opportunities and experiences are provided to cadets under the military structure of the program that will prepare them to take on active leadership roles in the community. Cadets will function in rotating leadership positions and participate in extensive team building exercises. They also learn the importance of being a good follower.
- 4. Job Skills:** Job skill information and training is not intended to qualify cadets for any specific field of work. Rather, the program provides instruction in basic soft and technical skills, an orientation to successful work attitudes and workplace behaviors, and a composite of what it takes to be a quality and a productive employee.
- 5. Life Coping Skills:** Through classroom instruction, using large and small group instructional techniques, cadets learn how to set goals and develop their personal life plans, gain practical experience with techniques for successful personal financial/banking/checking accounts/paying bills/credit issues and responsible financial management; learn to manage difficult life events and learn alternative techniques for conflict resolution, anger management, problem solving, setting goals and objectives.
- 6. Service to Community:** The goal is that each cadet will complete 80 hours of service in the community. The intent is that cadets learn to contribute to their communities in a meaningful way and continue to give back to their communities once they return home.
- 7. Responsible Citizenship:** This training encompasses a broad range of subjects designed to assist the cadet in living as a responsible involved citizen. Issues addressed include cultural awareness, promoting justice, respecting differences, environmental responsibility, signing up for the selective service, registering to vote, understanding our constitution, election / voting process, diversity, and effective use of community resources.
- 8. Health & Hygiene:** This component is classroom instruction and guest speakers to include a broad range of subjects including parenting, substance abuse, sexual responsibility and sexually transmitted diseases and effects of tobacco.

PROGRAM GOALS

The primary focus and goal of the Oregon National Guard Youth Challenge Program is **to improve education, life skills and placement potential after the residential phase for participating cadets**. This is accomplished by providing military-based training, classroom instruction and mandatory CORE areas of training. The educational CORE areas include assisting cadets in obtaining a high school diploma or equivalent, developing leadership qualities, promoting service learning and community service, developing life-coping skills and job skills, while improving physical fitness, health and hygiene.

As a commitment to the National Guard Bureau / State partnership, the Oregon National Guard Youth Challenge Program will focus on the following service goals during each class:

1. Serve a minimum of 312 cadets per year and 624 cadets per biennium that have previously been unsuccessful, dropped out or are not attending a required Oregon traditional high school.
2. Successfully graduate a minimum of 125 cadets per class, 250 cadets per year, and 500 per biennium.
3. 100% of all attending cadets shall at a minimum, earn one of the following; a High School diploma, Oregon GED or 8 high school credits and return to high school after graduation from the residential phase.
4. 100% of attending cadets will have a qualified trained adult mentor prior to graduation from the residential component.
5. 5% of all attending cadets will enlist in the United States Armed Forces during the 17-month program.
6. 100% of the cadet residential graduates will have a placement that represents return to school, military, secondary education, vocational placement, Job Corps or employment at the time of graduation from the residential component.
7. 70% (7/10) of all cadets completing the 17 month program shall be placed and accounted for at the end of the 12 month mentoring phase.
8. Actual per day, per cadet costs for the 24/7 residential school operation to the State of Oregon shall be the same or less than the current per student costs for the state to fund the mainstream school system 6-7 hour per day, 5 day public high school student costs.
9. 100% of the Oregon Youth Challenge graduates will increase academic performance in math, reading and language during the 22-week intensive school program.
10. Less than 5% of the Youth Challenge graduates will be arrested/convicted on or before completion of the 17 month program as validated through mentor reports.

OYCP MENTOR

Arthur E Fox

Mentoring, A Fantastic Experience by: Arthur E. Fox, (Cadet Cory Countryman)

Facing retirement and the absence of young children, which had been my life as an elementary school counselor, I was thinking, okay, what's next? At that same time a phone call came from a friend asking me if I would consider being a mentor for his son. He shared with me the difficulties from family and personal issues, school problems, to peers and drugs. Simply put, a young man lost with little direction in his life. His father had tried various things, but with minimal results. It was at this time that he learned about OYCP and discussed it with his son. Once they had agreement between the two of them, they needed a mentor. Well I must say, that first face to face encounter didn't leave me with much hope. But, I reflected on my lifelong philosophy when dealing with kids and what I said to them. There is no bad kid, just kids like adults who make bad choices. So with this in mind I said yes and off I went on a roller coaster ride.

My first encounter with OYCP was the reference sheets and the eventual mentor training Saturday. This was an interesting session as I met many other mentors and interacted with them during the course of the training. The small group activities were engaging and caused you to think about yourself and how you will approach the mentoring. Again, my background and training seemed tailored for this experience and I left looking forward to my trip to Bend and meeting my mentee once again.

Arriving in Bend and going out to the OYCP compound was an eye opener. It took me back to my military days and I have fond memories of those four years. Once inside there was a brief meeting and then it was off to tour the area. Seeing the classrooms along with their class work, the bunk area, chow hall and how all the Cadets were so well mannered made me think, this is a good program. Couple this with my mentee's later ongoing commentary about the program made one aware of the work ahead to keep this new foundation growing upward. One of the funniest things that happened this day was at lunch time. The Cadets don't get an overabundance of food, so when I said, would you like to have this, there was no doubt, yes Sir! The visitation concluded this day with goal writing with the Cadet. As we did this I had to think, okay, how am I going to support him in each of these goals. So, with a copy of his goals in hand I said good-bye and headed home thinking of my responsibilities.

As I said earlier, there are no bad kids and one must also be willing to accept unconditionally your mentee. I believe this is the same belief we have as parents, we love our children unconditionally, not only when they do the right things, but also when they mess up. So with this belief I looked forward to my mentee's graduation and coming home. I continued to write him letters while he was in OYCP and received some from him. Then the big day came, GRADUATION in June. My wife and I made the trip over and watched as he graduated from High School with honors and it made us both so proud. We took our camera along and captured some of this wonderful occasion for

December. All through this I stayed with one basic message, I believe in you and I believe you can do this and he did.

During this same time we were dealing with a charge of failure to perform the duties of a driver, not having his Navy lessons learned along with numerous other little things. Well, it was goal writing time once again for the Navy lessons and sure enough, he did it. He enlisted this past March as an E2 do to his personal work in memorizing his various Navy requirements, attending meetings and being drug "free." In regards to the traffic offense, we spent time with a court appointed attorney and a couple of trips to court. Through all of this, I simply said, learn from this and you will be better for it. He paid his fine off over three months, attended the required Traffic Institute Schooling and surrendered his license. He then became very proficient at riding public transportation and found that life can go forward without a car. Granted, it is a little more difficult, but it just goes to show you that you must be responsible a point he understands well.

One might ask, were there times you were ready to toss it in yes, but I only had to go back to one of my own goals, Twill see this through and Twill be there for him. As he readied himself to join the Navy I saw just how far he had come. His two employers were impressed with his letters of termination and his plans for the future. (This was not something he felt he needed to do as he told them he was quitting). The one said, I'm seldom told they are leaving, let alone have it in writing along with a thank-you and their future plans. He also wrote the bank assistant manager a thank-you card and she was also equally impressed. He even expressed how good it made him feel when they said the positive things about him. This was another time that I was able to teach the social skills that will assist a person to be more responsible and successful.

My wife and I both bonded with this young man over this past year and now count him as part of our family. He would come over for dinner and we simply enjoyed his company as time went along. He went from being a kid who didn't smile or laugh much, to a young man with a sense of humor and who trusted us both. His last evening before shipping out the next morning, he took his parents and us out for dinner in Portland. Once we got him checked in at the hotel, it was time to say good-bye and he asked that the three of us go outside by ourselves. At this point he thanked us both for all that we had done and hugged us tightly and as he walked away turned and said, "I love you both" which of course we replied, we love you too and we will be there for you always! With tears the three of us parted, much closer than one would ever had imagined.

So, as I conclude this overview of my mentoring experience I will attempt to capsulize the things that worked for us both. The traits that led to my success as well as his were being available, having an unconditional commitment, expressing belief in his abilities, a willingness to confront with tough love and empathy, offer continuing assistance and support, a willingness to simply listen at times, and modeling pro-social skills. Together he and I have grown throughout this year and it is an experience that I shall treasure forever. I encourage anyone wanting to help a young person to be a mentor for the rewards are far greater than you can ever think.

From: blake hoss <hossoci@gmail.com>

Sent: Thursday, August 2, 2018 1:00 PM

To: xThompson, Carrie L <Carrie.L.Thompson@mil.state.or.us>

Subject: Re: Morgan-Hoss Bryce | Officially Enlisted U.S. Air Force

Greeting's Carrie - hope the day is going great for you.

Bryce has officially completed his USAF BT (737TRG 322TRS). In short, Bryce finished in the top 5 for PT for the entire class of cadets. He received his orders and is starting out in Airfield Management and is now in transition to Keesler, Mississippi for his (13) week tech school training. Upon completion, he has already focused on accelerating his college degree completion, so he can progress into OTS, where he can become an officer and possibly a pilot if he decides to take that challenge.

He is confident, and excited to continue on becoming his personal best with the USAF. During our time at Lackland, we had time to reflect on his experience at OCYP and he stated that his top performance at the USAF BT was a direct result of his training at OYCP. He looks forward to time he can personally come back to visit with Mr. DeMarr and his Cadre and personally thank them for personally caring for him and helping to build him into a better / stronger person. Please share this message with Mr. DeMarr and advise Bryce will contact him when time permits.

Again, thanks to everyone at OYCP - your program is second to none and truly a program that is structured for success and is comprised of the top academic / physical training talent available. Words can not even explain the value that you team offers. A congratulation to you for another successful effort, as evident through Bryce's progress.

Kind regards,
Blake Hoss - Father

On Thu, Jun 28, 2018 at 11:09 AM blake hoss <hossoci@gmail.com> wrote:

Good Day Carrie - hope you are doing great today.

Bryce is in USAF Bootcamp now. He has reported that he is doing great and we will be in attendance for his graduation on July 2/th. We will send pictures at that time.

We received his OYCP letter written from himself and will forward to him at Lackland AFB. Please note our new residence address, so you can update your OYCP records for mailing purposes.

1095 Meek Way
West Linn, OR 97068

That is all for now. Have a great day.

Kind regards, Blake Hoss

Casey Husk

January 2013

I graduated from the Oregon National Guard Youth Challenge program in 2003, and while in the program, took advantage of the many opportunities available to cadets. I participated as a member in peer court, as a platoon leader, and served as president of the student government.

Since leaving the program, I have participated in several charitable organizations, starting out with Volunteers In Medicine in Bend, Oregon, as a clinical support volunteer and college freshman. After a year of working with VIM, I set out on my own in the summer of 2010 to work in Ecuador through an opportunity of my own creation. That initial, two-month trip was such a success that I turned it into a program for other pre-medical students. Now in its third year, Cascade Medical Ambassadors has provided the opportunity for more than a dozen students and three physicians to experience third-world medical care. As founder and president, I've led the trip to Ecuador every year and have recruited dedicated volunteers who will ensure that the program continues in the future. I was honored by the faculty at Central Oregon Community College as featured speaker at the faculty convocation in June 2012 and have been selected as one of two students to receive the Oregon All-Academic Team award in late 2012.

In addition to my volunteering activities, I work as a tutor in both chemistry and math, and sell firearms at the local Dick's Sporting Goods. I am currently a full-time engineering student at Oregon State University. With a degree in mechanical engineering, I hope to combine my ability to "think outside of the box" with the problem-solving skills of an engineer for use in humanitarian missions worldwide.

I wouldn't be where I am today if it wasn't for the Oregon National Guard Youth Challenge Program.

Casey



"His attitude, drive and commitment are focused on succeeding academically, and these are the traits that define his character; he is a remarkable young man who is bright, hardworking and determined."

Stupfel earned his long-awaited high school diploma in June 2011 in the Benson auditorium, and he already was thinking about the next diploma he'd earn.

College was just a fuzzy goal, however. It wasn't until he registered for an initiative called Future Connect that it began to take shape.

Future Connect was created by former Mayor Sam Adams as a way to connect low-income or first-generation college students with higher education.

Funded by the city and PCC, Future Connect is open to anyone with a high school diploma or GED within Multnomah County or the Hillsboro School District by the end of the year and who will be attending PCC starting this fall.

Stupfel, who's become a poster child for Future Connect, joined a group of students this month to lobby City Hall leaders to continue its \$480,000 per year investment in the program.

The initiative provides students with: scholarship money; a "college success coach;" free classes on career guidance; and access to internships, workshops and summer orientations to college.

Stupfel credits his success coach for helping him to get through the registration and financial aid processes at PCC, and being available anytime for a chat, even about his personal life. He's now one year into his associate's degree, taking classes in politics, something he's always been interested in.

He remembers wanting to be a congressman as a young boy; now he's thinking about law school after spending some time abroad. The Semester at Sea program is a possibility; he also may head to Washington, D.C.

Last summer, Stupfel spent time there as part of the weeklong Bill of Rights Institute's Constitutional Academy, where he met with members of Congress on Capitol Hill, attended lectures and networked with political leaders.

It reinforced his desire to work in government.

This year, in between his PCC course load, he's working in Salem two days per week for Democratic state Rep. Alyssa Keny-Guyer. (He gets to carpool with her in her Prius.)

Stupfel does constituent outreach, which means talking with people from various backgrounds about public policy issues — something he feels well-versed on from his days on the youth commission and other groups.

Occasionally, his own political views differ from what he's working on, but Stupfel doesn't let that get in the way. "Politics is politics," he says. "It's not about the individual; it's about the issues."

Stupfel speaks with the confidence and poise of a politician, not to mention his voice. A natural baritone, he's lately developed an interest in being a voice actor.

As far as old habits go, Stupfel still skateboards to school when the weather allows. But he has no problem switching to his professional role for his days at the Legislature.

"When I started military school, I wasn't used to wearing a (shirt) collar," he says. "Now, I'm wearing a suit with a pocket scarf."