



Malheur County Baseline Report

2015



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Message from **4RHC**



On behalf of Four Rivers Healthy Community, I am honored to present to you the 2015 Malheur County Baseline Report. Through the diligent efforts of several stakeholders, 4RHC was able to produce this document in a collaborative effort with our local Cradle To Career Partnership.

Our organization's work revolves around four pillars: Health, Leadership, Livability, and Education. Through our education pillar we strive to promote proactive strategies that increase the success of our children, youth, and adults to reach their full potential. The work of the Cradle to Career Partnership strengthens a framework that situates our youth to become successful adults.

Here at 4RHC we like to say, "You Make A Difference, We Make It Easier." This baseline report was a necessity for the Cradle to Career Partnership as the group moves forward. For us, it was a project we could provide assistance with to empower a group that is driving change in our community.

We are excited be apart of this Cradle to Career journey and look forward to the difference the partnership will make.

Casey Clark Ney

Executive Director - Four Rivers Healthy Community





Executive Summary

"Education is an ornament in prosperity and a refuge in adversity." Aristotle.

Malheur County is looking to the future by taking action today. Educating our children and resolving future economic challenges is being pursued with a strength of purpose, clear goals and attainable outcomes. Malheur County's Baseline Report to the community is to serve as a vehicle for discussion about the current state of education in Malheur County. This inaugural report represents a snapshot of our local education data – it tracks student progress from early learning through post-secondary education. Benchmarks take into account existing goals of our partners, as well as suggestions generated through our local "Cradle to Career Partnership."

This report includes a demographic snapshot and describes our diverse student population, their achievements, attendance, and behaviors that determine their success. Students' achievements are measured by "Landmark Outcomes," i.e. kindergarten readiness assessment, reading and math test scores, high school graduation and college/career. It also helps to track our partnerships' progress in moving the community level outcomes and achieving our goals. Imagine if we were able to support every child's journey from cradle to career. The impact would reach beyond homes and throughout the whole region. Children would thrive in a

community filled with hope. Our economy will improve as a more skilled workforce feeds innovation.

To act on this vision the public's perception of the educational experience must quickly evolve. Education begins long before a child enters kindergarten and continues throughout his/her lifetime. Our Road Map plots the course of the journey from cradle to career, with landmarks along the way that help us know if we are on the right path.

For years Malheur County has worked to improve student achievement through education reforms, silo efforts, and initiatives. These efforts achieved individual successes but did not get us the community outcomes we sought. We have brought a cross-sector group of people together to map out our collective work to support every child's journey. This baseline report is just a beginning. We encourage you to read this with a vision of a brighter future. We cannot do this alone; we need your voice and active engagement to achieve our mission. Together we will achieve prosperity through culturally effective education for all Malheur County residents.

Road Map

OCDC
 WIC
 MCHD
 Treasure Valley
 Women's Clinic

Pre-Natal

0-5 Years

TVCRN	TVP/SRP
WIC	MCHD
OCDC	CCRR
MCCDC	
Library Storytime	
ESD (EL/ECSE)	
Giggles & Grace (ELC)	

5-10 Years
Elementary

Giggles & Grace
 TVP/SRP
 BGCWTV
 Ontario Rec Dept.

10-14 Years
Middle

TVP/SRP
 MCHD
 BGCWTV
 Ontario Rec Dept.

14-18 Years
High School

TVP/SRP
 MCHD
 BGCWTV
 Ontario Rec Dept.
 AHA!
 Transition Academy
 Ontario

MCHD
 TVCC
 Career Center
 Employment Dept.
 TEC

Post-Graduation



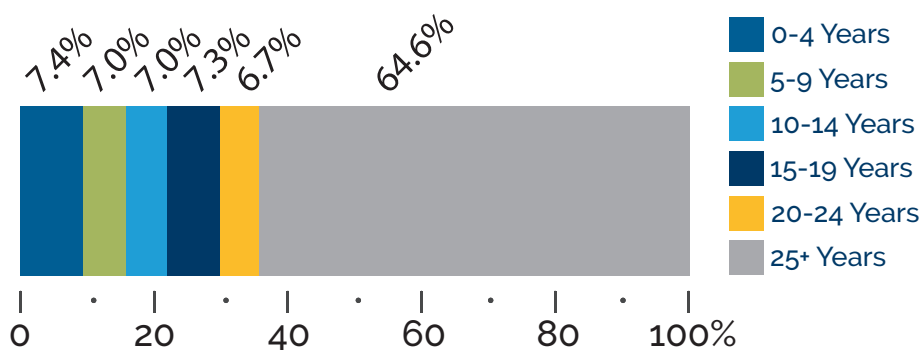
Malheur County Demographics

Snapshot of Demographics

	Malheur County	Oregon	United States
Population	30,359	3,928,068	316,128,839
Per Capita Income	\$16,352	\$26,809	\$28,155
Persons Below Poverty Level	27.4%	16.2%	15.4%
Black or African American	1.4%	2%	13.2%
American Indian & Alaska Native	2%	1.8%	1.2%
Asian	1.8%	4.1%	5.3%
Native Hawaiian & Other Pacific Islander	0.2%	0.4%	0.2%
Two or More Races	2.2%	3.5%	2.4%
Hispanic or Latino	32.8%	12.3%	17.1%
White Alone	62.1%	77.5%	62.6

(U.S. Census Bureau, 2013b)

Population By Age



(US Census Bureau, 2010)

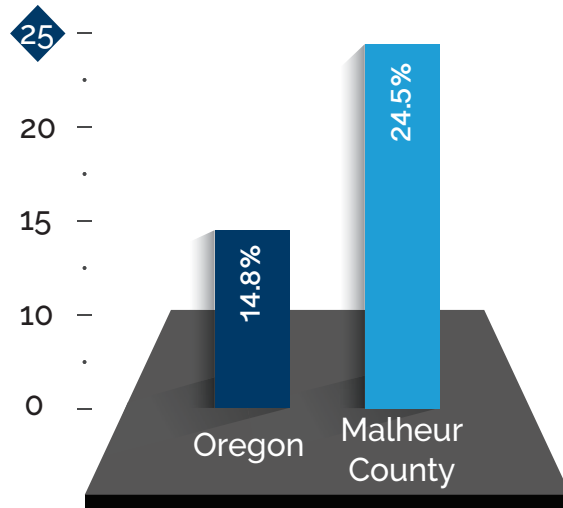
At \$16,352, Malheur County's per capita income is 42% lower than the rest of the country.

Thirty-five percent of Malheur County's population is 25 years old and younger.

Malheur County School District Enrollment		
	Enrollment	Percent of Total County Enrollment
Adrian	266	5.3%
Annex	83	1.6%
Arock	14	0.3%
Harper	95	1.8%
Jordan Valley	81	1.6%
Juntura	9	0.2%
Nyssa	1150	22.8%
Ontario	2404	47.6%
Vale	948	18.8%

(Oregon Department of Education [ODE], 2015a)

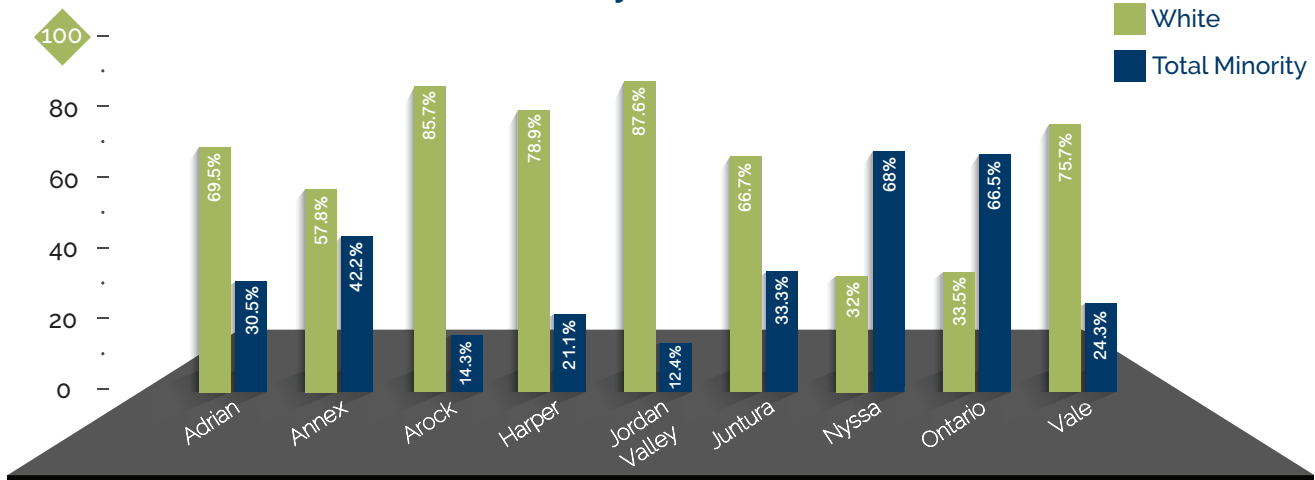
Language Other than English Spoken at Home



(U.S. Census Bureau, 2013b)

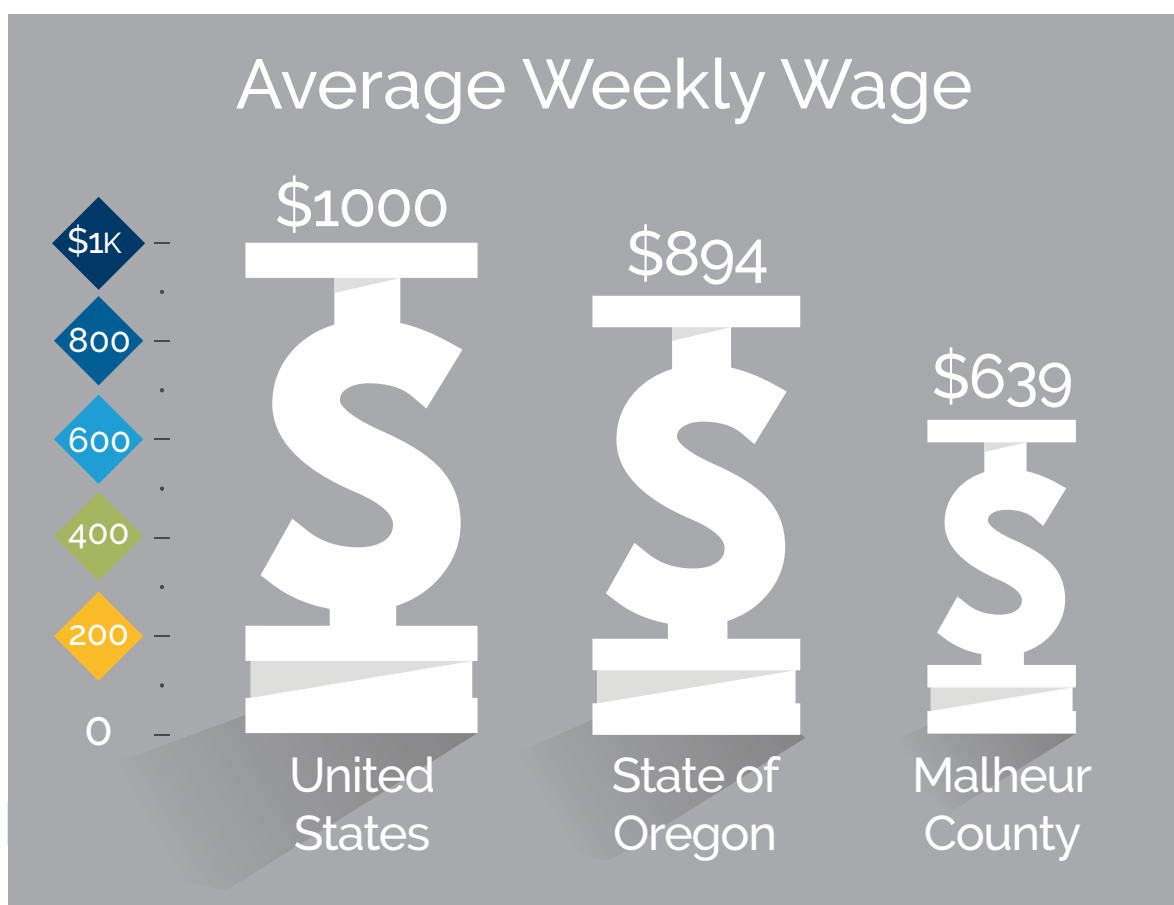
One quarter of households in Malheur County speak a language other than English.

White and Minority Students Per District



(Oregon Department of Education, 2015b)

Two of Malheur County's largest school districts, Nyssa and Ontario, have a makeup of more minority students (over two-thirds) than Non-Hispanic Whites (less than one-third). This is known as a majority-minority. This is a growing trend in Malheur County, the state of Oregon and in the United States. Naturally, each student's background will impact achievement throughout the school years. Conversations about improving achievement must focus around serving our ethnic student population in meaningful and significant ways.



(United States Department of Labor, 2013)



Based on Malheur County's average weekly wage, the average hourly wage (based on a 40-hour work week) is \$10/hour less than the United States average hourly wage.

Students Eligible for Free or Reduced Lunch

The free and reduced lunch program serves as a benchmark of financial hardship. The collective enrollment data (including family income) provide a snapshot of the number of students who are from low-income households.

School District	Student Enrollment	Total Eligible	Percent
TOTAL	4976	3576	71.9%
Adrian	234	136	58.1%
Annex	77	47	61%
Harper	90	59	65.6%
Jordan Valley	78	41	52.6%
Nyssa	1135	781	68.8%
Ontario	2441	1954	80.1%
Vale	947	558	58.9%

Data not reported for Arock and Juntura School Districts to protect privacy of the households in these smaller communities.

(ODE, 2015c)

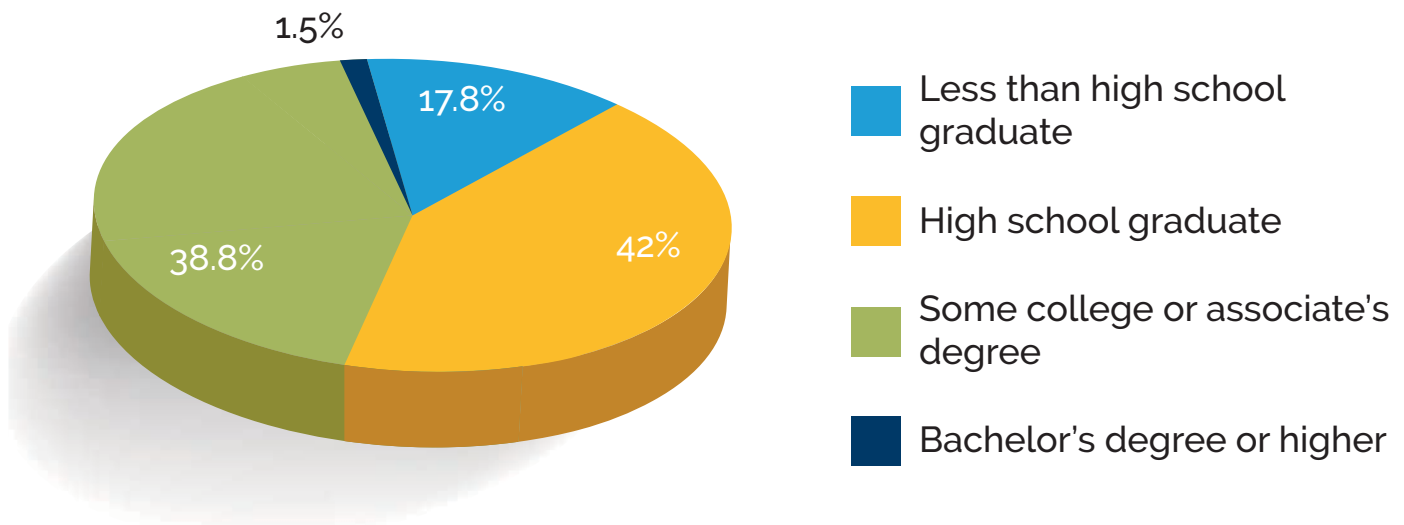


Educational Attainment

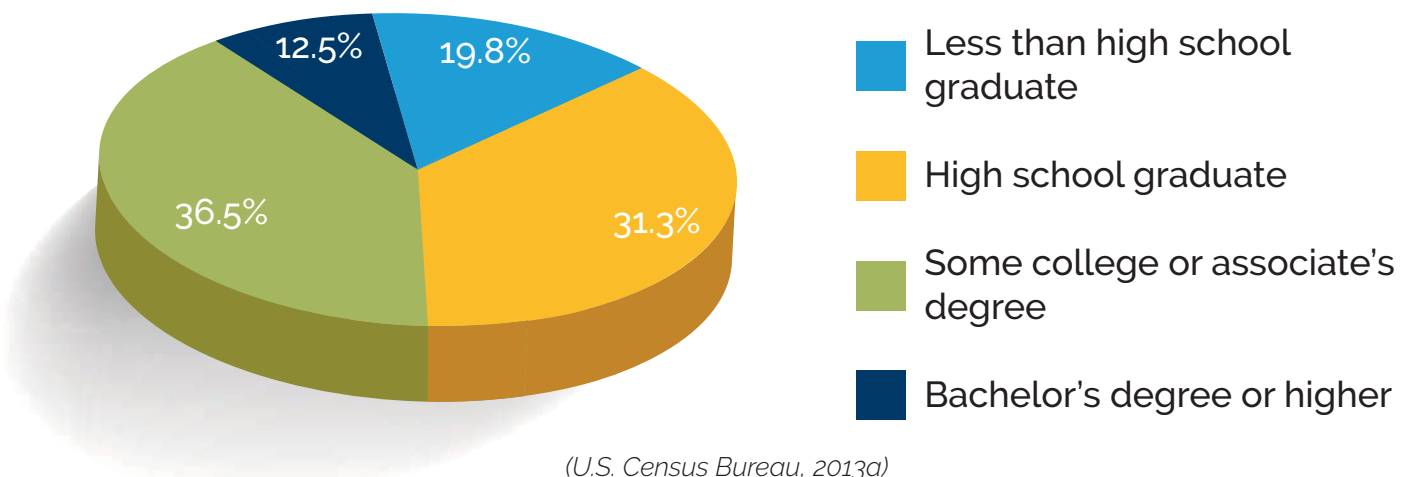
According to the 2011-13 American Community Survey, completed by the U.S. Census Bureau (2013a), in Malheur County only 1.5% of adults ages 18-24, and 12.5% of those ages 25 and older hold a bachelor's degree or higher.

17.8% of adults ages 18-24 did not graduate high school.

Ages 18-24



25 Years and Older



(U.S. Census Bureau, 2013a)

Opportunity Youth

Opportunity Youth is a term for youth, between the ages of 16 - 24, who are not employed or going to school. Some have limited to no formal education or work experience. Others have some education such as a high school degree, but have not attained a secure and consistent career. Besides the personal loss an individual experiences, a community experiences economic losses of Opportunity Youth in the form of tax and social loss. These can include:

Tax Loss

- Lost Tax Payments
- Public Expenditures on Crime
- Public Expenditure on Health Care
- Welfare Support Programs
- Welfare Transfer Payments

Social Loss

- Lost Earnings
- Victim Cost of Crimes
- Private Expenditures on Health Care
- Lost Productivity Spillovers
- Marginal Excess Tax Burdens

After the age of 25, with no consistent education or career, Opportunity Youth are estimated to impose a lifetime burden of \$170,740 in taxes and of \$529,030 in social burdens on society (Oregon Youth Development Council, 2014).

Estimated losses per Opportunity Youth:

Tax burden of \$13,900 per year

Social burden of \$37,450 per year

Homeless Youth

In 2014, there were 423 homeless school age (K-12) children in Malheur County, according to the student count survey for ages K-12 (Oregon Department of Education, 2014).

If the problem of homeless youth is ignored, these young people could become long-term residents of jails, prisons, or treatment centers. They will likely drop out of school at an early age, which will likely create multiple issues including a lack of or low income, lack of self-worth, lack of job skills, and a general lack of knowing how they fit within the community (Higinbotham, B. personal communication, March 19, 2015).

Approximately 779 Opportunity Youth live in Malheur County.

(ECONorthwest, 2013)





Adverse Childhood Experiences

Adverse Childhood Experiences (ACEs) can include:

Abuse

- Emotional, physical, sexual

Neglect

- Emotional, physical

Household dysfunction

- Substance abuse
- Parental separation and/or divorce
- Mental illness
- Battered mother
- Incarcerated household member

Influence of ACEs on Academic Success

Children with three or more ACEs are:

- Three times more likely to fail academically
- Five times more likely to have severe attendance problems
- Six times more likely to display severe school behavior concerns
- Four times more likely to experience frequent poor health

(Blodgett, 2012)

The Adverse Childhood Experiences Study is an ongoing research effort by the Centers for Disease Control and Prevention and Kaiser Permanente. The research continues to prove the strong link between negative childhood experiences and long-term health, academic and social consequences following a person into adulthood and through the lifespan.

To grow a healthy community it is critical to understand that the health of our community stems from childhood experiences. This awareness can improve efforts towards prevention and recovery (Center For Disease Control, 2014).

ACE Questions	Grade 11	
	Malheur County	Oregon
Were your parents ever separated or divorced after you were born?	36.3	43.8
Have you ever lived with someone who is/was a problem drinker or alcoholic?	31.7	34.7
Have you ever lived with someone who uses/used street drugs?	19.1	23.7
Have you ever lived with a household member who is/was depressed or mentally ill?	28.7	35.6
Have you ever felt that you did not have enough to eat?	21	15.7
Have you ever felt that you had to wear dirty clothes?	7.7	9.2
Have you ever felt that you had no one to protect you?	15.9	14.2

The table above details the percentage of students who responded YES to the ACE questions in Oregon and Malheur County (Oregon Health Authority, 2014, p. 32).

Landmark Outcomes

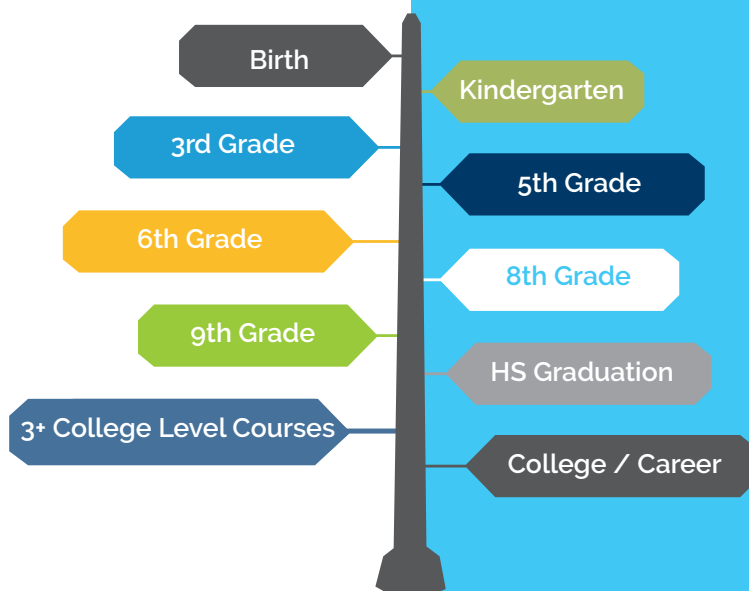
The following pages report on key "landmarks" in the life of our youth from birth to the workforce (often referred to as "cradle to career"). The data presented comes from the authoritative source, Oregon Education Investment Board (OEIB). The OEIB was formed in 2011 to invest in and support the educational experience of students across Oregon.

Examples of the landmarks along our childrens' journey include kindergarten readiness, 3rd grade reading, high school graduation, 3+ college level courses, etc. These landmark outcomes are predictors of life-long success. For instance, "students who achieve reading proficiency in 3rd grade are 4 times less likely to drop out" (OEIB, 2014c). These sort of landmarks can help us identify youth who have veered off course and support

them in getting back on track. Keep in mind the statistics presented are simply indicators. They don't tell us everything about the quality of our schools, homes or communities.

"As you take in the landmarks on the next pages, keep in mind we look to the future to when we can expand the scope of data to include home school, private school, state sponsored charter schools and other organizations that partner in the journey" (Poe, K. personal communication, December 14, 2014).

"Improving outcomes for Malheur youth will be a complex, multi-faceted challenge - a challenge that no one organization can solve alone, but one that our community can solve together" (Malheur County Poverty to Prosperity, 2014, pg. 5).





Success in school is determined even before a student sets foot in a classroom.

"Thirty-three percent of (Oregon) students know five or fewer letters of their alphabet. About 14% didn't know any letters. There are two broad influences identified - income level and whether English is spoken at home."

-Nancy Golden, Oregon's Chief Education Officer regarding the Oregon Kindergarten Assessment
(Oregon Public Broadcasting, 2014, para. 8)



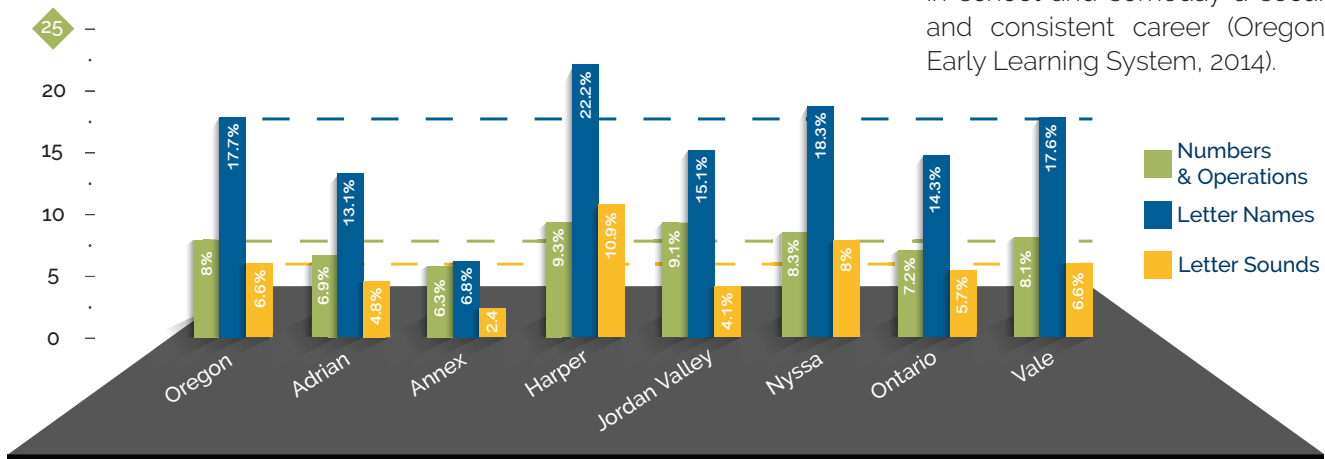
Kindergarten Readiness

The graph measures what students know when they enter kindergarten. The Kindergarten Assessment examines areas that are strongly linked to third grade reading and future academic success, including, but not limited to, letter names and sounds.

As they enter Kindergarten it is normal for our children to perform at various levels when it comes to knowing and recognizing letter names, sounds and numbers.

In the next pages of this report, the significance of third grade reading will be highlighted. By preparing kindergartners for school, we are supporting proficiency in reading at the third grade level, ultimately leading to our children's success in school and someday a secure and consistent career (Oregon's Early Learning System, 2014).

Oregon Kindergarten Assessment



Data not available for Arock or Juntura School Districts. (Oregon Department of Education, 2015)



Point of Interest

Giggles & Grace Early Learning Center

Located in Ontario, Giggles & Grace Early Learning Center opened its doors in 2013. The center operates programs for infants, pre-kindergarten, pre-school and school age children.

It is a point of interest in Malheur County, not only because it is the only privately run learning center in the region, but because the program is excelling in preparing children for school.

"Our program is built around the concept that children are born ready to learn. As caregivers, we strive to create a learning environment that is safe, stimulating and encouraging" (Giggles & Grace Early Learning Center, 2014, para. 1).

Curriculum at Giggles & Grace includes child-initiated and teacher-directed activities and experiences offered to young children that support and enrich their development spiritually, physically, emotionally, socially, and cognitively.

The caregivers at Giggles & Grace are educators. All of the Giggles & Grace teachers have achieved or are working toward earning an Associates of Applied Science in Early Childhood Education (Gerulf, B. personal communication, December 15, 2014).

The center is making progress in Oregon's Quality Rating and Improvement System (QRIS) process. Oregon's QRIS is a program that raises the quality and consistency of child care and early learning programs across the state. The Quality Rating System recognizes, rewards and builds on what early learning and development programs are already doing well. It helps ensure children in QRIS programs are ready for kindergarten by connecting programs and providers with free tools, financial incentives and professional advice they can put into practice with confidence.





Point of Interest

Oregon Child Development Coalition

Oregon Child Development Coalition (OCDC) provides Early Childhood Educational services to Migrant and Seasonal Head Start and Early Head Start eligible low-income children, pregnant women and families in the greater Ontario and Nyssa areas. OCDC connect families to services and opportunities in the community. They believe that every single child should be cared for, educated and loved. OCDC prepares young children for success in school, which prepares them for success in life. OCDC also supports parents to help families learn and grow together, and engage with their community. The program provides well-paying living wage jobs in the community, embraces cultural diversity and practices inclusiveness.

The Mission of OCDC is to provide early childhood education, care and advocacy with unique and supportive services to enhance family growth and community success.

Below are some of the ways OCDC supports children and the community:

- Preparing children for school by focusing on early childhood care, education and teacher development.
- Promoting economic opportunities for families and communities by providing services that support the workforce and, in turn, state and local economies.
- Partnering with the community by collaborating with dentists, doctors, educators, health care providers, emergency food care providers, school districts, employers and state and local service providers and many other key stakeholders.
- Practicing Inclusiveness by welcoming all cultures and languages and enhance their contribution to society by creating better learners and better citizens (Clark, L. personal communication, February 10, 2015).



Achievement Compact Background Information

What is an achievement compact?

An achievement compact is a partnership agreement between the Oregon Education Investment Board (OEIB) and a school district or other institution of public education that defines key measures of student success and sets targets for achievement, as defined by the district or institution (Oregon School Boards Association, 2013).

Benefits of the compacts:

- Sets measurable goals without dictating methods.
- Allows comparisons between school districts, leading to identifying best practices.
- Diagnosing and intervening to overcome obstacles.
- Provides parents and students with information on performance of institutions.

40-40-20

In 2011, Oregon's Legislature implemented a clear and ambitious goal for the State, known as the "40-40-20" goal. By 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate's degree or a postsecondary certificate, 40% will hold a bachelor's degree or advanced degree, and the remaining 20% will have earned a high school diploma or its equivalent (Oregon University System [OUS], 2012). Through 40-40-20, Oregon is setting itself up to be a "national leader in educational reform" because the goal is "rooted in the economic and demographic circumstances of the state" (OUS, 2012, pg. 5).

The OAKS Test

The data in the achievement compacts is derived from the Oregon Assessment of Knowledge and Skills (OAKS) test. The OAKS test examines students' reading/literature, math and science

via an online computer-based system. The tests are adaptive and items are selected according to each student's demonstrated ability. All of the test items have been developed by Oregon teachers and reviewed by Oregon experts (Portland Public Schools, 2012). This is the last year Oregon will use the OAKS test.

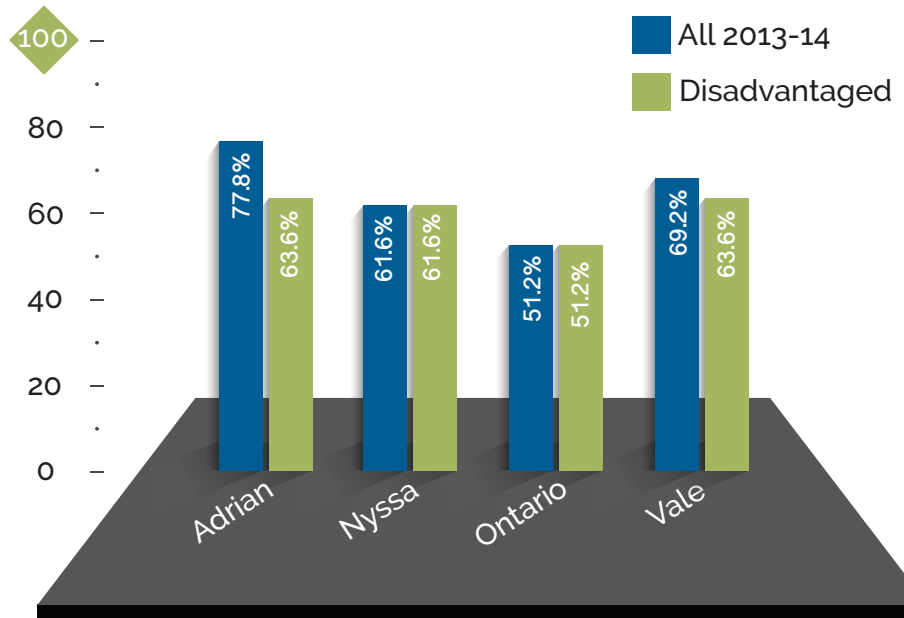
Defining "disadvantaged" students...

Each achievement compact metric includes results for all students and disadvantaged students in a school district. Disadvantaged student groups include students who are: (1) economically disadvantaged (qualifying for free and reduced lunch); (2) limited in English proficiency; (3) students with disabilities; (4) Black (not of Hispanic origin); (5) Hispanic origin; (6) American Indian/Alaskan native; (7) Pacific Islander (OEIB, 2014a).



Third Grade Reading Proficiency

The graph measures the percentage of third grade students who meet or exceed the OAKS state achievement standards in reading (OEIB, 2014a).



Data not available for Annex, Arock, Harper, Jordan Valley or Juntura School Districts. (OEIB, 2014b)

"Reading proficiency by third grade is the most important predictor of high school graduation and career success. Yet every year, more than 80 percent of low-income children miss this critical milestone" (The Campaign for Grade-Level Reading, 2014, para. 1).

"Eighty-five percent of poor readers receiving intervention before third grade can increase reading skills to average levels; 75% of those receiving intervention after nine years old will continue to have difficulties throughout their life" (OEIB, 2014e, para. 4).

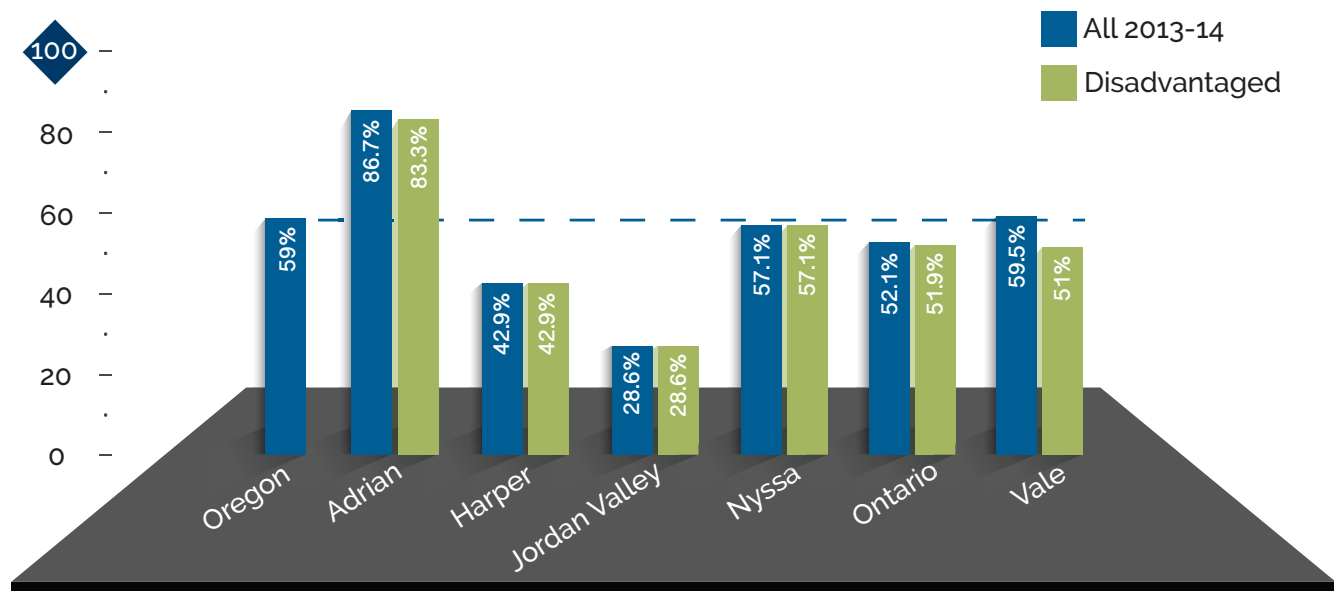




Fifth Grade Math Proficiency

The graph measures the percentage of fifth grade students who meet or exceed the OAKS state achievement standards in math. (OEIB, 2014a)

Fifty-nine percent of students across Oregon are proficient in fifth grade math. In Malheur County, Adrian School District is well above the rest of Oregon at 86.7%. Less than half of the fifth grade students in Harper and Jordan Valley school districts are proficient in math. Nyssa and Ontario fifth-graders are performing just below the state level.



Data not available for Annex, Arock or Juntura School Districts.
(OEIB, 2014b)



Point of Interest

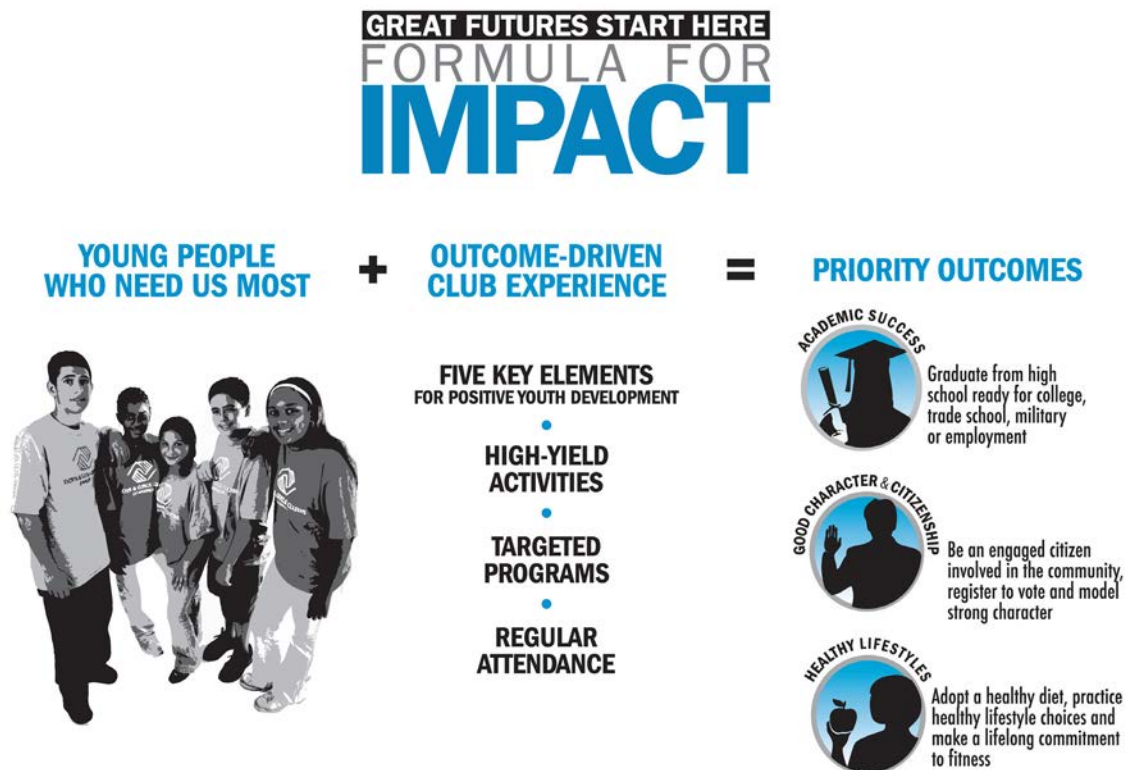
Boys & Girls Club of Western Treasure Valley

When school is out, the Club is in. Open after school and during the summer, when kids are most at-risk and often unsupervised, the Boys & Girls Club of Western Treasure Valley (BGCWTV) provides kids 1st through 12th grade the opportunity for fun, a safe place to call their own, programs that inspire, opportunities to grow, and caring adults that help them reach their full potential.

Located in the center of Ontario, the Boys & Girls Club aims to provide a world-class Club experience assuring success is within reach of every member, with ALL youth on track to graduate from high school with a plan for the future, demonstrating good character and citizenship, and living a healthy lifestyle. By following their Formula for Impact, the Boys & Girls Club is simultaneously fun and outcome-driven.

The Club recognizes it could not have the high levels of impact it achieves without kids developing strong relationships with staff. Everyday kids participate in a variety of evidence based Club programs and activities but new insights and behaviors develop after meaningful conversations with a caring staff member.

In 2014 the BGCWTV served over 740 local youth and saw their average daily attendance grow well over 150 youth a day. In 2015 the Club plans to increase the number of youth it serves from over 150 to 200 a day and is also excited to offer a week long STEM (Science, Technology, Engineering, Math) Camp during spring break for no additional cost to members.



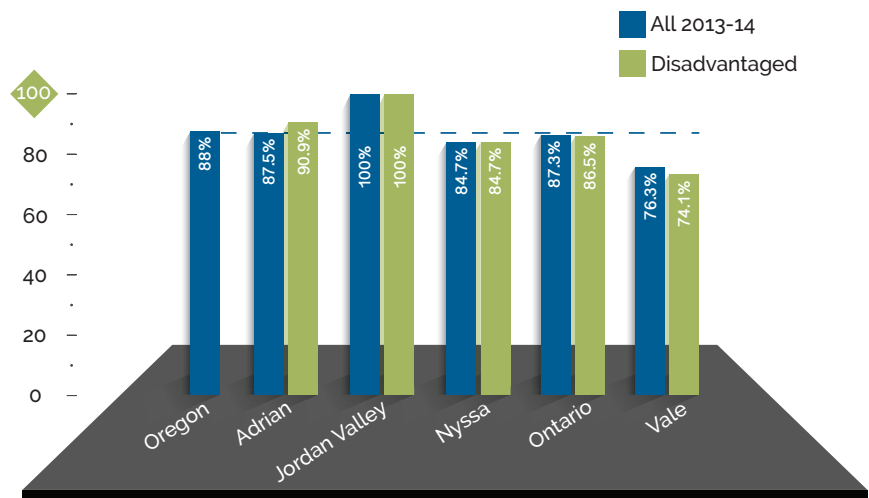
Graphic from Boys & Girls Club of Western Treasure Valley



Sixth Grade Not Chronically Absent

The graph measures the percentage of the students who were attending school on the first school day in May, were enrolled for at least 75 school days, were attending a standard program, and who were reported as present for 90% or more of their total enrolled school days (OEIB, 2014a).

Most of Malheur County's school districts are approaching the rest of Oregon's sixth-graders in being not chronically absent. 76.3% of Vale's sixth-graders were reported as present for 90% or more of their total enrolled school days. 100% of Jordan Valley sixth-graders were present for at least 90% of school days.



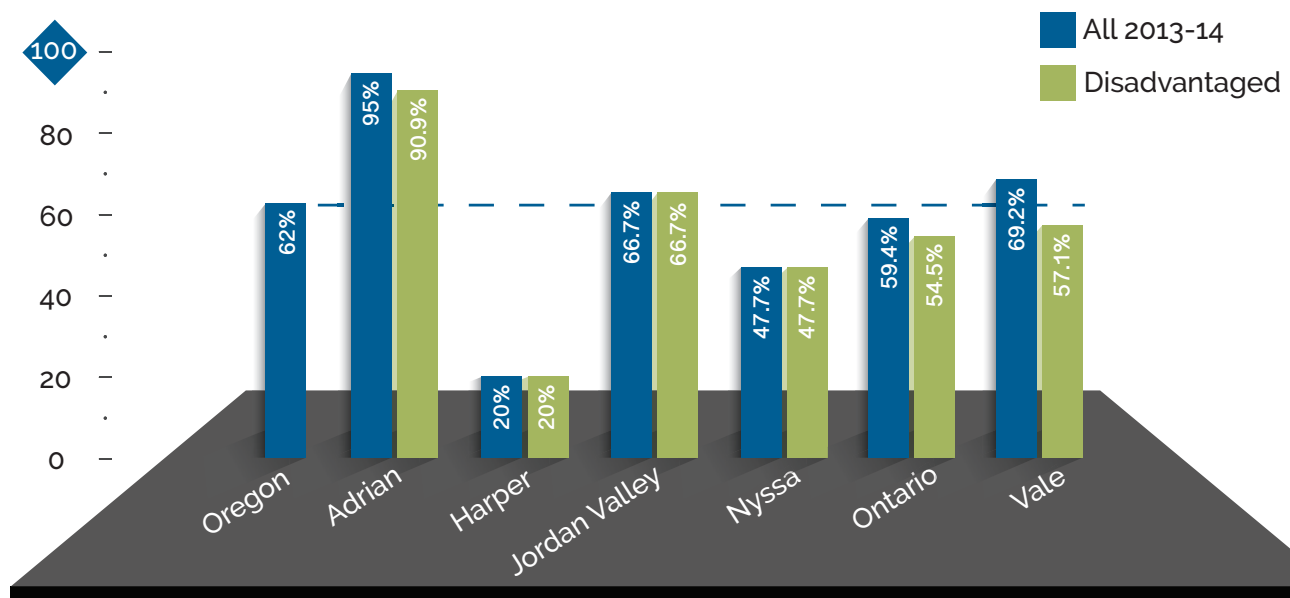
Data not available for Annex, Arock, Harper or Juntura School Districts. (OEIB, 2014b)





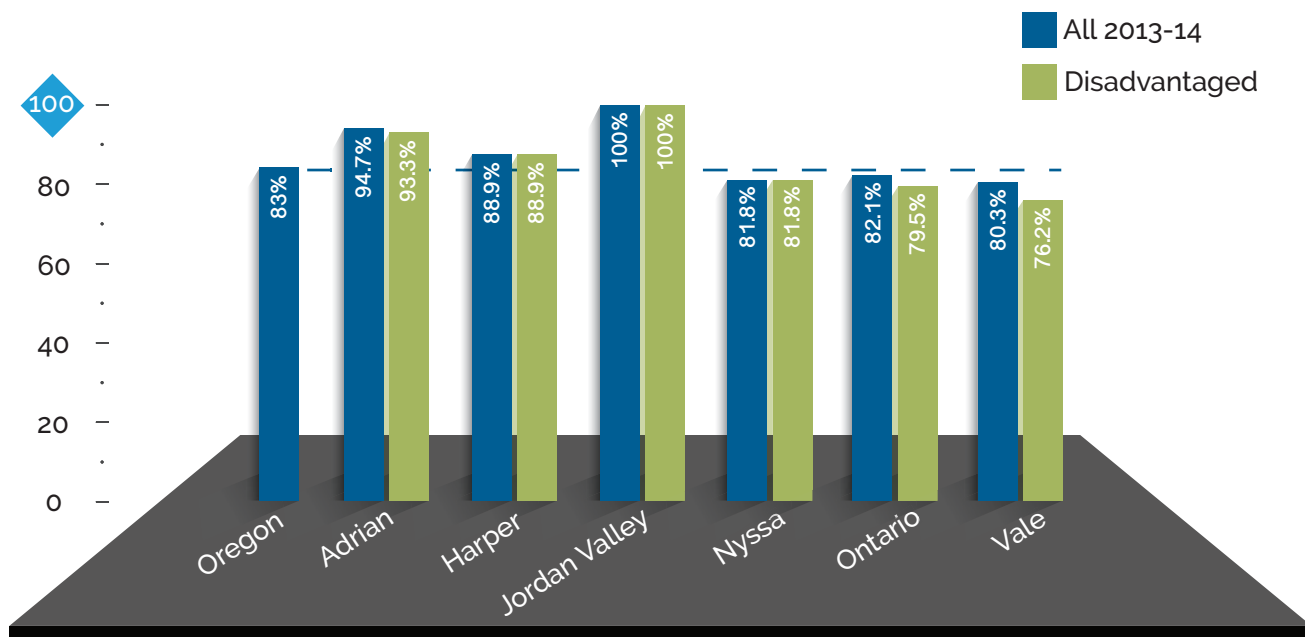
Eighth Grade Math Proficiency

The graph measures the percentage of eighth grade students who meet or exceed the OAKS state achievement standards in math (OEIB, 2014a).



*Data not available for Annex, Arock or Juntura School Districts.
(OEIB, 2014b)*

Well above the rest of Oregon eighth-graders, 95% of Adrian School District eighth-graders exceed the achievement standards in math. On the opposite end of the spectrum, only 20% of eighth-graders meet the standards in Harper. In other indicators Nyssa scores close to the rest of Oregon. However, in this indicator Nyssa is 14.3% lower than other Oregon eighth-graders.



*Data not available for Annex, Arock or Juntura School Districts.
(OEIB, 2014b)*

Of the available school district data in Malheur County all are approaching or exceeding the rest of Oregon's ninth-graders in being not chronically absent. One hundred percent of Jordan Valley ninth-graders were present for at least 90% of school days.



Ninth Grade Not Chronically Absent

The graph measures the percentage of the students who were attending school on the first school day in May, were enrolled for at least 75 school days, and were attending a standard program, the percentage who were reported as present for 90% or more of their total enrolled school days (OEIB, 2014a).





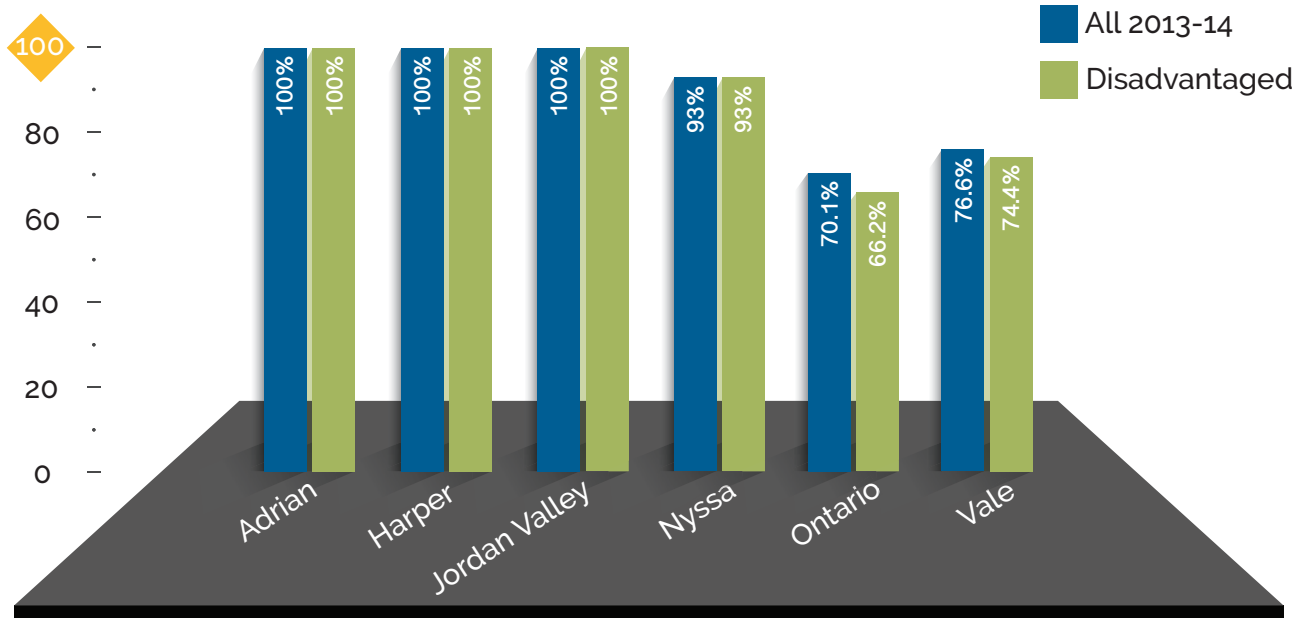
Ninth Grade On Track to Graduate

This graph measures the percentage of students in their first year of high school, based on their high school entry (cohort) year, who have earned at least 25% of the number of credits required for high school graduation (OEIB, 2014a).

At least 90% of ninth-graders in Adrian, Harper, Jordan Valley and Nyssa School Districts are on track to graduate having earned 25% of required credits. In Ontario School District, only 66% of disadvantaged ninth-graders are on track to graduate. Opportunities such as Career and Technical Education can be instrumental in helping disadvantaged students succeed.



"Earning a high school diploma is directly related to an individual's future financial success, health and well-being, and level of civic engagement over a lifetime – and the more education an individual has beyond high school, the more those benefits increase" (OEIB, 2014d, para. 4).



*Data not available for Annex, Arock or Juntura School Districts.
(OEIB, 2014b)*



Point of Interest

Malheur County Poverty to Prosperity Career and Technical Education

Malheur County Poverty to Prosperity is a grassroots effort to address county-wide economic recovery. The organization has developed a five-point plan to bring Malheur County into prosperity.

The Career and Technical Education program (CTE), one of the organization's five points, is a new program designed to prepare youth to find local jobs while attracting new industry and jobs to Malheur County. The CTE program supports the Governor's 40-40-20 Plan by offering Opportunity Youth (students who are at risk of disconnecting from the education system and workforce) a chance to earn technical training preparing them for a successful transition into a career.

The CTE program is a collaboration between Ontario, Vale and Nyssa school districts, along with Treasure Valley Community College and

Malheur Education Service District. Currently, two tracks of technical education are available to high school juniors and seniors; Welding and Allied Health.

Welding began its second year fall of 2014, with approximately 35-40 students participating in the two-year program. The three-year Allied Health program began in the fall of 2014. When fully integrated, three concurrent cohorts of 30-90 students will be training. Students graduating from these programs will obtain a high school diploma, CTE certificate and college credits.

Future programs will include Automated Systems, Culinary Arts and Business Technology. Future expansion will offer the CTE program to students in other outlying communities within Malheur County.

"Your schools may be rivals on the football fields, but you are proving that you can create an all-star team to serve the interests of our children and meet the needs of your community."

-Remarks of Dr. Nancy Golden, Oregon Chief Education Officer, regarding the CTE program.

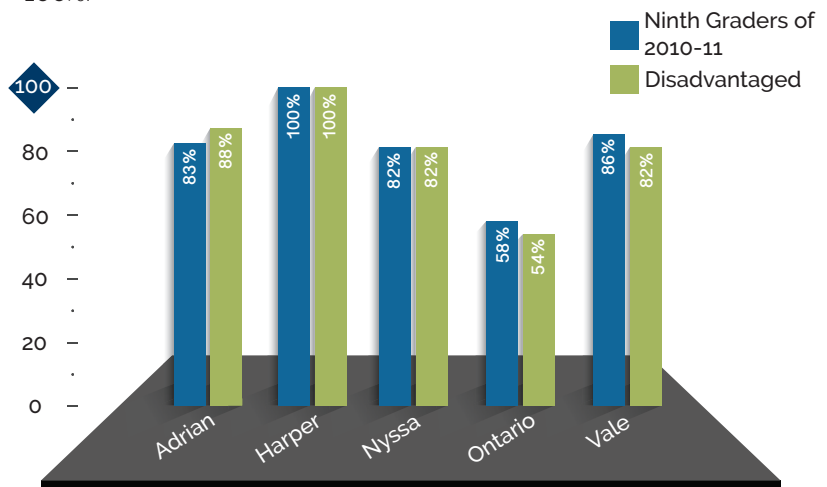




4-Year Graduation Rate

The graph measures the percentage of students who earned a regular high school diploma from their first high school enrollment, through four school years (OEIB, 2014a).

For the school year 2013-14, in Ontario School District, 54% of disadvantaged students and 58% of all students were the lowest percentage of students graduating in a period of four years in Malheur County. Harper's four-year graduation rate is outstanding at 100%.



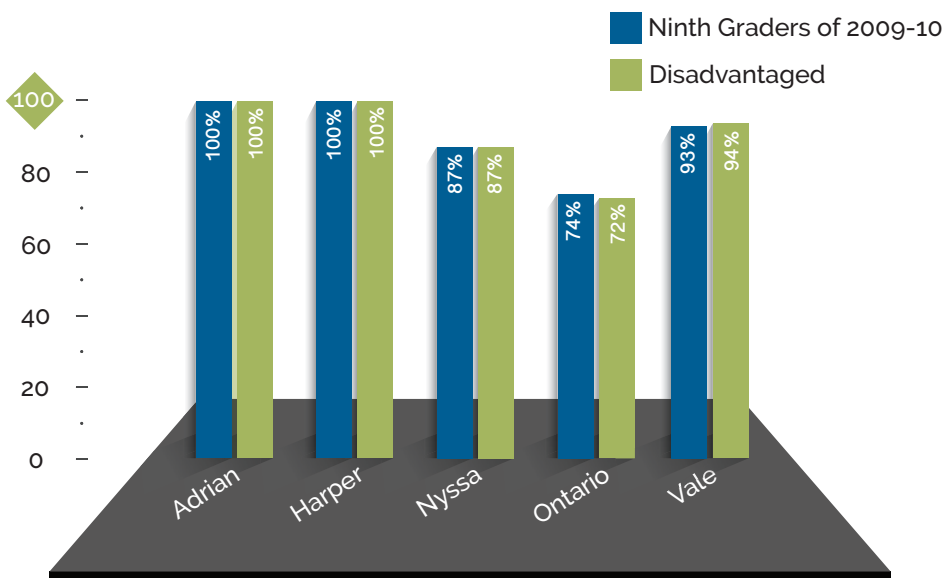
Data not available for Annex, Arock, Harper, Jordan Valley or Juntura School Districts (OEIB, 2014b).

For the school year 2013-14, 100% of high school students beginning in 2009 in Adrian and Harper School districts graduated within a time frame of five years. Eighty-seven percent of students beginning in 2009 in Nyssa and 74% in Ontario graduated within five years.



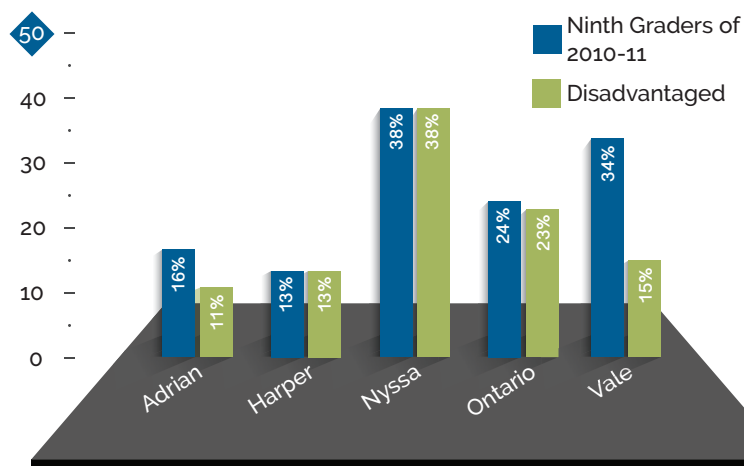
5-Year Completion Rate

This graph measures the percent of students earning a regular, modified, extended, or adult high school diploma, or a GED, from their first year of high school through five years (OEIB, 2014a).



Data not available for Annex, Arock, Harper, Jordan Valley or Juntura School Districts (OEIB, 2014b).

Nyssa school district has the highest percentage, 38%, of high school students completing 3 or more college courses while still in high school. More students need to take advantage of accelerating their college career through the dual credit programs available.



Data not available for Annex, Arock, Jordan Valley or Juntura School Districts (OEIB, 2014b).



3+ College Level Courses

The graph measures the percentage of students who have completed 3 or more college courses while enrolled in high school or earlier (OEIB, 2014a).



Point of Interest

Treasure Valley Community College Dual Credit Programs

Treasure Valley Community College (TVCC) offers students opportunities to accelerate their post-secondary education by achieving college credit while still in high school. These dual credit programs support the 40-40-20 goals set forth by the Governor. These programs provide early opportunities for students to become college and career ready.

COL-CRED

This collaborative endeavor, between area high schools and TVCC, allows high school students to attain college credit through honors level high school courses. COL-CRED is available at \$40 per credit for as many honors classes as a student can take. Approximately 142 high school students were enrolled in COL-CRED in the fall semester of 2014.

College Choice

Through the College Choice program, high school students can enroll in one on-site or online TVCC course per semester, without the expense of tuition, (there are fees for the class, however). This program is available to high school students beginning the

summer of their sophomore year. Approximately 35 students were enrolled in College Choice during fall semester of 2014.

Eastern Promise

Eastern Promise is a collaboration between Eastern Oregon University, Blue Mountain Community College, Treasure Valley Community College, InterMountain Education Service District, and school districts in Eastern Oregon. TVCC currently has course offerings in Chemistry, Math, and History of Western Civilizations. Cost for Eastern Promise classes is \$10 per credit.

College Access

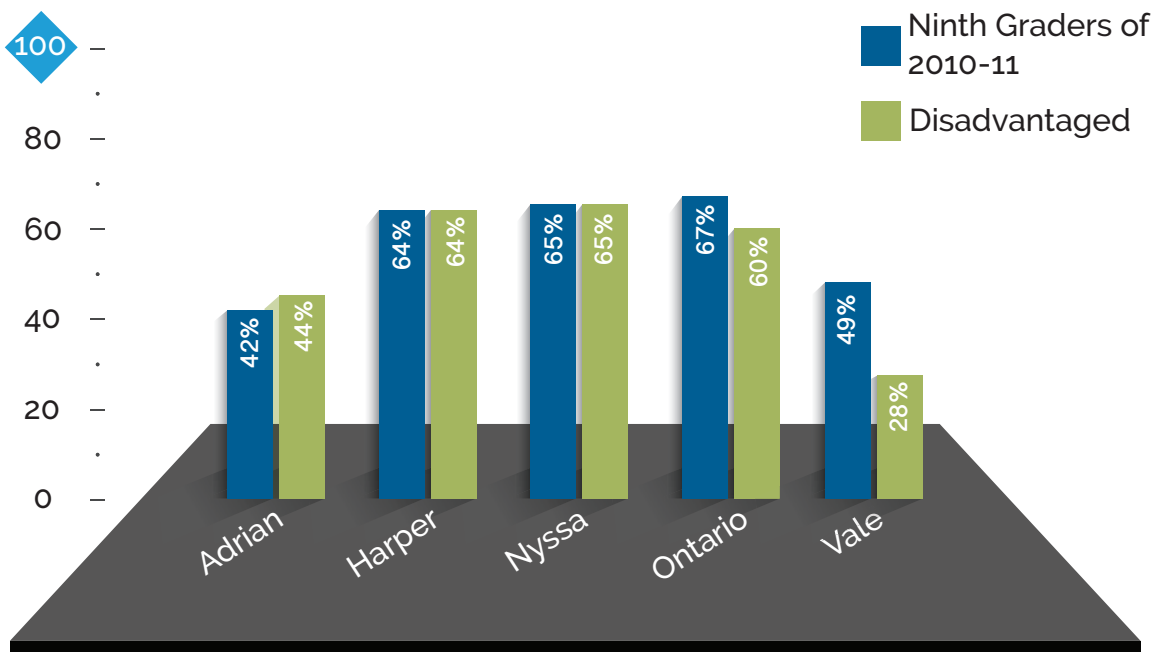
A new program offering a limited number of "slots" for online TVCC classes to area high schools: Ontario (10), Vale (5), Nyssa (5), Adrian (3), Jordan Valley (3), and Harper (2). TVCC courses available include: Psychology (8), Sociology (6), Art 101 (8), Music 101 (8), and Speech 111 (7). The cost is \$45 per credit. High school students may take one class per TVCC quarter.



Post-Secondary Enrollment

The graph measures the percentage of students in the 4-year adjusted cohort whose outcome was a regular, modified, extended, or adult high school diploma, or a GED who enrolled in a 2-year or 4-year post-secondary institution by October 1 of the year following their expected graduation (OEIB, 2014a).

In Harper, Nyssa and Ontario School Districts, more than two-thirds of all high school students who earned a diploma or GED enrolled in a post-secondary institution.



Data not available for Annex, Arock, Jordan Valley or Juntura School Districts. (OEIB, 2014b)

Oh, the Places You'll Go!

Congratulations!
Today is your day.
You're off to Great Places!
You're off and away!

You have brains in your head.
You have feet in your shoes
You can steer yourself
any direction you choose.

KID, YOU'LL MOVE MOUNTAINS!

So...

be your name Buxbaum or Bixby or Bray
or Mordecai Ali Van Allen O'Shea,
you're off to Great Places!

Today is your day!
Your mountain is waiting.
So...get on your way!

-Dr. Seuss, "Oh the Places You'll Go"

Thank You

Partnership Funder:



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Thanks for reading!

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