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OREGON EDUCATION INVESTMENT BOARD

Equity and Partnerships Subcommittee

Members: Nichole June Maher; Chair, Gov. John Kitzhaber, Ramon Ramirez
Julia Brim-Edwards, Mathew Donegan, Samuel Henry, Harriett Adair, Janet Dougherty-Smith

Tuesday, February 11, 2014

8:15am – 10:15pm

Oregon State Fairgrounds

Cascade Hall, 2330 17th Street, NE, Salem, 97301

Call-In Number (888) 204-5984

Participant Code: 992939

Video Streaming [HERE](#)

AGENDA

- | | |
|-----|--|
| 1.0 | Welcome & Review of Agenda
Nichole Maher, Sub-committee Chair |
| 2.0 | Presentation on 2013 Graduation & Dropout Data
Doug Kosty & Isabella Jacoby, Oregon Department of Education |
| 3.0 | Presentation on Youth Development Division Strategic Plan
Iris Bell, Director of the Youth Development Division, ODE |
| 4.0 | Follow-up Conversation: City Club Findings & Recommendations from GED Report
Melvin Oden-Orr and Alexis Romanos, Portland City Club GED Study Committee |
| 5.0 | Public Testimony |
| 6.0 | Adjourn |

All meetings of the Oregon Education Investment Board and its subcommittees are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). Staff respectfully requests that you submit 25 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact board staff 24 hours prior to the meeting. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@state.or.us. Requests for accommodation should be made at least 48 hours in advance.

Rev. 1: 2/5/14

Oregon's Graduation and Dropout Rates

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Accountability & Reporting
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Office of Instruction, Standards,
Assessment, & Accountability
Oregon Department of Education

Definitions: Cohort Graduation Rate

- ❑ Counts only **regular diplomas**
- ❑ 4- and 5-year rates, **federally approved**

Based on # of students in original cohort (year students first entered high school) and adjusted to account for students that move in and out of the system.

Definitions: Completer Rate

- ❑ Counts **all diploma types and GEDs**
 - ❑ Does not include Alternative Certificates
- ❑ 4- and 5-year rates

Based on # of students in original cohort (year students entered high school) and adjusted to account for students that move in and out of the system.

Cohort Rate Calculations:

% of Students with each Outcome

$$\frac{\text{Numerator}}{\text{Denominator}} = \frac{\# \text{ Students with Specific Outcomes}}{\# \text{ Students Total}}$$

All calculations made based on adjusted cohort

Calculations:

	Grad Rate (%)	Completer Rate (%)
Numerator	<p># of students who earned:</p> <ul style="list-style-type: none"><input type="checkbox"/> Regular Diplomas	<p># of students who earned:</p> <ul style="list-style-type: none"><input type="checkbox"/> All Diplomas:<ul style="list-style-type: none">▪ Regular▪ Modified▪ Extended▪ Adult<input type="checkbox"/> GED
Denominator	<p># of students Total in the adjusted cohort</p>	<p># of students total in the adjusted cohort</p>

Definitions: NCES Dropout Rate

- ❑ Counts students reported as dropouts in a single year
- ❑ 1-year rate, **federally defined**

Based on the total number of high school students in membership on October 1 of the school year

(Not directly comparable to the cohort rates)

Dropout Rate Calculations:

$$\frac{\text{Numerator}}{\text{Denominator}} = \frac{\# \text{ Students reported as HS dropouts}}{\# \text{ Students in grades 9 – 12 on October 1}}$$

Students who have re-enrolled by October 1 of the following school year, or who have been awarded any high school credential are not included as dropouts

4- and 5-year Year Cohort Graduation Rates

Cohort Year	(On Time) Grad Year	4-year grad rate	5-year grad rate
2005-06	2008-09	66.2	69.1
2006-07	2009-10	66.4	70.9
2007-08	2010-11	67.7	72.4
2008-09	2011-12	68.4	73.2
2009-10	2012-13	68.7	N/A

4- and 5-year Year Cohort Completion Rates

Cohort Year	(On Time) Grad Year	4-year comp. rate	5-year comp. rate
2005-06	2008-09	74.3	79.1
2006-07	2009-10	73.7	79.7
2007-08	2010-11	74.2	80.5
2008-09	2011-12	75.1	81.5
2009-10	2012-13	75.0	N/A

Economically Disadvantaged Students

Cohort Year	4-year grad rate	5-year grad rate	5-year comp. rate
2005-06	58.2	62.6	74.9
2006-07	59.8	65.4	76.0
2007-08	61.3	67.0	76.7
2008-09	61.1	67.2	77.3
2009-10	60.4	N/A	N/A

Students with Disabilities

Cohort Year	4-year grad rate	5-year grad rate	5-year comp. rate
2005-06	42.4	46.7	66.2
2006-07	41.8	46.8	65.5
2007-08	42.2	47.2	65.8
2008-09	38.2	43.9	64.2
2009-10	37.2	N/A	N/A

English Learners (LEP)

Cohort Year	4-year grad rate	5-year grad rate	5-year comp. rate
2005-06	51.4	57.2	68.1
2006-07	49.7	57.8	62.6
2007-08	52.1	59.8	64.1
2008-09	49.2	58.9	64.7
2009-10	49.1	N/A	N/A

Underserved Race/Ethnicity

Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, American Indian/Alaska Native

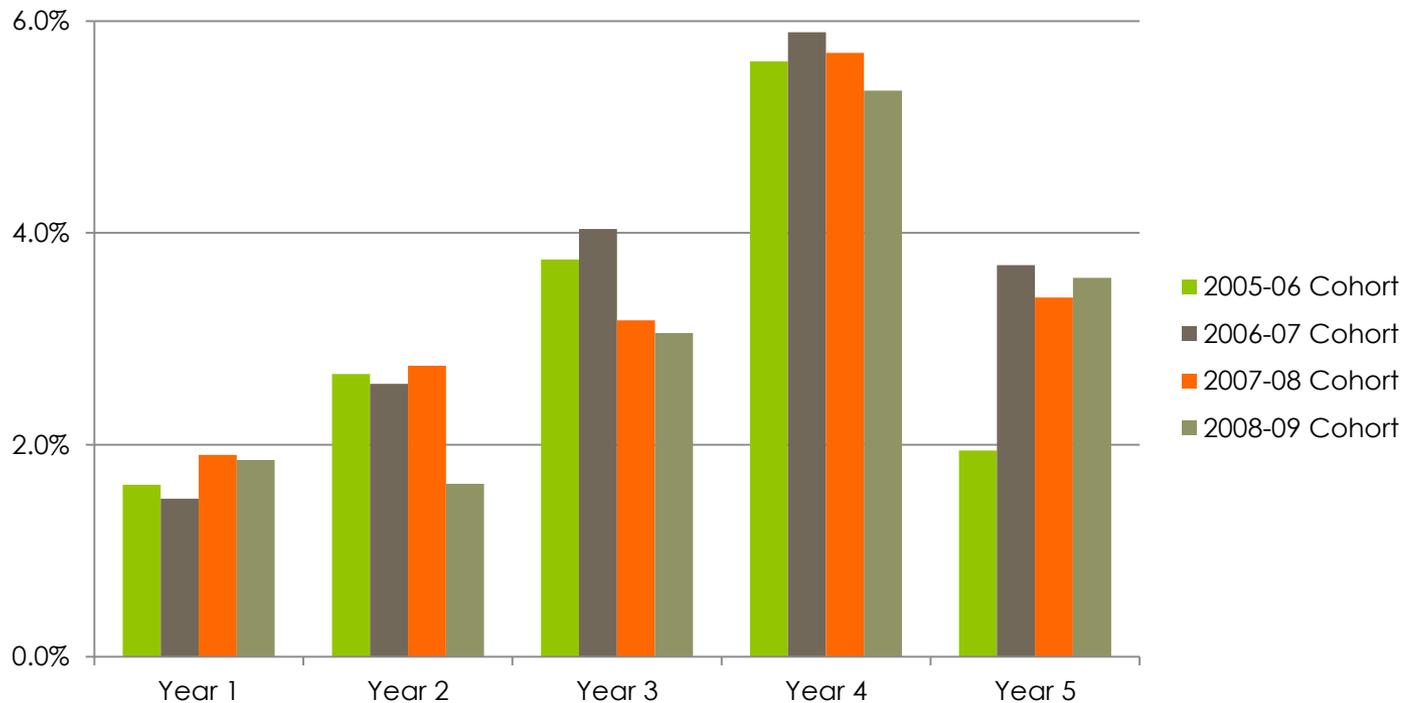
Cohort Year	4-year grad rate	5-year grad rate	5-year comp. rate
2005-06	51.7	56.6	65.3
2006-07	53.9	60.3	68.1
2007-08	56.9	63.7	70.8
2008-09	58.2	65.1	73.3
2009-10	59.7	N/A	N/A

Cohort Continuing Enrollment (2008-09 Cohort)

Percent of students not earning a credential who continued enrollment in the following school year

Subgroup	Continued for a fifth year	Continued for a sixth year
All Students	36.9	13.1
Economically Disadvantaged	42.5	15.6
Students with Disabilities	46.6	21.4
English Learners	41.0	15.7
Underserved Race/Ethnicity	39.6	14.1

Percent of All Students who are Five-year Cohort Dropouts/Non-Completers by school year of last enrollment



Dropout Rates (2012-13)

Due to a methodology change, this year's rates are not directly comparable to previous years' rates.

Subgroup	Dropout Rate
All Students	3.98
Economically Disadvantaged	3.78
Students with Disabilities	6.01
English Learners	6.70
Underserved Race/Ethnicity	5.50

Dropout Rates (2012-13)

Due to a methodology change, this year's rates are not directly comparable to previous years' rates.

Grade Level	All Students	Econ. Dsvntg.	With Disab.	Eng. Learners	Evr. Eng. Learners
Ninth Grade	0.90	0.99	1.18	1.46	1.07
Tenth Grade	2.04	2.12	2.74	3.09	2.32
Eleventh Grade	3.47	3.51	5.00	6.30	4.29
Twelfth Grade	9.19	8.83	13.94	16.94	13.45

Additional Resources

- Oregon Diploma Requirements -
<http://www.ode.state.or.us/teachlearn/certificates/diploma/diploma-timeline.pdf>
- Cohort Rates -
<http://www.ode.state.or.us/search/page/?id=2644>
- Dropout Rates -
<http://www.ode.state.or.us/search/page/?id=1>

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YOUTH & YOU

Oregon Youth Development Council

YOUTH & OREGON

Equity and Partnerships Subcommittee

February 11, 2014

Iris Bell, Executive Director

YOUTH DEVELOPMENT COUNCIL

Executive Summary



YOUTH DEVELOPMENT COUNCIL

Executive Summary

House Bill 3231 of the 2013 Regular Legislative Session

- Established and further developed the Youth Development Council as a part of a new Oregon Education System under the vision and direction of the Oregon Education Investment Board
- Directed the Youth Development Council to develop a funding allocation plan no later than January 1, 2014, for all services provided by the council, juvenile crime prevention programs, and new investments in youth development programs and services that align with and support goals established by the Oregon Education Investment Board

YOUTH DEVELOPMENT COUNCIL

Executive Summary

- The Council developed policy and funding recommendations centered on three questions:
 - How should the Youth Development Council best support and assist with the work of the OEIB and the reform and restructure efforts of the education system?
 - How should the Council align with the national conversation and nationwide efforts to support education and career success for high needs youth and establish state policy on youth development?
 - How should the Council support community-based youth development programs, services, and initiatives with demonstrated outcomes and strategic objectives for high needs youth aligning with the 40/40/20 goals of the state?

YOUTH DEVELOPMENT COUNCIL

Executive Summary

To answer these three questions, the Youth Development Council embarked on a process that included:

- A community engagement process with stakeholders across the state
- A data and research review on current policy and indicator trends
- An examination of various community-based methodological approaches to solving social issues

YOUTH DEVELOPMENT COUNCIL

Executive Summary

The council has concluded that the following recommendations should be implemented to fulfill the mandate given by the Governor and Legislature:

- The population focus of the Youth Development Council should be on **Opportunity Youth** and **Priority Youth**
- **The goals of the Youth Development Council should be reconnecting Opportunity Youth with education and career, establishing a secure connection for Priority Youth with education and career, and addressing youth violence and crime.**
- These goals should be accomplished by developing state policy, and funding community-based efforts that address barriers to education and career success.
- The funding that supports community-based efforts should be administered from the Youth Development Council in four need-based grant funds.

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Opportunity Youth and Priority Youth



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Opportunity Youth and Priority Youth

Who are Opportunity Youth?

- Youth who have been disconnected from education and labor markets:
 - Young high school dropouts (ages 16-18)
 - Older high school dropouts (ages 19-24)
 - Youth with high school diploma or GED, disconnected from postsecondary education, and unable to gain foothold in the labor market (ages 19-24)
- Chronic: never been in school or work after the age of 16
- Under-attached: despite some schooling and some work experience beyond 16, youth have not progressed through college or secured a stable job

YOUTH DEVELOPMENT COUNCIL

Opportunity Youth and Priority Youth

Who are Priority Youth?

- Youth ages 6 to 16 who are *at risk of disconnecting* from the education system, who are *already disconnected* from the education system, or *at risk of being unable to transition* successfully to the labor force
- **Priority Youth** experience a variety of risk-producing conditions that can be barriers to school and work.
- Barriers can present themselves as environmental conditions in neighborhoods, families, and peer groups, as well as individual factors
- Examples of these conditions include poverty, teen pregnancy, community violence, substance abuse, poor quality schools, criminal activity, disability, caregiver responsibilities, and institutional residence

YOUTH DEVELOPMENT COUNCIL

HB3231 Funding Allocation Plan



Foundational Principles

- A community is self-determined
- Resources should target those most in need
- Economic and social advancement is the long-term goal
- Progress is essential

YOUTH DEVELOPMENT COUNCIL

HB3231 Funding Allocation Plan

HB3231 Funding Allocation Plan Recommendations

- The population focus of the Youth Development Council should be **Opportunity Youth** and **Priority Youth**.
- The goals of the Youth Development Council should be reconnecting **Opportunity Youth** with education and career, and establishing a secure connection for **Priority Youth** with education and career, and addressing youth violence and crime.
- These goals should be accomplished by developing state policy, and funding community-based efforts that address barriers to education and career success.
- The funding that supports community-based efforts should be administered through the Youth Development Council in four need-based grant funds:
 - The Youth and Community Grant Fund (*Federal and State Funds*)
 - The Youth and Gangs Grant Fund (*State Funds*)
 - The Youth and Innovation Grant Fund (*State Funds*)
 - The Youth and Crime Prevention Fund (*Federal Funds*)

YOUTH DEVELOPMENT COUNCIL

HB3231 Funding Allocation Plan

Youth and Community Grant Fund

The Youth and Community Grant is a community-based grant designed to assist existing efforts in improving education and workforce success for youth who are disconnected from, or are at risk of disconnecting from the education system and labor market. The efforts must be effective evidence-based, research-based, and practice-based prevention and intervention approaches. These approaches are required to be culturally appropriate, sexual orientation specific, and gender-identity specific and address various barriers to educational and workforce success.

- Tier I Grant awards are not to exceed \$350,000 per biennium with a total of \$6 million available for disbursement.
- Tier II Grant awards are not to exceed \$100,000 per biennium with a total of \$3 million available for disbursement.
- Tier III Grant awards are not to exceed \$70,000 per biennium with a total of \$3 million available for disbursement.

There is \$12 million available per fiscal biennium for Youth and Community Grants.

There will be a maximum of five Youth and Community Grants allocated to community efforts within a single county or federally recognized tribe and a guarantee that at least one community effort in each county and federally recognized tribe will receive a Youth and Community Grant.

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HB3231 Funding Allocation Plan

Youth and Gangs Grant Fund

The Youth and Gangs Grant is a community-based grant designed to assist existing efforts in addressing youth gang violence through the implementation of effective evidence-based, research-based, and practice-based prevention and intervention approaches.

These approaches are required to be culturally appropriate, sexual orientation specific and gender-identity specific and address various risk and protective factors associated with gang involvement and gang violence.

Communities are required to implement strategies of the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) Comprehensive Gang Model. This model is a framework for the coordination of multiple data-driven anti-gang strategies among agencies such as law enforcement, education, criminal justice, social services, community-based agencies, outreach programs, and grassroots community groups.

Youth and Gangs grants range between \$25,000 to \$100,000 per biennium with a total of \$750,000 available for disbursement in 2015-2017.

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HB3231 Funding Allocation Plan

Youth and Innovation Grant Fund

The Youth and Innovation Grant is a non-recurrent community-based grant designed to support innovative and sustainable efforts to improve education and workforce success for youth who are disconnected from, or are at-risk of disconnecting from the education system and labor market.

The efforts funded through this grant must be based on effective evidence-based, research-based, and practice-based prevention and intervention approaches. These approaches are required to be culturally appropriate, and sexual orientation specific and gender-identity specific and address various barriers to educational and workforce success.

Youth and Innovation Grants are not to exceed \$100,000 with a total of \$1.6 million available for disbursement.

The Youth and Innovation Grant is a non-recurrent competitive grant designed to support youth innovation in Oregon, target an emergent and urgent need to address a social problem at the onset, or to provide funding to take a program to scale to operational sustainability.

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HB3231 Funding Allocation Plan

Youth and Crime Prevention Grant Fund

The Youth and Crime Prevention Grant Fund are community-based grants provided by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to assist state and local efforts to prevent juvenile crime and reduce youth involvement with justice system .

These effective, evidence-based, research-based and practice-based approaches are required to be culturally appropriate, sexual orientation specific and gender-identity specific and address various risk and protective factors associated with criminal involvement.

Juvenile Accountability Block Grant (JABG) Program

The YDC will solicit proposals for **two \$60,000 awards** for projects that fall under grant purpose areas of School Safety (establishing and maintaining accountability-based programs that are designed to enhance school safety) and/or Restorative Justice (establishing and maintaining restorative justice programs).

The Title II Formula Grants

The Youth Development Council will solicit proposals for **one \$52,000 grant award** for projects that aim to implement strategies designed **to reduce and eliminate disproportionate minority contact and overrepresentation of minorities in the juvenile justice system.**

The Youth Development Council will solicit proposals for **one \$52,000 grant award for prevention and intervention efforts directed at reducing youth gang-related activities.**

YOUTH DEVELOPMENT COUNCIL

HB3231 Funding Allocation Plan

Indicators of Need

- Minority student population as a percent of all students above the statewide average
- Free and reduced price lunch eligible students as a percent of all students above the statewide average
- Number of homeless students (in the district) as a percent of district enrollment above the statewide average
- Students with disabilities as a percent of all students above the statewide average
- Limited English proficient students as a percent of all students above the statewide average
- Disparities in graduation rates, completion rates, dropout rates, attendance rates, or school performance scores between all students and those who are economically disadvantaged, limited English proficient, or underserved races/ethnicities
- Juvenile referral rate in the juvenile justice system as a percent of all youth above the statewide average
- Disparities in juvenile referral rates between all youth and those who are economically disadvantaged, limited English proficient, or underserved races/ethnicities
- Four-year graduation rate or five-year graduation rate below the statewide average
- Attendance rates of students below the statewide average
- Drop-out rate above the statewide average
- Percent of students meeting or exceeding on statewide assessments in reading below the statewide average
- Percent of students meeting or exceeding on statewide assessments in math below the statewide average
- Percent of students meeting or exceeding on statewide assessments in science below the statewide average
- Opportunity Youth rates above the statewide average

YOUTH DEVELOPMENT COUNCIL

HB3231 Funding Allocation Plan

Outcome Expectations

Community level data that can be monitored to evaluate results should include, but is not limited to the following:

- Four-year graduation rate or five year graduation rates
- Attendance rates
- Drop-out rates
- Percent of students meeting or exceeding on statewide assessments in reading, math, and science
- Disparities in graduation rates, completion rates, drop-out rates, attendance rates, or school performance scores between all students and those who are economically disadvantaged, limited English proficient, with disabilities, or underserved races/ethnicities
- Youth idleness rates
- Youth employment rates
- Juvenile referral rates
- Disparities in juvenile referral rates between all youth and those who are economically disadvantaged, limited English proficient, with disabilities, or underserved races/ethnicities

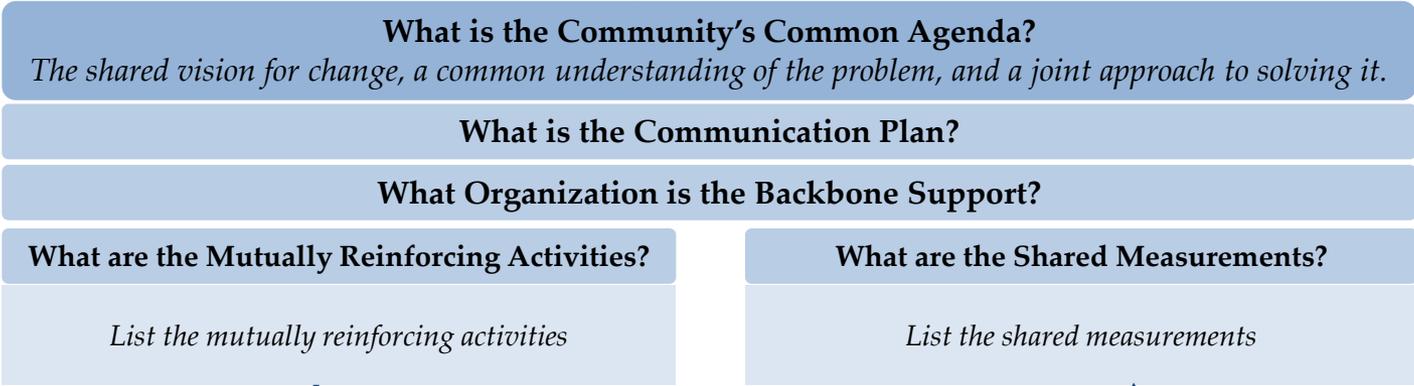
Individual level data that can be monitored to evaluate results should include, but is not limited to the following:

- School attendance/activity/attainment level, pre- and post-involvement
- Criminal history and/or activity subsequent to involvement
- Employment history, pre- and post-involvement

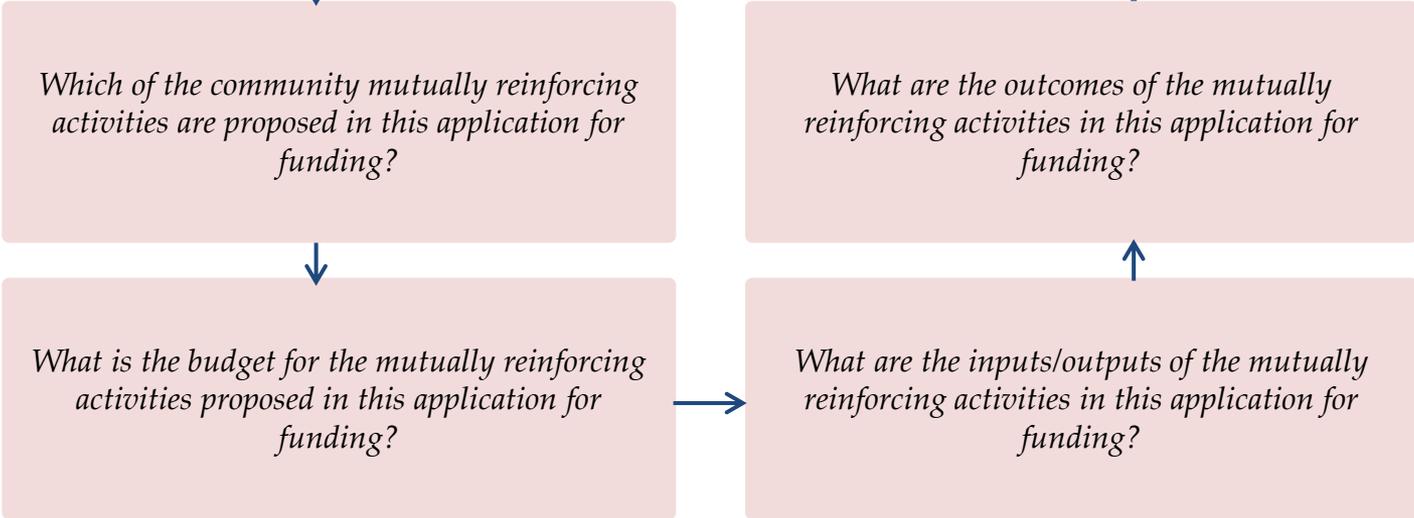
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HB3231 Funding Allocation Plan

Collective Impact Community Effort



Grant Application Activities



YOUTH DEVELOPMENT COUNCIL

HB3231 Funding Allocation Plan

Timeframe

February 2014	
Week of February 3	Request for Applications Opens
Week of February 10	Collective Impact Trainings Phase I Begin
March 2014	
Week of March 24	Collective Impact Trainings Phase I End
Week of March 31	Application Deadline, April 6 - 11:59 p.m. PDT
April 2014	
Week of April 7	Application Review Begins
May 2014	
Week of May 12	Application Review Ends, May 15 Tentative Award Announcement, May 16 - 5:00 p.m. PDT
Week of May 19	Appeal Period Opens, May 19 - 8:00 a.m. PDT
June 2014	
Week of June 2	Appeal Period Closes, June 3 - 8:00 a.m. PDT Appeals Heard, June 5 Final Award Announcement, June 6 - 5:00 p.m. PDT
Week of June 9	Collective Impact Trainings Phase II Begin
Week of June 30	Collective Impact Trainings Phase II End
July 2014	
Week of July 7	Grants in Communities

YOUTH & You

For more information, contact:

Iris Bell

Executive Director

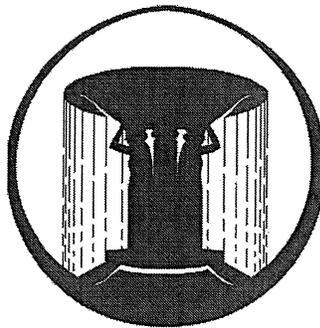
Youth Development Council

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A SECOND CHANCE FOR OREGON, HIGH SCHOOL DROPOUTS, AND THE GED

Oregon has neglected pathways of success for dropouts, but the launch of a new high school equivalency exam offers the possibility of a better future.



City Club of Portland Bulletin, Vol. 96, No. 11, January 17, 2014

City Club members will vote on this report between Friday, January 24, 2014 and Wednesday, January 29, 2014. Until the membership votes, City Club of Portland does not have an official position on this report. The outcome of the vote will be reported in the City Club of Portland Bulletin Vol. 96, No. 12, dated January 31, 2014, and online at pdxcityclub.org.

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Executive summary

Oregon has a high school dropout crisis, but the state does not adequately support the primary tool to help young adults get back on track for college and career: The General Educational Development (GED) credential.

It cannot be said that Oregon dropped the GED ball because the state never truly picked it up. Providing services for young adult dropouts who wish to earn a GED certificate has been barely an afterthought in statewide planning. A mix of under-funded, under-coordinated public and private providers have done their best to fill the gap, but they face a steep challenge.

Oregon has a second chance with the launch of a revised GED exam in 2014.

According to the U.S. Census Bureau, 336,000 adult Oregonians (11 percent) lack a high school diploma or alternative credential. One-quarter of Oregon students fail to complete high school within five years, though some eventually do earn a diploma or alternate certificate.

School districts are working hard to keep kids in the classroom and shepherd them to graduation. But even the most optimistic predictions do not include a day any time soon when every student will earn a diploma. Rather, if only due to unforeseen life circumstances, too many students will continue to enter adulthood having dropped out before graduation. Oregon must do more to help those future dropouts and those who already have dropped out.

The day after a student leaves school for the last time without a diploma, his future prospects are grim, but not hopeless. The GED offers adults a second chance. Though it is not a genuine high school equivalent, it is a way for them to advance into college and career.

High school alternative credentials are particularly important within the context of Oregon's ambitious 40-40-20 plan. The governor and lawmakers set a goal that by 2025, 40 percent of Oregonians will earn at least a bachelor's degree, 40 percent will earn an associate's degree or post-secondary credential, and the remaining 20 percent will earn at least a high school diploma or alternative. To reach 40-40-20, then, nearly every Oregonian will need a high school diploma or an alternative like the GED.

In recent years, the GED has suffered from a poor reputation among employers, educators and the public. That reputation was well-deserved. Research showed that GED recipients fared little or no better than other high school dropouts.

Things changed on Jan. 2, 2014, when GED Testing Service launched a revised GED exam that aligns with the Common Core State Standards for K-12 education. The new GED has a second chance to dispel past criticisms and serve as a useful educational stepping stone for adults who did not complete high school. Whether it does so remains to be seen.

To maximize the opportunity for success, Oregon must change how it approaches the GED and new alternatives to it. The state lacks coordinated, comprehensive support and oversight for GED-related services, and it cannot even provide a full accounting of public spending on the GED.

The fact that Oregon neither coordinates support for the GED across departments nor tracks expenditures on them creates an environment in which accountability is virtually impossible and success remains elusive.

Such shortcomings became particularly acute in the months leading up to the launch of the 2014 revision. State outreach to help students and GED preparation providers was lacking, necessary administrative and technical changes were hurried or did not occur, and the state provided little help to providers preparing for the transition.

Yet it is not too late to capitalize on the opportunity the revised GED offers.

With the new exam, Oregon will have access to a wealth of data about GED test preparation centers and student performance that can help the state target support toward successful programs and replicate their techniques in different communities. It also will be able to support educational opportunities for communities of color and immigrant communities in a culturally responsive manner.

New hires and appointments to several key positions in state government within the last year make this a particularly good time to enact needed changes.

The new GED offers a second chance for many people and institutions:

- Adults who dropped out of high school and hope to advance to college or career;
- The state of Oregon as a whole, which can finally make the institutional and programmatic changes that would support those adults;
- And the GED itself. If students who earn the new GED credential succeed in college and career, they will rehabilitate the credential's image.

Your committee concludes and recommends the following in order to give young adult dropouts, Oregon and the GED the best opportunity to capitalize on that second chance.

Conclusions

This report's conclusions reflect five overarching themes:

1. The GED is not the same as a high school diploma, but the 2014 GED revision has a chance to demonstrate that it accurately measures college and career readiness. (Conclusions 1, 2, 3, 4 and 5)
2. If the new GED leads to college and career readiness, Oregon would benefit from helping more 19 to 25 year olds who lack a high school diploma prepare for and earn the GED credential. (Conclusions 6, 7, and 8)
3. Oregon should monitor the success of GED alternatives in other states, consider adopting them here and prepare for people who earn them to move here. (Conclusions 9, 10 and 11)
4. Oregon has not prepared sufficiently for the 2014 GED revision. (Conclusions 12 and 13)
5. State funding and coordination of GED services are inadequate. (Conclusions 14 and 15)

Recommendations

For additional explanation, please refer to the Recommendations section of the report.

1. The Oregon Department of Education and the Oregon Education Investment Board (OEIB) should launch a public outreach program that targets diverse communities and stakeholders across the state and helps them develop a clear understanding of the 2014 GED program.
2. Oregon's chief education officer should develop and implement a coordinated funding and strategic framework across departments for GED preparation, testing, soft-skill development programs and related wraparound services.
3. The Legislature should allocate dedicated funding to subsidize GED testing for qualified students with demonstrable need.
4. Oregon's public universities should update their admissions criteria to allow admissions for qualified recipients of the 2014 revision of the GED.
5. Officials should collect information about the GED as well as the college and career performance of people after they earn it, and report back to Oregonians regularly. (This recommendation has several parts that are detailed in the full report.)
6. The governor should direct the Department of Administrative Services to prepare an annual report that contains a clear accounting of state funds that are allocated for GED test preparation, testing and related support services.

7. Officials should take a fresh look at alternatives to the GED in a few years. (This recommendation has several parts that are detailed in the full report.)
8. The Oregon Speaker of the House and Senate President should direct the Office of Legislative Counsel to conduct a review of applicable laws and administrative rules that refer to the GED. Counsel should suggest revisions to treat the HiSET, TASC and any other approved GED alternative in other states as equivalent to the GED for purposes of law, post-secondary education, public services and benefits.

