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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

June 26, 2014

8:30am – 10:30am

NorthWest Health Foundation

221 NW 2nd Ave., #300

Portland, OR 97209

Call-In Number (888) 204-5984

Participant Code: 992939

AGENDA

- 1.0 Welcome & Review of Agenda**
Nichole Maher, Sub-committee Chair
- 2.0 Exemplar Partnership Between Culturally Specific Organization and Community College**
Jorge Gutierrez, Lower Columbia Hispanic Council
- 3.0 Final GED Policy Recommendation and Strategic Investments**
Peter Tromba, Oregon Education Investment Board
- 4.0 Comparing Culturally Specific Community Based Organizations and Culturally Responsive Public Organizations**
Julia Meier, Director, Coalition of Communities of Color
- 5.0 Committee Discussion of Goals for Addressing Over-Representation of Students of Color in K-12 Special Education Programs**
- 6.0 Committee Discussion of Up-Coming Meeting with Outcomes and Investments Sub-Committee**
- 7.0 Public Testimony**

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.

Version. 2: 06/24/14

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OUTCOMES & INVESTMENTS SUBCOMITTEE
2015-17 BUDGET RECOMMENDATIONS **TEMPLATE**
PART 1 – Identify Your Highest Priority Strategies (no more than 8 pages)

Strategy 1: Create an aligned GED system that includes programs and services delivered by the Oregon Department of Education and the Community Colleges. This system should be designed to be more comprehensible for students and serve a larger number of students than are currently served. The best outcome for students may be to have these services housed in one level of the P-20 system.

- (1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

This strategy aligns with OEIB's goal of providing a seamless system for students. Differing programs administered by different agencies and hundreds of institutions raises barriers to student success.

- (2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

Preparation for the new GED will foster career and college readiness skills *in addition* to subject matter mastery. People who earn a high school diploma have demonstrated not just subject matter mastery but also other skills and traits that are valued in the workplace and are beneficial in both secondary and post-secondary education. For example, completing four years of high school requires perseverance and in most cases at least some social competencies that enable one to interact well with others.

The GED does not measure those soft traits. Indeed, it is structured as a test of knowledge and academic skills, not as an explicit test of soft skills. One can pass the GED in considerably less time than completing high school and without socially interacting with peers, though most students do interact with instructors and peers as they prepare.

What this strategy can do is create preparatory classes that do both: demonstrate mastery while developing career and college ready skills so that we don't fall back into the pattern of students who receive their GED and then drop out of community college within their first year.

- (3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

This strategy can improve the percentages mentioned as key outcomes in the Achievement Compacts because they can increase the number of students accessing the GED by provided them the financial means to take the exams.

Key Outcome from March 2014 Achievement Compact:

The five-year cohort completion rate. This rate is calculated by following students from their first high school enrollment, through five school years. The percentage represents the number of those students who earned a regular, modified, extended, or adult high school diploma, or a GED, during that time period, divided by the total number of those students, adjusted for students who transfer in or out.

Key Outcome from Community College Compacts:

Adult HS diplomas/GEDs. The total number of adult high school diplomas as reported to Oregon Community Colleges Data Warehouse for each community college added to the total number of GEDs awarded at each of the GED testing centers associated with the specific community college.

- (4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

A core belief outlined in the equity lens is that that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision-making, control, and resources.

- (5) What evidence indicates this strategy will result in improvement?

High performing community based organizations have demonstrated the capacity to serve Opportunity Youth. These programs offer culturally competent programs within an existing and trustworthy environment and support system. Leveraging their existing local relationships and placing the GED in a context that is meaningful maximizes the effect of this expenditure.

(6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

This is a modest investment. The OEIB will submit a Request for Qualifications in order to determine community partners who already have the critical capacities to serve students. This investment will consist of start-up materials and training for a first phase of community-based providers and these providers will be chosen to best represent all of Oregon.

Modest to start; pilot; could influence how we do things in the future; system can learn from the community.

(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

There is a need to partner this initiative with the on-going work at the ODE, the CCWD, high schools, alternative schools, community colleges, local HEP programs, and others to discuss how they are changing methods of preparation, so that we can find ways to support their initiatives.

A 2006 study funded by the Bill & Melinda Gates Foundation suggested that, while there are many reasons students drop out of school, some of the main ones are that they find school boring, they are uninspired or personal, real-life challenges arise. To succeed at engaging such students, a GED preparation program must address the underlying issues that caused the initial disengagement. Generally speaking, however, community colleges find that the wraparound services many GED seekers need to be successful are beyond the scope of what they are able to offer, particularly given their funding constraints. Students must look to other public assistance. A non-profit workforce or community college partner can provide such services. Wraparound services are essential because students’ basic needs must be met in order for them to be able to focus on the GED.

Therefore: GED preparation is more than just preparing students to demonstrate knowledge on an exam - it is about providing the tools necessary to be successful students, be it bus passes, mental health referrals, childcare and more.

(8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

Strategy 2: Create Community Based GED Training and/or Testing Centers.

Create successful culturally responsive GED wrap-around support to incentivize stronger partnerships and best practices. Invoke.

Identify and fund successful organizations who provide wrap-around services and enter into partnerships to either begin providing or continue to provide GED Preparation for Opportunity Youth.

- (9) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

This strategy aligns with OEIB's 2015-17 Focus state investment on achieving key student outcomes - subsection through "Transformational, Innovative and Effective Strategic Investments" because it will require we create GED preparation with the realization that the test is not the end in and of itself.

- (10) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

Preparation for the new GED will foster career and college readiness skills *in addition* to subject matter mastery. People who earn a high school diploma have demonstrated not just subject matter mastery but also other skills and traits that are valued in the workplace and are beneficial in both secondary and post-secondary education. For example, completing four years of high school requires perseverance and in most cases at least some social competencies that enable one to interact well with others.

The GED does not measure those soft traits. Indeed, it is structured as a test of knowledge and academic skills, not as an explicit test of soft skills. One can pass the GED in considerably less time than completing high school and without socially interacting with peers, though most students do interact with instructors and peers as they prepare.

What this strategy can do is create preparatory classes that do both: demonstrate mastery while developing career and college ready skills so that we don't fall back into the pattern of students who receive their GED and then drop out of community college within their first year.

- (11) What measurable difference will the strategy make for children, families &

students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

The metrics and difference will be the same as those listed in the first strategy.

- (12) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

A core belief outlined in the equity lens is that that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision-making, control, and resources.

- (13) What evidence indicates this strategy will result in improvement?

High performing community based organizations have demonstrated the capacity to serve Opportunity Youth. These programs offer culturally competent programs within an existing and trustworthy environment and support system. Leveraging their existing local relationships and placing the GED in a context that is meaningful maximizes the effect of this expenditure.

- (14) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

This is a modest investment. The OEIB will submit a Request for Qualifications in order to determine community partners who already have the critical capacities to serve students. This investment will consist of start-up materials and training for a first phase of community-based providers and these providers will be chosen to best represent all of Oregon.

Modest to start; pilot; could influence how we do things in the future; system can learn from the community.

- (15) What other conditions, supports and/or changes are needed for the strategy to be successful?

There is a need to partner this initiative with the on-going work at the ODE, the CCWD, high schools, alternative schools, community colleges, local HEP programs, and others to discuss how they are changing methods of preparation, so that we can find ways to support their initiatives.

A 2006 study funded by the Bill & Melinda Gates Foundation suggested that, while there are many reasons students drop out of school, some of the main ones are that they find school boring, they are uninspired or personal, real-life

challenges arise. To succeed at engaging such students, a GED preparation program must address the underlying issues that caused the initial disengagement. Generally speaking, however, community colleges find that the wraparound services many GED seekers need to be successful are beyond the scope of what they are able to offer, particularly given their funding constraints. Students must look to other public assistance. A non-profit workforce or community college partner can provide such services. Wraparound services are essential because students' basic needs must be met in order for them to be able to focus on the GED.

Therefore: GED preparation is more than just preparing students to demonstrate knowledge on an exam - it is about providing the tools necessary to be successful students, be it bus passes, mental health referrals, childcare and more.

- (16) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

Strategy 3: Defraying the cost of GED testing for Opportunity Youth by subsidizing the cost for those with demonstrable need.

- (1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

This strategy aligns with OEIB's 2015-17 Budget Strategies & Priorities 1: *Coordinated, student-centered education system, from birth through college and career readiness* because it supports out-of-school youth and youth at risk.

This strategy aligns with and mimics existing efforts to subsidize the cost of Advanced Placement and International Baccalaureate tests for high school students.

- (2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

The metrics and difference will be the same as those listed in the first strategy.

- (3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

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. The population of Opportunity Youth are represented in the following metrics:

Graduation and Dropout

Oregon Graduation Rate by Race, 2013-2014

Average = 75%

Asian = 83%

White = 78%

Multi-Racial = 76%

Native Pacific = 71%

Native Amer/Alaska = 60%

Black = 62%

Hispanic = 65%

Incarceration

2013 Oregon Department of Corrections, Inmate Demographics

Race	% of Total Population	% of Incarcerated Population
White	78.1%	73.6%
Hispanic	12%	13.3%
Black	2%	9.4%
Native Amer	1.8%	2.5%

In addition, youth data show greater racial disparities.

Employment

2011 Oregon Unemployment Rate (Bureau of Labor Statistics)

Asian 5.8%

White 9.1%

Hispanic/Latino 13.5%

Black/African American 21.3%

Unlike the previous exam, people who take the new GED can earn one of two certificates depending on how well they perform. A “GED Score” indicates high school equivalence. A higher “GED Score with Honors” serves as a college and career readiness indicator. The 2014 revision also includes an overhaul of how students interact with the GED and the sorts of information available to students, states and test preparation providers. GED Testing Service chose to offer a more service-oriented experience in order to engage better with students and to offer information and feedback that would not only help them pass the exam but also provide planning tools to assist students as they prepare to pursue further education or career.

METRICS:

Please keep in mind that though metrics are important, the GED credential is not an end in itself. Rather, its value lies in what follows and the doors that it opens.

Potential Measures:

- **Percentage of students enrolled in GED preparation programs/classes, etc**
- **Percentages of students who pass the GED tests with a “GED Score” indicating high school proficiency and those who earn a “GED Score with Honors” indicating college and career readiness**
- **Percentages of students who pass and then within the same year, enroll in a post-secondary option**
- **Percentages of students who complete a post-secondary program**

(4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

A core belief outlined in the equity lens is that resource allocation demonstrates our priorities and our values. This investment will directly affect underserved students by providing the means for them to achieve a high school credential, which has a tangible value. It is a recognition that even though students have left the traditional system, they still have equal access to fruits of educational attainment.

In Oregon, sixty-six percent of GED test-takers are white, though 88 percent of Oregonians are. Oregonians of Asian descent also are underrepresented. Correspondingly, African American, Hispanic and Native American Oregonians are overrepresented. This investment therefore directly affects under served communities.

(5) What evidence indicates this strategy will result in improvement?

This strategy will increase access for students to GED testing. The financial barrier limits students ability to improve themselves for their next steps in college and career. The population of Opportunity Youth are a key area where the state of Oregon needs to make progress in order to reach the goal of 40/40/20 by 2025 and this strategy directly removes a key barrier for students.

(6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

The cost to individual test takers under the new revision is \$155 for the full suite of tests. The GED Testing Service assesses \$120 and the Oregon Department of

Education charges a \$35 administrative fee. That is a significant increase over the previous cost to take the paper-based test. It also does not include secondary costs for practice tests and other preparation material.

To address these costs for Opportunity Youth would be a modest cost to the state.

- (7) What other conditions, supports and/or changes are needed for the strategy to be successful?

It would behoove us to make the application process for financial assistance a smooth transition so that potential test takers are not daunted by process. We will need to work with entities whose process of proving “demonstrable need” is seamless.

A broader and more locally-centered network of community-based providers needs to be created, ideally providers who already have the mission and capacity to serve Opportunity Youth. A related Strategic Investment strategy describes the investment needed to help stand-up these community providers to be Oregon GED Centers. In addition, the state agencies and institutions who currently provide training and testing need to be aligned and to better communicate their programs to local schools and community groups.

- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

Current rules and policies at the Oregon Department of Education, Community College and Workforce Development, and other agencies need to be evaluated for potential barriers. That work is currently underway, lead by the Youth Development Division at ODE.

PART 3: Describe Conditions, Processes & Partners (No more than 2 pages)

- (1) What do you need from other agencies / boards / groups to enable you to be most effective?

The OEIB Equity and Partnerships will present these proposals in conjunction with overall policy recommendations to support the success of Opportunity Youth.

Successful implementation of these two strategies requires completion of alignment efforts currently underway between the ODE, the Department of Human Services, Community College and Workforce Development, the Oregon Youth Authority, County Commissions and others.

- **A willingness to create a partnerships**

- **A commitment to the OEIB strategies for success**
- **An understanding of the new GED shifts**

(2) What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?

The Oregon Education Investment Board will provide support to the Oregon Youth Council and Division to complete audits of existing services and leadership to ensure that the partnerships and alignment are fostered among public and community based services.

(3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?

(4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.

The analysis of overlapping services among agencies currently serving Out of School Youth will provide the data required to determine where services can be consolidated or coordinated to reduce cost or provide new efficiencies.

(5) Who are your key partners, stakeholders, and community groups?

Oregon community colleges, local school districts, the business community, nonprofit groups, workforce development groups, state offices responsible for monitoring and certifying the GED in Oregon, and GED students themselves.

(6) What processes were used for public input in developing the strategies?

The research committee, composed of members with diverse backgrounds, expertise and skills, met for the first time on July 15, 2013. At weekly meetings, committee members interviewed witnesses and discussed the value of the GED as well as its role in the context of Oregon's 40-40-20 educational goals. It focused on systemic challenges with the GED, how state and community partners can better re-engage disconnected young Oregonians without a high school diploma and help them move on to career or college, and how Oregon can best take advantage of the 2014 GED program.

More than two-dozen witnesses spoke with the committee. They represented a wide array of stakeholders, including representatives from the national GED Testing Service, Oregon community colleges, local school districts, the business community, nonprofit groups, workforce development groups, state offices responsible for monitoring and certifying the GED in Oregon, and GED students

themselves.

Committee members also reviewed relevant reports and research, and assembled data from multiple sources to better understand the scope of the challenge and potential solutions.

DRAFT

**Oregon Education Investment Board (OEIB)
Equity & Partnerships Subcommittee – June 2014**

**Policy Recommendation Framework for Youth without High School
Diplomas:
Creating a Shoreline of Opportunities**

Vision

High school completion is a key metric in Oregon to measure systemic success; however, 25% of Oregon students do not complete high school. Students of color and students from poverty are over-represented in the population of students without a high school diploma. It is incumbent on K-12 educational institutions to eliminate that opportunity gap.

As K-12 improves graduation rates and closes opportunity gaps, there remains and will remain for years a segregated group of youth without diplomas. Oregon currently has only one alternative route to a diploma for students to demonstrate high school content attainment. Improving and increasing alternative routes to high school certification is a critical equity issue. An opportunity exists for Oregon to increase the number and diversity of students earning an alternative high school certification, enrolling and completing post-secondary education, and finding gainful employment.

The goal of any existing or new route to high school certification must have the same goals as those of existing high schools and districts: career and college readiness. A spectrum of programs and approaches with common standards will provide a differentiated set of paths that can serve all students. The data is clear: current systems do not serve all Oregon students. Our vision is a more diverse system that meets the needs of each and every student.

Background and Opportunities

Oregon's 40-40-20 goal, adopted into law in 2011, has become shorthand for the efforts of the Legislature, Governor, the OEIB, and other state education boards, commissions, and agencies to significantly improve the education achievement levels and prosperity of Oregonians by 2025. The 40-40-20 goal intends to provide a clear target, a "North Star", aligned with Oregonians' economic, civic, and social aspirations, against which to generally gauge the state's educational progress. The OEIB and the Governor are united in the belief that in order for the 40-40-20 goal to be meaningful, it must be accompanied by the clear understanding that increased levels of attainment of diplomas, degrees and certificates must be achieved equitably across populations and across regions of the state.

Fundamentally, 40-40-20 says that *every Oregonian* is capable of earning at least a high school diploma or the equivalent thereof, and must have the opportunity to enter into the workforce in a meaningful way. Oregon's youth who are not represented in the "traditional" pipeline must be considered as part of the "each and every" to whom our goal applies. In fact, the success of these youth is fundamental to the overall achievement of the 40-40-20 goal.

In the years leading up to 2025, we cannot afford to ignore our youth who are at risk of or who have dropped out, but rather must seize the opportunity these youth represent for improving our outcomes in both the short and long term. In Oregon and across the country, these out of school youth are described as Opportunity Youth to represent their potential and to identify students from a strength-based perspective. These youth are a clear opportunity for Oregon: as they reach high school and post-secondary goals they bring value and powerful contributions to our communities.

Opportunity Youth include:

- Students who never attended high school.
- Students who did not complete high school.
- Youth with a high school diploma or equivalent, who are disconnected from postsecondary education and/or who are unable to gain a foothold in the labor market.

Instead of the traditional pipeline, a shoreline approach will better serve their needs. Opportunity Youth need multiple access points and multiple pathways with no wrong door. Therefore it is critical that we consider systemic responses to create this access and these pathways for students to complete high school and attain career and college readiness. One response is to improve the intrinsic and extrinsic value of current programs and another is to consider alternatives.

In Oregon, the General Education Development (GED) subject tests are currently the only method other than a high school diploma to certify that a student has met high school level academic skills. Therefore, access and options for students to GED training and testing is crucial. In addition, in January 2014, the GED Testing Service changed to a new assessment that continues to provide a mechanism to earn a high school credential and adds measures of career and college readiness. Test takers can now attain a GED (high school equivalence) or a GED With Honors (career and college ready).

This “new GED” presents an opportunity for the state to re-brand the test and the preparation programs associated with it. The goal of a GED With Honors is aligned to the goals of high schools and K-12 districts and therefore a more powerful credential for post-secondary admissions and employers.

Beliefs

We believe the P-12 system is working to increase the number of students who complete high school; however the 25% of youth without a diploma must be served with improved systems.

We believe that a significant number of Opportunity Youth require more and better options to demonstrate high school content attainment and achieve college and career readiness.

We believe that any “pipeline” approach to serving students will inherently not serve each and every student; a shoreline approach is required.

We believe that because the GED is currently the only alternative route to high school completion that the state must maximize the GED’s potential for students through better public options and increased community based options.

We believe it is the responsibility of governing bodies to solve barriers, not the students' to navigate confusing systems.

We believe the new GED has increased value, especially with the inclusion of college and career readiness indicators and the GED with Honors designation. We need a systemic communication campaign regarding the value of the new GED that crosses all education systems and institutions and that includes students and employers.

We believe that high education needs to be a partner by recruiting, welcoming, admitting, and responsively supporting students who complete the GED. This may require significant cultural shifts at some institutions.

We believe that programs for GED preparation that also provide wrap-around services and that attend to college and career readiness are a best practice.

We believe that welcoming and culturally responsive GED training and testing programs increase the chance for high and equitable levels of GED attainment.

We believe that cost should not be a barrier for students in their decision and ability to get training for the GED or to take the test.

We believe the state must research alternatives to the GED currently accepted in other states and evaluate them as possible options for Oregon.

Strategic Recommendations

The areas addressed in these recommendations fall, in many cases, within the charges of other agencies, boards, and workgroups. The intent of the OEIB Equity & Partnerships Subcommittee is to provide high-level direction and alignment between those efforts and to suggest areas of investment or repurposing of resources to better serve state goals.

The 2013 Secretary of State Audit Report: "Opportunities to Increase Adult GEDs In Support of 40-40-20 Education Plan" and the 2014 Portland City Club Report: "A Second Chance for Oregon, High School Dropouts and the GED" have both produced important recommendations. The OEIB has considered these recommendations, along with input and testimony to the Equity and Partnerships Sub-Committee and their subsequent deliberations and discussion, to produce the following:

Alignment:

- The creation of a work group with Community College and Workforce Development (CCWD), community college, the Oregon Department of Education (ODE) and high school staff and others involved with state based GED training and testing programs to produce an analysis of current practices and policies and recommendations for how those systems can be aligned and serve more students more effectively.
- Continued collaboration between high schools, community colleges, and other agencies to help ensure clients who need a GED are referred to local programs.

- The development of common communication tools and protocols to ensure that the same message regarding the GED is distributed across settings.
- Data sharing among agencies.

Access:

- Implement strategies to defray the cost of GED preparation programs and the GED test.
- Broaden the set of qualified GED preparation providers to include community or faith based organizations that already serve Opportunity Youth with wrap-around services.
- Improve the culturally responsive practices of state providers.
- Develop blended GED preparations that are partially delivered on line.

Value:

- Increase public awareness of the value of obtaining a GED credential. Any campaign should address multiple audiences: Opportunity Youth, employers, and internal staff.
- Request Oregon’s public universities update their admissions criteria to allow admissions for qualified recipients of the GED who earn the Honors designation.

Research:

- Evaluate the relative effectiveness of GED providers.
- Investigate the other alternatives to a diploma currently in use in other states.

Investment and Resource Reallocation Recommendations for the 2015-2017 Biennium

Recommendation 1: Analyze current GED programs governed by the ODE, CCWD, and Department of Corrections in order to create aligned programs that serve more students more equitably.

Recommendation 2: Identify successful organizations who provide wrap-around services and strategically invest and partner with them to either begin providing or continue to provide GED Preparation for Opportunity Youth.

Recommendation 3: Lower cost barriers for students by standardizing and supporting current efforts across community colleges.

The Outcomes and Investments sub-committee of the OEIB is calling for descriptions of proposed strategic investments for the 2015-2017 biennia. Therefore, recommendations 1, 2, and 3 have been expanded and analyzed using the framework supplied by this sub-committee and for proposal in July 2014.