



OPAS Succeed Workgroup

ETIC Proposal Key Points & Criteria Summary

February 21, 2008

- **Paragraph characterizing the elements of exemplar program(s).**
 - **Good programs exhibit ALL of these :**
 - Defined outcomes
 - Sustained commitment
 - Personalization
 - Challenging content
 - Engaged adults
- **How is this program likely to deliver more well-prepared college freshman choosing engineering, CS, or materials science?**
 - **Well-Documented Success:** Programs have documented success in increasing interest in attending college, preparing for college, and finishing a terminal college degree. Program models and leveraged resources offer important benefits to state investments. Exemplar programs deliver their services with reasonable averages for per-student costs. These approximate costs are:
 - The SMILE Program: \$220 (elementary); \$220 (middle school); and \$280 (high school);
 - MESA stats? JO CALL DAVID
 - ORTOP? Survey results?
 - TekWizards – JO CALL ROGER
 - **Exposure** -- Students tend to pursue what they are exposed to – band, science, hot cars, retail, child care. These programs give students a greater understanding of and exposure engineering, CS, and materials science tools, knowledge, and careers.
 - **Preclude Achievement Gap** -- Because some programs start with 4th graders, working with students BEFORE achievement gaps develop provides strong support for academic achievement and educational attainment. , All of the exemplar programs and new programs to be funded are intended to enrich classroom experiences and maintain student engagement. Supporting continued success has stronger appeal than remediating deficits.
 - **Enhancing Schools' Capacity to Support a College-Going Culture** – Supported OST programs through their design and functioning will provide services that have been shown to help students be better positioned for college-prep and technical career course selection before they enter high school.
- **How does this program achieve sustainable systemic change – that is, change that will outlive the OPAS committee structure and its solicitation and oversight of allocation of ETIC funding.**
 - By achieving critical outcomes at reasonable costs, these programs are strong candidates for replication in various locations around the state.
 - As these programs have multiple funders, increased achievements and reach will enable the programs to leverage more.
 - Through their work that touches a variety of groups - teachers, near-peer and non-parental adult mentoring, and other volunteers, these programs enhance the capacity of schools and communities to support positive youth development, school success, college readiness, and technical career awareness.
 - These programs provide various opportunities for meaningful participation by the community members (ORTOP judges become ISEF judges; older youth support FLL youth through near-peer mentoring, and so on.)
 - As these programs thrive on community input and exist to address specific needs, the programs are sustainable and their impact is both lasting and systemic.
 - These programs, through their very nature, involve many partners and help to expand capacity for building and sustaining meaningful partnerships.
 - For OST programs supporting classroom teachers, the impact bridges both in school and out of school teaching and learning
- **Delineate the balance of quantity, quality, and diversity**

- The reasonable per-student costs alone suggest that many more students might be reached with modest funding.
- Highest quality must be delivered for what ever number and background of the students served by OST programs.
- It will be important to consider the number of students touched by OST programs as a percentage of school age children in the state.
- What has been demonstrated through the ORTOP experience of recruiting underserved students and, and getting more of white boys as well as larger numbers of underserved students is an important consideration in balancing quantity and diversity.
- Special care must be taken to bring more high quality, significant OST opportunities to students in rural Oregon.
- Exemplar programs have different time frames for engagement – have a range of experiences available for students so they can pick what fits. Kids move through educational career with lots of options – need that quantity and variety of opportunity
- All exemplar programs use best practices to reach out to underserved populations, including rural, low-income, first-generation college, female, and underrepresented minority (URM).
- **Describe how to stage the growth in terms of geography, types of schools, target student audiences (ultimately a 6 year time line)**
 - New and expanded program should be directed to both opportunity and needs. Initial target communities might be those with fewest opportunities.
 - Target student audiences using focus of exemplar
 - Program expansion should be driven by the expertise and capacity of participating exemplar programs, so that they bring their demonstrated successes to new venues already loaded for success.
 - Growth across the entire program balanced for rural/urban, gender, income levels, first-generation, URM.
 - This needs more thought. Table for growth?
 - By the end of six years, the number of students participating in OST programs for grades 4-9 will have doubled from the baseline number.
 - Baseline number for 2007-2008 participation in exemplar programs is 4,996.
- **The criteria question – to allow us to write the proposal “un-branded” to correctly follow procurement rules as a state agency – some ideas to consider:**
 - **Why you picked a particular “brand” – what qualities, metrics, strategies, resources make it an exemplar program; if you think they are missing a piece, by all means include it.**
 - BEST framework
 - **What qualities/resources demonstrate that a particular organization can deliver the program**
 - Track record; documented successes; growth plan; partnerships; good internal evaluation system – summative and formative
 - Work across all of programs for consistency of evaluation
 - **Delivery vehicle/model**
 - Track record; research basis

- Leverage a variety of OST delivery models for best use of resources – volunteers, teachers, funding

- **What are your metrics? How do they relate to ETIC interests?**
 - Career choice research – strong correlation between career/college options family awareness and the choices student make. Tie
 - Think about how we might follow students in any venue – because if we can't do that, then we don't want another metric.
 - Another way to get at this?
 - Talk to Cathy about the ORTOP surveys