

April 29, 2016

# Oregon GEAR UP SUCCESS

## Your School's Approach to GEAR UP: Aligning Activities with Goals Using Data



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making a meaningful difference

Facilitated by:

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## Goals for this Session

- ✓ Gain a better understanding of the purpose and value of a Theory of Change (TOC)
- ✓ Understand how to use data to create a meaningful and effective GEAR UP plan that is aligned to your school's context, needs, and progress to date
- ✓ Learn something new about each other's work



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## Agenda

- ✓ Introductions
- ✓ Why is a TOC important/helpful?
- ✓ Brief review of the overarching TOC for Oregon GEAR UP
- ✓ Team work on your school/cluster's TOC
- ✓ Debrief
  - ✓ Feedback on the TOC exercise (What was helpful? What was most challenging? How could it be improved?)



## What is a Theory of Change? Why Should You Use One?

### Definition:

“A Theory of Change (TOC) is a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context.” (Center for Theory of Change)

### Why Use A Theory of Change?

- Provides a visual representation of the change you want to see in your community and how you expect it to come about
- Promotes a shared understanding about what is success and what it takes to get there
- Allows stakeholders to test hypothesis, track progress, and measure success



## Theories of Change and Logic Models

- Both can help explain what a program does; common elements
- Logic models are more simplistic; easier to put together
- Theories of change focus on explaining *how* change can be achieved and *under what conditions*; emphasis on assumptions and strategies
- We will use a hybrid

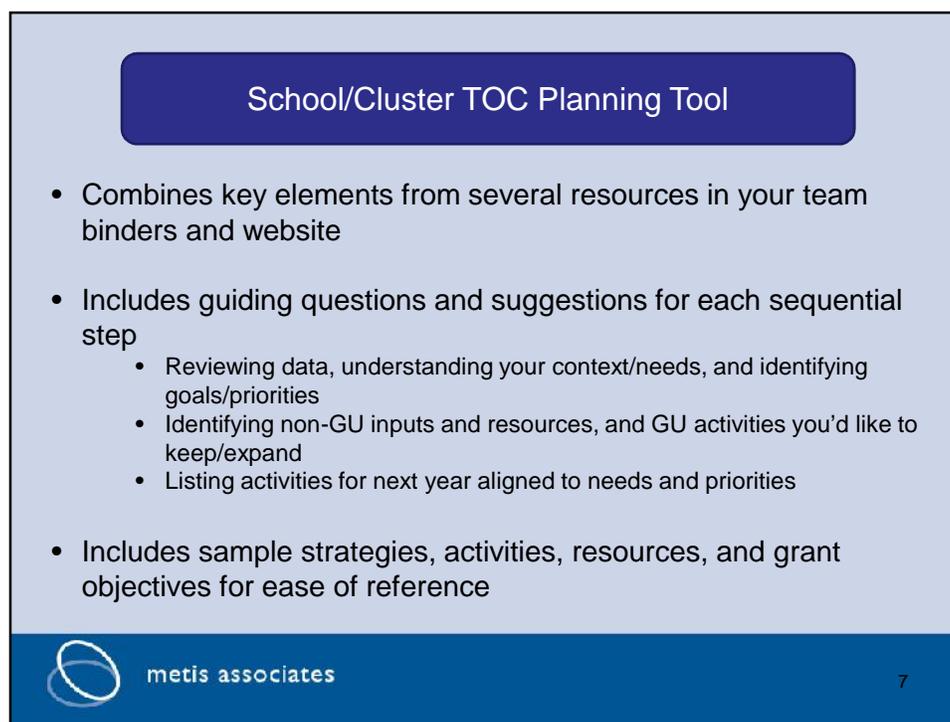
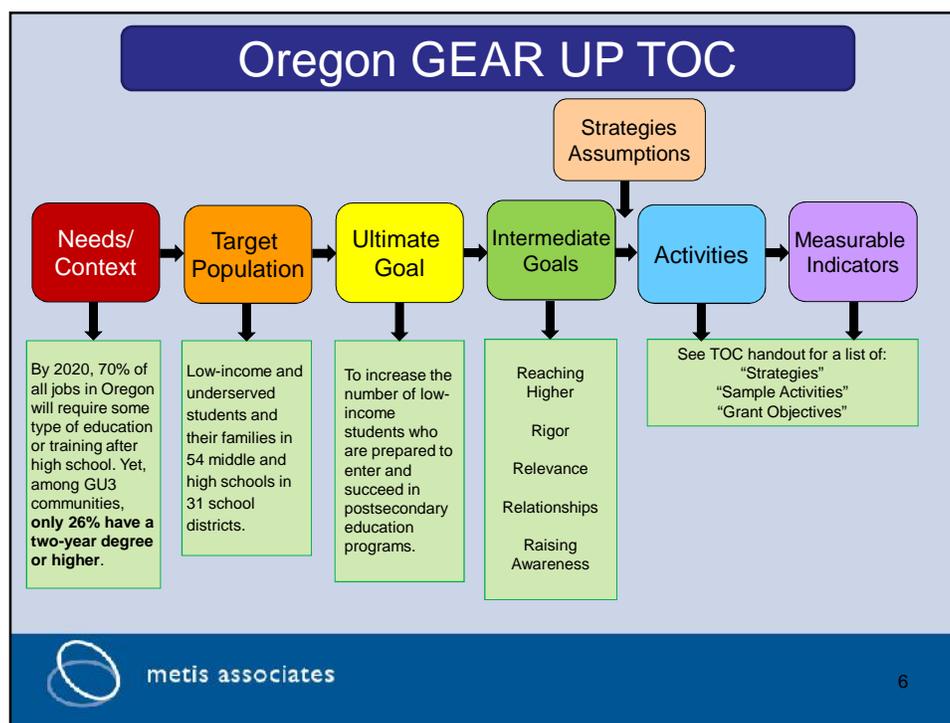


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### OREGON GEAR UP – College. It's not a dream, it's a plan.

| CONTEXT/NEED  | GOAL  | EVIDENCE BASED FRAMEWORK  | OUTCOMES  |                    |           |   |  |                    |           |  |  |                    |           |   |  |
|---|---|---|---|--------------------|-----------|---|--|--------------------|-----------|--|--|--------------------|-----------|---|--|
| <p>By 2020, 70% of all jobs in Oregon will require some type of education or training after high school. Yet, only 37% of adults in Oregon hold a postsecondary degree. For Oregon's rural communities, only 54% of adults have attended college and only 20% have a two-year degree or higher.</p> <p>Rural communities face a number of challenges, including:</p> <ul style="list-style-type: none"> <li>Local economic decline and high poverty</li> <li>Under resourced schools with low graduation rates and limited availability of rigorous courses</li> <li>Geographic isolation which results in difficulties: <ul style="list-style-type: none"> <li>attracting and retaining high quality/specialized teachers</li> <li>bringing resources to schools (e.g., speakers, PD)</li> <li>expensive events/travel opportunities (e.g., college trips)</li> <li>maintaining high attendance for school and school-related events among students and families</li> </ul> </li> <li>Local culture that has historically undervalued postsecondary education and/or is unfamiliar with college selection, application, and financing. <ul style="list-style-type: none"> <li>Local school partners</li> <li>Higher education institutions</li> <li>Metis evaluator</li> </ul> </li> </ul> | <p>To increase the number of low-income students who are prepared to enter and succeed in postsecondary programs</p> <p><b>TARGET POPULATION</b></p> <p>Low-income and underserved students and their families in 54 middle and high schools in 47 school districts</p> <p><b>INPUTS</b></p> <p>Funding from JSDOE and The Foré Family Foundation<br/>         Discretionary funding<br/>         Oregon G.U. staff's technical assistance, professional development, networking, and administrative support<br/>         OSU resources (e.g., summer courses, Beaver Hills local)<br/>         Participating schools and communities<br/>         Incentives (food and travel)<br/>         Partners: <ul style="list-style-type: none"> <li>Local school partners</li> <li>Higher education institutions</li> <li>Metis evaluator</li> </ul> </p> | <p><b>ACTIVITIES</b></p> <p><b>For schools:</b></p> <ul style="list-style-type: none"> <li>Professional development, ongoing support from GU school liaisons and other staff, data reports and site visit support, and GU resources (e.g., tool kits, newsletters, webinars, research briefs)</li> <li>Curriculum development and alignment</li> <li>Inclusion of Leadership</li> <li>Development of local partnerships</li> </ul> <p><b>For students:</b></p> <ul style="list-style-type: none"> <li>Rigorous coursework</li> <li>Academic supports (e.g., advisement, tutoring, enrichment, and summer programs)</li> <li>Mentoring and social-emotional learning supports</li> <li>Career/college readiness supports: classes, advisement, workshops, panels, job shadowing, internships, fairs, college visits, Photo Booths</li> </ul> <p><b>For families:</b></p> <ul style="list-style-type: none"> <li>School events, trips, workshops, panels, communications and individualized assistance</li> </ul> | <p><b>SCHOOL OUTCOMES</b></p> <table border="1"> <thead> <tr> <th>Short and mid-term</th> <th>Long-term</th> 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## Step 1: Review Key Data and Identify Goals/Priorities

- A) Review data and discuss key takeaways.
- B) Identify at least 1-2 obstacles (student, family, or school-related) that may hinder your students, parents, and/or staff's postsecondary expectations for students.

*→ Examples: local culture that undervalues PSE, first generation students, teachers with low expectations, students think they can't afford it, no structures or support systems in place to help students navigate the college selection/application process*

- C) Based on a review of the data and a discussion of challenges/obstacles, what are 1-2 priority areas/goals for next year?

*→ Frame these goals as outcomes: what changes would you like to see, for example in knowledge, skills, behaviors, or practices for students, families, and educators?*



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## Step 2: Identify Inputs and Resources

- A. What non-GEAR UP programs, grants, activities, or resources does your school have in support of this R (Reaching Higher)?

*→ For example, is your school implementing any of the strategies and sample activities with non-GU funds?*

- B. Review the list of current GU activities (2015-16) and identify which ones you'd like to keep/modify/expand and which ones will you eliminate and why.



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### Step 3: Identify Activities for 2016-17

List the GU activities for 2016-17 that your school will implement to address priority areas/goals and obstacles identified in Step 1.

- *Please see “Strategies” and “Sample Activities” for ideas.*
- *You can also use activities from the 2015-16 year that you plan to keep/modify/expand on.*
- *Finally, you may also think of existing non-GU activities or resources that could be expanded to the target GU grades using GU funds (see Step 2)*



### Step 4: Create Measurable Objectives

For each activity, you are asked to create at least one outcome objective (and if possible a process objective).

- **Process objectives** are those related to the logistics of the event or activity itself (attendance, duration, engagement levels, variety of speakers, etc.).
- **Outcome objectives** are those related to the changes you hope to achieve by implementing the activity/event (e.g., changes in participants' knowledge, skills, attitudes or behaviors).
- All objectives should be written as **SMART objectives**: Specific, Measurable, Achievable, Relevant, and Time-Bound.
- Refer to the **Planning Workbook** for more information on how to create measurable objectives.



## Step 4: Create Measurable Objectives

Example of Process Objectives:

- **Number of participants for the activity**
  - *At least 30 sixth-grade students will attend a college visit*
- **% of students/parents/staff participating in the activity**
  - *At least 25% of parents will participate in College Night*
- **Attendance rate (if activity takes place multiple times, for example a class)**
  - *Students will maintain a 90% attendance rate in the college/career class*
- **Frequency of activity**
  - *In 2016-17, students will be offered at least 3 guest speaker events or alumni presentations.*



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## Step 4: Create Measurable Objectives

Example of Outcome Objectives:

- **Increases in the % of students/parents/staff who report or exhibit a positive behavior or change**
  - *Increase percentage of eighth-grade students (**SPECIFIC GROUP**) with expectation of achieving a postsecondary degree or certificate (**OBJECTIVE**) from 75.6% (**BASELINE**) to 80% (**NEW GOAL**) on the Annual GEAR UP Student Survey (**SOURCE OF DATA**) in January 2016 (**DEADLINE**)*
- **Absolute % of students/parents/staff who report or exhibit a positive behaviors**
  - *By the end of the school year (**DEADLINE**), at least 75% of ninth-grade students in the credit recovery class (**SPECIFIC GROUP**) will pass all their courses (**OBJECTIVE**) as measured by their end-of-year course grades (**SOURCE OF DATA**).*



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## Step 4: Create Measurable Objectives

Activity: GEAR UP PD on “High Expectations”

Goal: Increase staff involvement in career and college readiness work

SMART Objective

*By mid-year (**DEADLINE**), at least 50% (**GOAL**) of educators participating in “Higher Expectations” PD (**SPECIFIC GROUP**) will report that they plan to incorporate college/career work into their lessons (**OBJECTIVE**), as measured through the Annual GEAR UP Educator Surveys (**SOURCE OF DATA**)*

→ Work in teams to develop one SMART outcome objective for one of the activities identified in step 3.



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## Debrief

Feedback on the process and the tool

- What was helpful?
- Which step(s) do you find most challenging and why?
- What changes/additional information would you like to see in a tool like this?



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## Questions



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