

Community News

Achieving Excellence in Education

Creating a College-Going Community

As noted in the fall 2016 newsletter, McMinnville School District (MSD) students are achieving well above state average on a variety of indicators:

- 1) State assessments in English/Language Arts, Mathematics, and Science
- 2) Dual high school/college credit earnings
- 3) Graduation rate
- 4) 9th graders on-track for on-time graduation



By every measure, MSD students are better prepared for success in college and career than they've ever been before, and yet far too few of our graduates enroll in college and complete a degree program. MSD's college enrollment rate—a key indicator of the economic and social/cultural health of a community—has remained static for several years. Sixty-eight percent (68%) of high school seniors, nationally, and 59% of Oregon high school seniors enroll in college. Yet, only 46-51% of MSD graduates enroll in college, despite being better prepared, on average, than other Oregon graduates, as noted by statewide measures. The data demands that we dig deeper to discover what is causing the disparity between college preparation and college enrollment.

One reliable predictor of college enrollment is whether a student's parent(s) earned a college degree. In fact, in measureable ways, college degrees are "inherited." Whereas, 76% of seniors who have a parent with a postsecondary degree enroll in college the fall following graduation, only 37% of seniors who do not have a parent with a college degree do so. Among the age 25+ population, McMinnville/Lafayette has one of the lowest rates of college degree attainment in the state for communities considered non-rural. The table to the right compares the percentage of adults with a bachelor's or graduate degree in a variety of Oregon communities, according to the U.S. Census Bureau.

McMinnville High School is implementing several new strategies designed to increase college enrollment and persistence, including:

- AVID elective for 9th and 10th graders - AVID is a research-based approach to college and career preparation and increasing college expectations and attainment. AVID focuses on traditionally underserved students (economically disadvantaged, minority, and first-generation college goers).
 - Accelerate the learning of underserved students.
 - Track and analyze data, including indicators such as hopefulness, well-being, connectedness, and engagement.
 - Promote the Matched College Savings Plan and the Be College Ready pilot college savings plan (learn more about college saving plans on p.2 of this newsletter).
- Maryalice Russell



AVID Students at MHS

Community	% of age 25+ Population with a College Degree (2014 U.S. Census Bureau)
Lake Oswego	65.2%
Corvallis	58.5%
Portland	44.5%
Beaverton	43.4%
Tigard	41.3%
Eugene	39.9%
Hillsboro	33.7%
Hood River	32.0%
West Linn	30.1%
Lebanon	30.1%
Canby	26.9%
Newberg	26.5%
Canby	25.8%
McMinnville	23.1%
Oregon	30.1%

Something to Consider in this Season of Giving

Are you looking for a special gift for a child, grandchild, a niece or nephew, or perhaps that helpful young person who lives next door? Give a gift that keeps on giving, one that will be valued long after the newest toy or technology device is left to dwindle on the shelf. Give the gift of a college savings plan and a roadmap to a successful and prosperous future.



The McMinnville School District is one of 5 districts piloting the **Be College Ready** program and the Oregon College Savings plan, which is designed to help families start planning for college. Be College Ready is available to all MSD elementary school students. As additional incentive, this year, any family with a current kindergartener in the district can enroll in an Oregon College Savings Plan and receive \$25 toward that account from the Be College Ready program.

If the young person in your life, whether in elementary, middle, or high school, does not have an Oregon College Savings Plan, consider opening one for them. If they already have a college saving account, this season for giving is a wonderful time to contribute to it. According to Be College Ready, national research indicates that students with \$500 saved for college are three times more likely to enroll in college and four times more likely to complete a degree.

Matched College Savings Plan (MCSP)

The MCSP College Initiative is a partnership between CASA (Community and Shelter Assistance) and select



high schools, colleges, and universities across Oregon and Washington. McMinnville High School is one of the schools selected to participate in the MCSP program.

The MCSP College Initiative was designed to create access to postsecondary education Individual Development Accounts (IDA) for students and families with limited or modest financial resources who have aspirations to attend college.

Every dollar a student saves in an MCSP IDA—which can be opened at your local bank—is matched 5:1. That is, for every \$1 saved (limits apply), an additional \$5 is added to the student’s IDA. Students are able to set intermittent goals to draw down from the savings and match once every 12 months or at the end of their entire savings period. Students must save for a minimum of 6 months and the maximum savings period is 36 months. The matched savings are contributed by individuals and businesses from all corners of the state, which enables them to claim a 75% credit on their state taxes. Participating students complete financial education classes and use their savings for asset-building purposes, typically for college or job training.

Currently, all MCSP slots for MHS students are taken. However, for more information about the MCSP program or to get on the waiting list, contact Maria at the MHS College and Career Center @ 503.565.4314.

Estimated Annual Cost of College in Oregon (tuition and fees, books, living costs)

- Lewis & Clark - \$59,424
- Willamette - \$58,997
- Univ. of Portland - \$57,040
- Pacific - \$54,036
- Linfield - \$52,814
- OSU - \$26,415
- Univ. of Oregon - \$25,169
- Western Oregon - \$23,970
- Portland State - \$23,634

(www.collegetuitioncompare.com)

The Relationship between Educational Attainment and Economic Growth

The link between educational attainment—the percentage of the age 25+ population in a community with a bachelor’s or graduate degree—and economic growth and development in a community has been well documented by sources such as the U.S. Census Bureau, the National Center for Educational Statistics, the U.S. Chamber of Commerce, and numerous others. Educational attainment has been shown, conclusively,

to be positively correlated with Gross Domestic Product, community health, and income.

Another important concept is what is called ‘education spillovers,’ which are those positive externalities that result from the existence of an educated workforce in a city. For example, a percentage point increase in the supply of college graduates typically results in an increase in the wages of high school graduates by 1.6% and an increase in the wages of college graduates by .4% (Moretti, 2004, Journal of Econometrics). This indicates that ‘education spillovers’ have an indirect benefit on other segments of the labor market.

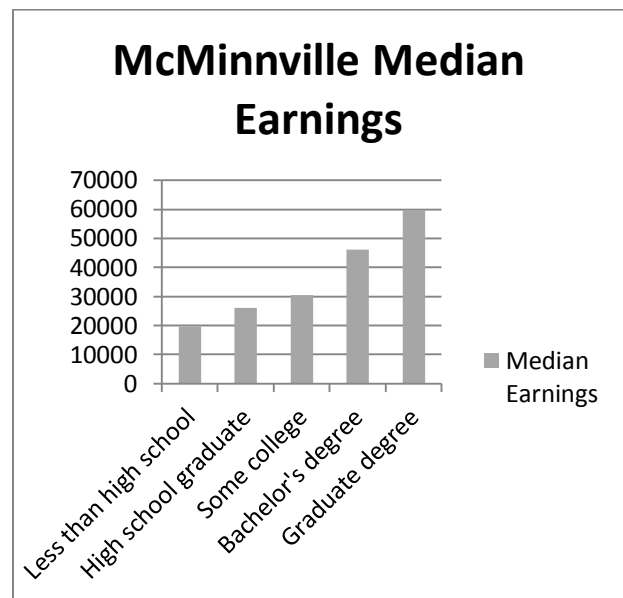
It can be stated with a high degree of certainty that education plays a critical role in the economic growth and development of a community. The greater the percentage of people in a community with a college degree, the greater the median household income. Below is a table comparing the educational attainment and median household income of several cities in Oregon (U.S. Census Bureau):

Community	% With a College Degree	Median Household Income
Lake Oswego	65.2%	\$84,244
Beaverton	43.4%	\$57,068
Tigard	41.3%	\$60,849
Hillsboro	33.7%	\$66,668
Hood River	32.0%	\$56,417
West Linn	30.1%	\$83,933
Newberg	26.5%	\$54,856
Canby	25.8%	\$58,653
McMinnville	23.1%	\$44,451
State of Oregon	30.1%	\$50,521

The most powerful means of creating a well-educated workforce and increasing the overall educational attainment level of a community lies in primary and secondary education. Our schools provide students with a strong educational foundation for success in college, but it is critical that students continue their education beyond high school.

Increasingly, parents, educators, policy makers, policy experts, and business leaders are working to redefine the relationship between education and economic development. The role of K-12 education in preparing

youth for college, work, and lifelong learning has become a paramount consideration in the global economy. The following chart documents the median earnings by educational attainment level in McMinnville (U.S. Census Bureau):



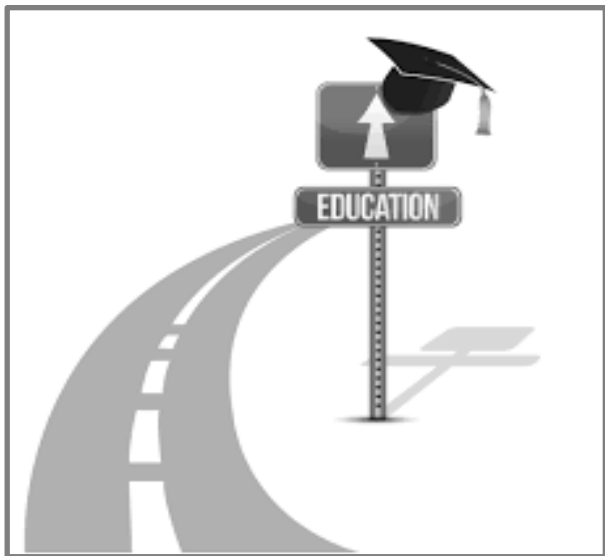
Building a Pathway to the Future

Schools have the responsibility to prepare all students for postsecondary success, but they cannot do it alone. Creating a college-going culture requires the collective efforts of all the adults in the community.

Key strategies to create a college-going culture:

- **Ensure students maintain college-ready performance by starting strong and staying on-track.** 9th graders who end the year on-track for on-time graduation are more likely to enroll in college the fall immediately following graduation. Students with a GPA of 2.5 or higher graduate on-time at a rate of 86% or more. Students who attend school 90% or more during their freshman year graduate on-time 80% of the time or more. GPA and attendance are better predictors of on-time graduation than educational experiences or demographic background. In fact, a high GPA matters more than a high SAT or ACT score (U.S. Dept. of Education, 2015).
- **Guide appropriate course selection** - Student progress through high school is less about surviving individual courses and grade levels and more about accumulating self-awareness and building the skills for a successful trajectory through high school and

on to postsecondary achievement. Students need to be engaged in guided reflection about how to map their progress toward future goals. Students who take dual high school/college credit coursework (Advanced Placement and College Credit Now) are nearly twice as likely to enroll in college as are students who do not take dual credit. In fact, the more college credits a student earns during high school, the greater the likelihood they will complete a college degree (MHS data, 2006-2016).



- **Engage parents and families** - The most important role parents and other family members can play in guiding a student toward postsecondary success is that of establishing high expectations and being a motivator, mentor, and manager. There is a significant gap between college aspirations—what a student hopes to do—and college expectations—what a student intends to do and prepares to do. College expectations are a far better predictor of college enrollment than college aspirations (U.S. Dept. of Education, 2015). Parents and families have the greatest impact on college-going by establishing high expectations.
- **Navigate the road to college** - The road to college requires completion of a sequence of activities and tasks. Parents and students should:
 - **Commit, plan for, and save for a child’s college career beginning as early as elementary school** - In addition to helping pay for college, promoting college-going early in life fosters better study habits and motivates children toward completing the college goal.
 - **Engage experts** - School guidance counselors and College and Career Center staff are highly trained

to provide guidance to help students and parents navigate the road to college.

- **Explore types of colleges**
- **Make a college To-Do List** - Create a timeline for completing tasks such as PSAT, SAT, college visits, FAFSA (Free Application for Federal Student Aid) filing, college applications, college essays, letters of recommendation, etc.
- **Complete and submit the FAFSA** - The FAFSA application is long and complex, but it needs to be completed and submitted, no matter what! If you need assistance, visit the MHS College and Career Center or schedule an appointment with your student’s guidance counselor.
- **Visit college campuses** - Once you and your student have researched schools and narrowed down colleges, a college campus visit (or even a ‘virtual’ visit) can be helpful in making the final decision.
- **Apply to college** - Make sure applications are submitted in accordance with the college’s established deadline. Plan college essays in draft form, write concise and articulate prose, get feedback from your teacher(s), and do not use the same essay for every college application.
- **Make your final choice**

2011 Graduation Rates by College (source: Collegemeasures.org)	
3-year Graduation Rate for Community Colleges 2-year Associate’s Programs	
Tillamook Bay Community College	34%
Mt. Hood Community College	20%
Clackamas Community College	16%
Chemeketa Community College	15%
Oregon coast Community College	15%
Clatsop Community College	14%
Portland Community College	13%
Linn-Benton community College	11%
Lane Community College	7%
6-year Graduation Rate for Four-Year College Degree Programs	
University of Oregon	70%
Oregon State University	60%
Oregon Institute of Technology	41%
Western Oregon University	40%
Eastern Oregon University	31%
Southern Oregon University	31%
Portland State University	23%

College Savings Plans Linked to Increased College Expectations

Researchers have consistently found that rising college costs have a negative impact on college enrollment decisions. In a review of 25 studies, researchers at Washington University in St. Louis found that every \$100 increase in college tuition resulted in a 1.8 to 2.4 percent decline in college enrollment. The impact of increased college tuition costs is even more noticeable for economically disadvantaged students.



Similarly, researchers have found that a College Savings Plan account increases children's college-going expectations. When children have money designated specifically for college in a savings account, they are likely to think about the savings differently than other pots of money or other accounts. Having savings designated for college in a savings account has the cognitive effect of encouraging the beneficiary to think more about college, ponder what it takes to get there—academically and financially—and to picture themselves going to college.

In summary, the Washington University meta-study found that savings designated specifically for college has two main effects. One is direct: savings increases the means to afford college, making it a more realistic option. The other is indirect: savings over a period of years raises expectations for college.

Fast Facts about MSD Nutrition Services

- 1) MSD is the 5th largest server of afterschool meals in the state among all Oregon school districts.
- 2) The district has been providing breakfast and lunch at no charge to all students since the 2014/15 school year. Since that time, under the Community Eligibility Provision (a program of the United States Department of Agriculture) the district is serving 1,350 more lunches a day on average.
- 3) Over the past three years, the district has implemented breakfast in the classroom in five elementary schools, serving 1,400 more breakfasts per day on average.
- 4) An afterschool meal program was implemented by the district in 2014/15. Since that time, an average of 600 meals have been served per day when the afterschool program is in session.
- 5) The district has a classically trained chef working as Nutrition Services Wellness Manager. Her goal is to promote wellness, meet federal menu guidelines, and look for ways to increase scratch-cooking techniques within the district.
- 6) Nutrition Services participates in Farm to School programs and is a recipient of a grant to promote farm to school, using local produce and products.
- 7) Vending machine items in district secondary schools are provided by nutrition services and all foods sold in vending meet state and federal guidelines.

nutrition
the right balance of real foods



McMinnville School District
Achieving Excellence in Education
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*******ECRWSS*******
Postal Patrons

Bond Update

During the May, 2016 school facilities bond campaign, the district promised that the bond would not increase the property tax rate above the current \$2.80 per \$1,000 assessed value. The district delivered on that promise! The bond passed by voters in May has resulted in a slight **decrease** in the property tax rate to \$2.74 per \$1,000 assessed value.

Lead in Water Update

As of October 18th, all district drinking water testing was completed and found to be below the Environmental Protection Agency's Actionable Level of 15 parts per billion and below the district's more stringent Actionable Level of 10 parts per billion.

Inclement Weather

When snow or ice or other conditions affect school operations, the district will communicate in a number of ways:

- Online - The district will post school closures, delays, and updates on the website at www.msd.k12.or.us.
- Mobile devices - Sign up for FlashAlert email, which pushes out emergency messages within minutes of posting. You can download the app for your smartphone or device and sign up for FlashAlert on the district website.
- Broadcast media - Emergency messages will be provided to local radio stations KLYC (1260 AM) and KWIP (880 AM Spanish language) and Portland television and radio stations.
- Phone - Call the district emergency information phone number at 503.565.4070 to hear a recorded message.