

# Lifelong Learning in Douglas County, Oregon

A Report for Private Philanthropists

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## Executive Summary

The concept of lifelong learning developed in the 1970's, when it grew from the institution of formal education to include learning that occurs in a variety of settings, ranging from public schools, to book clubs, to after-school programs. This report conceptualizes lifelong learning to involve three distinct age groups: early childhood, the K-12 age cohort, and adults.

The purpose of this report is to inform private philanthropists about how they can support the spectrum of lifelong learning and education in Douglas County, Oregon. In order to accomplish this goal, the report: defines lifelong learning; discusses the benefits of education across the lifelong learning spectrum; provides an overview of promising practices in each area of lifelong learning; and presents the major players, activities, and programs involved in lifelong learning in Douglas County. Finally, the report offers options for grantmaking. Research for this report involved 29 interviews with organizations and people involved in lifelong learning in Douglas County, as well as an extensive internet-based search for promising practices in use across the country.

The options for how private philanthropists can support lifelong learning are based on three basic models, as described by Hans Schuetze of the University of British Columbia. All three models, while they emphasize lifelong learning, chart different courses. "They envision and advocate different models of education and learning, of work, and ultimately of society."<sup>1</sup>

- **Option 1: Lifelong learning for ALL**
  - This option values lifelong learning and education as means to create equality and opportunity.
  - The end goal is a society in which equality and opportunity exist for all.
  
- **Option 2: Lifelong learning for all who want, and are able, to participate**
  - This option promotes learning for learning's sake, cultural education, and learning as a leisure activity.
  - The end goal is a society that emphasizes learning and education because of their intrinsic value.
  
- **Option 3: Lifelong learning for finding or keeping jobs in a changing labor market**
  - This option advances lifelong learning as a means to provide people with the skills and knowledge they need to find and keep employment in our fast-changing economy.
  - The end goals are: a society with a healthy economy, based on an innovative and internationally competitive workforce; and individuals that benefit through enhanced employability and career options.



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Hans VanDerSchaaf wrote, "Lifelong Learning in Douglas County, Oregon" in partnership with other OCF staff. Please send comments to:

Katie Shriver  
Research Officer  
The Oregon Community Foundation  
1221 SW Yamhill St., # 100  
Portland, OR 97205-2108  
503-227-6846



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## Introduction

The concept of lifelong learning developed in the 1970's, and exists today in the context of a cultural and societal shift to a knowledge-based and rapidly-changing economy. The demand for lifelong learning comes from three main sources:

- "An increasing number of better educated adults who require continuous learning opportunities
- A still large population of people who lack minimal qualifications needed for qualified work and for participation in civic and cultural life and
- The economy, i.e. the private sector, which operates in environments where markets, technology, work organization and hence skill requirements are frequently changing."<sup>2</sup>

The economic imperative is dominant in today's discussions about the demand for lifelong learning.

The concept of lifelong learning is based on the premise that people learn throughout all phases of their lives. Lifelong learning, for the purposes of this report, has four main characteristics:

- Occurs throughout a person's life across a learning continuum.
- Involves both *learning* and *education*.<sup>3</sup>
- Occurs across a spectrum of formal and informal settings.
- Involves civic engagement and community involvement with the goal of building stronger communities.

The Overview on Page 13 describes these characteristics in more detail.

The purpose of this report is to inform private philanthropists about how they can support the spectrum of lifelong education and learning in Douglas County, Oregon. In order to accomplish this goal, the report defines lifelong learning and its three main components: early childhood education, education activities involving the K-12 age cohort, and adult education (including postsecondary education). The report also summarizes promising practices in each of these areas and presents the major players, activities, and programs involved in lifelong learning in Douglas County. Finally, the report offers three options for grantmaking.

The primary audience of this report is private philanthropists in Oregon who are interested in supporting lifelong learning in Douglas County. However, the report

does not make specific funding recommendations. Rather, the goal is to provide basic information about lifelong learning and promising practices, provide an overview of lifelong learning activities in Douglas County, and provide information that will inspire further discussion and research.

The methodology for this report involved interviews with representatives of a range of programs and organizations involved in formal and informal lifelong learning in the county. Potential interviewees were identified through referrals and internet searches. The interviews were conducted over the phone or via email. The interviews included questions about the services that the interviewees provide in relation to lifelong learning, their major funding sources, needs or gaps in services related to lifelong learning, and recommendations for strategies or actions that a private philanthropist could make to support lifelong learning. This report does not reveal the names of any individuals that were interviewed in order to protect their privacy. Please see the Appendix for the list of interview questions.

The goals for the research were to use the available research time to talk to people and read information presenting a range of perspectives about lifelong learning and its promising practices and the major players, programs, and activities related to lifelong learning in Douglas County. This report does not cover all sources of information or fully address the enormous breadth of this complicated topic. The report is intended to serve as a starting point for further discussions about how private philanthropists can support lifelong learning in Douglas County.

## Overview & Definitions

### *Overview*

Lifelong learning is based on the basic premise that people learn throughout all phases of their lives, from learning to walk and talk, to learning to read in formal schooling, to learning about current events from the newspaper and interactions with colleagues. While the concept that learning occurs over one's lifespan is simple to grasp, a specific and clear definition of lifelong learning is elusive. The concept of lifelong learning is incredibly broad, encompassing learning at different ages and in a wide variety of settings.

The literature in the field sometimes defines lifelong learning as it relates primarily to adult learning. For example, the National Education Goals Panel (a former independent executive branch of the federal government) drafted national education goals. Goal 6 concerns lifelong learning and literacy:

"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."<sup>4</sup>

Although some definitions of lifelong learning only include adult learners, this report defines lifelong learning as more encompassing. As stated in the introduction, lifelong learning has several important characteristics, further described here:

- First, lifelong learning encompasses learning that occurs **throughout a person's life across a learning continuum** that includes early childhood education, education activities involving the K-12 age cohort, and adult education (including formal postsecondary education).
- Second, lifelong learning involves **both *learning and education***. Learning, in this sense, refers to internal changes in consciousness that result in an active process to comprehend the intellectual, social, and societal changes that face each individual. Education refers to a process of accomplishing personal, professional, and social development.<sup>5</sup>
- A third element of lifelong learning is that it occurs **across a continuum of formal, nonformal, and informal settings**, as articulated by Scott Spaulding in the journal *Comparative Education* (1974). At the formal end of the continuum, lifelong education includes highly structured and rigid educational institutions and programs with prescriptive content, including traditionally structured public schools and higher education. At the informal end of the spectrum, Spaulding includes services that provide a broad range of informational and educational media from which people select according to their interests, including television, radio, magazines, libraries, and bookstores. The middle points on the

spectrum include participant groups like political and service clubs and organizations, loosely structured educational services like agriculture extension and health education, and moderately structured educational services like adult basic education and job corps.

- A final element of lifelong learning is that it is a **component of community-based education**. Community-based education is also a broad term with varying definitions. One definition relevant to this report is that community-based education is, “an educational process by which individuals become more competent in their skills, attitudes, and concepts in an effort to live in and gain more control over local aspects of their communities through democratic participation.”<sup>6</sup> Lifelong learning, then, involves citizen engagement and involvement in order to build stronger communities.

Lifelong learning exists today in the context of a cultural and societal shift to a knowledge-based, technology-focused, and rapidly-changing economy. This impacts our workforce in that there is a higher emphasis on formal education to gain the knowledge necessary to work, and a growing need for continuing education to keep up with changes in knowledge and skill required to remain a competitive worker.<sup>7</sup> A report on lifelong learning by the U.S. Department of Education and the National Center for Education Statistics (2000) projects that in order to participate in this new workforce, “knowledge” workers will need increasing levels of education. They project that professional workers will need at least baccalaureate and advanced degrees, and that technical workers will train in 2-year colleges and continue training on the job.<sup>8</sup> In our information society and knowledge economy, continual learning has become a key defining characteristic.<sup>9</sup> “What is different ... is the need for the continuing education of already well-trained and highly knowledgeable adults. Schooling traditionally stopped when work began. In the knowledge society it never stops.”<sup>10</sup>

Three models conceptualize lifelong learning, according to Hans G. Schuetze of the University of British Columbia. They are:

- “An **emancipatory or social justice model** which pushes the notion of equality of opportunity and life chances through education in a democratic society (‘Lifelong learning for ALL’);
- A **‘open post-industrial society’ model** in which lifelong learning is seen as an adequate learning system for citizens of developed, multicultural and democratic countries (‘Lifelong learning for all who want, and are able, to participate’); and
- A **human capital model** where lifelong learning connotes continuous work-related training and skill development to meet the needs of the economy and

employers for a qualified, flexible and adaptable workforce ('Lifelong learning for finding or keeping jobs in a changing labour market')."<sup>11</sup>

### *Definitions*

This report discusses lifelong learning as it relates to three main points on the education spectrum: early childhood, the K-12 age cohort, and adult (including postsecondary). While these groupings are useful for conceptualizing lifelong learning, the reader should think of them only as a means of organizing and delineating such a broad issue. Lifelong learning inherently involves viewing learning and education in a holistic manner, in that learning is an important component of life throughout and across all ages.

**Early childhood education** involves educational activities for children from birth to age five and occurs in a variety of settings, most of which are moderately formal. Early childhood education includes relief nurseries, parenting classes at home and in community centers, preschool programs, and day care. For the purposes of this report, parent education related to the healthy development of young children will be considered part of early childhood education.

**Education for the K-12 age cohort** involves children ages 5 to 16-18.<sup>12</sup> Education for this group occurs primarily in three settings: formal K-12 schools, out-of-school time (OST) programs, and home schooling. Formal K-12 schooling refers to public schools and private schools, although this report focuses only on K-12 public schools. A variety of OST programs and activities that engage youth when they are not in school support and enhance education of the K-12 cohort. OST programs tend to be moderately formal, and include after-school programs, summer camps, mentoring, tutoring, and sports teams/clubs. Activities and programs that enhance school-based learning, such as field trips, service learning, science field education, and art education and instruction, support formal K-12 education.

**Adult education** refers to education for people age 16 and older. This occurs in formal postsecondary settings (community colleges and four-year universities/colleges) and in moderately formal places (libraries, churches, community centers, employment training centers, and locales of adult basic education classes). Many adults are motivated to pursue informal learning because of personal interests and activities that are independent of any program. This informal learning occurs through interaction with others and the community, such as in book clubs and sharing with other adults. The National Center for Education Statistics' report on lifelong learning defines adult education in the following categories:

- Postsecondary (college or university degree; postsecondary technical or vocational diploma)
- Work-related learning/training (apprenticeship; credential programs; job training)

- Adult basic education (ESL; GED, General Education Development; adult literacy)
- Personal/recreational learning (personal enrichment activities).<sup>13</sup>

## The Benefits and Importance of Education Across the Lifelong Learning Spectrum

Education offers tangible and less tangible benefits to both individuals and society. This section discusses those benefits across the spectrum of lifelong learning.

### *The Benefits of Early Childhood Education*

Early childhood education has become an important public policy issue across the nation. Public and private interests have brought attention to a population about which society has every reason to care. This issue has gained prominence in philanthropy in Oregon. For many years, The Oregon Community Foundation (OCF) has been a leader in addressing early childhood needs in Oregon through the *Oregon! Ready to Learn Initiative* and the *The John and Betty Gray Early Childhood Initiative*, which distribute a total of almost \$700,000 each year.

The emphasis on improving early childhood development is a result of a growing body of research that underscores the importance of the years before a child enters kindergarten. The research about early childhood tells us that 90 percent of brain development occurs before age 6. These first years present an unequalled window of opportunity to lay the foundation for a child's continued healthy cognitive, social, and emotional development.<sup>14</sup>

During these early years, a child's brain becomes "hard-wired." This process determines all of a child's cognitive and emotional functioning, which includes language, hearing, vision, movement, and social-emotional development. "Children who do not have the opportunity to participate in quality early experiences, those who are rarely spoken to, and those who have little opportunity to explore and experiment with their environment may fail to fully develop the neural connections and pathways that support later learning."<sup>15</sup>

This is not to say that brain development occurs only in early childhood, nor that this is the only time for impactful interventions. Research shows that brains continue to develop until the early 20s. Nonetheless, research on the impacts of early childhood programs and services provide strong evidence that interventions early in a child's life can enable him or her to cope with difficulties and save substantial costs for society.<sup>16</sup> A 2004 study by the Economic Policy Institute, a nonpartisan think tank, states, "early public intervention to improve young poor children's health, brain development, family environment and readiness for schools represents one of the best and most productive uses for public funds."<sup>17</sup>

High quality early childhood education and care have a positive economic return to society. A study conducted by the High/Scope Educational Research Foundation found that for an investment of \$15,166 per child involved in their preschool program over two years, there was a \$258,888 return to society. This is equivalent to \$17.07 per dollar invested. The savings were primarily due to reductions

in criminal activity, but also included savings due to lower special education costs, less need for public assistance, and increased tax revenues from participants' earnings.<sup>18</sup>

### *The Benefits of K-12 Education, Out-of-school Time, and Adult Education*

A cornerstone of our society is the belief that opportunity relates directly to education and that we should give all citizens the education they need to be successful. Indeed, research supports this social agreement. A well-educated society results in a stronger economy, higher tax revenues to finance public services, and decreased reliance on government financial support. Communities benefit because there is less crime, a more vital civic life, more charitable giving, and greater appreciation of diversity. Individuals benefit through higher wages, higher savings levels, more stable employment, and more professional mobility.<sup>19</sup> Specifically, educational attainment is associated with increased voting registration and voting rates. For example, 56 percent of United States citizens with a high school degree or GED voted in the November 2004 national elections, compared to about 40 percent who had not completed high school. The voting rate of citizens with a bachelor's degree was almost twice as high (78 percent) as those who had not completed high school. Almost 70 percent of citizens with some college or an associate's degree voted.<sup>20</sup>

Higher levels of educational attainment are associated with creating a healthy economy in several ways. Educational attainment correlates with higher earnings. Nationally, high school graduates earn about \$26,000 annually, compared to those without a high school degree, who earn \$20,000. Income moves to above \$30,000 per year for those with some college or an associate's degree. Those with bachelor's degrees average earnings of more than \$40,000 annually, and those with graduate degrees average more than \$50,000 annually. The economic return of a college degree has more than doubled and college graduates earn, on average, about 40 percent more per hour than a high school graduate.<sup>21</sup> While workers with associate's degrees earn less, on average, than those with bachelor's degrees, 83 percent of workers with associate's degrees have earnings that are similar to those with a bachelor's degree.<sup>22</sup> States mirror these data: the states with the highest incomes are also those with the best educated populations.<sup>23</sup>

Higher earnings contribute to an increase in tax revenue, which is important in Oregon because we rely on a progressive personal income tax. Increased revenue helps to pay for schools and other public services. "Data indicate that households with at least one person who has completed a four-year degree – about one in three Oregon households – paid 55 percent of all Oregon personal income taxes in 2002. Households in which the highest education attained by any household member was just a high school diploma (or less) – about 27 percent of all households— paid less than 8 percent of all Oregon personal income taxes."<sup>24</sup>

Out-of-school time (OST) programs also benefit society. The National Institute on Out-of-School Time at Wellesley College reports that a properly designed after-

school program can have positive effects on children's academic, emotional, and social lives. This is particularly true for students who are at a higher risk of not succeeding in school. Some research suggests that what youth do during their out-of-school time may have as much influence on their success as what they are doing during the school day. Further, "evidence suggests a correlation between frequent attendance in out-of-school time activities and positive outcomes, including an increase in academic achievement, school attendance, time spent on homework, extracurricular activities, improved effort in school, and better student behavior." OST programs also benefit the larger community in that they fill gaps in services for low- and moderate-income families that need further learning and educational opportunities that K-12 institutions are unable to provide.<sup>25</sup>

Community colleges offer important benefits, as well. In addition to providing opportunities for adult learners to pursue credentials and training, they offer a wide variety of community classes that create opportunities for adults to continue learning about topics, such as arts and crafts, dance, fitness and recreation, and writing. Community colleges in Oregon provide important socioeconomic benefits:

- Students receive a 24 percent annual return on their investment of time and money—for every \$1 a student invests at an Oregon community college, he or she will receive a cumulative \$3.89 in higher future earnings over the next 30 years.
- Oregon benefits from reduced unemployment, crime, and welfare, and improved health. These benefits save the public approximately \$61.5 million per year.<sup>26</sup>

Adult education, aside from postsecondary education, offers important benefits to society, as well. Informal adult education, such as book clubs, offers adults the ability to connect with their community and peers, and enriches their lives. A review of recent research shows that GED completion does have an economic benefit in terms of wage and earning differences. GED holders who were low skilled people who dropped out of high school tend to realize these benefits. A GED usually does not provide additional benefit to people with higher skills. The benefits of a GED tend to accrue over time: it may take four to five years before statistically significant economic differences occur between GED holders and dropouts without this credential.<sup>27</sup> According to John Taylor, in a report for the National Center for the Study of Adult Learning and Literacy, "The latest research signals to both policymakers and practitioners that the GED seems a worthwhile investment for the people GED preparation programs tend to serve: those who leave school with relatively low skills."<sup>28</sup>



## Promising Practices and Critical Components for Success<sup>29</sup>

The lifelong learning spectrum includes many activities, programs, and initiatives accompanied by a wide expanse of research on effective interventions. Given this wide scope, the practices and information in this report provide only a small sample of the effective activities in use across the lifelong learning spectrum. The practices and information described in this report provide a starting point for private philanthropists to develop an awareness of the possibilities of making a difference across the lifelong learning spectrum.

### What Research Tells Us Works: Early Childhood Education<sup>30</sup>

#### *High Quality Early Childhood Education and Care Experiences*

High quality early childhood education and care are extremely important to the long-term social, emotional, and educational well-being of children. As described in Mary Louise McClintock's report for OCF on early childhood (2005), the most famous and most often cited research on the impact of preschools is the High/Scope Perry Preschool study.<sup>31</sup> This study consisted of low-income, African-American children who were identified to be at high risk of failure, and were randomly assigned to two groups. One group did not attend preschool, and the other received high quality preschool services. Researchers collected data about these two groups at regular intervals until the children reached age 40.

The Perry study found that the children who received the high quality preschool services:

- Were less likely to be referred to special education programs.
- Demonstrated more positive attitudes toward school at ages 15 and 19.
- Had a greater likelihood of graduating from high school.
- Had significantly higher achievement test scores.
- Had a much smaller likelihood of being arrested.
- Had a greater likelihood of being employed as adults and had higher median incomes.

The Perry study featured very specific elements, including:

- Teachers with bachelor's degrees and certification in education
- Daily 2.5 hour classes and home visits for families

- Low staff-child ratios.

In general, research indicates that determinants of high quality early childhood education include:

- **Well-educated and trained providers**—Staff with a bachelor’s degree or higher are associated with the most effective teaching; staff with associate arts degrees or credentials in child care are more effective than those with no training.
- **Stability of caregiving relationships with children**—Low caregiver turnover enables children to experience predictability and security because they can attach to a consistent caregiver.
- **Low adult-child ratio**—Infants and toddlers benefit from lower adult-to-child ratios
- **Inclusiveness**—Racial and ethnic diversity is respected.
- **A comprehensive approach**—Children are not only well fed and rested, but they have access to adequate dental, medical, and psychological care.
- **Safety**—Children are not exposed to physical health hazards.
- **Family involvement in supplementary care**—Parents and other family members are able to learn parenting skills.
- **Stimulating and developmentally appropriate curriculum**—Children are exposed to new vocabulary, stories, numbers, and wordplay from infancy.
- **Nurturance**—Warmth and responsiveness characterize relationships between caregivers and children.<sup>32</sup>

### *Parent Education*

“Parent education” refers to, “A learning activity designed to promote positive parenting practices,” as described by the National Center for Infant and Early Childhood Development (NCIECD).<sup>33</sup> Parent education includes parenting skill classes, guidance offered by pediatricians at check-up visits, campaigns to provide parents with informational materials, and media messages about the importance of a child’s early experiences as they relate to brain development.<sup>34</sup> Parent education can occur both in formal and informal settings, such as at parenting education workshops or through the assistance of a social worker.

A 2006 National Institutes of Health study underscores the importance of the parental and family role in child development. This study found that through age 4 1/2, a child's family has more influence on a child's development than does child care. Parent and family features had a 2 to 3 times stronger link to child development than child care. Duane Alexander, M.D., Director of the National Institute of Child Health and Human Development, which funded the study, said, "Child care clearly matters to children's development, but family characteristics — and children's experiences within their families — appear to matter more."<sup>35</sup>

Research describes the importance of effective parenting education to children's healthy development. A 1996 report by the Pew Charitable Trust—"See How We Grow: A Report on the Status of Parenting Education in the United States"—cites research from the National Committee to Prevent Child Abuse that describes how effective parenting education is helpful in preventing problems such as juvenile delinquency and child abuse. "See How We Grow..." also discusses research from the Harvard School of Public Health that shows the importance of effective parenting practices that are critical in the healthy development of children. They include acceptance, parental involvement, discipline, affection, and supervision.<sup>36</sup>

Oregon mirrors these results, at least according to data from a three-year evaluation of the outcomes of The Ford Family Foundation's "Enhancing the Skills of Parents" Initiative in 11 rural communities. The evaluation found that a large percentage of parents reported that they improved their discipline, showed more affection toward their children because of participation in classes, and reported improvements in their child's behavior.<sup>37</sup>

### ***Early Literacy and Language Experiences***

Early literacy and language experiences are well-documented to have a significant impact on a child's ability to learn to read. Early literacy, and a child's later literacy development, is influenced by: how often children are read to by family members; the quantity of reading materials in the home; and whether or not parents teach children music and songs. Also, interactions that children have with books, crayons, and paper and with the adults in their lives are important building blocks for writing and reading. For the development of healthy literacy skills children need:

- (1) Active and frequent involvement in book sharing in an emotionally secure environment;
- (2) Exposure and access to books and writing materials in all settings; and
- (3) To hear rhymes and singing.<sup>38</sup>

### ***Other Important Areas that Affect Early Childhood Development:***

Research also shows that a number of other factors are critical in the healthy development of young children. They include:

- Healthy social-emotional development and mental health

- Caring and consistent relationships with adults
- Nurturance
- Nutrition and healthcare
- Parent mental health
- Family economic well-being.<sup>39</sup>

### What Research Tells Us Works: K-12 Education and Out-of-school Time Programs

Kindergarten to 12<sup>th</sup> grade (K-12) education falls at the formal end of the education spectrum, and is primarily the responsibility of state governments. K-12 education plays a very important role in our society. The K-12 system is a major factor in preparing students for postsecondary education, the workforce, and contributing to a healthy society. Research shows that there is a strong link between educational attainment and the well being of society. Many view K-12 education as the most important creator of opportunity and equity for all people in the United States.

Our public education system has a large role to fill and faces many challenges:

- U.S. students perform poorly when compared to students in other industrialized countries.
- The average Hispanic or black student currently achieves at about the same level as the average white student in the lowest quartile of achievement.
- Annually, 12 million students do not graduate from high school with their peers as scheduled.

Before discussing promising practices, it is important to understand recent brain research by the National Institute of Mental Health (NIMH), which suggests that the teenage brain is different from the adult brain. Until recently, most scientists believed that the body completed the major “wiring” of the brain by age 3, and that the brain fully matured by the age of 10 or 12. However, recent findings show that the brain continues to grow into adolescence; the greatest changes to the parts of the brain that are responsible for judgment, emotions, self-control, and organization occur between puberty and adulthood. Dr. Jay Giedd of NIMH states that brain “maturation does not stop at age 10, but continues into the teen years and even into the 20’s. What is most surprising is that you get a second wave of overproduction of gray matter, something that was thought to happen only in the first 18 months of life.”<sup>40</sup> This new research on brain development is important for lifelong learning

because it suggests that educational activities and programs involving adolescents can have a substantial lifelong impact. Experts caution interpretation of these results because they are early in the process of analyzing and understanding this research.<sup>41</sup>

This section includes promising practices in both formal K-12 education as well as out-of-school time activities.

### ***Formal K-12 Education***

A wide body of research presents a variety of promising practices to improve K-12 education and provide children with better educational opportunities. The list below represents 7 of the major themes and ideas in the national and local discourse about promising practices in K-12 education.

#### **1. Educator and administrator accountability and quality**

- Research increasingly points to teacher quality as significantly affecting student performance. State legislatures across the country have made progress in addressing this issue through efforts such as establishing performance-based licensure requirements and programs that provide professional development opportunities for teachers. Recent studies confirm that students taught by the most qualified and effective teachers achieve at higher levels.<sup>42</sup>
- School leadership is important because research demonstrates that, behind teacher quality, it has the second biggest impact on student achievement. When looking at the differences between schools that foster student learning and underperforming schools, experts consider school leadership a key factor that explains this difference.<sup>43</sup>
- According to public feedback gathered by The Chalkboard Project, “over half of Oregonians strongly agreed that attracting and retaining high quality teachers is the key to accelerated learning,...and two-thirds agreed that not attracting highly qualified teachers is an obstacles to school success.”<sup>44</sup>

#### **2. Parental and community involvement**

- Numerous studies have shown that parental involvement in education positively and significantly relates to student achievement. A U.S. Department of Education publication called “Family Involvement in Children’s Education: Successful Local Approaches Idea Book” reports that students with actively involved parents have better test scores, grades, and long-term achievement. Also, students complete more homework, attend school more regularly, and demonstrate more positive behaviors compared with those students whose parents are not involved.<sup>45</sup>
- Involvement in schools from neighbors, volunteers, and other adults is important because supporting student learning involves the entire community.

The National PTA asserts that partnerships between community members, teachers, and administrators who are concerned with student success characterize excellent schools.<sup>46</sup>

- According to the National Conference of State Legislatures, many experts agree that parental involvement should, at a minimum, include:
  - Parent contributions at home and school toward student achievement
  - A welcoming atmosphere at school toward parent participation and visits
  - Establishing community partnerships that respond to the varying needs of families
  - Community partnerships responsive to family needs.<sup>47</sup>

### 3. Class size

- Reducing the size of classes is a popular idea to reform schools. Much of the research in this area supports the concept that smaller classes in the early grades (K-3) promote effective teaching and learning. While not all studies have shown that students learn more in smaller settings, most studies have found benefits.<sup>48</sup>
- In Oregon, The Chalkboard Project advocates for reducing class size in K-1, based on research that found that reducing class size at these grade levels can have a significant impact on students' long-term academic achievement.<sup>49</sup>

### 4. Reading and Literacy

- One-on-one tutoring is effective in assisting students who have been identified as being at risk of failing reading standards.<sup>50</sup> One example that uses one-on-one tutoring is the Start Making a Reader Today (SMART) program, which operates in Oregon and pairs community volunteers with K-2 students who are at risk of failing reading standards.
- While literacy is particularly important during the early years of education, it is important in middle and high school, as well.<sup>51</sup>

### 5. Full-day Kindergarten

- There has been much recent debate about the appropriate length of a kindergartener's day. In most states, children attend kindergarten for a half-day. However, recent research demonstrates that children who attend a full day of kindergarten are better prepared to succeed in the following grades. Currently, 43 states require half-day kindergarten, and 9 states require full-day kindergarten. Some districts have required students to attend for a full day,

regardless of state law. 60 percent of kindergartners in the U.S. attend full-day kindergarten.<sup>52</sup>

## 6. Services for At-Risk Youth

- At-risk youth are children who are at risk of failing in school and beyond. They are children who live in poverty, have limited-English skills, whose homes are abusive and dysfunctional, and/or are disabled.
- Understandably, at-risk youth need the concerted support of families, communities, and schools to put them on the right track. Research suggests that at-risk youth have multiple needs that are not successfully addressed by single-response, stand-alone initiatives (i.e. traditional schooling models). According to the Education Commission of the States, “There is a growing interest in community-based collaboratives focused on integration of services or comprehensive service delivery. Many students need more than just instructional services to succeed in school.”<sup>53</sup>
- Research shows that in the middle grades, academic performance and student behaviors are strong predictors of on-time graduation. However, the research is less clear about which interventions are effective in helping more students graduate.<sup>54</sup>

## 7. College Readiness

- “College readiness can be defined operationally as the level of preparation a student needs in order to enroll and succeed—without remediation—in a credit-bearing general education course at a postsecondary institution that offers a baccalaureate degree or transfer to a baccalaureate program.”<sup>55</sup>
- In “Toward a More Comprehensive Conception of College Readiness,” a report prepared for the Bill & Melinda Gates Foundation by Dr. David Conley, components of college readiness include:
  - “Habits of mind” such as intellectual openness, inquisitiveness, analysis, reasoning, argumentation, proof, interpretation, precision and accuracy, and problem solving;
  - Academic skills and knowledge in key content areas;
  - Academic behaviors that reflect self-awareness, self-control, and self-monitoring; and
  - Contextual skills and awareness, which refer to “the privileged information necessary to understand how college operates as a system and culture.”<sup>56</sup>

## *Out-of- School Time (OST)*

Many programs and activities support learning for youth in the K-12 age cohort. As defined by the Coalition of Community Foundations for Youth in the report “Out of School Time Matters: What Community Foundations Can Do,” “Out of school time refers to how communities engage and support children and youth when they are not in school.”<sup>57</sup> Nationally, 78 percent of school-aged children have working mothers, and there are an estimated 8 million latchkey children (children who spend at least part of their day unsupervised while their parents are at work). As reported by the National Center for Juvenile Justice, crime and teen sexual activity significantly rise during the late afternoon when school is out of session.<sup>58</sup> Strong and sustainable OST programs help communities nurture healthy youth, families and neighborhoods.

Engaging youth when they are not in school makes a difference. One short example illustrates this point. The Kitsap Community Resources Program in Bremerton, Washington, operates after-school and late night activity centers that involve many community partners, including the police department, parks and recreation, and school district facilities. During the first year of operations, calls for police services in each of these areas dropped by an average of 21 percent, and juvenile crime dropped 6 percent citywide.<sup>59</sup>

OST activities include after-school programs, summer camps, art classes, sports, and other community-based activities. The most effective out of school activities support youth development, which is:

The ongoing growth process in which all youth are engaged in attempting to (1) meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and (2) to build skills and competencies that allow them to function and contribute in their daily lives.<sup>60</sup>

The three sections below describe three major themes and ideas in the national and local discourse about promising practices in OST services, healthy youth development, after-school programming, and mentoring.

### **Healthy Youth Development**

Youth development is a key component of OST programs. A 2004 report of the National Research Council and the Institute of Medicine’s Committee on Community-level Programs for Youth, “Community Programs to Promote Youth Development,” discusses the essential elements of adolescent health and well-being.<sup>61</sup> Their report examines community interventions and programs for youth nationally that promote adolescent health, well-being and development. They developed a list of the personal and social assets that contribute to adolescent health and well-being. Their list is broken down into: physical and mental health, cognitive development, psychological and emotional development, and social development. Indicators in these areas include:

### *Physical Development*

- Good health habits
- Good health risk management skills

### *Intellectual Development*

- Knowledge of essential life skills
- Knowledge of essential vocational skills
- School success
- In-depth knowledge of more than one culture
- Good decision-making skills

### *Psychological and Emotional Development*

- Good mental health, including positive self-regard
- Good emotional self-regulation skills
- Good conflict resolution skills
- Confidence in one's personal efficacy
- "Planfulness"—planning for the future and future life events
- Sense of personal autonomy/responsibility for self
- Coherent and positive personal and social identity
- Strong moral character
- A commitment to good use of time

### *Social Development*

- Connectedness—perceived healthy relationships and trust with parents, peers, and other adults
- Sense of social place/integration—being connected and valued by larger social networks
- Attachment to prosocial/conventional institutions, such as school, church, and nonschool youth programs
- Commitment to civic engagement

"Community Programs to Promote Youth Development" also describes "active ingredients" of positive developmental settings. These features are:

- Physical and psychological safety
- Appropriate structure
- Supportive relationships
- Opportunities to belong
- Positive social norms

- Support for efficacy and mentoring
- Opportunities for skill building
- Integration of family, school, and community efforts.

The “Community Programs...” report provides information about three programs the organization found to be effective, after examining high-quality reviews and meta-analyses of prevention and promotion programs for youth from the fields of mental health, violence prevention, teenage pregnancy prevention, and youth development. The report cites three programs as models:

- Big Brothers, Big Sisters, a national mentoring program for 10 to 16 year olds that fosters the development of a caring and supportive relationship between an adult volunteer and a child.
- Teen Outreach Program, a school-based discussion curriculum focused on life skills, parent-adolescent communication, future life planning, and an intensive volunteer service experience.
- Quantum Opportunities, a community-based, year-round, multiyear youth development program for 9th to 12th grade students receiving public assistance. Quantum Opportunities provides education, community service, and youth development activities. They offer financial incentives for both participants and staff.

Finally, the report concludes that no single program can serve all young people or utilize all eight features of the developmental settings. However, communities that offer a variety of developmental opportunities, “have fewer young people who exhibit risky behavior and problems and show higher rates of positive development.”

### After-School Programming

Many OST activities occur in after-school programs. After-school programs take place at schools, community centers, and other community organizations. High-performing after-school programs, according to an evaluation completed by the After-School Corporation, which operates after-school programs in New York City, include:

- **“A broad array of enrichment opportunities** -- including dance, music, art, and sports to spark students' interests and expand their own goals for schooling, careers, and hobbies.
- **Literacy enrichment activities** programmed to build participants' skills systematically through reading, writing, and story-telling, typically through project-based work centered on a culminating exhibition or performance.

- **Intentional relationship-building** not only with the host school, but also with staff, and between staff and students.
- **Site coordinators with experience in youth development**, strong connections to the local community, and a commitment to effective programming.
- **A sponsoring organization** allowing day-to-day autonomy and flexibility to sites while providing administrative, fiscal, and professional development support.”<sup>62</sup>

## **Mentoring**

Mentoring is an important component of youth development, and often is a part of OST activities. Youth mentoring involves a one-on-one relationship between an adult and a child that helps foster the youth’s healthy development. ASPIRE offers an example of a mentoring program. Throughout Oregon, the ASPIRE program matches trained adult volunteers with students to help them access training and education beyond high school. This includes educating students and families about scholarship opportunities and other means to pay for education beyond high school.

Research shows that mentoring programs, when implemented effectively, promote positive youth development. Mentoring’s effectiveness depends on the quality of the relationships between the mentor and the mentee. David L. DuBois, PhD, a professor at the University Of Illinois at Chicago, notes in his co-authored report, “Understanding and Facilitating the Youth Mentoring Movement,” that research suggests seven features of effective mentoring relationships:

- The compatibility of youth and mentor
- Capability of mentor
- Consistency
- Continuity
- Closeness
- Centeredness on youth’s developmental needs
- Connectedness (how the youth’s other relationships are impacted by the mentoring).<sup>63</sup>

### **What Research Tells Us Works: Adult Education**

Adult education is an encompassing term that, for the purposes of this report, includes education for people approximately age 18 and older. Adult education involves education activities across formal and informal settings, including postsecondary education, adult basic education, English for speakers of other languages, general education development (GED) test preparation, workforce development, and community classes on topics ranging from writing workshops, to

pottery-making, to bible studies. Given that adult education occurs in such a variety of settings, this section provides information about a sampling of promising practices and issues that are important for success for adult learners.

Data from the National Household Education Surveys Program (2005) on Adult Education Participation sheds light on adult participation in education from 2004-05. This survey presents information on adult participation in educational activities in the United States and does not include full-time enrollments in vocational/technical credential and college/university programs.<sup>64</sup> Highlights of the survey include:

- Over the 12-month period ending in spring 2005, 44 percent of adults reported **participating in formal adult educational activities**:
  - Work-related courses or training (27 percent)
  - English as a second language (ESL) and basic skills/GED preparation classes (1 percent each)
  - Part-time college or university degree or certificate programs (4 percent)
  - Part-time vocational or technical diploma, degree, or certificate programs (1 percent)
  - Personal-interest courses (21 percent).
- The **reasons** why adults took basic skills/GED preparation class were:
  - To improve the way that they feel about themselves (78 percent)
  - Helping children with school work (28 percent)
  - Getting a new job with a different employer (55 percent)
  - Getting a raise or promotion (45 percent)
  - Meeting requirements for public assistance (18 percent).
- 32 percent of adults who reported participation in adult educational activities in the previous 12 months used some type of **distance education**.
- Among both participants and non-participants in adult educational activities, the highest proportion of those who had participated in informal learning was those with a **graduate or professional degree** (89 percent).

It is important to note that while data exists that sheds light on why adults participate in lifelong learning activities, there is less certainty about the contextual factors and influences—at work, in personal lives, and at home—that influence the likelihood of participating in learning. A report by the National Center for Education Statistics on adult lifelong learning states, “In order to describe lifelong learning and understand why it does or does not occur, we need to know what role it plays in adults’ lives—what larger goals it fulfills, and what incentives and disincentives affect adults’ propensity to participate. These factors are currently not measured well.”<sup>65</sup>

There are a few differences between the ways adults and children learn. One main difference is that adult learners have more life experiences than children. These experiences may provide valuable resources for learning, but they can also make it difficult to change established attitudes and ways of living. Also, the context of learning for adults not enrolled as full-time postsecondary students differs from children; adults have other responsibilities and their boundaries are much larger than just school and home.

Given these differences, researchers have identified several factors that enhance adult education. A summary report identifies these factors:

- **Input from students** when choosing class materials and structure
- **Mutual respect** between students and instructors
- **Integration** of the previous knowledge and experiences of the students
- **Interaction** among students as well as **discussion** between the teacher and student
- **Ability of instructors** to lead and assist in learning
- A learning environment **in the context** of other life tasks and demands.<sup>66</sup>

The next four sections include more information about four aspects of adult education: access, adult basic education, General Education Development (GED), and community colleges.

### *Access to Postsecondary Education*

Access to postsecondary education is a critical issue that affects the ability of adult learners to take advantage of formal educational opportunities beyond high school. The Education Commission of the States defines access as, “the availability of high-quality postsecondary education opportunities for all students regardless of race, ethnicity, income or gender.”<sup>67</sup> Access also involves ensuring that once students enroll, they have the tools and resources to complete a degree that yields both the individual and societal benefits described earlier in this report.

Postsecondary education is expensive and costs continue to rise. In the past two decades, the cost of postsecondary education has been rising faster than inflation and family incomes. According to the Oregon Higher Education Roundtable, this is true in Oregon, where long-term fiscal constraints have forced community colleges and universities to raise tuition to replace lost state support. The same budget constraints have reduced the availability of need-based student aid. The increases in tuition, combined with decreases in student assistance, affect low- and moderate-

income students the most. This is particularly true at Oregon's 7 public universities and 17 community colleges.<sup>68</sup>

### *Adult Basic Education*

According to the U.S. Department of Education, adult basic education (ABE) refers to educational activities that assist adults and out-of-school youth ages 16 or older who: are not enrolled in secondary school; currently functioning below the 8<sup>th</sup> grade level or its equivalent; and/or are beyond the age of compulsory school attendance. ABE programs help students to continue their education, become more employable, get better jobs, help their children with homework, boost self-confidence, and increase income.<sup>69</sup>

Several relevant sources provide information on the effectiveness and promising practices in ABE. Florida State University and the Florida Center for Reading Research conducted research to assess what contributes to students' success in adult basic education. They found four characteristics of effective practice. They are: (1) sources of influence that occurred outside the classrooms; (2) the structure and organization of the classrooms; (3) the contribution or perceived contribution of the teacher; and (4) students' perception of their role in the course.<sup>70</sup>

A Pennsylvania report called "Learning for Life: A Longitudinal Study of Pennsylvania's Adult Education Success Stories Recipients" details what the Pennsylvania Department of Education finds to be effective in adult basic literacy and education (ABLE). This study followed the lives of 70 adult learners who participated in ABLE between 1968 and 2000 and were recognized as Pennsylvania's Outstanding Students of the Year.<sup>71</sup> They found the following:

#### *Adult Literacy Findings*

- **Success begins with the individual learner.** The adults in this study chose, despite the "shame" of illiteracy and the fear of failure, to use adult education as a venue for changing their lives.
- **Adult education is a catalyst for change.** Ten of 20 Basic Literacy, 6 of 7 ESL and all ABE and GED enrollees attained a GED, an Adult High School diploma or a higher education degree.

#### *Participant Life Style Outcomes*

- **"The GED is a beginning not an end."** With new attitudes toward life and new credentials, participants discussed their surprise that the GED propelled them into new careers and in community affairs.
- **Participants engage in continuing education as time and money permit.** 79 percent of participants engaged in formal or informal education or training after ABLE program completion.

- **Employment changes reveal a drop in assistance.** After ABLE participation, there was a dramatic drop (from 30 percent to 3 percent) in Welfare and Food Stamp usage.
- **Participants' children respond positively to the examples set by their parents.** Participants set examples and established rules about studies and school. The statistics for participants' children suggest that their examples are viable.
- **Self-esteem leads to community service and adult education advocacy.**

### *General Education Development (GED)*

The Literacy Assistance Center, a nonprofit organization dedicated to supporting and promoting the expansion of quality literacy services in New York, researched promising practices for GED education. They mirror promising practices in ABE. They are:

- **“Emphasis on interdisciplinary learning**—the development of integrated cognitive skills that are key to success in the workforce can be attained through realistic or ‘authentic’ units and themes that emphasize collaborative, project-based and cooperative learning;
- **Increased retention and motivation**, which are key to success for GED test-takers, can be supported by student input into the planning process, including choosing themes and materials, identifying learning strategies, and selecting types of activities designed to demonstrate and assess learning;
- Key to developing cognitive skills important to workplace success is the **promotion of ‘metacognition’** (thinking about thinking and learning) and emphasis on higher order thinking skills; and
- **Emphasis on real world issues** and activities promotes a sense of inquiry, risk-taking, appreciation of different perspectives and approaches, and, ultimately, encourages life-long learning.”<sup>72</sup>

### *Community Colleges*

Community colleges play a vital role in adult education, and are often the setting where ABE, GED, and community education classes occur. Community colleges also play a critical role in developing, training, and preparing our workforce. Community colleges are an important entry point to postsecondary education for adults with no previous college education. National foundations, including the Ford Foundation and the Lumina Foundation, are funding efforts to develop policies and practices that support the potential of community colleges to serve as “pathways” for low-skill adults to enter college and career-path employment.<sup>73</sup>

Community colleges provide a wide scope of services to the community, which makes it challenging to summarize overall promising practices. Promising practices do exist in specific program areas, such as ABE and GED (discussed above), English as a second language instruction, and nursing education. Given the scope of this report, covering all of these areas is not possible. However, several areas of recent research and policy discussions are informative.

Recent research conducted for the Community College Research Center and the Teachers College (Columbia University) suggests that, “Community and technical colleges ought to make taking at least one year of college-level courses *and* earning a credential a minimum goal for the many low-skill adults they serve.” To enable low-skill adults to achieve this threshold, they must be connected with the financial aid and developmental education for which they are eligible. In the population studied, researchers found that these services make it two or three times more likely that they will earn a credential. Yet, at best, only one-third of the population studied received these services. To address this issue, they suggest that two efforts are needed: more aggressive educational efforts to reach individuals with high school credentials and “bridge” programs that support basic skills students in transitioning to college.<sup>74</sup>

The importance of helping students transition to postsecondary education from adult basic education classes is prevalent in the current discourse around community colleges. A 2005 Council of Advancement of Adult Literacy report discusses the importance of strengthening linkages so that more of the approximately 3 million Americans enrolled in adult education programs each year benefit from postsecondary education. “Because of their liberal admissions policies and low costs, community colleges are the logical gateways to educational and economic opportunity for these and the tens of millions of other adults with low basic skills.”<sup>75</sup>

Another issue important to adult education is improving student retention. The MetLife Foundation and the Community College Survey of Student Engagement partnered to conduct research on promising practices on this topic. The researchers looked at recent research on student learning and effective practices at four community colleges identified by the MetLife Foundation’s Initiative on Student Success. They found that one of the most significant contributors to improved student outcomes is the development of relationships. The community colleges focus on relationships in several ways, including:

- There is a campus culture grounded in a clear focus and strong values
- The campuses are student-centered (such as through staff and students valuing each others’ individual contributions)
- High expectations are established for students and faculty
- The community believes in active and collaborative learning for everyone—students, staff, and administrators.<sup>76</sup>

## IV. Lifelong Learning in Douglas County

### *Demographic Overview*

Douglas County is a large, rural county in southwestern Oregon. It spans from the Pacific Ocean to Mt. Thielsen in the Cascade Mountains and covers almost 5,100 square miles. It contains the entire Umpqua River watershed within its boundaries. The 2000 census counted just over 100,399 people in the county. The county has a disproportionate aging population. Compared to a state average of 12.8 percent of residents 65 years or older, 17.8 percent of Douglas County residents are 65 years or older. According to the Oregon Employment Department, the growing 65 and older population is a result of aging community members and people migrating to the county looking for quality retirement and health services.<sup>77</sup> Roseburg, the county seat, is the largest city, with a population of 20,017 in 2000.<sup>78</sup>

Douglas County is similar to Oregon in that its population is predominantly white. Approximately 94 percent of people in the county report themselves as white. 1.5 percent of the county population is American Indian/Alaska Native, compared to 1.3 percent in Oregon. This is due to the large presence of the Cow Creek Band of Umpqua Indians.<sup>79</sup> The Hispanic and Latino population in the county in 2005 was 3.5 percent.<sup>80</sup>

The percentage of high school graduates in Douglas County is comparable to the state average (Oregon is about 84 percent and Douglas County is about 82 percent).<sup>81</sup> However, the percentage of persons with a bachelor's degree is almost half the state average (Oregon is 25.1 percent, and Douglas County is 13.3 percent). The Douglas County median income, at \$33,000, is lower than the state's median income of \$41,000. The poverty rate in Douglas County, at 13.1 percent, is slightly higher than the state poverty rate, at 11.6 percent. "According to the Oregon Economic and Community Development Department, Douglas County is 'severely distressed' partly due to per capita personal income, but also because of changes in employment, wages and unemployment rates."<sup>82</sup>

According to a 2006 report by the Rural Studies program at Oregon State University, geography remains a significant barrier to Douglas County's efforts at community development. The majority of cities are located away from the Interstate 5 corridor, and "communities near I-5 seem like booming metropolitan areas compared to their rurally isolated counterparts." The rural nature of Douglas County has a significant impact on the provision of education services.

### *Lifelong Learning in Douglas County*

The activities and services in Douglas County involve the entire spectrum of lifelong learning, both in terms of services for various ages, and activities across the full range of the formal/informal continuum. The information for this and the following sections in this report was gathered through phone and email interviews

with 29 people involved in some aspect of lifelong learning in Douglas County. While every attempt was made to interview appropriate organizations and players in the county, due to time restraints not everyone involved in the county was contacted. For a full list of the organizations interviewed for this report, please see the acknowledgement section of this report. For a list of the interview questions, please see the Appendix.

The following discussion includes a list of major players in each area of lifelong learning. In the interviews, several respondents emphasized that major players include organizations that are not only large and serve large numbers of Douglas County residents, but also are integral and important to smaller communities. Thus, major players include large organizations as well as smaller organizations that make important contributions to their communities.

### *Early Childhood Education*

In early childhood education, the activities and services available in Douglas County include many of the important characteristics described in the promising practices section of early childhood education. Although the lifelong learning service providers are concentrated in Roseburg, early childhood activities occur in many parts of Douglas County through satellite programs, home-visits, and classes.

#### **Early childhood education activities and services include:**

- **Parenting education**
  - Parenting education is an important component of all early childhood providers in Douglas County. However, one provider—the Douglas County Early Childhood Planning Coalition Parent Education and Training Brokerage—offers classes specifically for parents. Their classes:
    - Involve parents of children from birth to age eight.
    - Cover topics such as how to be a nurturing parent, making parenting fun, and making parenting a pleasure.
    - Are offered for several weeks (10-15) and are recently possible throughout the county.
    - Are for the general population, and are expanding to Spanish-speaking families and teen parents.
- **Home-based Support for families and infants (pre-natal to 3 years old)**
  - The Douglas County Healthy Start Family Support is a voluntary home visitation/family support program offering services to all new families during the prenatal period and/or at the time of birth. Healthy Start:
    - Primarily serves families with multiple characteristics that place them at risk for poor child and family outcomes.
    - Focuses on the entire family and offers holistic support that helps parents and families with the barriers, such as mental health

issues, unemployment, and drug addictions, that impact their parenting. They help clients connect to services that they need.

- Prepares infants for readiness to enter kindergarten by providing books and literacy support.

- **Relief Nursery**

- The Douglas County Family Resource Center/Relief Nursery focuses on child abuse prevention for children ages 6 weeks to 5 years and their parents in high stress, high risk, and crisis situations. They:
  - Provide education, counseling, support group, and advocacy and referral services for children and parents.
  - Provide therapeutic services that heal the effects of neglect, abuse, trauma, and a chaotic lifestyle.
  - Strive to prepare all children in their services with the support they need to start kindergarten on a level playing field.
  - Help clients move out of generational poverty. 96 percent of their clients come from generational poverty.
  - Offer parenting classes.
  - Provide transportation for parents and children so they can serve a larger geographic area.

- **Head Start**

- Head Start services in Douglas County are provided in cooperation with the Umpqua Community Action Network, a nonprofit in Roseburg that exists to alleviate poverty and positively impact the quality of life for elderly, poor, and disabled individuals. Head Start:
  - Prepares children for their school experience and life by increasing the child's self image and skills. These goals are accomplished through activities that include: health and nutrition; social skills, teaching through creative play; recognizing words and numbers; and hands-on experiences with educational materials.
  - Provides children enrolled in Head Start with physical and dental exams if they have not received one within the past year.
  - Connects families with social services.
  - Supports parents by providing them with parenting education and information.

- **Preschool and kindergarten learning opportunities**

- The Great Afternoons program in Reedsport offers a preschool/pre-K program that provides kindergarten readiness. The program also offers kindergarten enhancement programs on non-kindergarten days (in Reedsport, kindergarten is offered every other day), as well as year-round child care on non-school days and during the summer.

### The major players in early childhood education are:

- The Douglas County Early Childhood Planning Coalition
  - This is a broad collaborative effort by members of local agencies and organizations to develop parent education and family strengthening opportunities that promote the healthy development of young children. The coalition seeks to accomplish these goals by coming together to link community resources and families through a coordinated planning process and offering a wide variety of parent education classes.
- The Douglas County Family Resource Center/Relief Nursery (described above)
- Douglas County Healthy Start Family Support (described above)
- Douglas County Commission on Children and Families
  - The Commission consists of eleven members who reflect the county's diverse populations and expertise along the full spectrum of developmental stages of a child, from the prenatal stage through 18 years of age.
  - Their core responsibilities include:
    - Facilitate the Coordinated Comprehensive Planning in Douglas County;
    - Mobilize communities to support children and families; and
    - Create and Sustain a Family Support System.

### Early childhood needs/gaps in services:

- Almost all of the interviewees expressed that they currently have waiting lists for their programs and services. They cannot currently provide service for all of the children and families that need assistance.
- Spanish-speaking families and teen parents are in need of additional parent education opportunities.
- There are few classes to support parents of adolescents. In particular, interviewees cited a shortage of resources for parents who are interested in preventing drug use by their adolescent children.
- Almost all interviewees expressed the need for better children's mental health services, mainly in the form of trained therapists, and education for parents whose children have mental health challenges.
- Providing transportation for children and parents to obtain services. Many families are in need of medical or dental services but do not have the means to access this care. Also, families and children—particularly those living in

isolation—have a difficult time enrolling in classes because of challenges with transportation.

- Trusting service providers is challenging for many of the highest-risk families. Often, it takes a long time to build enough trust to support these families. One suggestion to address this need is to provide gifts—such as books or quilts—for families with new babies. This was successful in the past, but organizations have decreased these efforts due to funding constraints.
- Providing families with books to support early literacy is difficult because organizations do not have the resources to purchase all of the books that they need.
- Many adults in families do not have health insurance. Children have health coverage, but adults lack access to basic services, such as fixing abscesses in teeth. Such medical conditions are an example of barriers to providing nurturing, supporting, and adequate parenting.

### *K-12 Age Cohort*

Education services for the K-12 age cohort occur primarily in the formal K-12 setting and through out-of-school time (OST) activities.

There are 13 school districts in Douglas County. The Douglas County Educational Service District (ESD) supports all districts except for Reedsport, which the South Coast ESD supports. The ESDs support education of the K-12 age cohort in the areas of technology, special education, school improvement and curriculum, and administrative support services. ESDs are often a crucial link between K-12 and other players in the education arena, and are important in connecting services and schools. While their focus is supporting K-12 education, they are also involved in early childhood education as the state subcontractor for preschool education. They also work to support the Douglas County Early Childhood Planning Coalition. Thus, while the ESDs are often not the front-line provider of services, they are crucial in supporting K-12 schools' efforts in lifelong learning.

The 13 school districts in Douglas County—particularly in the rural areas—are vital centers of education and lifelong learning activities in their local communities. They often support OST programs and activities, and partner with a variety of social service and other educational organizations. They support students in ways that go far beyond the traditional expectations of the services that schools provide. Many of the activities described below occur at schools and/or in partnership with them. Their importance as a provider and partner in lifelong learning activities cannot be underestimated. Because of the number of school districts in Douglas County and the time constraints of this research, the information below is just a sampling of schools' involvement in lifelong learning.

## Education activities and services for the K-12 age cohort include:

- Activities involving school districts include:
  - Summer programs, although they are very limited, tend to operate in the larger communities in the county.
  - After-school programs, such as the Family Resource Center in the Sutherland School District, support youth development and provide academic support. However, after-school programming is not very common in rural areas of the county.
  - Future Farmers of America and 4-H provide opportunities for youth to engage in agricultural science education and build their leadership skills
  - Community 101 is a service learning program that actively engages students in their communities through grantmaking and volunteering.
  - ASPIRE, a statewide program that matches trained adult volunteers with students to help them access training and education beyond high school. There are 9 schools throughout Douglas County that participate in ASPIRE.
  - School districts are now offering alternative programs that are limited in scope and try to reach students who are not succeeding in school.
- After-school and summer programs that support youth learning and development occur mainly in the Roseburg and Reedsport areas. The Boys and Girls Club of the Umpqua Valley, in partnership with the Roseburg School District, offers an after-school club that involves tutoring, arts, and other activities. The Boys and Girls Club also offers summer day and sport camps.
  - The Great Afternoons program in Reedsport provides a variety of activities, including: an after-school program that provides students with dinner, as well as math and reading support; classes (e.g. photography) and special events (e.g. movie nights) for youth; and a community garden program that involves elementary and high school youth.
- The Phoenix School offers a wide variety of programs and support for at-risk youth. While this school is based in Roseburg, it has satellite locations in other areas of Douglas County. The programs they offer include intensive support and education for students with mental health challenges, alternative education for youth who have a low attachment to school, a charter school, and an education program specifically for teen parents.
- Arts education programs provide art education in the classroom and work with teachers so they can learn to integrate art into the classroom on their own.
- Heritage programs involve youth in workshops, and after-school programs that help them learn about the early pioneer era and the Kalapuya and Western Oregon Indian tribe. These workshops, which are primarily in the Yoncalla area

and offered by the Applegate House, include topics such as pottery, soap-making, painting, bead-making, and medicinal herbs.

- Education activities exist that help children learn about creating healthy and sustainable forests and communities by engaging them in the field, the classroom, and in the computer lab. These activities occur primarily in the Canyonville area through the work of the Alder Creek Children's Forest.
- Theatre programs involve youth in productions.
- Education activities for youth sponsored by the Elkton Community Education Center provide opportunities for students to learn about native plants and ethnobotany, conduct research of local interest, and participate in business internships (e.g. learning how to work in a gift shop).
- Literacy programs, such as SMART and programming offered by the Douglas County Library, further children's reading and literacy. SMART serves children in 21 public schools throughout Douglas County. SMART pairs volunteers with kindergarten to third grade students who are in need of assistance learning to read. The Douglas County Library offers important children's literacy programming, including a "lap sit" program, preschool story time in each of the branches, and a summer reading program. The library also offers occasional poetry slams for adolescent youth.
- The Riverside Center provides education for students with severe mental health challenges. This is the only psychiatric day treatment program for Douglas County. The Riverside Center provides a classroom setting and education for youth age 6-17 if they have an Individualized Education Plan (IEP). They offer this service in partnership with the Douglas ESD and provide transportation for students from throughout Douglas County.
- The Healthy Kids Outreach Program is an outreach program that connects kids who do not have health insurance with medical services. The Mercy Foundation supports this program, which also teaches hygiene, nutrition, and life skills to students in 13 schools in 6 school districts. The program is primarily working in southern Douglas County and is trying to address some of the issues related to generational poverty.

The major players in education involving the K-12 age cohort are:

- School districts in Douglas County.
- Education Service Districts.

- Small nonprofit organizations that support education, particularly in smaller communities. These include organizations such as Alder Creek Children’s Forest, the Applegate House Heritage and Arts Education, Umpqua Valley Arts Association, and the Elkton Community Education Center.
- Providers of OST activities and programs, such as the Boys and Girls Club of the Umpqua Valley and the Family Resource Center in the Sutherland School District.
- Providers of educational opportunities for at-risk youth, such as the Phoenix School.
- Riverside Center, which provides educational opportunities for students with severe mental health challenges.
- The Douglas County Commission on Children and Families (see description under “early childhood major players” section).
- The Douglas County Library.

#### K-12 age cohort needs/gaps in services:

- Interviewees noted the need for a counseling and a resource center service for students and their families. Schools are dealing with many barriers in helping students make it to school, including drug and physical abuse and hunger.
- Numerous interviewees cited a lack of OST programs as an important need, particularly in rural communities. Youth need OST programs so that they can support their school-based learning and connect to additional social services. Several interviewees discussed the difficulty of generating enough resources to support OST programs and activities. One cause of this difficulty is that rural areas have more difficulty generating local community support because there is a smaller population that has the ability to make donations. Also, interviewees said generating resources is difficult because they perceive that private philanthropists are not interested in supporting rural areas. They explained that even though they serve fewer students compared to programs in more urban areas, they make an equally important impact in their local communities. Some schools are using a 4-day week, and an interviewee questioned how well parents and families are using the non-school weekdays. OST activities on these weekdays could fill a gap.
- Several interviewees highlighted the high numbers of at-risk youth, particularly in rural areas, who are not receiving services due to nonexistent or scaled back programs. Interviewees said that at-risk students who live in areas where there are no alternative education options often drop out of school. These

interviewees stressed that there are a large number of youth and young adults who are not connected with much-needed education services.

- Numerous interviewees cited transportation as a barrier to OST activities and getting kids to school. Many students and their families live far away from OST activities. Without being able to provide transportation for students to make it home, programs have a very difficult time involving students who have no access to transportation. An interviewee expressed a tension between the need for educational resources in rural areas and the high cost of transportation.
- Interviewees expressed that many students are only eating breakfast and lunch—meals provided by schools—on a regular basis. After-school programs, if they existed, could provide students with another meal or additional food. Further, some students who are eligible for school-sponsored meals are not receiving services because their parents do not complete the required paperwork. Summer programs, if they existed, could utilize federal government resources to provide free food for many eligible students.
- Many interviewees expressed a need for support services and more educational options for children with mental health challenges. There is only one day treatment center in Douglas County and a dearth of counselors who can help these children and their families. This lack of services and educational opportunities strains the ability of the community to provide an adequate education for this population.
- There are high numbers of homeless youth in Douglas County. When youth are homeless, it is much more difficult for them to remain in school.
- Art and music education, such as that offered by nonprofit organizations, are difficult to bring to communities that are very isolated, even though school districts are interested in offering these activities. Several interviewees described this need, which they said is worsening: schools are offering arts and music less and less as part of the formal K-12 curriculum.
- Interviewees expressed a need for summer arts programs for youth.
- Interviewees said there is a need for connecting with and engaging families who are not “plugged in” to community education activities. Interviewees suggested ideas such as celebrations, rodeos, fairs, and other community events as effective ways to draw people into communities and begin engaging them in educational activities. Interviewees said that this need is particularly important in northern Douglas County.
- Interviewees expressed a need for ways to reach and engage the Hispanic population in Douglas County.

- Interviewees cited a need for more educational options for students with severe psychiatric and mental health issues.
- Interviewees suggested a need for more staff to educate students in schools about hygiene and nutrition and connect them with medical services.

### *Adult Education*

Adult education activities in Douglas County range from formal education at Umpqua Community College to informal book clubs and discussion groups. They tend to be centered in Roseburg, but also occur throughout the county. The informal and varied nature of many adult lifelong learning activities, such as book clubs, makes them challenging to investigate in a short amount of time. While the list below does include some informal learning opportunities, there are many learning activities happening in the county that are not represented in this research.

#### **Adult education activities and services include:**

- Adult basic education (ABE) and GED preparation:
  - Many of the ABE and GED preparation programs in Douglas County are offered in partnership with Umpqua Community College (UCC), either on-site or at satellite locations. The Woolley Center at UCC is the main provider of ABE and GED in the county. The Woolley Center offers GED and high school diploma classes, English as a Second Language (ESL) classes, and a tutoring program for students and anyone in the community on any subject. The Woolley Center supplies educational staff for the Wolf Creek Job Corps (although almost all of the students in this Job Corps program are from outside of Douglas County).
- Postsecondary education:
  - UCC is the only provider of postsecondary education in Douglas County. UCC offers a variety of degree programs in areas such as early childhood education, outdoor recreation, nursing, and engineering. Some students complete their postsecondary education at UCC, while others complete the first 2 years of a 4-year degree at UCC and then transfer to a 4-year university/college. UCC plays a crucial role in Douglas County.
- Community education:
  - Heritage arts workshops and classes cover topics such as pottery, soap-making, painting, bead-making, and medicinal herbs, and are offered by the Applegate House Heritage and Arts Education. Elders are often involved in teaching workshops, and mentoring youth that participate in such activities.
  - The Elkton Community Education Center offers opportunities for adults to learn about the Elkton region, a small library, and workshops about

various topics of interest. Community members often teach the workshops.

- Great Afternoons (located in Reedsport), in partnership with the Reedsport School District, provides adult community education classes on topics such as aerobics, weight-lifting, painting, pottery, and welding. The organization offers classes when the participant registration fees cover the cost of the class.
- UCC, through its Community Education Department, offers many community education classes that are non-credit and open to everyone in the community. Class fees are the primary means of support for their classes, which include topics ranging from yoga, to pencil drawing and pastels, to computers and eBay, to driver training.
- The Douglas County Library offers adult writing classes, sponsors book clubs, and hosts special artists-in-residence activities. For example, in August, the Library is hosting a writing workshop taught by a local artist. The workshops occur in Roseburg, while the Library offers on-line book clubs throughout the county.
- The Reedsport Chamber of Commerce and the Roseburg Area Chamber of Commerce offer community education activities primarily for business leaders. The themes vary but include topics such as “shopping and local storefronts” and “international trade.”
- Mercy Medical Center’s community education department offers diabetic education classes and nutrition classes. Registered nurses teach their classes. The diabetic education classes are primarily for patients referred by their doctors. The community education department also educates people at health fairs several times every year.
- One nonprofit, Project Literacy, plays an important role in the community because it offers free classes for individuals in a wide variety of areas, including health literacy, keeping a checkbook, basic computer skills, GED preparation, and citizenship preparation. Volunteers teach these classes, which they offer when there is sufficient demand.
- The faith-based community is involved in adult education through bible studies and classes, sponsoring book clubs, and offering drug rehabilitation classes.
- Informal education:
  - Interviewees expressed that book clubs, either hosted by organizations such as the library or churches, or a group of individuals gathering on their own, are important to adult lifelong learning in Douglas County.

- Organizations such as the Partnership for the Umpqua Rivers, whose mission is to restore and enhance water quality and fish habitat within in the Umpqua Basin, engage in informal education through a variety of means. This includes: educating residents at events, such as the Douglas County Fair; educating the public through individual interactions, such as when they perform a water quality analysis for a landowner; and making presentations about the organization and their work to community stakeholders.
- Workforce training and development
  - Umpqua Training and Employment (UT&E) is the primary provider of workforce training and development in Douglas County. UT&E offers a variety of services for both employees and employers. For job seekers, it offers assessment and testing, career counseling, structured job search, financial assistance, and opportunities to gain valuable work experience in an instructional setting. For employers, UT&E offers assistance with the development of position descriptions, assistance with recruitment, screening of applicants, including testing and assessment, and structured interviewing.

**Major players in adult education:**

- Umpqua Community College
- A large number of organizations involved in community education. This includes groups such as the Elkton Community Education Center, the Applegate House Heritage and Arts Education, the Douglas County Public Libraries, Project Literacy, the community education center at the Mercy Medical Center, chambers of commerce, Project Literacy, Great Afternoons, and the faith-based community.
- Umpqua Training and Employment

**Adult education needs/gaps in services:**

- Engaging the 65+ population that is still active and wants to contribute to their communities is an unmet need.
- Professional training and growth opportunities for Douglas County's professional workers are other unmet needs. Most professionals must currently travel outside of Douglas County to find these services.
- Again, many interviewees described transportation as a challenge for adult education. The issue is the same as described in early childhood education and

for the K-12 age cohort; the challenge is to connect people to education services because of the rural nature of Douglas County.

- Several organizations expressed that additional staff members would enable them to serve more adult learners.
- Interviewees stated that providing adult basic education opportunities throughout Douglas County is a need. There are opportunities in Roseburg, but outlying communities expressed a desire for more support to expand existing opportunities and reach those in very rural areas.
- Many among the adult and senior populations cannot afford classes, although they would like to take them.
- Interviewees described media literacy as a need. Many adults in the community do not know how to read a newspaper or website. This impacts their ability to connect to the community and to understand what is happening around them.
- Interviewees said that remedial education for students who want to enter UCC is a growing need.
- Class sizes for ABE and GED are too large. Smaller classes would enable teachers to provide the individual attention that these adult learners and their teachers need.

### *Funding*

Interviewees were asked about sources of funding for lifelong learning activities. Sources of funding include (there is overlap due to the perspective of the interviewee):

- State general fund
- Educational Service Districts
- Taxpayers
- School districts
- Fundraising events
- Greater Douglas United Way
- Foundations

- Title II funds
- Local businesses
- Individual donations
- Douglas County Commission on Children and Families
- Membership and class fees
- Endowment funding

## V. Options for Grantmaking

### *The Context of Learning Activities*

Many of the interviewees expressed that larger challenges in Douglas County affect lifelong learning by increasing barriers for children and adults to access education. Interviewees cited the following examples of the contextual factors that influence lifelong learning:

- High poverty
- Low-paying jobs
- A lack of adequate health insurance
- Hunger
- Homelessness
- A lack of trust toward service providers and the educational institutions
- Drug abuse
- Low literacy rates
- Generational poverty and a culture of poverty.

These contextual factors impact lifelong learning in direct ways, such as when a family does not sign the paperwork that would enable their child to receive free meals at school. These factors also impact lifelong learning in indirect ways, such as when a family does not value education because no one in the family has completed high school. This creates a family culture about education that often discourages children's participation in education. Also, when poverty is high, people are "on survival mode" and do not place a high importance on education. The context of learning activities is important to consider when thinking about supporting lifelong learning in Douglas County. It is impossible to separate meaningful lifelong learning activities from the context within which the learning activities occur.

### *Contextualizing Lifelong Learning*

During the interviews about lifelong learning activities in Douglas County, many of the interviewees were asked to express their ideas and opinions about lifelong learning. Many of their answers echoed the information presented in the beginning of this report: that lifelong learning occurs throughout one's lifetime, that it occurs in a

variety of settings, and that it is an important value for our society. Certain ideas they shared are important to highlight:

- Learning for many people is for the purposes of finding a higher-paying job.
- Individuals sometimes view a “love of learning” as a middle and upper class value.
- A willingness to engage in lifelong learning activities depends, in part, on individual values about the importance of education, being open-minded, and having the self-confidence to enroll in class.
- Lifelong learning activities, as sponsored primarily by middle- and upper-class individuals who are well-educated, often contain hidden class rules that are difficult for people living in cultures of poverty to understand. Helping people who live in poverty understand and navigate through these hidden rules, and discussing the hidden rules among service providers, is important to engaging more of the community in lifelong learning.
- Understandings of lifelong learning need to expand and broaden so that the county values informal learning sponsored by loosely-knit organizations.
- Interviewees perceive urban communities as being further along in their ability to provide lifelong learning activities. There is concern that a lack of services in rural areas will leave children living in those areas behind.
- The senior population moving into Douglas County is educated and has time and expertise that they want to share with their community.
- Lifelong learning support should focus on young children and youth because they are the future leaders of our communities.
- Lifelong learning has to be fun and relevant. Enjoyable events and activities draw people into the community, at which point they may be more open to participating in other learning activities.

### *Considerations*

Indeed, there are many ways that private philanthropists can make an impact in Douglas County with respect to lifelong learning. Several key considerations inform options for supporting lifelong learning in Douglas County:

- Education creates many important benefits to society and the individuals who engage in learning across the lifelong learning spectrum. As individuals attain higher levels of education, their incomes and civic participation rates increase. This also benefits society in a variety of ways, including less crime, more tax revenue, and less reliance on social services.
- Given that all lifelong learning activities described in this report have many benefits and can be effective at differing ages, discerning the “most impactful” way of supporting lifelong learning is complex. How a private philanthropist supports lifelong learning depends on what the philanthropist sees as the primary or underlying reasons why lifelong learning is important, and the role that lifelong learning has in creating a healthier society. Pertinent questions include:
  - Is the goal of supporting lifelong learning to instill a “love of learning”?
  - Is the goal of supporting lifelong learning to provide educational opportunities to those with the highest need, so that they can enjoy the benefits of more education?
  - Is the goal of supporting lifelong learning to create an educated citizenry?
  - Is the goal of supporting lifelong learning to support what the community desires (as in the views expressed in the Douglas County research on education values)?
  - Is the goal of supporting lifelong learning to provide people with the skills and knowledge they need to find and keep employment?
  - Does supporting lifelong learning have a variety of goals? Which goal is of primary concern to the philanthropist?

Once a goal, or goals, of supporting lifelong learning are established, the private philanthropist can proceed with more clarity about what kind of impact they want to make.

- The use of promising practices will enhance the ability of a private philanthropist to make an impact. The promising practices information used in this report provides an indication of what is working across the lifelong learning spectrum.
- The brain research on young children, adolescents, and young adults helps to inform recommendations. It is clear that there is a critical window of opportunity for interventions that can make a long-term impact on infants and young children. Research is clear that the brains of people into their 20’s are still growing and changing. This suggests that education efforts can make a substantial impact on adolescents and young adults.

- There are critical needs across the lifelong learning spectrum in Douglas County. While the research for this report did not include a formal needs assessment, several needs surfaced many times.
  - Interviewees described several populations as being relatively underserved, including:
    - Children with mental health issues (and their families)
    - At-risk youth
    - Infants (and parents) who are in high-risk situations
  - Interviews described the need for OST programs and activities.
  - Interviewees mentioned the need for transportation to increase access to services numerous times.
- Interviewees mentioned several ideas that relate to how a private philanthropist could support lifelong learning. These include:
  - Many existing organizations and programs do not have the resources to provide additional educational activities for the people that need their assistance. Thus, funding can be most effective if it supports existing organizations, rather than creating new organizations.
  - There is no duplication of services related to lifelong learning in the county.
  - Organizations need multi-year funding. Annual funding support makes it challenging for organizations to sustain programs and make a meaningful impact.
  - Programs and organizations in rural communities make impacts that are just as important as the impacts of urban organizations. Although rural programs serve fewer people, the proportion of people they serve is higher.
  - There is a very small pool of people in Douglas County who have the financial means to support organizations that are addressing critical needs.
  - Organizations struggle with finding support for operating expenses.
  - Selecting programs for support could happen through a competitive application process.
  - Some people expressed that early childhood education activities are relatively well-funded, when compared to other lifelong learning areas.

- Organizations feel that foundations and private philanthropists are always looking for new and cutting-edge programs, even though existing programs may be highly effective and meeting community needs.

### *Options for Grantmaking*

The introduction of this report conceptualizes lifelong learning in three basic models, as described by Hans Schuetze of the University of British Columbia. All three models, while they emphasize lifelong learning, chart different courses. “They envision and advocate different models of education and learning, of work, and ultimately of society.”<sup>83</sup> Schuetze’s models form the basis for three grantmaking options that support lifelong learning in Douglas County.

- **Option 1: Lifelong learning for ALL**
  - This option values lifelong learning and education as means to create equality and opportunity.
  - The end goal is a society in which equality and opportunity exist for all.
  - This option targets specific populations that have either personal or situational barriers to education and eliminates these barriers. Thus, it focuses on populations with the highest need. The research in this report suggests that in Douglas County these populations are children in early childhood and in the K-12 age cohort.
- **Option 2: Lifelong learning for all who want, and are able, to participate**
  - This option promotes learning for learning’s sake, cultural education, and learning as a leisure activity.
  - The end goal is a society that emphasizes learning and education because of their intrinsic value.
  - In this option, individuals are responsible for informing themselves and taking advantage of lifelong learning opportunities. In Douglas County, this option would focus on creating learning activities that help to create a more engaged and culturally aware county that values a “love of learning.” The age focus for this option would be children in the K-12 age cohort and the adult population.
- **Option 3: Lifelong learning for finding or keeping jobs in a changing labor market**
  - This option advances lifelong learning as a means to provide people with the skills and knowledge they need to find and keep employment in our fast-changing economy.
  - The end goals are: a society with a healthy economy, based on an innovative and internationally competitive workforce; and individuals that benefit through enhanced employability and career options.

- This option would support lifelong learning in Douglas County by providing current and future workers with the resources, opportunities, and venues to pursue continual work-related learning, training, and skill-development. In essence, this option builds human economic capital. The ages involved in this option would be adults that either participate in the workforce or want to participate but lack the necessary skills or education, and future workers, such as the older end of the K-12 age cohort.

Private philanthropists could implement these options for grantmaking in a variety of ways. One possibility would be to fund a certain option for several years, and then move support to another option. Or, private philanthropists could choose to simultaneously support activities from all three options.

In the end, there is evidence that lifelong learning activities can make a significant impact across all ages. How the private philanthropist chooses to support lifelong learning largely depends on his or her value preferences about lifelong learning's role and purpose in society.

## Appendix: Interview Guide

The overall purpose of this research is to learn about lifelong learning in Douglas County. Specifically, we are interested in:

- Defining lifelong learning as it relates to early childhood, K-12, and adult (including post-secondary) education
- Gathering information about the best practices across the lifelong learning spectrum
- Gathering data about what is happening in Douglas County along the lifelong learning spectrum

This list of questions is a guide and should not constrain our conversation.

1. What are the services that your organization provides with respect to early childhood/K-12 education/adult education (select the applicable area) in Douglas County?

2. What are the main funding sources for your organization that support early childhood/K-12 education/adult education (select the applicable area) in Douglas County?

3. What are the gaps in services and/or populations in need in early childhood/K-12 education/adult education (select the applicable area) in Douglas County?

4. Who are the major players in Douglas County in both formal and informal education with respect to early childhood/K-12 education/adult education (select the applicable area)?

5. I will not be making funding recommendations in this report. However, do you have recommendations or strategies for how a private funder could support lifelong learning in Douglas County?

6. Are there other people involved in a facet of lifelong learning in Douglas County that you recommend we talk to?

7. Thoughts on lifelong learning: Why is it important? What does it mean in your local community? How can the community be engaged in lifelong learning?

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<sup>1</sup> Schuetze, H.G. (2005, November). *Financing lifelong learning: Potential of and problems with individual learning accounts in three countries*. Paper for the National Center for the Study of Privatization in Education. Retrieved July 6, 2007, from <http://www.ecs.org/html/Document.asp?chouseid=6671>.

<sup>2</sup> *Ibid.*

<sup>3</sup> Galbraith, M.W. (1995). *Community-based organizations and the delivery of lifelong learning opportunities*. National Institute on Postsecondary Education, Libraries, and Lifelong Learning, U.S. Department of Education. Retrieved June 28, 2007 from: <http://www.ed.gov/pubs/PLLIConf95/comm.html>.

<sup>4</sup> U.S. Department of Education (2000). National Center for Education Statistics. *Lifelong Learning NCES Task Force: Final Report, Volume II*, Working Paper No. 2000-16b, by the NCES Lifelong Learning Task Force. Retrieved July 30, 2007 from <http://nces.ed.gov/Pubsearch/pubsinfo.asp?pubid=200016b>.

<sup>5</sup> Galbraith, M.W. (1995). *Community-based organizations and the delivery of lifelong learning opportunities*. National Institute on Postsecondary Education, Libraries, and Lifelong Learning, U.S. Department of Education. Retrieved June 28, 2007 from: <http://www.ed.gov/pubs/PLLIConf95/comm.html>.

<sup>6</sup> *Ibid.*

<sup>7</sup> Drucker, P. (2001, November 3). The new workforce. *The Economist*, 361(8246), 8-11.

<sup>8</sup> U.S. Department of Education (2000). National Center for Education Statistics. *Lifelong Learning NCES Task Force: Final Report, Volume II*, Working Paper No. 2000-16b, by the NCES Lifelong Learning Task Force. Retrieved July 30, 2007 from <http://nces.ed.gov/Pubsearch/pubsinfo.asp?pubid=200016b>.

<sup>9</sup> Field, J. (2006). *Lifelong learning and the new educational order*. Trentham Books: Sterling, VA.

<sup>10</sup> Drucker, P. (2001, November 3). The new workforce. *The Economist*, 361(8246), 8-11.

<sup>11</sup> Schuetze, H.G. (2005, November). *Financing lifelong learning: Potential of and problems with individual learning accounts in three countries*. Paper for the National Center for the Study of Privatization in Education. Retrieved July 6, 2007, from <http://www.ecs.org/html/Document.asp?chouseid=6671>.

<sup>12</sup> The upper end of the K-12 age cohort varies because youth who continue in traditional schooling and graduate from high school are often considered part of the K-12 system and graduate around age 18. However, in all states, the maximum age of compulsory school attendance is age 16 or older. Thus, youth who leave formal schooling after 16 and enroll in GED or other adult basic education classes are often referred to as adult learners.

<sup>13</sup> U.S. Department of Education (2000). National Center for Education Statistics. *Lifelong Learning NCES Task Force: Final Report, Volume II*, Working Paper No. 2000-16b, by the NCES Lifelong Learning Task Force. Retrieved July 30, 2007 from <http://nces.ed.gov/Pubsearch/pubsinfo.asp?pubid=200016b>.

<sup>14</sup> McClintock, M.L. (2005, July). *Early childhood development in Oregon: Opportunities for investment*. The Oregon Community Foundation. Retrieved July 3, 2007, from [http://www.ocf1.org/news/research\\_reports.html](http://www.ocf1.org/news/research_reports.html). She cites *The Oregon Children's Institute Issue Brief #1* (Spring 2005), which refers to a 1998 issue of the *Journal of the American Academy of Child and Adolescent Psychiatry*.

<sup>15</sup> Zero to Three Policy Center, (2004, April). *Building bridges from prekindergarten to infants and toddlers: A preliminary look at issues in four states*. Retrieved July 3, 2007, from <http://www.zerotothree.org/site/DocServer/BuildingBridges.pdf?docID=1721>. Cited in: McClintock, M. L. (2005, July). *Early childhood development in Oregon: Opportunities for investment*. The Oregon Community Foundation. Retrieved July 3, 2007, from [http://www.ocf1.org/news/research\\_reports.html](http://www.ocf1.org/news/research_reports.html).

<sup>16</sup> McClintock, M.L. (2005, July). *Early childhood development in Oregon: Opportunities for investment*. The Oregon Community Foundation. Retrieved July 3, 2007, from [http://www.ocf1.org/news/research\\_reports.html](http://www.ocf1.org/news/research_reports.html).

<sup>17</sup> As cited in: City Club of Portland (2006, March 17). The early years: A City Club report on the care and education of children from birth to age five. *City Club of Portland Bulletin*, 87(42), p. 8. Retrieved July 3, 2007, from [http://www.pdxcityclub.org/pdf/early\\_childhood\\_2006.pdf](http://www.pdxcityclub.org/pdf/early_childhood_2006.pdf).

<sup>18</sup> Cited in: McClintock, M.L. (2005, July). *Early childhood development in Oregon: Opportunities for investment*. The Oregon Community Foundation. Retrieved July 3, 2007, from [http://www.ocf1.org/news/research\\_reports.html](http://www.ocf1.org/news/research_reports.html).

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- <sup>28</sup> *Ibid.*
- <sup>29</sup> In the current foundation and private funding discourse, there is a variety of terminology for describing practices that make an impact. This terminology includes “best practices,” “proven practices,” and “evidence-based practices.” What these terms have in common is that they are practices that are promoted based on their merits as demonstrated in research. However, they each reflect specific standards of research, and have a loose application in funding discourse. Due to the wide scope of activities in this report, and the challenges with understanding the standards of each term, “promising practices” was selected to describe practices that are based on research, have demonstrated some impact, and show promise for making further impact.
- <sup>30</sup> Information presented in this section is largely from the work of:  
McClintock, M.L. (2005, July). *Early childhood development in Oregon: Opportunities for investment*. The Oregon Community Foundation. Retrieved July 3, 2007, from [http://www.ocf1.org/news/research\\_reports.html](http://www.ocf1.org/news/research_reports.html).
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- <sup>32</sup> This list was compiled from a combination of research described in the following reports:  
City Club of Portland (2006, March 17). The early years: A City Club report on the care and education of children from birth to age five. *City Club of Portland Bulletin*, 87(42), p. 8. Retrieved July 3, 2007, from [http://www.pdxcityclub.org/pdf/early\\_childhood\\_2006.pdf](http://www.pdxcityclub.org/pdf/early_childhood_2006.pdf).  
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- <sup>38</sup> Research cited in: McClintock, M.L. (2005, July). *Early childhood development in Oregon: Opportunities for investment*. The Oregon Community Foundation. Retrieved July 3, 2007, from [http://www.ocfl.org/news/research\\_reports.html](http://www.ocfl.org/news/research_reports.html).
- <sup>39</sup> This list was compiled from a combination of research described in the following reports:  
City Club of Portland (2006, March 17). The early years: A City Club report on the care and education of children from birth to age five. *City Club of Portland Bulletin*, 87(42), p. 8. Retrieved July 3, 2007, from [http://www.pdxcityclub.org/pdf/early\\_childhood\\_2006.pdf](http://www.pdxcityclub.org/pdf/early_childhood_2006.pdf)  
McClintock, M.L. (2005, July). *Early childhood development in Oregon: Opportunities for investment*. The Oregon Community Foundation. Retrieved July 3, 2007, from [http://www.ocfl.org/news/research\\_reports.html](http://www.ocfl.org/news/research_reports.html).
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