Promoting Excellence in Youth Outreach and Engagement: 
A Proposal to Advance Oregon State University’s Phase II Strategic Plan

NOTE: Members of the proposal development team discussed in depth two leadership structures. It became apparent that neither structure would allow the proposal to move forward with the support of all team members. Believing the vision, mission, and goals of CYOE to be central to the University, the development team submits this proposal with unified voice around those elements and in agreement to present in this document the two structures, each a proposed leadership option for CYOE. Organizational charts (A), phased implementation plans (C), and overview budgets (D) for these options may be found in the appendices.

Overall Plan for the Center for Youth Outreach and Engagement
This proposal incorporates and builds on elements of two earlier proposals to the Provost to establish a centralized unit for all youth programs at Oregon State University (OSU) – a strategic initiative proposal in 2004 and a Precollege Programs workgroup report of 2005. Two lingering, unmet needs form the basis for the current proposal – building capacity among youth outreach and engagement (YOE) programs and enhancing OSU’s institutional leadership in YOE.

Internal Capacity. Many OSU programs serve youth and their influencers (families, teachers, out-of-school time educators, and community members). A significant number of these programs operate with limited staffing and in isolation from other youth programs. While these programs contribute specific value for youth, they have little reserved capacity to address other shared and important programmatic needs – research-informed program design; well-articulated participant outcomes; program evaluation; systemic data collection; networking and collaboration with youth programming peers; strategic alignment with the University’s goals and imperatives; and development and integration of a shared framework for youth programming.

Institutional Leadership. The established expertise of YOE practitioners and the recognized research excellence of University faculty offer OSU a significant opportunity to establish itself as a regional, national, and global leader in defining and articulating models of interactions and robust partnerships that support youth and communities, contribute to their well-being, and impact cultures. By leveraging existing and developing new partnerships and other resources that exemplify top land grant institutions, a YOE-focused unit would have a key role in supporting and advancing the strategic objectives of the University.

To address these needs, the Center for Youth Outreach and Engagement (CYOE or Center) will be a university-wide structure that bridges research and practice and serves as a resource, catalyst, and advocate for quality opportunities for youth to learn, lead, and contribute. Centralized responsibility, service, and accountability for all University YOE programs will ensure shared vision, common framework, service and strategic alignment, and program quality, assessment, documentation, and reporting. By design, CYOE will support initiatives under each of the University’s Phase II Plan goals, as well as university-wide initiatives.

A central function of the Center will be ensuring clear alignment of University-based YOE programs to OSU’s strategic goals, imperatives, and initiatives. This alignment would include program operation, documentation and would start by intentionally linking the mission, vision, and goals of CYOE to those of Oregon State University. Another important service of CYOE will be supporting the assessment and evaluation of youth outreach and engagement programs. This service will foster reflective practice within the YOE community and will enable the
A compilation of a data-rich story of the YOE programs’ contributions to the University’s mission and goals. CYOE will work collaboratively with research faculty and graduate students in education, youth development, and other areas to accomplish this service. Also central in the focus and functioning of CYOE is engaging OSU students, articulating learning outcomes for these students, and assessing impact of student engagement. The Center will work with units in Academic Affairs and International Programs, Student Affairs, and Outreach and Engagement to provide meaningful service learning opportunities for University students, experiences that will enhance their skills in and capacity for civic engagement.

Mission, Vision, and Goals of CYOE

Mission of CYOE: As part of Oregon’s land grant institution and as one of the units of Oregon State University, the Center for Youth Outreach and Engagement will promote the positive development and educational and career aspirations of youth. CYOE, working through a wide range of disciplinary contexts, achieves its mission by supporting the engagement of OSU students and faculty, linking the intellectual and tangible resources of the University to youth, families, teachers, out-of-school time educators, and communities, and building broader opportunities for youth to learn, lead, and contribute.

Vision of CYOE: To best serve the people of Oregon, especially the state’s youth, the Center for Youth Outreach and Engagement will be a regional leader and a national model of comprehensive youth outreach and engagement.

CYOE Goal 1 - Youth Development
Provide effective youth programs that link the University’s teaching and research in its three Signature Areas of Distinction to youth, families, teachers, out-of-school time educators, and communities.

CYOE Goal 2 – University Engagement
Enrich the teaching and learning environment of OSU by supporting college student access, persistence and success through a variety of outreach and engagement opportunities for university students and faculty.

CYOE Goal 3 - Sustainability
Support increased revenue-generation at the University through research partnership grants, outreach and engagement program grants, and private fundraising.

Youth outreach and engagement programs exist at the University to address a range of youth development considerations. YOE programs use disciplinary contexts across the University to offer out-of-school time academic enrichment, college readiness support, and life skills and leadership development for youth. In terms of non-cognitive outcomes, CYOE’s efforts will focus on students’ attitudes toward life, school, and their own learning and capacities; the behaviors that support academic and life success; and the youths’ aspirations and preparations for college, work, and life.

The ways CYOE will support the Phase II goals of OSU are the following:

Phase II Plan Goal 1. Provide outstanding academic programs that further strengthen performance and pre-eminence in the three Signature Areas of Distinction: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.
• Create and enhance models of outreach and engagement to serve the needs of the State and promote adoption of these models by other higher education institutions around the globe. (Addressed by CYOE Goals 1 and 2)

As measures of University progress, CYOE will:
• Implement YOE programs that link OSU to youth, families, teachers, out-of-school time educators, and communities;
• Identify and track the amount, diversity and quality of YOE programs at OSU;
• Develop a blueprint for planning, funding, implementing, and evaluating broader impact and outreach projects through YOE programs across Signature Areas of Distinction (e.g. publications, websites, training programs);
• Disseminate the outcomes and evaluation of broader impact and youth outreach programs through publication or other means;
• Offer administrative, grant writing, and evaluation services to faculty across Signature Areas of Distinction to develop or enhance activities related to YOE programming within the context of their disciplinary research; and
• Identify and track the number and dollar value of funded grants that include broader impact and outreach through YOE programs.

Phase II Plan Goal 2. Provide an excellent teaching and learning environment and achieve student access, persistence, and success through graduation and beyond that matches the best land grant universities in the country.
• Implement a student engagement agenda that enables successful transition to college, adds value to [college] student experiences, and increases leadership and research opportunities in order to raise first-year retention and six-year graduation rates. (Addressed by CYOE Goals 1 and 2)
• Increase participation and success of students from under-represented US minorities and international students, and equalize six-year graduation rates for all student cohorts. (Addressed by CYOE Goal 2)

As measures of University progress, CYOE will:
• Provide education and mentorship opportunities that support college students in enhancing their social awareness, diversity, creativity, and community involvement;
• Identify and track the amount, diversity, and level of participation of University faculty and students in YOE programming;
• Identify and track the amount, variety and quality of models of youth outreach and engagement partnerships at OSU;
• Increase the number and variety of University YOE partnerships;
• Track the persistence of youth participants in the youth pipeline;
• Identify and track the number of P-12 students and YOE participants who matriculate to post-secondary programs at OSU and in higher education in Oregon;
• Identify and track the persistence/retention of YOE program participants matriculating to OSU.

Phase II Plan Goal 3. Substantially increase revenues from private fundraising, partnerships, research grants, and technology transfers while strengthening our ability to more effectively invest and allocate resources to achieve success.
• Increase revenues from research grants and contracts, technology transfer, and commercialization activities. (Addressed by CYOE Goal 3)
• Collaborate with institutional partners in areas of shared vision to gain efficiencies in program development and delivery. (Addressed by CYOE Goals 2 and 3)

As measures of University progress, CYOE will:
• Contribute to an increase of total grants and contracts by tracking the number and funded amount of grants that address broader impact and outreach through youth programming;
• Increase number of consultations with faculty to adequately address broader impact and outreach of disciplinary research through linkages to YOE programs;
• Expand university-school-community partnerships to those not currently represented at OSU, such as multi-institutional, multi-faceted youth initiatives;
• Develop and submit YOE-specific grants for collaborative YOE programs;
• Identify and centralize common programming services and resources for use by all OSU youth programs and faculty engaged in YOE programs; and
• Increase annual private fundraising, with the Center as a visible, recognizable entity for YOE-related fundraising through charitable organizations.

In addition to contributing to the goals and objectives listed above, CYOE will bring support to two of the university-wide initiatives:
• Foster a culture of excellence in all the university’s programs. (Addressed by CYOE Goals 1 and 2)
• Bring synergy and impact to OSU messages through an integrated marketing plan that better presents the university to the general public and targeted constituencies. (Addressed by CYOE Goals 1 and 3)

As measures of University progress, CYOE will:
• Implement strategies intended to achieve excellence in YOE programs through collaborations of research, teaching, and outreach and engagement;
• Cultivate and advance opportunities for diverse individuals and programs to serve youth;
• Promote a community of practice among all University-based YOE programs;
• Compile a comprehensive inventory of all YOE programs, target audiences, services, impacts, and partnerships; and
• Create for the general public a searchable database of all YOE programs, target audiences, and services.

Objectives, Functions, and Activities of CYOE
CYOE will link the University’s three Signature Areas of Distinction to youth and their influencers (families, teachers, out-of-school time educators, and community members). Identified strengths, capacities, partnerships, and collaborations, in a context of supporting University student experience and engagement, position CYOE to meet its mission by:
• Leveraging the resources of the University to develop and implement innovative programming to serve and support the positive and successful development of youth - to nurture their higher education and career access and success and to promote the development of their life skills competencies;
• Building effective professional development and general public programs that utilize the research strengths, skills and capacities of University faculty, target a variety of educators and audiences, and complement programs directly serving youth;
• Engaging and supporting University students in youth outreach and engagement to enhance their University learning experiences; and
• Elevating the capacity and position of the University as a leader in engaging faculty in and
promoting scholarship about youth outreach and engagement that provide academic enrichment and college readiness.

The Center will serve as the institutional nexus for youth outreach and engagement, supporting developmentally rich contexts and research informed practices that foster youth learning, leadership, and contribution. Simultaneously, CYOE will provide avenues through which University students, faculty, and staff will partner in meaningful, innovative experiences to engage with and positively contribute to the lives of individuals external to the University. The theory of change for CYOE is provided as Appendix B.

CYOE is intended to align YOE programs and to cultivate excellence in youth outreach and engagement. In support of its mission, the Center will support a range of significant learning opportunities for P-12 students and teachers, out-of-school time educators, family and community members, and OSU students and faculty. The broad Center goal of promoting positive youth development has several strands:

- Increasing the school success, career awareness, life skills development, and higher education access of all youth, especially minority, low-income, rural, and first-generation-college youth;
- Improving precollege education through enrichment and life-long learning;
- Developing university, school, and community partners to serve students, families, and classroom and out-of-school time educators; and
- Enhancing the capacity of families and communities to promote positive youth development and education beyond the high school diploma.

Implementation of CYOE

Full implementation of the Center for Youth Outreach and Engagement will occur over a four-year period. Phased implementation plans are provided as Appendix C. Although efforts have been made to present critical implementation tasks for each leadership structure, neither list is intended to be complete.

Alignment of CYOE with Administrative Guidelines

CYOE will report in the organizational division best situated to help CYOE achieve its goals and to provide a context that will nurture and advance YOE programs and personnel. Members of the proposal development team have considered the Divisions of Outreach and Engagement and Student Affairs as potential homes for CYOE. A YOE Leadership Team (comprised of YOE practitioners with complementary expertise) will support the leadership function and help ensure necessary expertise for all areas of Center leadership and function. A YOE Council of representatives from key departments and programs throughout the University and from community and private sector groups will help inform the direction and priorities for CYOE.

While every YOE program at the University will affiliate with the University-wide Center, many, if not most, individual programs will continue to be housed administratively in their current units. For Center-affiliated programs, the authority for and allocation of the programs’ financial and human resources will remain within the programs’ current administrative units. Other YOE programs, those with university-wide focus, programming, and impact, could be administered through CYOE, reporting to the Center Director or other Center supervisor as appropriate. Decisions about moving any existing YOE programs into the Center should involve YOE program leaders, current administrative unit heads, and appropriate divisional leaders.
Regardless of leadership structure, CYOE will not align initially with the administrative guidelines, as the number of known direct reports in year one will be two. However, several first- and second-year tasks will enable CYOE to begin movement toward alignment with the guidelines. One task is initiating conversations to identify the existing YOE programs interested in transitioning to and being administered through CYOE. Once these programs are known, program clustering or another structuring strategy will be used to ensure that Center-based supervisors have a minimum of six direct reports and that Center-based personnel have no more than four layers of management to the Provost.

Other first- and second-year tasks will be a needs assessment and a profile of YOE programs to identify any service gaps in YOE programming. Appropriate Center-based initiatives will be planned and external funds will be sought to implement additional programs that will be administered through the Center. As the number of Center-based personnel increases, the organization of CYOE will move toward the required administrative guidelines, with no more than two additional layers of reporting to the Center director.

Budgetary Implications of CYOE
By the end of the phased implementation period, the ongoing, effective functioning of the CYOE will require the leadership and oversight of designated long-term personnel. Ongoing resources will be needed to fund the Center’s administrative positions. During years one and two, some Center functions will be handled through existing personnel serving either on the YOE Leadership Team or with some assignment of FTE to CYOE. While this will not require additional resources, it will require the agreement of the administrative heads of the involved YOE programs to support the assignment of FTE to Center functions. For those units administered through the Center, resources will need to move from their existing units to CYOE through the divisional home of the Center.

Efficiencies through CYOE
There no costs savings directly associated with the creation of CYOE. Reducing areas of overlap and increasing internal capacity will provide efficiencies. The Center is expected to contribute to the University by achieving efficiencies in the three areas described below.

Centralization of Existing Youth Outreach and Engagement Programs—CYOE, as the single, initial point of contact for OSU’s youth programming, will help to foster and build cooperation and collaboration among existing programs. In addition, the Center will use a creative, data-driven program approach that identifies gaps in services and efficiently brings the unique resources of Oregon State University (along with those of other partners) to initiate, incubate, and support youth programs closely aligned to the University’s strategic plan and the needs of the constituents being served.

Bringing together youth programs through a clear administrative charge will optimize available resources and create the context and expectations for gaining new resources. The Center will provide an organizing structure that establishes consistent programming for university-wide youth outreach and engagement and identifies and articulates models of effective programming. CYOE will also perform other central administrative functions for YOE programs and support regular assessment and evaluation of the programs. These efforts will provide concrete data for both formative and summative evaluation and will allow for data aggregation for a comprehensive OSU story of youth outreach and engagement. The Center, through local and
statewide initiatives and national partnerships, will support both existing and new youth programs in incorporating research-informed practices in their educational programming.

**Service to Oregon’s Youth and their Influencers**—The changing demographics of Oregon and the nation require attention to the continuing issues of achievement gaps, underserved populations and communities, and under-representation of certain populations in higher education and technical careers. Realizing the University’s 2025 goals will require a significant increase in the numbers of underrepresented minority students who enroll in, persist through, and attain degrees from OSU. The variety of OSU youth programs is such that the unit’s goal for serving Oregon’s P-12 community may be stated simply as that of increasing success for all students. By building on existing interactions, the Center can help University colleges or departments connect with and provide support for specific audiences. More than 40 P-12 programs currently exist at OSU and bring the University’s knowledge and techniques to P-12 students, their families, and their teachers. CYOE will develop and provide a structure for the interactions and partnerships between the University and the communities and audiences served by these programs.

Effectively addressing the challenges of an increasingly diverse P-12 pipeline and the general population requires innovative, targeted programming that supports the academic preparation and college aspirations of underserved and underrepresented children, youth, and their influencers. CYOE will serve as a clearinghouse to link initiatives, people, and projects in order to increase impact and movement toward OSU’s diversity goals and to avoid redundancy in programming. Attaining the University’s 2025 goals requires OSU to target young people (preschool through high school) and their influencers, resulting in a significant number of the students choosing OSU as their institution of higher education.

**Service to Oregon State University Faculty and Students**—A series of faculty workshops (offered during 2004 and 2005) for research faculty demonstrated the concerns research faculty have about adequately addressing broader impact and finding resources to support their project development. CYOE will provide workshops and seminars for faculty interested in youth outreach. These workshops will help faculty increase their knowledge of the challenges and opportunities of broader impact programming in youth outreach and engagement; become aware of YOE programs within the University; and initiate conversations with potential grant partners within the YOE community. Support for proposal development, also offered through CYOE, will assist faculty interested in youth outreach in identifying potential partners and in developing specific, measurable, and actionable programming grounded in research and informed by practice. The proposal development support will utilize and leverage the partnerships and extensive statewide networks of current YOE programs.

CYOE will provide central support for the engagement of OSU students in the development and delivery of youth programming. The experiences will be structured so that the OSU undergraduate and graduate students: gain skills and experience in effective academic outreach to K-12 students and teachers; have opportunities to become more skilled in communicating their content and research to general interest, non-disciplinary audiences; become better prepared to secure research funding as they move on to establish their own academic careers; and gain an appreciation for effective youth outreach as a life-long service opportunity. The Center will provide a meaningful context in which members of the OSU community may operationally define what it means to be “Powered by Orange.”
**Associated Costs of CYOE**

Initially, the Center-based positions will be funded through the University. It is expected that individual YOE program and research partnership grants will support some portion of the FTEs for the youth programs strategist and evaluation/assessment specialist. Over time, as the grants and gifts portfolios grow, these positions will be supported entirely through grants and gifts. Ongoing University resources will be needed for the director and administrative assistant. New Center-based positions will be added as funds become available through the various funding streams. Regardless of the transitional and final structures, the University will have costs associated with the Center (leadership, administrative support, services and supplies, and travel). Overview budgets are provided in *Appendix D.*

**Process and Involvement of Stakeholders**

Comments shared by Vice Provost Scott Reed and the Provost’s concerns about what should be done with the University’s K-12 programs provided the opportunity for youth outreach and engagement (YOE) program leaders to help define their future. Following a November 2009 youth programs luncheon (convened by Terryl Ross and the Office of Community and Diversity), a group of faculty and administrators discussed the feasibility of developing a proposal that would create a university-wide structure for the leadership and program support of all YOE programs at OSU. Draft documents were developed, shared, and revised. Leaders of all known YOE programs and YOE allies were invited to a February 2010 luncheon to learn more about the proposal and to share their feedback about goals, attributes, functions, and structural preferences. A work group, consisting of some members of the planning team and other YOE leaders, met to review the feedback and to decide how to address stakeholder concerns in the developing proposal.

During the February youth programs luncheon organized to gain stakeholder feedback about the proposed YOE unit, one result is very telling. When asked their preference for the structure of CYOE and given the choices of the existing collaborative network of programs, a YOE leadership network, or a YOE unit with a designated unit head, no one preferred the existing collaborative network as the vehicle for moving YOE forward. It was clear that YOE program leaders and allies do not see the current structure as the one to facilitate capacity building of YOE programs and to enhance the impact of university-wide youth outreach and engagement. YOE program leaders and youth program allies recognize the role of youth outreach and engagement in advancing the mission, goals, and impact of OSU. Even though members of the CYOE planning team do not agree on the structure presented in this proposal, there is unanimous agreement about the goals and potential benefits of a University-wide unit for youth programs.

In addition, an overview presentation was scheduled for the Provost’s Council. It was planned that deans and other university administrators would be asked about their expectations for CYOE and for suggestions of other individuals in their units to involve in proposal development. Finally, members of the proposal development team distributed the proposal more broadly and had follow up conversations with stakeholders about the Center.
**Proposal Development Team** (Individuals attending one or more ongoing meetings to draft and refine proposal materials)

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<td>Office of Precollege Programs</td>
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<td>Environmental Health Sciences Center</td>
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<td>Ryan Collay</td>
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<td>Scott Reed</td>
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<td>Skip Rochefort</td>
<td>College of Engineering &amp; Office of Precollege Programs</td>
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**Youth Programs Luncheon Participants** (individuals providing input to inform proposal development)

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<td>Josefine Fleetwood</td>
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<td>Larry Roper</td>
<td>Earlean Wilson Huey</td>
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**Youth Programs Work Session** (individuals reviewing luncheon input and framing strategies to address stakeholder input; all luncheon participants were invited to be part of the work session)

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Appendix A-1: The Center for Youth Outreach and Engagement
Youth Center Leadership Team Option
Organizational Chart
Years 1 and 2

Vice-Provost
Outreach & Engagement

Vice-Provost
Student Affairs

Youth Center Leadership Team
Chair (0.5 FTE)
(6-8 Program Directors/Administrators)

Administrative Assistant
(0.5 FTE)

Youth Programs Strategist
(0.5 FTE)

Youth Outreach and Engagement Council
(Stakeholders)
• Youth Outreach and Engagement Representatives
• College Outreach Representatives
• E-Campus
• OSU Foundation
• OSU Marketing
• Student Affairs
• University Housing and Dining
• Center for Community and Diversity

OSU Precollege Programs
(Youth Center Leadership Team Support)

NOTES:

1) This structure will be in place through June 30, 2012, at which time a proposal for a permanent and sustainable Youth Center structure will be made by the Leadership Team (LT).

2) Youth Leadership Team and Chair Selected by Provost and Vice-Provosts. There will be Action Coordination Teams (ACT) established and headed by LT members in key areas. Each LT member will have primary responsibility for one area.

3) Administrative Assistant and Youth Programs Strategist will be internal hires by Leadership Team.
Appendix A-2: The Center for Youth Outreach and Engagement
Center Director Option
Organizational Chart
Years 1 and 2

Vice Provost

Youth Outreach and Engagement Council
(Center Stakeholders – Internal and External)

Interim Director
(0.5 FTE)

Youth Center Leadership Team (YOE Program Administrators and Directors)

Administrative Assistant
(0.5 FTE)

University YOE Programs
(Center-Affiliated)

Youth Programs Strategist
(0.5 FTE)
Appendix A-3: The Center for Youth Outreach and Engagement

Center Director Option

Organizational Chart

Years 3 and 4

Vice Provost

Youth Outreach and Engagement Council
(Center Stakeholders – Internal and External)

Executive Director
(1.0 FTE)

Youth Center Leadership Team (YOE Program Administrators and Directors)

All Other University YOE Programs (Center-Affiliated)

Administrative Assistant
(0.5 FTE)

Youth Programs Strategist
(0.5 FTE)

Director, Center-Administered Program

Director, Center-Administered Program

Director, Center-Administered Program
Appendix B: Center for Youth Outreach and Engagement Theory of Change

Assumptions:
The positive and successful development of youth requires the commitment and collaboration of many partners.

Access to and participation in quality opportunities in intentional learning environments will benefit youth.

Increasing the capacity of YOE programs to integrate their practice with research and to link the experiences to participant outcomes will help to elevate the quality of opportunities for youth.

A network of YOE programs, framed through a community of practice, will increase the efficacy of individual YOE programs.

University students are critical partners in successful youth outreach and engagement efforts.

Engagement with and service to others provide important benefits to the University and its students.
Appendix C-1: Phased Implementation Plan – Youth Center Leadership Team Option

Year One

Some critical first-year tasks for the establishment and effective functioning of the Center for Youth Outreach and Engagement include:

- Provost and Vice-Provost(s) select Youth Center Leadership Team (6-8 members) and a Leadership Team Chair.
- Identify key areas to establish Action Coordination Teams (ACT) and select ACT team leaders from the Leadership Team.
- Constitute the Youth Outreach and Engagement Council.
- Recruit and hire an administrative assistant (0.5 FTE) and a youth programs strategist (0.5 FTE). Locate them in the Precollege Program Offices (Batchelor 350) with existing PCP staff.
- Work with Center stakeholders to develop CYOE vision, mission, goals and strategic plan.
- Continue to meet with YOE programs leaders and their unit administrators to establish relationships with and to build community among the diverse youth outreach and engagement programs.
- Conduct an inventory of YOE programs and identify priorities for ongoing support.
- Meet with various external stakeholder groups and conduct needs assessment to identify service gaps.

Additional Tasks for Years 1 and 2

- Collaborate with PCP to expand centralized services to YOE programs.
- Determine the Center services for which YOE programs could (in the future) contribute support and gather data to inform the value of such “fees.”
- Increase the number of college students involved in YOE-focused Service Learning.
- Investigate the possibility of Research Office support for the Center and YOE programs.
- Meet with research faculty to increase the number of YOE-focused projects for broader impact and outreach through grant-funded research projects.
- Identify specific areas of focus for the YOE community and plan appropriate learning opportunities.
- Work with Center stakeholders to review and refine CYOE vision, mission, goals and strategic plan.
- Develop and implement program assessment models and Center-data collection methods.
- Establish a campus-wide team to define and support evidence-based YOE program design and delivery.
- Identify the statewide and regional conversations in which CYOE should be involved.
- Identify new YOE initiatives and their potential funding sources to address identified service gaps.
Appendix C-2: Phased Implementation Plan - Center Director Option

Year One
Some critical first-year tasks for the establishment and effective functioning of the Center for Youth Outreach and Engagement include:

- Identify an interim director (0.5 FTE) to lead the center during its inaugural year.
- Constitute and facilitate the Youth Center Leadership Team and the Youth Outreach and Engagement Council.
- Recruit and hire an administrative assistant (0.5 FTE) and a youth programs strategist (1.0 FTE).
- Develop a comprehensive position description and appropriate recruitment materials for an external search to hire a full-time center director by July 1, 2011.
- Meet with YOE programs leaders and their unit administrators to establish relationships with and to build community among the diverse youth outreach and engagement programs.
- Begin conversations to identify programs interested in transitioning to and being administered through CYOE.
- Work with Center stakeholders to develop CYOE vision, mission, goals and strategic plan.
- Determine the Center services for which YOE programs would contribute support and gather data to inform the value of such “fees.”
- Conduct an inventory of YOE programs and identify priorities for ongoing support.
- Meet with various external stakeholder groups and conduct needs assessment to identify service gaps.
- Develop a plan to provide centralized services to YOE programs.
- Investigate the possibility of Research Office support for the Center and YOE programs.

Year Two
With the Director in place, CYOE will have a priority focus on enhancing program capacity, building community, and expanding connections to and engagement with campus and statewide stakeholders. Additional tasks to be addressed during this period include:

- Identify specific areas of focus for the YOE community and plan appropriate learning opportunities.
- Work with Center stakeholders to review and refine CYOE vision, mission, goals and strategic plan.
- Continue conversations with programs interested in transitioning to and being administered through CYOE.
- Review feedback about the provision of centralized services to YOE programs and refine the plan.
- Develop and implement program assessment models and Center-data collection methods.
- Meet with research faculty to increase the number of YOE-focused projects for broader impact and outreach through grant-funded research projects.
- Establish a campus-wide team to define and support evidence-based YOE program design and delivery.
- Design collaborative projects designed to increase the number of college students involved in YOE-focused service learning.
- Identify the statewide and regional conversations in which CYOE should be involved.
- Identify new YOE initiatives and their potential funding sources to address identified service gaps.
Years Three and Four

CYOE will have an ongoing focus on enhancing capacity and sustainability by expanding community network, resources, and collaborations, expanding funding through research partnerships, foundation grants, and private giving, and increasing the documentation of measurable outcomes. In addition to the tasks of years one and two, ongoing implementation tasks to be added during this period include:

- Implement collaborative student-engagement projects.
- Organize a resource development team for the Center.
- Expand fund-raising efforts by cultivating relationships with appropriate agency and foundation program officers.
- Implement strategies to advance OSU’s statewide and regional leadership in youth outreach and engagement.
- Define specific ways CYOE might contribute to and benefit from the Integrated marketing Communication.
- Review CYOE goals and progress, refine goals and priorities, and identify next steps.
## Appendix D-1: Overview Budget – Youth Center Leadership Team Option

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Project Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Start Date:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personnel</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Team Chair (0.5 FTE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant (0.5 FTE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Youth Programs Strategist (0.5 FTE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Personnel Salaries and OPE</strong></td>
<td>125,000</td>
<td>125,000</td>
<td>250,000</td>
</tr>
<tr>
<td><strong>Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YOE Program Support (RFP Process)</td>
<td>To be determined (TBD)</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Faculty Seminars and Workshops</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Customer Services Support</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Youth Outreach Program Luncheons</td>
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<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Total Services and Operating</strong></td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td><strong>PROPOSAL TOTAL</strong></td>
<td>125,000+</td>
<td>125,000+</td>
<td>250,000+</td>
</tr>
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</table>

**Budget Note:**
TBD - The CYOE Leadership will determine the costs associated with anticipated Center services.
Appendix D-2: Overview Budget - Center Director Option

Start Date: July 1, 2010

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Totals</th>
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</thead>
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<tr>
<td>Faculty and Staff Salaries</td>
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<td>Faculty and Staff OPE</td>
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<td><strong>PERSONNEL TOTAL</strong></td>
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<td><strong>SERVICES</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Seminars and Workshops</td>
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<td>YOE Program Support</td>
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<td>50,000</td>
<td>50,000</td>
<td>200,000</td>
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<tr>
<td><strong>SERVICES TOTAL</strong></td>
<td>55,400</td>
<td>55,457</td>
<td>50,000</td>
<td>50,000</td>
<td>210,857</td>
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<td><strong>SUPPLIES</strong></td>
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<tr>
<td>Equipment</td>
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<td>0</td>
<td>0</td>
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<td>Materials and Supplies</td>
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<td>21,693</td>
<td>22,652</td>
<td>23,903</td>
<td>89,107</td>
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<td><strong>SUPPLIES TOTAL</strong></td>
<td>35,059</td>
<td>21,693</td>
<td>22,652</td>
<td>23,903</td>
<td>103,307</td>
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<td><strong>TRAVEL</strong></td>
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<td>12,942</td>
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<td><strong>REALIGNMENT TOTAL</strong></td>
<td>237,812</td>
<td>276,777</td>
<td>393,441</td>
<td>321,441</td>
<td>1,229,608</td>
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</table>

Budget Notes:
- YOE Programs will contribute funds to support some Center functions.
- External funds will be used to maintain Youth Programs and Evaluation/Assessment Specialists positions starting in year 4.
- Funds from the OSU Research Office will be sought to maintain the faculty broader impact and outreach seminars and workshops.
- The director, youth programs strategist, and administrative assistant positions are funded at 0.5 FTE during the first two years.
Appendix E: Support (or Non-Support) Statements from Members of the Proposal Development Team

Subject: Statement of Support for Youth Center Proposal  
Date: Monday, March 15, 2010 10:12 AM  
From: Kari van Zee <vanzeek@science.oregonstate.edu>  
To: Eda Davis-Lowe <eda.davislowe@smile.oregonstate.edu>  
Conversation: Statement of Support for Youth Center Proposal

I support the vision, mission, and goals of the Center for Youth Outreach and Engagement and support submitting the proposal for consideration in the strategic realignment process. Future conversations with youth outreach program leaders and University administrators will provide clarity about the authority, responsibility, and best leadership structure of the Center.

Kari van Zee  
Program Coordinator Grades 6-12  
Scientists and Teachers in Education Partnerships-STEPs  
(formerly known as the SEPS program)

Kari van Zee  
Instructor and  
Program Coordinator Grades 6-12  
Scientists and Teachers in Education Partnerships-STEPs  
(formerly the SEPS program)  
Oregon State University  
vanzee@science.oregonstate.edu  
Kari.van.Zee@oregonstate.edu  
Cell: (541) 602-5086

Subject: Statement of Support for Youth Center Proposal  
Date: Monday, March 15, 2010 1:34 PM  
From: Hirsch, Naomi <naomi.hirsch@oregonstate.edu>  
To: Eda Davis-Lowe <eda.davislowe@smile.oregonstate.edu>  
Conversation: Statement of Support for Youth Center Proposal

Fully supportive

Naomi Hirsch, EdM  
Program Coordination  
Environmental Health Sciences Center  
Superfund Research Program  
Oregon State University  
541-737-8105  
http://ehsc.oregonstate.edu  
http://oregonstate.edu/superfund
Subject: Statement of Support for the Youth Center Proposal  
Date: Monday, March 15, 2010 11:43 AM  
From: Skip Rochefort <skip.rochefort@oregonstate.edu>  
To: Eda Davis-Lowe <eda.davislowe@smile.oregonstate.edu>  
Cc: "Cole, Kyle" <Kyle.Cole@oregonstate.edu>, "Rochefort, W E Skip" <skip.rochefort@oregonstate.edu>, "Peterson, Kate" <kate.peterson@oregonstate.edu>, "Roper, Larry D" <larry.roper@oregonstate.edu>  
Conversation: Statement of Support for the Youth Center Proposal

Eda,

I am pleased to offer my support for the mission and goals of Youth Center as outlined in the final version of the proposal. I also want to state that I strongly support the organizational structure outlined as A-1, which provides for a "Youth Leadership Team Structure" for the next biennium (2011-12), followed by a needs assessment at that time. I feel that in a time of such transition in the University it is best to propose a shared governance structure for the next biennium, with the longer term structure of a Youth Center informed by the evolutionary activity at the University over that time period.

I want to thank everyone who participated in this process. We certainly learned a lot and made some significant advances, which I hope will continue in the years to follow.

Warm regards,

Skip Rochefort

Willie E. (Skip) Rochefort, Ph.D.
Associate Professor and First Year Student Advisor
School of Chemical, Biological, and Environmental Engineering (CBEE)
Director, Oregon State University Precollege Programs
co-Director, COE/COS Center for Outreach in Science and Engineering for Youth (COSEY)
Oregon State University
Gleeson Hall 205, Corvallis, OR 97331
Ph (541) 737-2408 Fax (541) 737-4600
email: skip.rochefort@oregonstate.edu

Subject: Support for the Center for YOE Proposal  
Date: Monday, March 15, 2010 12:11 PM  
From: Rennekamp, Roger <Roger.Rennekamp@oregonstate.edu>  
To: Eda Davis-Lowe <eda.davislowe@smile.oregonstate.edu>  
Cc: "Reed, Scott" <scott.reed@oregonstate.edu>, "Stern, Sam" <sam.stern@oregonstate.edu>  
Conversation: Support for the Center for YOE Proposal

Hi Eda,

I am writing to communicate my support for the proposal in terms of its accuracy in depicting the work of the group to date. I want to respect the exhausting work that you have done to ensure that a proposal was submitted in a timely manner. However, I am disappointed that the group was unable to achieve accord on a single plan that all could support.

You have done all that you can do at this point.
Roger
Roger Rennekamp, Ph.D.
Professor and Head, Department of Youth Development
State 4-H Program Leader
105 Ballard Extension Hall
Oregon State University
Corvallis, OR 97331
Office: 541-737-1737
FAX: 541-737-1332
E-mail: roger.rennekamp@oregonstate.edu