



JOHN KITZHABER
Governor of Oregon
OEIB Chair

JULIA BRIM-
EDWARDS

YVONNE CURTIS

MATTHEW DONEGAN

SAMUEL HENRY

NICHOLE JUNE
MAHER

MARK MULVIHILL

DAVID RIVES

RON SAXTON

MARY SPILDE
Chair-Designee

KAY TORAN

JOHANNA
VAANDERING

DICK WITHNELL

Chief Education Officer
NANCY GOLDEN

OREGON EDUCATION INVESTMENT BOARD

Best Practices and Student Transition Subcommittee

SUBCOMMITTEE MEMBERS: Yvonne Curtis (Chair), Mark Mulvihill, David Rives,
Lynne Saxton, Kay Toran, and Kim Williams

Tuesday, March 11, 2014

10:30 AM – 12:30 PM

Portland Community College-Rock Creek Campus
Event Center

17705 NW Springville Road

Portland, OR 97201

Video streaming [HERE](#)

If the above link fails, please use [this one](#)

Phone In Information: 888-204-5984

Participant Code: 992939

*Members of the public wanting to give public testimony must sign in.
There will only be one speaker from each group.
Each individual speaker or group spokesperson will have 3 minutes.*

AGENDA

- 1.0 Welcome and Roll Call**
- 2.0 Approval of the Agenda**
- 3.0 Approval of the Minutes from February 5, 2014**
Follow up: Draft Template for Subcommittee Recommendations-
Give feedback to Hilda by email.
- 4.0 Two minute updates:**
 - 4.1 Early Learning Council-Lynne Saxton and Kim Williams
 - 4.2 Higher Education Coordinating Commission-David Rives
- 5.0 Early Learning Division Update on Kindergarten Assessment Findings and Recommendations**
Jada Rupley, Brett Walker, and Kara Williams, Early Learning Division, ODE
Discussion among subcommittee members
- 6.0 Full Day Kindergarten: Policy Development Proposal prepared by the Oregon Association of School Executives**
Superintendent Maryalice Russell, McMinnville School District
Discussion among subcommittee members

- 7.0 Re-imagining Grades 9 – 14: Policy Development Proposal prepared by the Oregon Association of School Executives**
Shelley Berman, Superintendent, Eugene School District
Discussion among subcommittee members
- 8.0 Developmental Education Participation Rates and Outcomes of Oregon Public High School Graduates at Oregon Community Colleges**
Michelle Hodara, Research Analyst, Regional Educational Laboratory at Education Northwest
Discussion scheduled for next meeting
- 9.0 Status on Accelerated Learning Committee**
Hilda Rosselli
- 10.0 Perceptions of Parents of Elementary Level EL Students on EL Program Progress**
Toya Fick, Government Affairs Director, Stand for Children
Discussion scheduled for next meeting
- 11.0 Public Testimony**
- 12.0 Review of Tasks and Details on Next Meeting**
Tuesday, April 8, 2014 10:30 – 12:30
Oregon State Capitol, HR F
900 Court Street, NE, Salem, OR 97301
- 13.0 Adjournment**

****Times are approximate***

All meetings of the Oregon Education Investment Board are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@das.state.or.us. Requests for accommodation should be made at least 48 hours in advance.

OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee

Wednesday, February 5, 2014
10:00 AM – 12:30 PM

Meeting Notes

1.0 Welcome & Roll Call

Members in attendance: Yvonne Curtis, David Rives, Kim Williams, Mark Mulvihill,

2.0 Review and approval of the agenda

David Rives made a motion to approve the agenda, Mark Mulvihill seconded the motion and the agenda was approved.

3.0 Approval of the January 14th meeting notes

David Rives made a motion to approve the notes, Kim Williams seconded the motion and the notes were approved as presented.

4.0 Proposed performance indicators for education preparation

Scott Fletcher, Dean, Lewis and Clark Graduate School of Education and President of the Oregon Association of Colleges for Teacher Education (OACTE) presented an early draft of items being considered for institutional profiles that would be posted on educator preparation program websites. Potential categories of the profiles may include 1) institutional information, 2) program characteristics, and 3) performance data that would provide specific information on for employers, future educators and other interested parties. Although not yet approved by OACTE or TSPC yet, the data included would be used for program improvement, communication with the public, accreditation and accountability, and collective growth as a profession.

Yvonne suggested that these could also be a source of calling out best practices related to educator preparation and she invited Scott to update the Subcommittee once a final profile is adopted and to continue identifying ways that the subcommittee could help support this work. It was recommended that the subcommittee plan a panel at the April OEIB board meeting that connects the findings of the audit, actions being taken by the programs, and the scope of work underway in Oregon's educator preparation programs.

5.0 Importance of Early Literacy

Serena Stoudamire Wesley, OEIB Early Transitions, Equity and Community Director provided an update on the Statewide Literacy Campaign, stressing the importance of involving families and communities and providing wrap around services. The campaign will roll out to coincide with Summer Reading Programs.

Yvonne would like to make sure that the campaign also emphasize the importance of helping students maintain their Language 1 and suggested that there would be opportunities to help publicize this work at forums such as the Oregon Leadership Network, the Oregon Association of Latino Administrators, and the English Language Learners state conference.

6.0 Discussion on Subcommittee's role, progress, and next steps around recommendations to forward to OEIB—Tight/Loose

Committee member discussed a draft template for framing recommendations and made suggestions for edits. Hilda will make these and resend the document out. The committee also asked Hilda to draft an introduction similar to that being used by the Equity and Partnership Subcommittee for review at the next meeting.

Committee members agreed that ODE, HECC, and OEIB needs to coordinate efforts and provide practitioners with clear communication around best practices that address birth to 2, full day kindergarten, etc. and link in what we know works in the areas of second language learners, early literacy, wrap around services, etc.

As the committee identifies recommended policies and investments, they may request a white paper to highlight and frame the recommendations to the literature on best practices. It was suggested that the first paper needed is in the area of ELL. Yvonne and Hilda will discuss this further with David Bautista.

David Rives wants to be sure that discussions in the Higher Education Coordinating Council are linked to student transitions discussions in the OEIB Subcommittee around what is being done to align K-12 and postsecondary standards. It was determined that at the May meeting, the SBAC Policy Alignment work group would be able to report out their work to date and that other HECC members would be invited to attend. Similarly, Yvonne Curtis asked for updates from the Accelerated Learning Committee which can coincide with updates from the COSA workgroup at the March meeting.

Student transitions and best practices pertinent to rural communities may be different than for urban areas and it was suggested that we need to hear from the Oregon Small Schools Association (Mike Lasher) and related COSA workgroup at the March meeting.

7.0 Subcommittee member follow up and potential recommendations from previous meeting

David and Yvonne reported on their discussions with Brian Reeder and the additional information that will be brought back to the subcommittee. It was reiterated that best practices should be highlighted in the white paper previously mentioned to address for example how the scores should equate with postsecondary success and writing proficiency, e.g. "Is a 5 on the ELPA going to prepare students to meet the requirements of Writing 115?"

Yvonne will be testifying at the March TSPC meeting regarding the importance of ELL expectations for general educators. She noted that there was not a challenge to adding this requirement for candidates but more questions related to how faculty would be prepared to model and embed best practices in the educator preparation coursework.

8.0 Draft items for Cooperating Teachers Survey: Best Practices and Incentives

Hilda provided a draft set of questions for this survey and noted the importance of timing this to avoid too many requests of educators this spring. It was suggested that the timeline be pushed back and that the draft questions and issues of best timeline and way to reach the right pool of educators be asked of the following groups:

- Chalkboard Distinguished Educators Council and TeachOregon,
- Teacher Standards and Practices Commission,
- Oregon Association of College for Teacher Education,
- Oregon Education Association,
- Oregon Association of Teacher Educators,
- Confederation of School Administrators

9.0 Public Testimony

Lynne Lyons ceded her time to XXXX (need to find name) who testified on behalf of students with dyslexia, recommending that the early literacy efforts must include screening and method based reading interventions.

10.0 Review of Tasks and Next Meeting

Tuesday, March 11, 2014 10:30 – 12:30
PCC Rock Creek Event Center
17705 NW Springville Road, Portland Oregon

Update and recommendations--Early Learning Division

Update from COSA Workgroups

- 11-14 transitions
- All day Kindergarten

Meeting was adjourned at 12:29 PM.



February 27, 2014

Dear Yvonne,

Thank you for the invitation to attend the OEIB Subcommittee on Best Practices and Student Transitions in March. Unfortunately, I will not be able to attend. I hope that you find the following review of our keying findings, to date, useful in moving your conversations forward.

Our research on school reform in rural Oregon has lead us to identify three main questions that need to be answered before reform initiatives can be designed and implemented:

- How is rural being defined?
- Where does the motivation for these districts to engage in reform come from?
- How do we build capacity to support educators in rural school districts with state and federal mandates?

At this early stage of our research, our recommendation is to take the time to understand at a deep level the student growth data, graduation rates and post-secondary attrition rate of our diverse rural school districts. Through the analysis of data and in collaboration with educators and other stakeholder reform structures and systems can be designed to meet the challenges of specific districts.

For example, a district with 100% graduation rate, like many in Lake, Grant and Harney Counties, but low post-secondary attrition need support naming the roadblocks to post-secondary success for students. These districts then need help designing the solutions to help their students overcome these roadblocks, whether institutional, cultural or not as obvious to name.

The suggestions at this point is not to put forth a uniform solution for our rural school districts but to study their strengths, identify their unique challenges and build strong solutions locally.

Let us know if you have any questions regarding our findings. We will be in contact as our work in rural Oregon evolves.

Sincerely,

A handwritten signature in cursive script that reads "Julie Smith".

Julie Smith

221 NW Second Avenue, Suite 203
Portland, Oregon 97209

voice: 503.542.4325 fax: 503.505.5698

www.chalkboardproject.org

Oregon Kindergarten Assessment: Results and Next Steps

OEIB Best Practices and Transitions Subcommittee

March 11, 2014

Kara Williams
Early Education to K-3
Specialist

Brett Walker
Early Learning Initiatives
Coordinator

Overview

- Kindergarten Assessment segments
- Statewide data overview
- Promising practices
- Strategic investments
- Potential areas for expanded investment
- Next steps
- Resources

The 2013 Kindergarten Assessment

- **Early Literacy** (direct assessment)
 - English letter names
 - English letter sounds
 - Spanish syllable sounds*
 - *only for Spanish Speaking English Language Learners
- **Early Math** (direct assessment)
 - Numbers and Operations
- **Approaches to Learning** (observational assessment)
 - Child Behavior Rating Scale



State Averages: Early Literacy

Student Group	Letter Names (0-100)	Letter Sounds (0-110)
All Students	18.5	6.7
Asian	29.9	12.3
African American	19.1	6.2
Hispanic	9.8	2.9
Native American	14.5	4.7
Multi-Ethnic	21.3	7.9
Pacific Islander	14.7	4.2
White	20.9	7.8
Female	19.2	7.1
Male	17.8	6.4

State Averages: Early Math

Student Group	Numbers & Operations (0-16)
All Students	8.0
Asian	9.4
African American	7.2
Hispanic	6.8
Native American	7.2
Multi-Ethnic	8.4
Pacific Islander	7.0
White	8.4
Female	8.0
Male	8.0

State Averages: Approaches to Learning

Student Group	Self-Regulation (Scale of 1-5)	Interpersonal Skills (Scale of 1-5)
All Students	3.5	3.9
Asian	3.8	4.1
African American	3.3	3.7
Hispanic	3.4	3.9
Native American	3.3	3.8
Multi-Ethnic	3.6	3.9
Pacific Islander	3.4	3.8
White	3.6	3.9
Female	3.7	4.1
Male	3.3	3.7

Promising Practices

- Strengthening partnerships between early learning and K-12 (Gladstone)
- Cross-sector collaboration (McMinnville/Yamhill County)
- Measuring progress over time (Early Learning Hubs)
 - Pre-school by mail (Harney/Grant Counties)
 - Aligning strategic plan with KA performance targets (Lane County)

Using the KA to Target & Evaluate Strategic Investments

- Statewide Reading Campaign
- Early Literacy Grant
- Early Learning Kindergarten Readiness Partnership & Innovation

Potential Areas for Expanded Investment

- P-3 alignment (*Three to Three*)
 - Community collaboration
 - Shared professional development for pre-k and k-3
 - Family engagement
 - Instructional practice/educator effectiveness
 - Using data to inform decision-making/instruction
- Full day kindergarten as the 'bridge' between pre-k and k-3
- Early literacy
 - Building capacity
 - Increasing access
 - Appropriate early literacy supports for English language learners

Next Steps for Kindergarten Assessment

- Approaches to assessor training
- Enhancements to data submission tools
- Review and update assessment accommodations
- Identify successful kindergarten assessment practices for Spanish-speaking English Language Learners
- Roll out strategic investments aligned with assessment
 - Early Literacy Grant
 - Partnership & Innovation Grant
- Ongoing stakeholder and community engagement

Resources

Oregon Kindergarten Assessment information and resources:

- Oregon Department of Education
<http://www.ode.state.or.us/go/ka>
- Oregon's Early Learning System
<http://oregonearlylearning.com/kindergarten-assessment/>

Contact Info

Kara Williams

Early Education to K-3 Specialist
ODE Office of Learning-Student Services
kara.williams@state.or.us

Brett Walker

Early Learning Initiatives Coordinator
ODE Early Learning Division
Brett.Walker@ode.state.or.us

<http://oregonearlylearning.com>

Full-Day Kindergarten and Early Learning Work Group: Recommendations Report



January 2014

Confederation of Oregon School
Administrators/Oregon
Association of School Executives

Executive Summary

In response to K-12 superintendent work relative to P-20 education, upcoming program and budgetary implications tied to expected SB 44 implementation of full-day kindergarten, and a commitment to improved learning outcomes for Oregon students, the Confederation of Oregon School Administrators (COSA) and the Oregon Association of School Executives (OASE) designated a Full-Day Kindergarten and Early Learning Work Group as part of its vision policy work beginning fall 2013.



Full-Day Kindergarten and Early Learning Work Group Recommendations:

- 1) To ensure equity for Oregon students, all Oregon School Districts should implement full-day kindergarten beginning in the 2015/16 school year.
- 2) An additional \$218 million, above 2013-15 State School Fund rollup costs, should be appropriated to Full-Day Kindergarten implementation in the 2015-17 State School Fund.
- 3) An additional fund should be established immediately to assist districts with one-time costs associated with full-day kindergarten implementation, such as capital construction and improvement, classroom furnishings, curriculum and materials, which are conservatively estimated to be in excess of \$14 million.
- 4) Funding should be provided to the Confederation of Oregon School Administrators, in partnership with early childhood organizations and the Early Learning Council, to deliver professional development to kindergarten teachers, educational assistants, and community-based early learning providers.

Enabling Legislation

Senate Bill 44 established a Full-Day Kindergarten Implementation Committee tasked with submitting a report and providing proposed legislation to the interim legislative committee related to education no later than October 1, 2010. Within the report and proposed legislation, the committee:

- ❑ *Shall establish a method for providing funding for full-day kindergarten programs to school districts and public charter schools that offer full-day kindergarten programs.*
- ❑ *Shall provide school districts and public charter schools with resources to determine whether to implement full-day kindergarten programs and how to implement full-day kindergarten programs. The resources may include technical expertise related to capital needs, enrollment trends, funding requirements, best practices for providing full-day kindergarten, and other information a school district or public charter school may require.*

The SB 44 Committee recommended full-day kindergarten beginning in the 2015/16 school year and full funding for kindergarten students.

COSA/OASE Full Day Kindergarten and Early Learning Work Group Members		
Maryalice Russell, Co-Chair, Superintendent, McMinnville School District	Jon Peterson, Co-chair, Superintendent, Pendleton School District	Frank Caropelo, Asst. Superintendent, Greater Albany School District
Phil Long, Superintendent, Medford School District	Mark Witty, Superintendent, John Day School District	Brian Hodge, Superintendent, Brookings School District
Don Grotting, Superintendent, David Douglas School District	Kent Klewitz, Superintendent, Jefferson School District	Scott Perry, Superintendent, SO ESD
Andy Bellando, Superintendent, Silver Falls School District	Colt Gill, Superintendent, Bethel School District	Maria Delapoer, Superintendent, Greater Albany School District
Hertica Martin, Superintendent, Springfield School District	Susan Waddell, Superintendent, LBLES D	David Bautista, Office of Learning - Education Equity, Oregon Dept. of Education
Work Group Partners		
Jim Green, OSBA	Craig Hawkins, COSA	Swati Adarkar, Children's Institute
Jada Rupley, Early Learning Council	Suzanna Dalton, COSA	

Rationale for Full-Day Kindergarten and Public Investment in Early Learning

Fifty-percent (50%) of Oregon children are born into economically disadvantaged families and 40% of Oregon children have additional factors that put them at risk of academic failure and under-education. Approximately 40% of children enter kindergarten with development typical of three- and four-year-olds. These children will have to make two years of academic growth for three consecutive years to meet reading standard by the end of 3rd grade, a key predictor of academic and life success. Nationally, only 15% of students who require remediation beyond 3rd grade ever reach proficiency. School districts spend, on average, \$64,000 more per student over thirteen years of schooling for remediation that most often fails to achieve its objective.

As Oregon school districts focus on closing the achievement gap between different socioeconomic and ethnic groups, a breadth of research documents that early childhood is a potent time to prevent achievement gaps from developing or becoming entrenched. Numerous studies indicate that full-day kindergarten can lead to improved academic achievement and may help close the achievement gap among disadvantaged children. By reducing the need for future remediation and/or retention, the investment in full-day kindergarten can also lower subsequent schooling costs.

The weight of evidence shows that full-day kindergarten benefits children in the following ways.

- ❑ **Contributes to increased school readiness** - Students in full-day kindergarten are better prepared for primary grade learning, do better with the transition to 1st grade, show significant gains in school socialization, and are equipped with stronger learning skills
- ❑ **Leads to higher academic achievement** - Full-day kindergarten students show a trend toward higher achievement, and achievement gains appear to persist over time. Research findings include higher achievement on standardized assessments as well as better grades.
- ❑ **Improves student attendance** - Students in full-day kindergarten show better attendance through the primary grades, which translates to increased learning time.
- ❑ **Supports literacy and language development** - Full-day kindergarten students show faster gains on literacy and language measures, including 3rd grade reading assessment.

High-Quality Full-Day Kindergarten

A full-day kindergarten program features:

- Breakfast, snack, and lunch, with emphasis on teaching manners and social skills
- Vocabulary development
- Literacy block
- Math block
- Content time (science, social studies, fine arts, hands-on learning, etc.)
- Morning and afternoon guided and/or structured play
- In-depth experiential learning
- Chunked instruction during literacy and math blocks, so that young students can manage the cognitive load, stay motivated, and organize knowledge
- Physical education, music, library, technology
- Health services
- Counseling and family services
- Social skill development through active play
- Strong teacher/parent communication, including home visits
- Access to the 1st-5th infrastructure

Comparison of Full-Day vs. Half-Day Kindergarten Schedule	
Full-Day Kindergarten	Half-Day Kindergarten
<ul style="list-style-type: none"> ○ 8:00 - Breakfast (teaching manners and social skills) ○ 8:15 - Morning Circle (literacy, counting, and cooperative learning) ○ 8:30 - Literacy Block (90 minutes) ○ 10:00 - Guided/structured play ○ Literacy Block continued (shared, interactive, and individual writing) ○ 11:15 - Lunch and structured play ○ 12:00 - Shared and interactive read aloud ○ 12:15 - Math Block (60 minutes) ○ 1:15 - PE/Music/Library ○ 1:40 - Snack ○ 1:45 - Content time (science, social studies, technology, etc.) ○ 2:20 - Wrap-up and dismissal 	<ul style="list-style-type: none"> ○ 8:00 - Morning Circle (meeting, message, calendar) ○ 8:15 - Literacy Block (45 minutes) ○ 9:00 - Math Block (20 minutes) ○ 9:20 - Recess ○ 9:35 - Library ○ 10:00 - Snack and choice activity ○ 10:20 - Pack up ○ 10:25 - Dismissal

Staffing Costs and Funding Considerations for Full-Day Kindergarten

The projected staffing cost to implement state-wide full-day kindergarten is projected to be \$218.5 million, according to Brian Reeder, Office of Research and Data Analysis, ODE. Beyond doubling the number of kindergarten teachers and adding educational assistants, full-day kindergarten will require additional licensed FTE (Full Time Equivalent) in other areas. For example, additional FTE in music, library, and physical education will be needed because these activities, in addition to supporting healthy child development, also enable kindergarten teachers to get the required preparation time within the contract day. There will also be increased demand for licensed specialists to support students with disabilities and English learners. Further, many Oregon school districts anticipate that implementation of full-day kindergarten will increase overall enrollment, as families who typically opt for private kindergarten, in order to have a full-day program, will now have a public school option.



The Full-Day Kindergarten and Early Learning Work Group believes it is essential that the additional funds needed to double kindergarten FTE for teachers, educational assistants, and specialists be above the 2013-15 biennium rollup costs and that kindergarten students be counted as 1.0 weight per student in the 2015-17 biennium and subsequent years. Districts currently using general funds or Title I funds to support full-day kindergarten also need the additional funding weight. Districts may use general fund and Title I funds to add needed remediation services to kindergarten and other grade levels and to address some of the needs related to pre-kindergarten and helping students get ready for kindergarten, on a district by district basis.

Facilities, Furnishings, Curriculum, Materials, and Other One-Time Costs



Recommendation

To ensure equity for all Oregon children, the Full-Day Kindergarten and Early Learning Work Group recommend state funding for one-time start-up capital assistance. Without this additional funding, some districts will be disadvantaged over others, resulting in an unequal ability to implement full-day kindergarten programs throughout the state.

Full-day kindergarten as a strategy to reach the state's 40-40-20 goal should be a priority for all Oregon districts, whether rural or urban, large or small. The ability to implement full-day kindergarten should not be dependent on a district's ability to pass a capital construction bond.

As identified by a COSA/OASE survey of Oregon school superintendents, in order to implement full-day kindergarten, many districts will have to add classrooms, expand or upgrade infrastructure and facilities, move existing programs to free-up classroom space, purchase classroom furnishings, curriculum, and instructional materials, and provide professional development to teachers and educational assistants.

The COSA/OASE survey, conducted December 2013 through January 2014, indicates that:

- ❑ 20% of the one-hundred districts responding to the survey reported that they will need to add classrooms (from a low of 1 classroom to a high of 21 classrooms)
- ❑ Superintendents are concerned that there may be a possible shortage in the portable classroom market due to increased demand
- ❑ 17% of responding districts reported that they will need other additional facility expansions or upgrades, such as gym, lunchroom, playground, etc.
- ❑ Given that full-day kindergarten will result in the addition of approximately 800-1,000 new teachers in 2015/16, districts are concerned about the cost they may incur related to teacher recruitment, mentoring, and training.

Preliminary cost estimates to implement full-day kindergarten from a variety of districts with varying levels of need are documented on page 4 of this report.

Preliminary Cost Estimates for Staffing and One-Time Expenditures

Springfield School District 11,018 Enrollment	Medford School District 13,187 Enrollment	McMinnville School District 6,465 Enrollment
<ul style="list-style-type: none"> ○ \$5,800,000 - Facilities ○ \$2,035,000 - Teachers and Assistants ○ \$210,000 - Furnishings and equipment ○ \$69,000 - Curriculum and materials ○ \$120,000 - Professional development ○ \$127,500 - Teacher on Special Assignment to develop the new full-day kindergarten program ○ \$50,000 - Increased nursing and Special Education services 	<ul style="list-style-type: none"> ○ \$1,575,000 - Teachers ○ \$378,000 - Educational Assistants ○ \$80,538 - Furnishings and equipment ○ \$330,200 - Curriculum and materials ○ \$20,000 - Cost to relocate other programs to free-up classroom space 	<ul style="list-style-type: none"> \$1,180,850 - Kindergarten teachers \$141,702 - P.E., Music, Library specialists \$25,000 - Furnishings and equipment \$20,000 - Curriculum and materials
Grant School District 611 Enrollment	Jefferson School District 885 Enrollment	
<ul style="list-style-type: none"> ○ \$68,903 - Teachers ○ \$34,513 - Educational Assistants ○ \$6,902 - Specialists ○ \$12,000 - Furnishings and equipment ○ \$2,500 - Curriculum and materials 	<ul style="list-style-type: none"> ○ \$118,500 - Teachers ○ \$7,900 Furnishings and equipment ○ \$1,500 - Curriculum and materials ○ \$500 - Staff development 	

Recommendation

The Full-Day Kindergarten and Early Learning Work Group recommend that districts be given flexibility regarding total instructional hours for full-day kindergarten, within a range of 710 to 810 hours, in order to address transportation challenges, especially in rural communities in which students must travel long distances to and from school. Included within the total instructional hours should be 30 non-student hours for kindergarten teacher and assistant professional development and at least 3 hours per kindergarten student for the kindergarten teacher to make home visits to provide parent support and education.

Next Steps Following Full-Day Kindergarten Implementation

The research is compelling. Kindergarten readiness is a key predictor of later school success. The most effective strategy to increase achievement, accelerate learning, and prevent achievement gaps from developing and becoming entrenched is to provide a continuum of high-quality early learning that includes:

- ❑ Birth to five parent education, coaching, support, and resources
- ❑ Universal pre-kindergarten for three- and four-year-olds
- ❑ Full-day kindergarten for five-year-olds

Recommendation

In addition to full-day kindergarten, the Full-Day Kindergarten and Early Learning Work Group recommend public investment in a high-quality early learning continuum that includes:

- Universal pre-kindergarten for three- and/or four-year-olds
- Pre-k/kindergarten transition services
- Child development education and resources to parents and families of children, birth to age five

Oregon Department of Education, school districts, early learning providers, early learning hubs, and the State of Oregon should work toward providing state-wide quality pre-k programs for all three- and four-year-olds. Implementation may be staggered due to funding:

- 2017-19 Biennium - Universal pre-k for four-year-olds
- 2019-21 Biennium - Universal pre-k for three-year-olds

Rate of Return on Investment in Early Learning

The benefits of early childhood programs are not just short-term in nature. Careful studies demonstrate that early interventions can have a positive effect on young children, especially those from low-income families, which often last well into adulthood. For example, analysis of one program showed that children who attended a high-quality half-day preschool program at ages 3 and 4 were, at age 40, more economically successful—such as, more likely to own their own homes—than nonparticipants in a control group. Economically speaking, early childhood programs are a good investment, with inflation-adjusted annual rates of return on the funds dedicated to these programs estimated to reach 10% or higher. Very few alternative investments can promise that kind of return. — Ben Bernanke, former Chairman of the Federal Reserve

Preschool programs generate a significant return on investment for society; numerous economic studies have documented a rate of return of \$7 or more on each dollar invested through a reduced need for spending on other services, such as remedial education, grade repletion, and special education, as well as increased productivity and earnings for these children as adults. — President Barack Obama

Appendix

COSA/OASE Survey Results	10
Kindergarten Readiness Assessment Results Overview	11



Preliminary ODE Full-Day Kindergarten Questionnaire Results January 13, 2014

On December 3, 2013, ODE sent a request to districts to complete the annual full-day kindergarten questionnaire by December 20, 2013. Due to technical issues with the collection, ODE transferred the questionnaire to an online survey template for the nearly 100 districts whose data was missing or who had not yet submitted. The survey closes on January 17, 2014. The data in this preliminary report reflects the answers from the 137 districts that had submitted as Friday, January 10. The data will be undated after January 17, 2014 to reflect the complete data set. Numbers will change significantly.

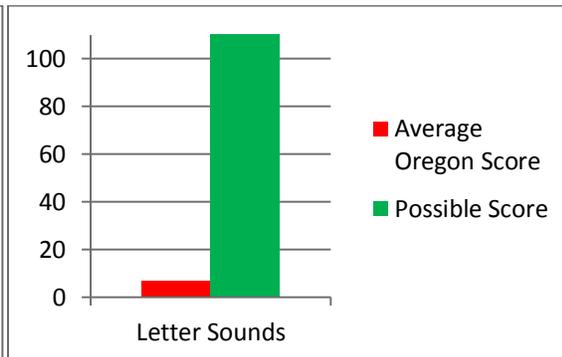
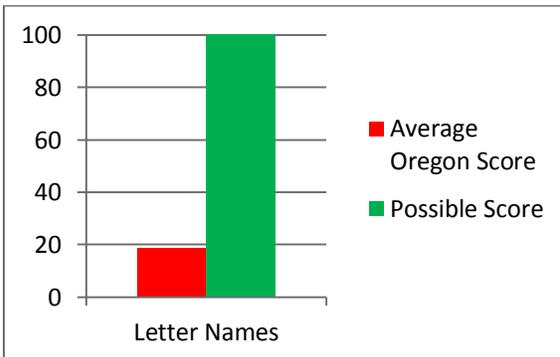
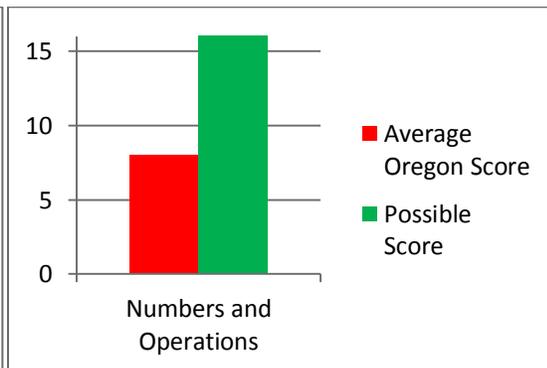
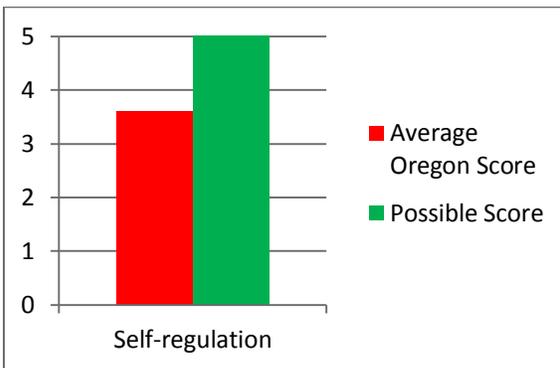
- 69 districts offer half-day kindergarten district wide
- 9 offer half-day in some schools
- 65 do not offer half-day kindergarten
- 73 districts offer full-day district wide
- 19 districts offer full-day in some schools
- 46 districts do not offer full-day
- In 74 districts, full-day is open to all students
- In 37 districts, full-day is limited based on student risk factors, a lottery, only offered at certain schools, etc.
- 158 schools are providing full-day kindergarten in 400 classrooms serving 9,042 students
- Full-day kindergarten is being funded by district general funds, Title I funds, and/or other grant funds
- Students attend full-day kindergarten:
 - 3 days per week (3 districts)
 - 4 days per week (33 districts)
 - 4.5 days per week (5 districts)
 - 5 days per week (52) districts
 - 2 days one week/3 days the next week (3 districts)
- 1st graders attend school:
 - 3 days per week (0 districts)
 - 4 days per week (43 districts)
 - 4.5 days per week (5 districts)
 - 5 days per week (84 district)
- For the 2014/15 school year, 82 districts plan provide full-day kindergarten district wide, 21 plan to provide it on a limited basis, and 34 districts do not plan to provide full-day kindergarten
- For the 2015/16 school year, 123 districts plan to provide full-day kindergarten district wide, 5 districts plan to provide it on a limited basis, and 9 districts do not plan to provide full-day kindergarten

Oregon Kindergarten Assessment
2013 Results Overview

Kindergarten Readiness Assessment

Average Correct Responses by Subgroup

Subgroup		Approaches to Learning			Early Mathematics	Early Literacy	
		Self-Regulation	Interpersonal Skills	Total	Numbers & Operations	Letter Names	Letter Sounds
		(1-5)	(1-5)	(1-5)	(0-16)	(0-100)	(0-110)
State - All Students	Total	3.5	3.9	3.6	8.0	18.5	6.7
	Hispanic	3.4	3.9	3.6	6.8	9.8	2.9
	Female	3.7	4.1	3.8	8.0	19.2	7.1
	Male	3.3	3.7	3.5	8.0	17.8	6.4



RE-IMAGINING GRADES 9-14

To achieve the 40-40-20 Goal, we must redefine and restructure Oregon's education system for high school and the first two years of college. The state needs to put in place an aligned, articulated, learner-centered education system for students in grades 9-14 that provides a smooth and effective transition through high school into college and other postsecondary programs.

1. **Barrier:** High schools do not consistently provide preparation essential for postsecondary success.
Solution: Align high school coursework to CCR standards and college expectations in collaboration with community colleges and universities.
2. **Barrier:** Too few high school teachers are able to offer dual enrollment courses due to teacher certification requirements and lack of funding.
Solution: Enhance opportunities for acceleration through dual enrollment by facilitating a consistent statewide certification process, offering grants to speed teacher certification, and standardizing any course costs for students.
3. **Barrier:** There is a lack of aligned CTE pathways from high school to community college and a shortage of CTE-certified teachers in high schools.
Solution: Expand CTE opportunities through aligned program planning for grades 9-14 and through more efficient CTE certification procedures with funding support.
4. **Barrier:** Lack of a fully scheduled program in grades 11 and 12 leaves students unprepared to tackle the rigor of postsecondary courses or to navigate the existing institutional divide between high school and postsecondary education.
Solution: Create a blended and academically rigorous 11-14 system in which students move seamlessly through multiple pathways into postsecondary education.
5. **Barrier:** Developmental education at the postsecondary level often fails to move students forward, and they drop out.
Solution: Reduce the need for developmental education through an improved and consistent process of CCR assessment and remediation during high school, coupled with college placement criteria accepted statewide.
6. **Barrier:** Each institution has its own independent accountability system, which limits collaboration in support of student success.
Solution: Create an integrated P-20 data monitoring and reporting system that holds high schools and postsecondary institutions mutually accountable by tracking long-term outcomes of various pathways to degree or certificate completion.
7. **Barrier:** Many families, particularly those from historically underserved groups, see postsecondary education as inaccessible or even unnecessary.
Solution: Initiate a public engagement strategy to inform and inspire families to make success in postsecondary education an important and attainable aspiration for their children.

REIMAGINING GRADES 9-14

Current Status

The economy of Oregon, like that of most other states, has evolved in recent decades to place greater emphasis on knowledge and advanced technology fields. Nationwide, today's entering high school freshmen will graduate to face an economy in which 63 percent of all jobs and 90 percent of new jobs in growing industries require them to pursue at least some postsecondary training¹.

The ever-increasing need for a highly skilled workforce was one of many factors contributing to the standards movement in the 1990s and 2000s, which was intended to create a K-12 system that adequately prepared students for success after high school. Several states developed standards specific to college and career readiness (CCR). More significantly, governors and chief state school officers collaboratively sponsored the development of the Common Core State Standards (CCSS)—a rigorous set of English/language arts and mathematics standards that propel students toward college and career readiness by the end of their high school careers.

Models of accelerated learning complement the Common Core State Standards movement, with its goals of strengthening rigor and raising expectations. During the past decade, high schools and postsecondary institutions have formed partnerships and engaged in extensive experimentation with models that accelerate student learning and acquisition of college credit. These trends require that the traditional high school experience—in which the senior year is a less than challenging year for many students and a high school's responsibilities toward students end at the annual graduation ceremony—be reimagined as part of a larger and more flexible continuum of formal education designed to ensure students with differing aspirations and abilities are prepared to continue their learning after high school. In fact, the emerging role of high schools is to ensure students are well prepared to be successful in “transferable, entry-level, college-credit-bearing courses leading to a degree, certificate, or workforce-oriented training program” (proposed Oregon College and Career Readiness Definition). At the core of such a transition is a focus on transforming the key purpose of education to that of helping students learn how to learn, so that they can succeed in a wide variety of pursuits.

If the new standard to which we aspire is college and career readiness, high schools must not only take on the challenge of enabling students to be successful in acquiring content knowledge in academic courses. College and career readiness necessitates helping students assimilate key cognitive strategies and higher-order thinking skills such as problem formulation, analysis, interpretation and effective communication, as well as such study habits as time management, persistence, precision, self-awareness, self-monitoring and self-efficacy. It also requires helping students integrate key transitional knowledge and skills that will enable them to proceed smoothly into a postsecondary environment, from knowledge of the college application and financial aid application processes to comprehension of college-level and workforce norms and expectations.

As Oregon's education leaders reimagine how grades 9-14 education can be better connected to promote students' success in college and careers, we begin with the Oregon 40-40-20 Goal, which was adopted in 2011. This goal states that by 2025, all adult Oregonians will hold at least a high school diploma or equivalent, with 40 percent holding an associate's degree or a meaningful postsecondary certificate and 40 percent holding a bachelor's or advanced degree. According to the 2010 U.S. Census American Community Survey, 28.9 percent of adult Oregonians (age 25+) hold a bachelor's degree or higher, 26.7 percent hold an associate's degree or one-year certificate, and 11.1 percent do not hold a high school diploma. To achieve the 40-40-20 Goal, it is necessary to pursue significant improvements that redefine Oregon's education system for high school and the first two years of college (grades 9-14).

¹ Carnevale, A. P., Smith, N., & Strohl, J. (2010). Help wanted: Projections of jobs and education requirements through 2018. Washington, DC: Georgetown University Center on Education and the Workforce.

Desired Outcome

Our desired outcome is that all members of the high school class of 2025—today’s first graders—will graduate with a high school diploma or equivalent, with 40 percent going on to attain an associate’s degree or meaningful postsecondary certificate, and 40 percent going on to attain a bachelor’s degree or higher. In order to achieve the state’s goal for high school graduation and postsecondary success, the state needs to put in place a well aligned and articulated, learner-centered education system for students in grades 9-14. That system should ensure that all students graduate from high school fully ready for college or other postsecondary programs – and, for a majority of students, that they graduate from high school having made significant progress toward attainment of a college or university degree, or career-technical credentials. Even those students who will likely choose to enter directly into a career should be given adequate preparation for postsecondary programs, because in most career opportunities there is a recognized need for more training. The state’s education system should provide a smooth and effective transition through high school into college and other postsecondary programs.

The legislature passed SB 222 to establish an Accelerated Learning Committee. This seven-member legislative committee is examining methods to encourage students to obtain college credit while in high school, and will also consider the alignment of funding, assessments, and procedures between high schools and postsecondary institutions. The committee’s report is due to the legislature on October 1, 2014. The Reimagining Grades 9-14 Work Group will share its recommendations with the Accelerated Learning Committee in order to assist the latter in its deliberations.

Recommendations

The transition from high school to postsecondary education constitutes a critical juncture in a student’s academic life. Creating a seamless transition that facilitates student success is a key strategy for accomplishing the 40-40-20 Goal. There are a number of interventions and improvements the state can make to support that smooth transition.

- 1. Establish an alignment between the cognitive and content demands of high school and college courses and integrate consistent college and career readiness expectations across the high school curriculum.***

College and career readiness involves much more than meeting reading and math benchmarks. Students need competence in a well-delineated array of cognitive strategies, content knowledge, academic behaviors, and contextual skills and awareness in order to be successful in college and the workplace. Over the past decade, breakthrough work has been done in the area of preparing students to be college and career ready. Systemic approaches, diagnostic tools, and college readiness assessments are now available to schools and districts. Some states have implemented these strategies statewide.

Much of this work involves a retooling of high school syllabi and curricula to align with college and career standards. Teachers need to raise their expectations of themselves and of their students, including organizing course content according to key concepts, explicitly developing students’ understanding of the structure of disciplinary knowledge, engaging students in close reading of non-fiction material, and offering ongoing opportunities for students to undertake authentic research projects and to write and deliver thorough and refined analytical arguments. Courses and course expectations need to encompass critical thinking and problem-solving skills and require students to exhibit perseverance in producing high-quality products. These expectations are not significantly different from those that will be required for success on the Smarter Balanced assessments that the state will implement in 2015. However, our high school teachers and community college faculty have not had the professional development or collaborative planning time to ensure that high school and community college coursework is aligned with these higher standards and expectations. In each of the institutions, we not only need to turn the standards into learning targets that students can understand, but we also need to refine the instructional practices that will enable students to reach the targets.

ELSEWHERE: Texas has fully integrated CTE standards into the state’s K-12 academic standards. The result is that all students can pursue a career certificate while also meeting the state’s academic benchmarks. This integration of career and
--

academic curricula provides high schools with greater flexibility to deliver a variety of postsecondary pathways while also meeting state academic readiness expectations.
<http://www.tea.state.tx.us/index2.aspx?id=4881>

Oregon needs a statewide strategic initiative to align high school courses to college and career standards. This initiative would best be accomplished through a four- to five-year professional development program that entails: (1) collaboration within and across school districts in deconstructing college and career readiness (CCR) standards into student learning targets and in understanding the relationship between these standards and the Common Core State Standards (CCSS); (2) refinement of course syllabi to embed these standards and targets into structured learning opportunities; (3) implementation of formative assessment and other practices that promote student goal setting, self-monitoring, and metacognition; (4) deployment of interim and summative course assessments that accurately assess progress toward achievement of college and career readiness targets; (5) the development and institutionalization of programs and practices that successfully provide key transitional knowledge and skills, such as CCR advisory or Advancement Via Individual Determination (AVID); and (6) collaboration with community college and university faculty throughout this process.

The initiative should encompass partnerships with community college and university faculty to support alignment and transition, at a minimum, in the critical course areas of writing and math to ensure that courses are well articulated into pathways that can support student success. These partnerships should place equal value on the input of school districts and higher education, and should respect the work that has already been accomplished in developing CCR and CCSS standards. Although implementation will need to be phased in across districts, every district should have the opportunity—either through its own internal professional development program or through collaborative networks of districts—to access these resources in a non-competitive manner.

In addition, there is much that high schools can do to prepare students with the transitional knowledge and skills, often called “college knowledge,” that support students in developing cognitive strategies, learning techniques, and basic understanding of the application process. Through such programs as consistent advisory periods using a college and career readiness curriculum or implementation of such college and career readiness programs as AVID, high schools can significantly increase the number of students well prepared for postsecondary success.

Oregon has a number of organizations and institutions with the professional expertise as well as the online course planning and CCR assessment tools to support such a strategic initiative. Building on the professional expertise within these organizations and the networks of collaboration emerging in the regional achievement compacts, the state is well-positioned to take advantage of these local resources to successfully implement an initiative that accelerate progress toward the 40-40-20 goal.

Recommendation: Similar to the strategic investments passed in the last legislative session, we recommend a joint, multi-year strategic investment in high school and community college course alignment to college and career readiness standards that encompasses statewide professional development, opportunities for cross-district curricular collaboration, implementation of college and career readiness advisory and support programs, and support for online tools to facilitate both curricular alignment and assessment development.

2. Enhance opportunities for acceleration and successful transition by reducing certification barriers to teaching dual credit courses in high school, and by underwriting at least a portion of students’ costs for enrollment in these courses.

Research has demonstrated that students who earn college-level credits in high school are more likely to be successful in completing postsecondary degree or certification requirements. Acquiring college-level credits not only enables students to experience and become familiar with the level of rigor in college courses, but also makes the college experience more accessible and affordable.

There are numerous vehicles for facilitating these early credits, including credit through Advanced Placement and International Baccalaureate courses, dual credit classes, and classes taken on community college and university campuses. A major barrier to high schools that want to provide these opportunities for students is their faculty members' lack of certification to teach dual credit academic courses. As an incentive to encourage high school teachers to pursue the necessary coursework, the state should establish a College Now Preparation grant program that underwrites the tuition cost for these teachers.

In 2013, a group of superintendents and community college presidents convened by COSA and the Department of Community College and Workforce Development formulated a number of recommendations to the State Board of Education for changes in regulations that would assist in overcoming the certification barriers to teaching dual credit courses. In essence, the recommendations focused on providing community colleges with greater latitude to approve instructors who had a master's degree and demonstrated competencies in that area rather than requiring a master's degree in the specific subject field. These revisions were approved at the State Board of Education meeting on June 20, 2013:

OAR 589-007-0200 (excerpt below) Sets out policy for 2+2 and Dual Credit Programs in community colleges

(b) "Dual Credit" is defined as awarding secondary and postsecondary credit for a course offered in a high school during regular school hours, as determined by local school board and community college board policy.

(2) Before developing programs with high schools, each college shall file with the Department a policy for governing Two Plus Two and Dual Credit programs. Policies must include the following:

~~(a) Requirements for instructors equivalent to that of other college instructors in the discipline, including:~~

~~(A) Masters degree for instructors of Lower Division Collegiate courses; and~~

~~(B) An appropriate combination of education and experience for instructors of professional technical courses.~~

Insert: *(a) Institutional standards for instructor qualifications (standards for teachers of lower division collegiate courses) must include a master's degree in a subject area closely related to that in which the instructor will be teaching; however in subject areas in which individuals have demonstrated their competencies and served in professional fields and in cases in which documentation to support the individual's proficiency and high level of competency can be assembled, the master's degree requirement may be waived by the college president or substituted according to the community college's personnel policy.*

Many community colleges report that they have not yet had time to process and implement this change and thus still adhere to a general policy that dual credit instructors must meet the same certification requirements as on-campus faculty. Our hope is that this will change in short order, because this discrepancy between the State Board of Education regulation and current community college practice poses a barrier to students' progress. Oregon would benefit from an immediate and collective effort on the part of community college presidents and faculty to align their policies to the new state policy to better support dual credit options.

Recommendation: OEIB and the Higher Education Coordinating Council should strongly encourage community colleges to adopt the standards set by the State Board of Education to enable effective high school teachers to offer dual credit courses for college credit, and HECC should work toward statewide consistency among Oregon's community colleges and public universities regarding dual-credit-instructor qualifications.

In addition, in order to expand the number of students accessing dual credit opportunities, the state should launch a College Now Preparation grant program to fund the coursework of teachers interested in and committed to teaching dual credit courses in their high schools.

Expansion of dual credit opportunities, in which students take a course at their high school that qualifies for both high school and college credit, faces the twin barriers of costs for both school districts and students. In addition, there is a great deal of variability and inconsistency in the registration and tuition charges for community college and university courses taught through such programs as College Now. In some cases, the community colleges provide courses at no charge to the school district or student. In others, there is simply a charge for registration, although that charge varies among colleges. In still other cases, there is a substantial per-credit fee that must be paid by either the school district or student. For economically disadvantaged students, this tuition charge is at times reduced or underwritten by either the school district or college. This lack of consistency across the state creates differential access opportunities for school districts and students. Given the financial challenges facing school districts in Oregon, tuition expense limits the number of opportunities a district can offer students for taking courses for college credit. In order to encourage expansion of dual credit opportunities, the state needs to bring consistency across the community college and university systems and provide a subsidy to the high school, community college or university to support registration and tuition costs.

In particular, the registration and/or cost paid by the student for taking dual credit courses can be a barrier to students' enrollment, especially in high-poverty districts. For example, in one district, the cost for a student to obtain college credit for a four-credit business course articulated through the community college jumped this year from \$10 to \$60. Payment of this registration fee is the responsibility of the student, thus putting such courses beyond the reach of some families—especially those who have been traditionally underserved by higher education. These fees vary greatly among community colleges in the state. A lower, standardized, statewide cost would encourage higher enrollment while ensuring that students/families maintain a financial incentive to do their best to successfully earn the credit.

There are other vehicles for dual credit, including students taking courses on community college and university campuses and college instructors teaching courses on the high school campus. These courses, too, can be costly, although programs such as the University of Oregon's DuckLink program attempts to offset some of these costs. The DuckLink program enables high school students to take courses on the University of Oregon campus. The university does not charge the normal fees associated with courses and reduces the tuition to between \$318 and \$324 per course depending on the number of credits for the course. If the student is economically disadvantaged, the sending school district picks up the cost of the tuition. The student is still responsible for the cost of books and materials. In spite of the generosity of the University of Oregon, such costs represent a barrier for many students and school districts. In the case of other community colleges and universities, the policies vary in terms of cost and who is responsible for the tuition and fees. Providing opportunities for students to take courses on a college campus or having a college instructor teach on a high school campus are valuable experiences for students. Establishing consistency in cost and in state support for funding these dual enrollment experiences would contribute to expansion of dual enrollment opportunities and would increase the number of students who take advantage of them.

ELSEWHERE: Eight states, including Colorado, allow high school students to take college-required remedial courses through dual enrollment programs. For example, Rangeview High School in Aurora (CO) Public Schools offers a 12th grade course sequence whereby students take intermediate algebra in the fall term (a remedial course), followed by college algebra in the spring term. Students enroll for the entire yearlong sequence, and thus remain with the same instructor and cohort of students.
<http://www.colorado.gov/cs/Satellite/LtGovGarcia/CBON/1251641634264>

Recommendation: The state should provide a subsidy to school districts or colleges for dual credit course costs and establish a standard student-paid fee per course for any high school student who wishes to enroll in a dual credit course.

3. Enhance opportunities for acceleration by reducing certification barriers to teaching CTE courses that can support the transition to CTE pathways in community college.

Even steeper challenges face school districts that want to offer high-quality career and technical education (CTE) experiences in high school for college credit. Due to ever-increasing budget constraints over the past two decades, many school districts have all but eliminated their CTE program. For many students, CTE courses provided a reason to stay in school as well as a pathway to a successful career. In fact, there is a great deal of evidence that students who identify a CTE program of study or course pathway are much more likely to graduate. However, due to the restrictions in school funding, what often currently remains available to students are unaligned elective courses such as woodworking or very limited career pathways in such areas as culinary arts or health occupations. Even the traditional experiential programs in middle school have been cut and replaced by core or remedial classes to ensure students are progressing in meeting state proficiency standards. In rural areas this problem is particularly acute, with very limited access to CTE offerings at any level.

High schools certainly need to increase the number of educators qualified as CTE instructors. At the same time, high school CTE courses need to align with career and technical pathways so that students can transition smoothly to community college CTE programs. Earning a CTE certification generally requires that students complete extensive coursework or demonstrate mastery of performance standards. The trend in community and technical colleges is to offer students systems of stacked and latticed CTE credentials—credentials that build on each other vertically (“stack”) to demonstrate deeper levels of learning in a technical core, and credentials that involve a certain set of competencies that are relevant to multiple technical focus areas (“latticed”). A well-aligned grades 9-14 system and properly trained teachers would give high school students a head start in earning stacked and latticed credentials. However, this progressive approach requires rethinking our current CTE certification process.

At the present time, high school teachers who followed the traditional pathway to the classroom and who now wish to teach a college-credit CTE course face requirements for maintaining their standard teaching license while also acquiring the additional skills and knowledge for the CTE program. Meanwhile, skilled individuals from industry who wish to offer CTE credit to high school students find themselves lacking in pedagogical skills and facing significant challenges in trying to meet state licensure requirements. These two groups of talented people are on opposite sides of the same coin as they attempt to reach the same goal. In the meantime, Oregon’s students wait in vain for rigorous CTE courses and fall ever further behind the curve for landing well-paid, competitive careers.

There are a number of major hurdles to providing CTE coursework in Oregon’s high schools.

- a. *Availability of courses leading to certification:* Only a few college-based preparation programs offer the certification, and they are generally ‘on campus’ and ‘during the day’ programs. If a potential CTE teacher does not live near a major university, it is virtually impossible to obtain the necessary coursework.

ELSEWHERE: The state of Washington has a model of ‘one weekend a month’ certification classes offered through regional state universities. Under this model, a teacher who wants to add a CTE endorsement is provisionally certified in CTE for one year while he/she enrolls in the required coursework and attends one weekend per month. Upon successful completion of the year’s courses, the teacher is issued a CTE teaching certificate.

<http://www.k12.wa.us/certification/CTE/NotCertified.aspx>
<http://www.southseattle.edu/programs/conted/cte.htm>

OSU-Cascades offers a professional development program for industry persons who wish to earn teaching certification. Programs such as this one could be studied for possible replication in other areas of the state.

- b. *Funding:* Few high school teachers or potential CTE teachers from industry can afford the costs associated with certification. The course tuition is expensive and enrollment often entails regional travel. In the Washington model described above, the program is funded through greatly reduced fees that are paid by the teacher’s district. The teacher is responsible for any related travel,

meals, and lodging during the weekends. On the industry side, most individuals considering a move from industry to education are not given credit on teacher salary scales for years of industry experience, nor do they generally possess the formal college degrees that are rewarded by these scales. Accordingly, the entry-level salary does not attract strong candidates.

- c. *Program approval process:* In order for teachers to receive certification, the program they will teach in has to be approved as well. The program must have a strong career and technical focus and meet one of the CTE standards. It must lead to and align with a program in higher education, typically at a community college. This alignment of program skills and knowledge in a “crosswalk” with the community college program generally results in one or more courses articulated in a specific program of study. The program approval process typically involves staff at an ESD as well as faculty at a community college and can take six months or more. Program approval precedes the approval of certification for the teacher. Program approval generally involves a great deal of time and energy on the part of the school district, the school administrators and the prospective CTE teacher. Due to the range of ESD program priorities, there are regional differences in both the CTE program and certification approval process.
- d. *Certification process:* CTE certificates are issued through the Oregon Department of Education and through the Teacher Standards and Practices Commission. Time is a critical element in recruiting, hiring and assigning CTE-certified teachers from the ranks of both education and industry. Often, it takes an extended amount of time to secure certification due to constrained staffing in both departments and the requirement that program approval precede approval of the teacher’s certification. A teacher must demonstrate significant industry experience and then present to an industry advisory board for approval. For some content area teachers such as science teachers wishing to teach a foundations in engineering course this can be particularly time consuming and challenging in spite of the context expertise they made possess. In general, the ESD manages the process, reviews the teacher’s materials and sends the paperwork to ODE for CTE approval. Once approved by ODE, it then goes to TSPC for approval of the endorsement, which can take an additional four to six months. An additional certification barrier is that community college and college instructors in CTE areas who could assist with CTE instruction at the high school level are not certified to do so. In order for the state to make the process more efficient, the ESDs, state-level agencies and institutions of higher education need to work seamlessly with each other and with school districts to accelerate the awarding of certificates and the meeting of this urgent instructional need.

To encourage expansion of both CTE opportunities, the state needs more high school teachers who are qualified to teach in these programs as well as a more consistent and efficient program and certification approval process. As an incentive to encourage high school teachers, industry professionals, and community college instructors to pursue the necessary coursework or meet the experience or performance standards, the state should establish a CTE Preparation grant program that underwrites the tuition cost for these teachers. This grant program could also assist in the development of CTE instructors from the ranks of pre-service teachers, and offer experienced educators the chance to access training that qualifies them to teach CTE courses. The program would also enable individuals who are currently teaching trades to adults or are community college faculty to become qualified to offer CTE opportunities and credit to high school students.

Recommendations: In conjunction with the College Now grant program mentioned above, the state should launch a CTE Preparation grant program to fund the coursework of teachers interested in and committed to teaching CTE courses in high schools. Oregon should swiftly develop a model based on Washington’s that would promote the earning of CTE certification, and that would offer non-competitive grants to help needy districts underwrite or defray the costs of certification for prospective CTE teachers and programs. The OSU-Cascades program that certifies industry personnel to teach CTE classes should be studied for its effectiveness and possible replication. The processes of gaining CTE program approval and CTE teacher certification should be merged, shortened, and standardized. The state should establish a standardized formula that equates a number of years of industry experience to years of experience on the teacher salary scale in the same field, and should

require districts to honor the formula. School districts—especially those located in rural Oregon—need to be supported through collaboration with trade unions and community colleges in offering a pathway that begins with coursework in high schools and leads to the earning of a journeyman’s license in the trade careers. State agencies, including ODE and TPSC, should develop and implement ways to accelerate the processing of CTE certifications, once the required coursework is completed.

4. Create and sustain a blended system that blurs the transition between grades 11 and 14.

The less complicated we make the transition from high school to postsecondary education, the more likely it is that students will be successful in making that transition. Breaking down the barriers and institutional walls between public high schools and postsecondary institutions is critical to creating a new system that blends grades 11 to 14 into a smooth sequence. This new system would require a number of changes in the current system, as well as the funding to support those changes.

A precondition to establishing a successful blended system is financial and institutional support for providing a full-schedule program for all 11th and 12th graders. Although public schools are required to offer 990 hours of instruction for high school students, many high schools do not currently provide a full schedule. Some students earn numerous credits early in high school, enabling them to take fewer courses in the 11th and 12th grades. These lighter schedules provide less rigor and poorer preparation for the challenging work required for success in postsecondary education. As a consequence, when students arrive at a postsecondary institution, they are not prepared for the intellectual and time demands placed on them. Other students are not able to secure a full schedule simply because their school district doesn’t have sufficient funds to provide full schedules for all students without increasing class size far beyond what is reasonable for teachers and students. In such cases, it is often those parents with the political and social capital to know how to secure full schedules for their children who are successful in doing so, while the children of parents who have less knowledge of and influence in the system are provided with a less rigorous and complete schedule. In the end, this difference significantly impacts historically underserved groups within the state and perpetuates the high school achievement and postsecondary enrollment gap. The lack of rigor created by truncated schedules in the latter part of students’ high school education seriously compromises their ability to be successful in a postsecondary environment of high expectations and challenging work.

Although there is a lack of current statewide data on the proportion of students with full schedules and the extent to which students are scheduled, sample data from a number of districts participating on the Reimagining Grade 9-14 Work Group reveal that their students are scheduled from 80 percent to 85 percent of their time in high school. For example, students in schools with a seven-period day are generally scheduled for only six out of seven classes. Students in schools with a block schedule enabling students to take eight classes in a year are often scheduled for only six or seven. Not only does this practice decrease the number of courses a student takes in high school and the richness of his or her high school program, but it also may compromise the student’s ability to graduate on time. If a student takes only six classes a year and fails a class, he or she does not make adequate progress toward graduating on time. Falling behind in one year can then be further complicated by a truncated schedule in succeeding years.

There is a serious need for more data in this area. Such data could be collected by ODE through a study of the percentage of students scheduled for 990 hours. For example, high school students who are scheduled for an average of 85 percent of time actually receive the equivalent of 3.4 years of instruction instead of 4. This difference equates to a loss of 5 percent of their instructional time across their K-to-12 experience. If high school students statewide are scheduled for an average of 85 percent of their four years of high school, then fully scheduling all high school students would require a 5 percent increase in per pupil expenditures.

In order to achieve the state’s 40-40-20 vision, high school students need both a full schedule and a rigorous program of study that will support a successful transition to postsecondary education, including significant progress toward attainment of a college or university degree, or career-technical credentials.

However, the program of study in grades 11 and 12 does not need to be limited to seat time in high school classes. It could include college faculty offering courses at high school sites, on-campus and online college courses, CTE internships, and proficiency-based courses in a blended experience that supports transition into postsecondary education. A blended program could even be designed so that students spend one portion of the day or year at the high school and another portion at the community college in CTE courses or at a university enrolled in college courses. For rural areas, a portion of the coursework could occur online or in intensive summer programs. This kind of blended program could also integrate transitional support to students who have earned a GED by offering them an opportunity to participate in both transitional and community college experiences.

Recommendation: Provide financial incentives of up to 5 percent of the State School Fund's per pupil expenditure to support school districts (and their community college, university and CTE partners) that commit to providing a full-schedule program for all 11th and 12th graders that integrates high school and postsecondary on-site and online coursework and internships. The program designs may vary depending on the resources and opportunities in an area.

In addition to providing transitional support in 11th and 12th grades, support for some students should entail fifth-year transitional options. A number of districts have already initiated programs that provide funding for fifth-year seniors to enroll in a full first year at a community college. These programs have been highly effective in providing support for successful completion of an associate's degree, particularly for economically disadvantaged and students of color who are the first in their family to enroll in college. In these programs, the high school continues to provide ongoing counseling and instructional support while the student is enrolled in a full load of community college courses. The ability to complete a full year of coursework at the community college level has proven to be an effective launch into college and career. At this point, the funding for these students is drawn from the base of funding provided by the State School Fund and underwrites community college tuition.

ELSEWHERE: A similar program in Colorado, known as "Colorado ASCENT" (Accelerating Students through Concurrent Enrollment), operates statewide and is state-funded through specifically targeted funding. ASCENT permits eligible students to participate in a fifth year of high school while enrolled concurrently on a community college. School districts receive a fixed amount of "per pupil operating revenue" with which they fund the tuition for ASCENT program students. ASCENT program students are not considered high school graduates until they have completed their participation in the ASCENT program. Students participating in the ASCENT program may walk with their peers in graduation ceremonies at their home high schools, but do not receive diplomas until completion of their ASCENT year.
<http://www.coloradomesa.edu:/wccc/ASCENT.html>

Those districts that have initiated fifth-year programs have found their four-year cohort graduation rate seriously compromised, thereby undermining the value of the program in the public's perception. Formalizing fifth-year programs throughout the state would allow districts to report students who have enrolled in the program, and have completed all their graduation requirements by the end of their fourth year, as part of the four-year graduation cohort.

Recommendation: To equitably distribute funding for all districts, districts should be able to provide fifth-year programs for approximately 10 percent of their student population. Funding to support the students' tuition at a community college should be provided by the state, and students in the program should be counted within the four-year cohort graduation rate.

Blending the transitional years between high school and postsecondary education also involves blended support programs. In particular, students would significantly benefit from blended high school and community college counseling programs that work together to develop student learning plans and program pathways; advisory programs to develop a foundation of knowledge about college applications, funding and student life; summer bridge and jump-start programs that provide students with additional

preparation for the demands of college courses; and transitional counseling through the introductory year of community college.

Recommendation: Establish a transitional counseling grant program that provides funds to establish and sustain a blended counseling program offering a continuum of support from the region's high schools and the area's community college. The grants should enable current personnel at both the high school and community college levels to learn how to blend services and maximize their effectiveness. Continued funding for this aspect of the program should be included in the additional funding for fifth-year programs.

5. Improve placement decisions and reduce the need for developmental education.

The research on developmental education courses at both the community college and university levels reveals that remedial courses at the community college and university level do not prepare students well for success in regular credit-bearing college classes. In fact, they drain students of valuable funds while not providing them with either credit or progress toward their degree. The system of developmental education needs significant restructuring. Currently, community college presidents in Oregon and others around the country are examining more effective alternatives to ensure that students are sufficiently supported so that they can be successful in regular credit-bearing college courses.

ELSEWHERE: Texas is piloting the "Mathways" initiative, developed by the Dana Center at the University of Texas. This program targets students identified as needing developmental math and tailors their grade 13 math coursework according to their career aspirations. Students take a foundational course and then enroll in credit-earning algebra, statistics, or quantitative literacy, depending upon which skills match their intended career field.

<http://www.utdanacenter.org/higher-education/new-mathways-project/>

<http://www.utdanacenter.org/higher-education/new-mathways-project/new-mathways-project-curricular-materials/>

http://www.txsuccess.com/pdf/mathways_project.pdf

Beyond the restructuring of developmental education, an essential strategy is to enable high schools to play a more significant role in ensuring that students enter college without the need for remediation. High schools can—and want to—diagnostically assess the degree to which a student is college ready and the areas in which the student requires strengthening, as well as provide the interventions necessary to ensure the student is ready for regular college work.

This diagnosis and intervention can begin early in high school through assessments such as the EXPLORE, PLAN and ACT sequence. Information gleaned from instruments such as these can provide targeted feedback on individual students, as well as more general feedback on whether students overall are receiving adequate preparation in a specific curricular area. A number of school districts in the state have adopted one or more such tools to facilitate diagnostic assessment and intervention planning. To ensure that all schools have a college and career readiness assessment system available to them, the state should integrate one of these assessment packages into the statewide assessment system, offering the tools to all schools at no cost.

ELSEWHERE: The Tennessee SAILS (Seamless Alignment and Integrated Learning Support) program began as a pilot, but has now been rolled out statewide and is one of the governor's signature programs. SAILS uses students' 11th grade ACT results. Students who score below 19 in math are enrolled in a senior year "bridge" math course that prepares them to be college ready upon graduation. This initiative is an example of remediation avoidance and intersystem integration.

www.state.tn.us/thec/Divisions/.../SAILS%20THEC%20Template.pdf

<http://www.chattanoogaastate.edu/high-school/sails/>

ELSEWHERE: Eight states, including Colorado, allow high school students to take college-required remedial courses through dual enrollment programs. For example, Rangeview High School in Aurora (CO) Public Schools offers a 12th grade course sequence whereby students take intermediate algebra in the fall term (a remedial course), followed by college algebra in the spring term. Students enroll for the entire yearlong sequence, and thus remain with the same instructor and cohort of students. <http://www.colorado.gov/cs/Satellite/LtGovGarcia/CBON/1251641634264>

Beyond the systemic lack of assessment tools, there is a second and even more significant barrier to high schools' serving the critical function of ensuring students are ready for the demands of college coursework. This barrier is the inconsistency among community colleges and universities in the placement tools that they use and the standards by which they determine whether a student requires remediation/developmental education. In some community colleges and universities, the faculty create their own placement test rather than relying on a nationally standardized instrument. This lack of uniformity adds to the confusion around college-ready standards and expectations.

ELSEWHERE: Colorado is currently the only state in the nation whose statewide postsecondary admission and placement policies recognize the high school CCSS assessments. According to recent survey research by Education Commission of the States, nearly 30 percent of states are considering doing the same thing. For states interested in integrating policies, using the same assessment instruments is an important consideration.
Could Matt provide a link to the ECS research?

The state has a unique opportunity to bring consistency and coherence to these placement decisions. With the transition from OAKS to the Smarter Balanced assessment—an assessment already based on college and career readiness standards—the state is well positioned to establish cut scores in particular facets of literacy and numeracy to indicate college and career readiness at the 11th grade level. Different standards could be established for community college vs. university readiness, but these standards would be consistent for comparable institutions across the state. Because the test would be administered in grade 11, students whose performance fell short of the cut scores could restructure their senior year to address these gaps and then repeat the assessment at the end of their senior year to demonstrate readiness. It would be necessary for the community colleges and universities to honor the placement results of the tests administered at the high school level, although they might also require the continued study of literacy and math in grade 12 for those students who met the cut scores in the 11th grade.

Recommendation: Provide a statewide college and career readiness assessment system that begins in 8th grade and monitors both individual students and curricular preparation. In addition, establish consistent cut scores on the Smarter Balanced assessment to assess college readiness and suitability for placement in community college and university courses. For those students who successfully meet the college readiness standard in grade 11, postsecondary institutions could require continued coursework in literacy and math during their senior year to sustain the placement decision. For those students who don't meet the cut scores at 11th grade, a repeat assessment would be administered by the high school at the end of the senior year, with the results honored by postsecondary institutions statewide.

6. Provide data monitoring and reporting for mutual accountability.

Institutional accountability systems often serve to preserve rather than break down institutional silos. If the state is to reimagine grades 9-14 as a blended system of smooth transitions, then our accountability systems need to monitor and report data that serves the purpose of mutual accountability. As a base, the state needs to track individual students from early childhood through postsecondary education, no matter which pathway the student takes. This data system is one that the state is already pursuing.

However, we must go further and focus on specific outcome variables that enable us to share accountability for results. We need to monitor and study the variety of paths we make available to students to help them achieve the target outcome of a postsecondary certification or degree. We also need to study the checkpoints along the way, from college readiness interventions at the high school level to various strategies for securing college credits in high school, and from transitional counseling support systems to supports provided to ensure success at the college level. We need to engage in continuous research and refinement through a data system that allows us to assess the effectiveness of the variety of strategies we put in place to assist students.

A great deal can be done with an integrated P-20 data system. Programs of research that include qualitative research, efficacy studies, and early warning indicator development around school dropout rates, reasons, and policy and program interventions are already well established. The state can build into the reconceptualization of 9-14 education a plan and budget for a program of research that comprehensively and rigorously examines the degree to which students successfully reach postsecondary goals, and targets along the way, given well-designed, alternative programmatic options. This research must be built on a solid statewide data system.

The most critical indicators for shared accountability are the completion rates for technical certificates and associate and bachelor degrees. Tracking long-term outcomes of various trajectories is the key to mutual accountability.

Recommendation: Establish accountability standards for community college and university graduation and completion rates and establish a program of research that identifies those pathways from high school to postsecondary education that are most successful in achieving those results.

7. Initiate a public engagement strategy to encourage students and parents, particularly historically underserved and under-informed students and families, to aspire to success in postsecondary education and to inform them of opportunities and requirements for admission and financial aid.

Many students and families, particularly those who have been historically underserved, have limited experience and insight into the world of postsecondary education and often are not adequately informed about the opportunities that postsecondary education presents for career advancement. At times, these families don't feel that they can access postsecondary education due to their financial and socio-cultural circumstances. In addition to the persistent achievement gap, these students and families experience an aspiration gap that deters them from applying to institutions of postsecondary education. Raising the aspirations and knowledge base for these families is a critical part of the work that needs to be accomplished to achieve the state's vision for 40-40-20 and ensure equity of opportunity across the state.

One way to achieve this goal is to launch, in collaboration with business and institutions of higher learning, a public engagement initiative that would provide a consistent set of materials for districts to use in their schools and communities, as well as web and media promotions that can be used at a state level. The focus of this public engagement campaign would be on specific opportunities and actions that families and students could take to enter and succeed in postsecondary education. It is critical that these families hear multiple, targeted, and repeated messages about the diversity of postsecondary options to fit myriad career goals, the accessibility of postsecondary education, and the resources available to support degree and certificate/credential attainment. A combined local and state initiative to raise aspirations and provide concrete, actionable information could assist in encouraging families and students to apply, enroll, and succeed in postsecondary education. Such national initiatives as the National College Access Network and the Lumina Foundation's KnowHowtoGo campaign have developed valuable resources that can be utilized or adapted for this campaign.

Recommendation: In collaboration with business leaders and postsecondary institutions, launch a statewide public engagement campaign to encourage postsecondary enrollment and provide

actionable information to families on how to access postsecondary information and financial aid. The campaign should provide a consistent set of materials in print and on the web to support local initiatives, while also utilizing media to encourage students and families to aspire to success in postsecondary education.

DRAFT



Oregon HS Graduates at Community College: Developmental Education Participation & Postsecondary Outcomes

**Michelle Hodara
Education Northwest**

Best Practices & Student Transitions
March 11, 2014

Presentation Outline

- Rationale for study
- Questions, Data, & Sample
- Results
 - Developmental Education Participation
 - Predictors of Developmental Education Participation
 - Postsecondary Outcomes
- Key Findings
- Policy Implications

OR CCR Research Alliance

Goal:

Increase Oregon students'
college and career
readiness and success



Developmental Education Study Questions

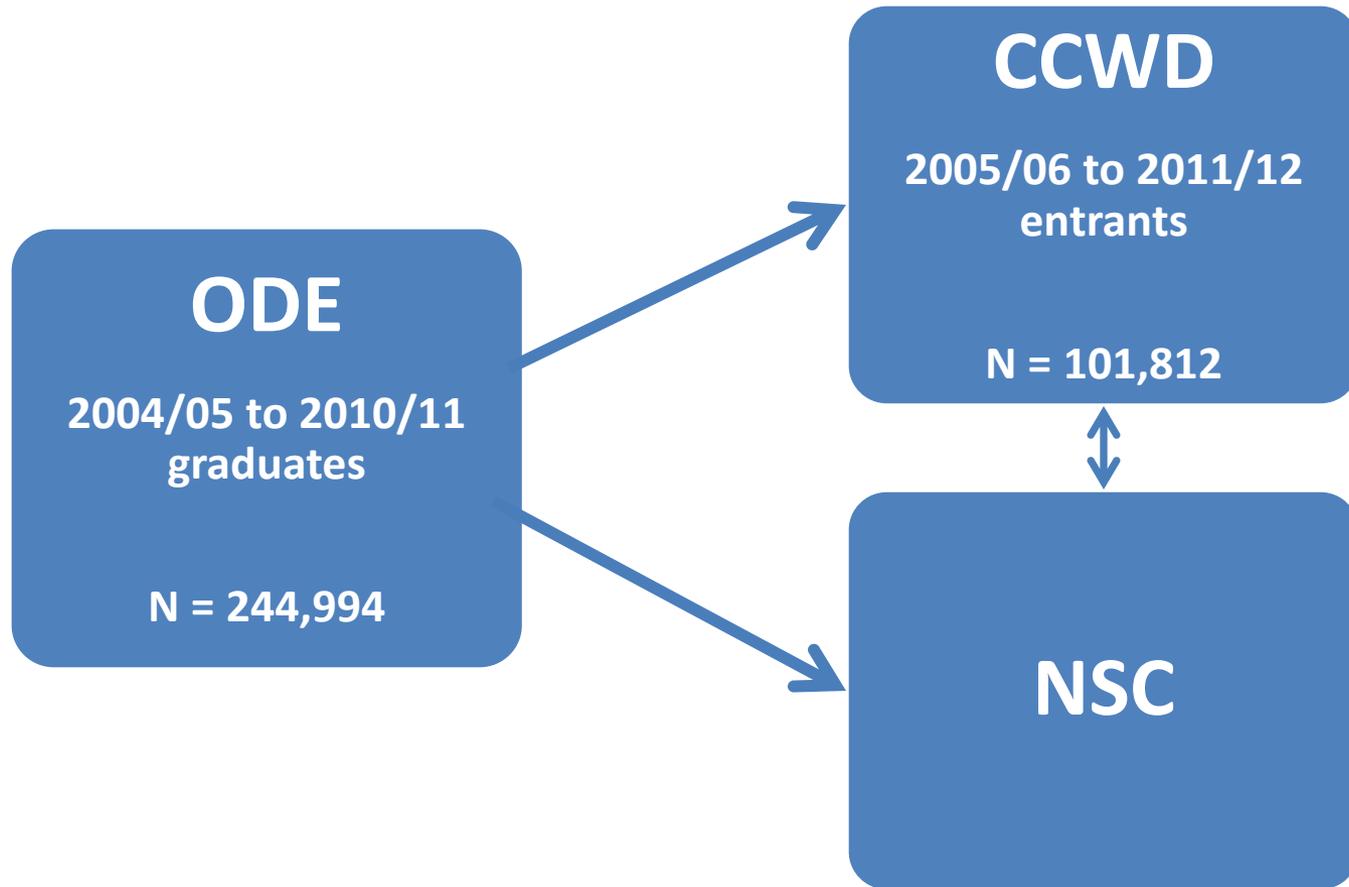
1. Participation
rates

2. Predictors of
participation

3. Progression,
persistence, &
degree
attainment



Data Sources and Sample



42% of OR public high school graduates (101,812) enrolled at an OR community college after graduation

Sample Characteristics

Demographics

- 47% male, 53% female
- Avg. age at entry = 20 years old
- 37% received free-reduced price lunch

Dual enrollment

- 45% enrolled during HS, then returned after graduation



Declared course of study

- Arts, Humanities, English (57%)
 - Leisure & Recreation (12%)
 - Business/Marketing (5%)
 - Allied Health & Nursing (4%)
 - Adult Basic Ed (3%)
 - Undecided (3%)
- *Most popular “majors” are the same, regardless of course starting level*



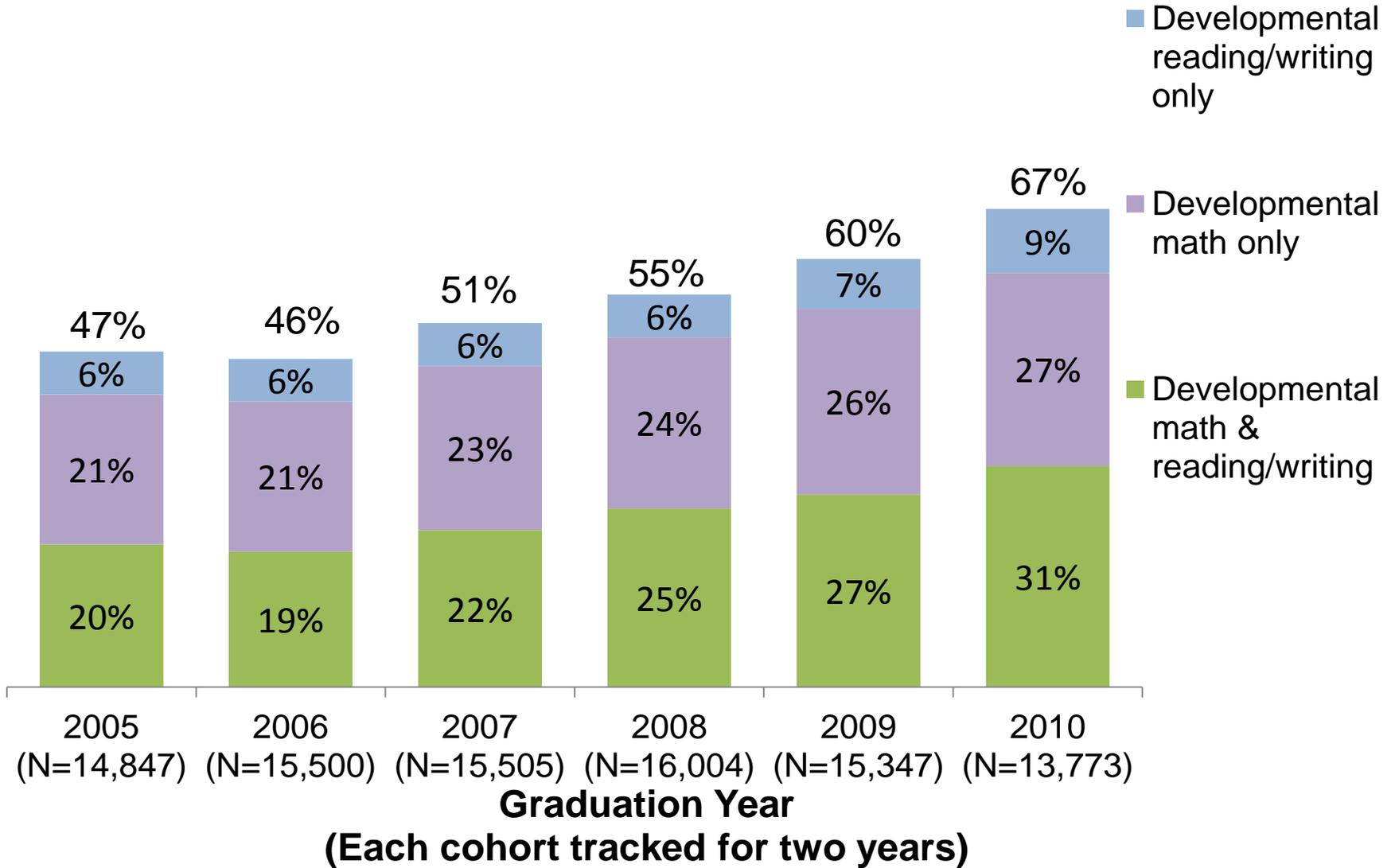
1. Among HS grads,
what are rates of
developmental
education participation
at the Oregon
community colleges?



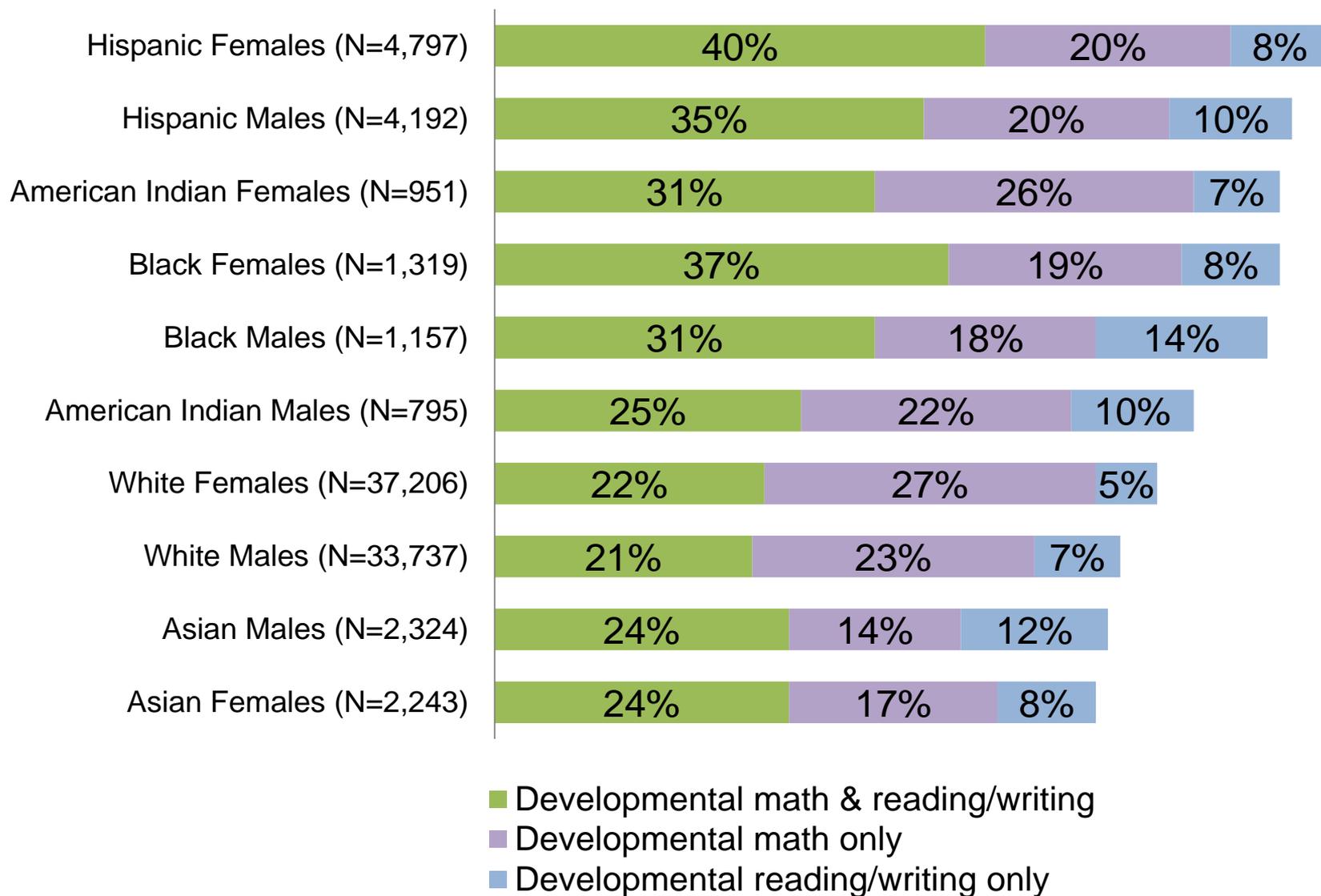
How many students took a developmental education course?

Out of 101,812 OR high school graduates who attended community college, 67,174 students (66%) enrolled in developmental education at some point in their college career.

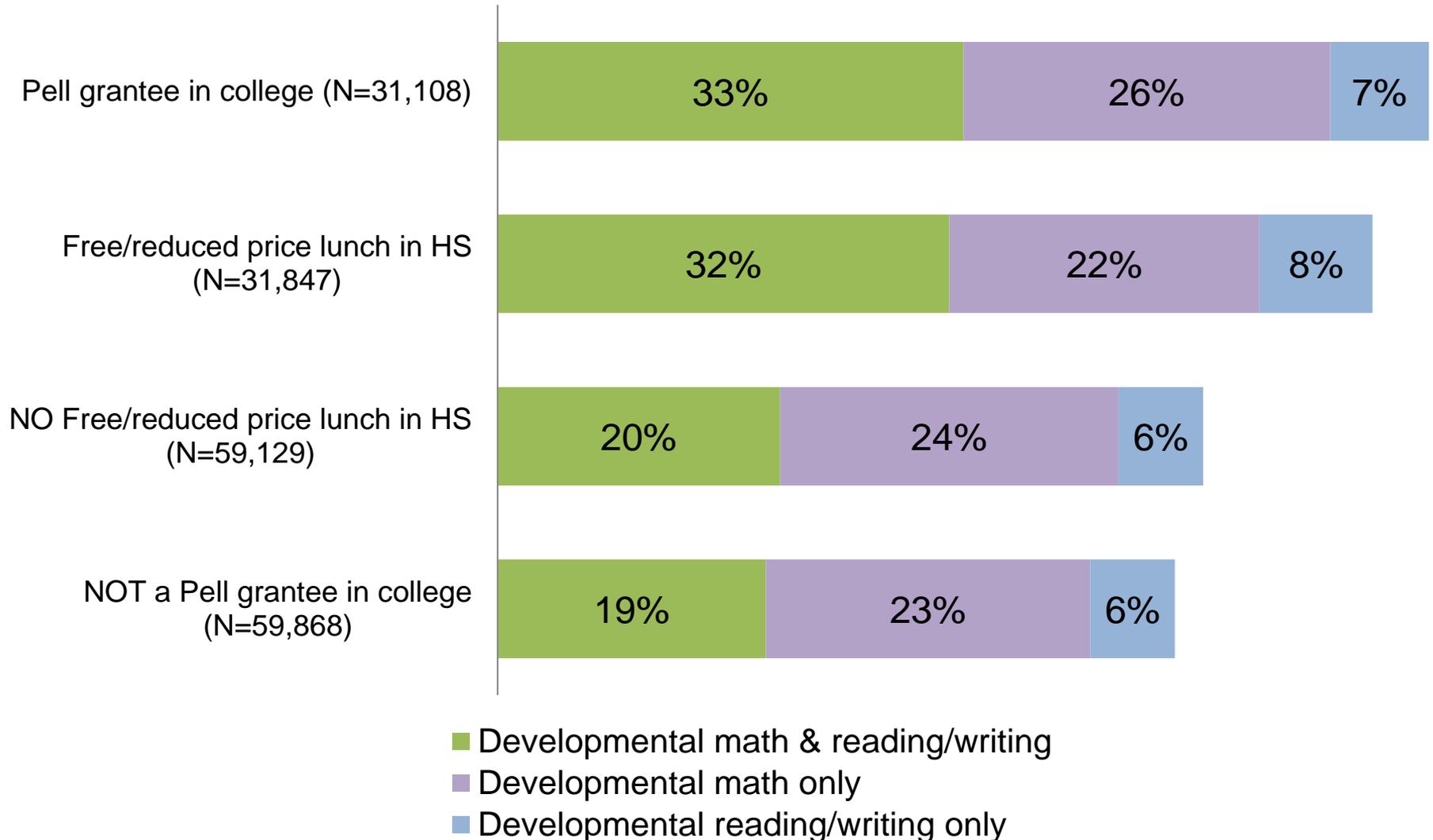
Participation in developmental education (within 2 years of HS graduation) has increased from 47% to 67% for recent high school graduates.



Within 2 yrs of HS graduation, almost 70% of Hispanic females participated in developmental education while half of Asian females did.



Within 2 yrs of HS graduation, around 2 in 3 students who received FRPL/Pell participated in developmental education compared to half of students who did not.



2. What predicts
developmental
education
participation?



Which socio-demographic indicators predict developmental education enrollment?

	Likelihood of enrolling in...	
	Developmental math	Developmental reading/writing
Females compared to males	More likely	Less likely
American Indians compared to Whites	More likely	More likely
Blacks compared to Whites	Equally likely	More likely
Latinos compared to Whites	More likely	More likely
Asians compared to Whites	Less likely	More likely
Receive FRPL/Pell, compared to do not receive FRPL/Pell	More likely	More likely

Which HS academic experiences predict developmental education enrollment?

	Likelihood of enrolling in...	
	Developmental math	Developmental reading/writing
IEP in HS	More likely	More likely
LEP status in HS	Less likely	More likely
Repeated a grade	More likely	Equally likely
Any OAKS rating, compared to Exceeds	More likely	More likely

Which academic experiences predict starting in college coursework?

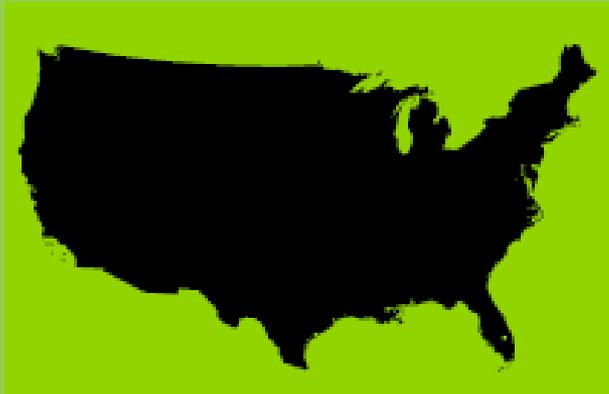
	College math	College English
School's avg OAKS reading	✓	✓*
School's avg OAKS math	✓	✓
School's avg OAKS science	✓	
Dual credit math	✓	✓
Dual credit English	✓	✓
Dual credit science	✓	
Dual credit history	✓	✓
Dual credit social science	✓	✓
Dual credit languages		✓

3. What are long-term progression, persistence, and degree attainment outcomes?

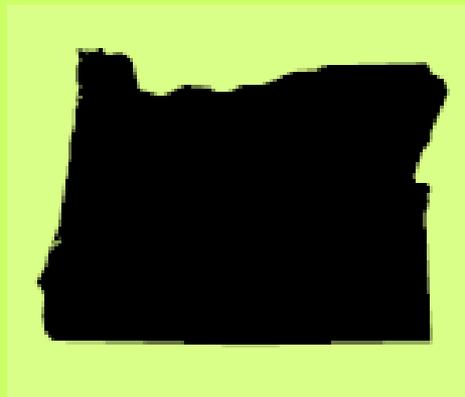


Developmental education participation in Oregon for '05-'07 entrants slightly lower than national community college avg. for '03 entrants.

68%



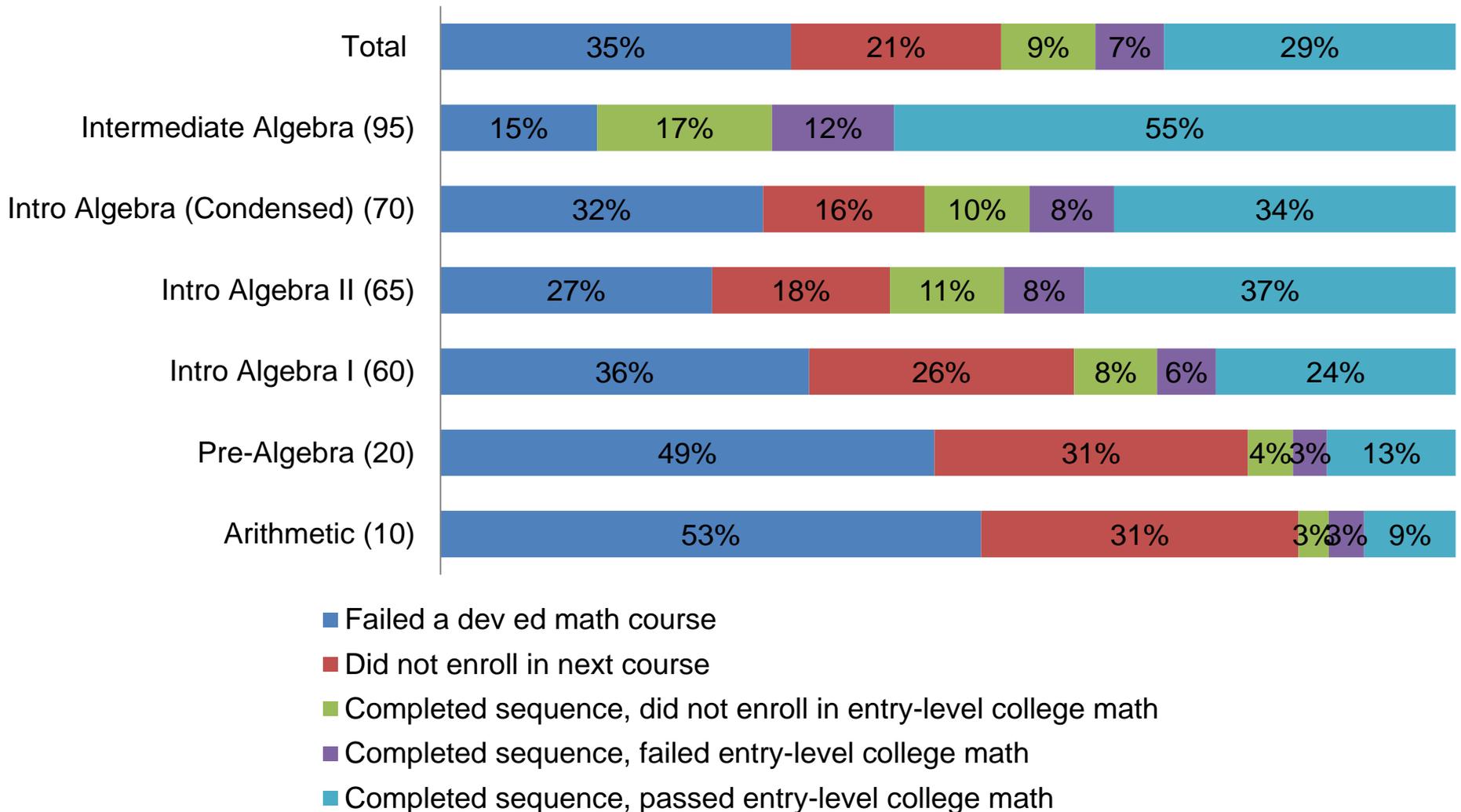
65%



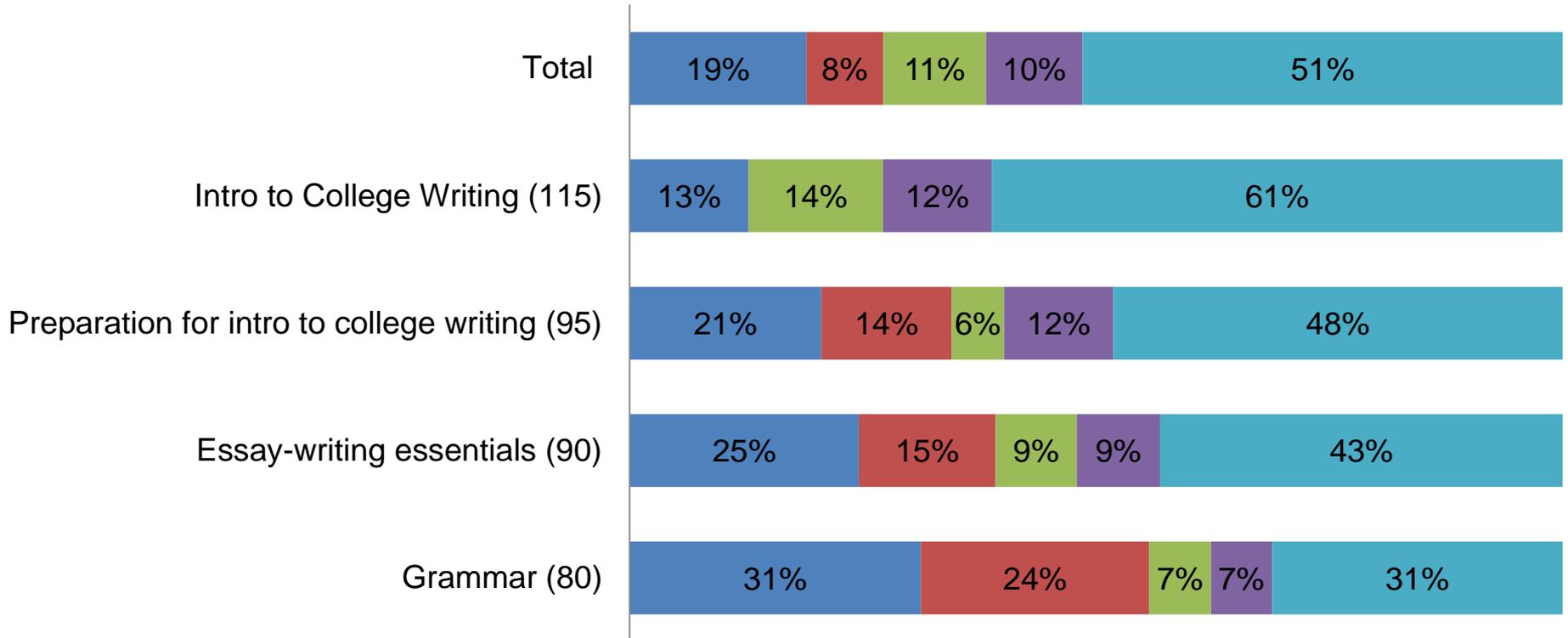
Math course starting level	Course #	Number of students who started at this level	% of students who started at this level
College math	Mth 105+	11,653	20.0%
Intermediate algebra	Mth 95	5,906	10.1%
Intro algebra (Condensed)	Mth 70	3,274	5.6%
Intro algebra II	Mth 65	3,947	6.8%
Intro algebra I	Mth 60	10,830	18.5%
Pre-algebra	Mth 20	7,114	12.2%
Arithmetic	Mth 10	1,776	3.0%
Applied/technical math	Various	670	1.2%
No Math		13,230	22.7%
Total		58,400	100%

Writing course starting level	Course #	Number of students who started at this level	% of students who started at this level
College writing	WR 121+	23,251	39.8%
Intro to college writing	WR 115	7,477	12.8%
Preparation for intro to college writing	WR 95	1,694	2.9%
Essay-writing essentials	WR 90	4,299	7.4%
Grammar	WR 80	1,544	2.6%
Below grammar	Below 80	5731	9.8%
No dev writing/dev reading only		2,618	4.5%
No writing, reading, English		11,786	20.2%
Total		58,400	100%

Less than 1 in 3 developmental math students complete a college math course.

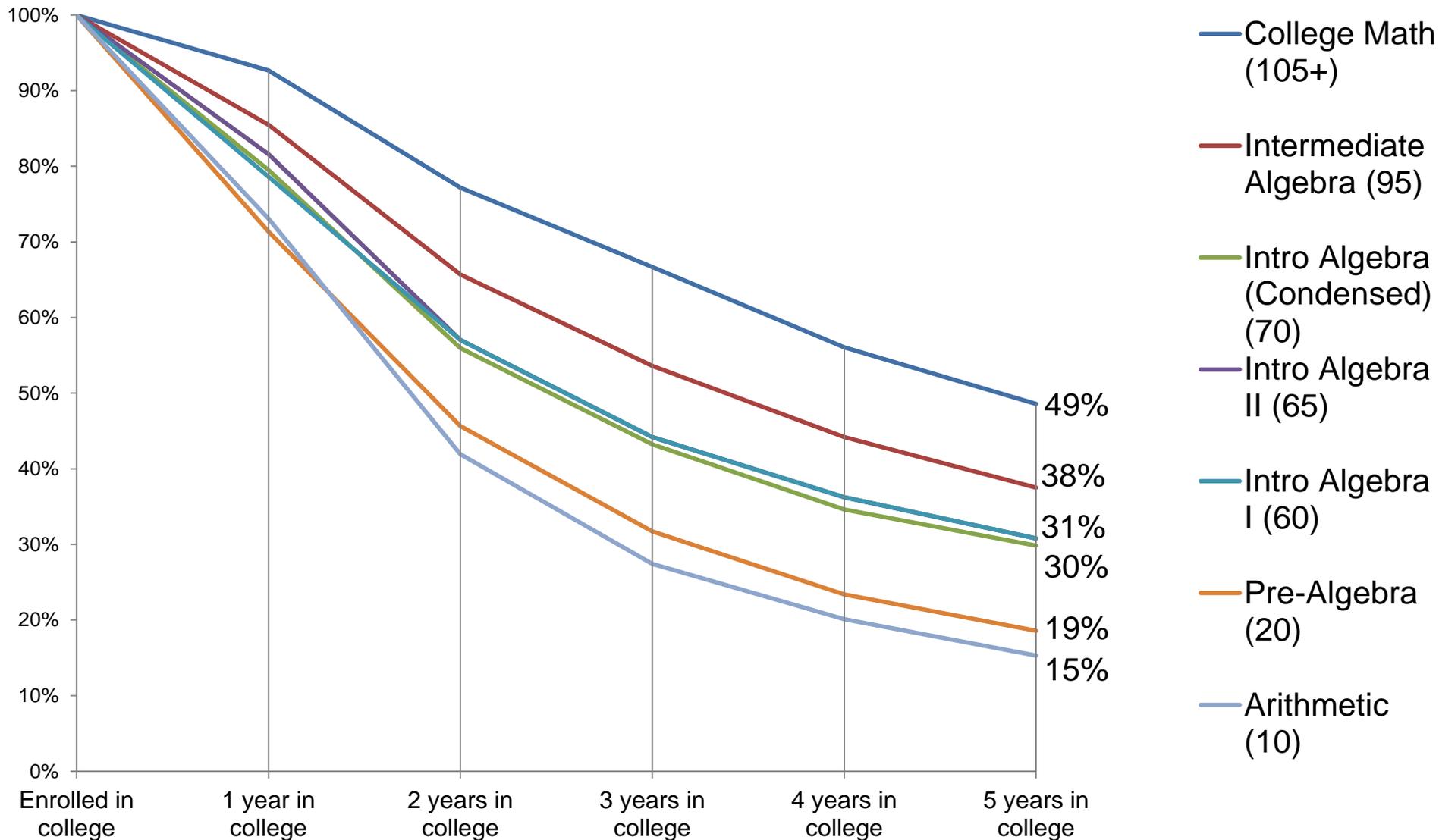


About half of developmental writing students complete a college English course.

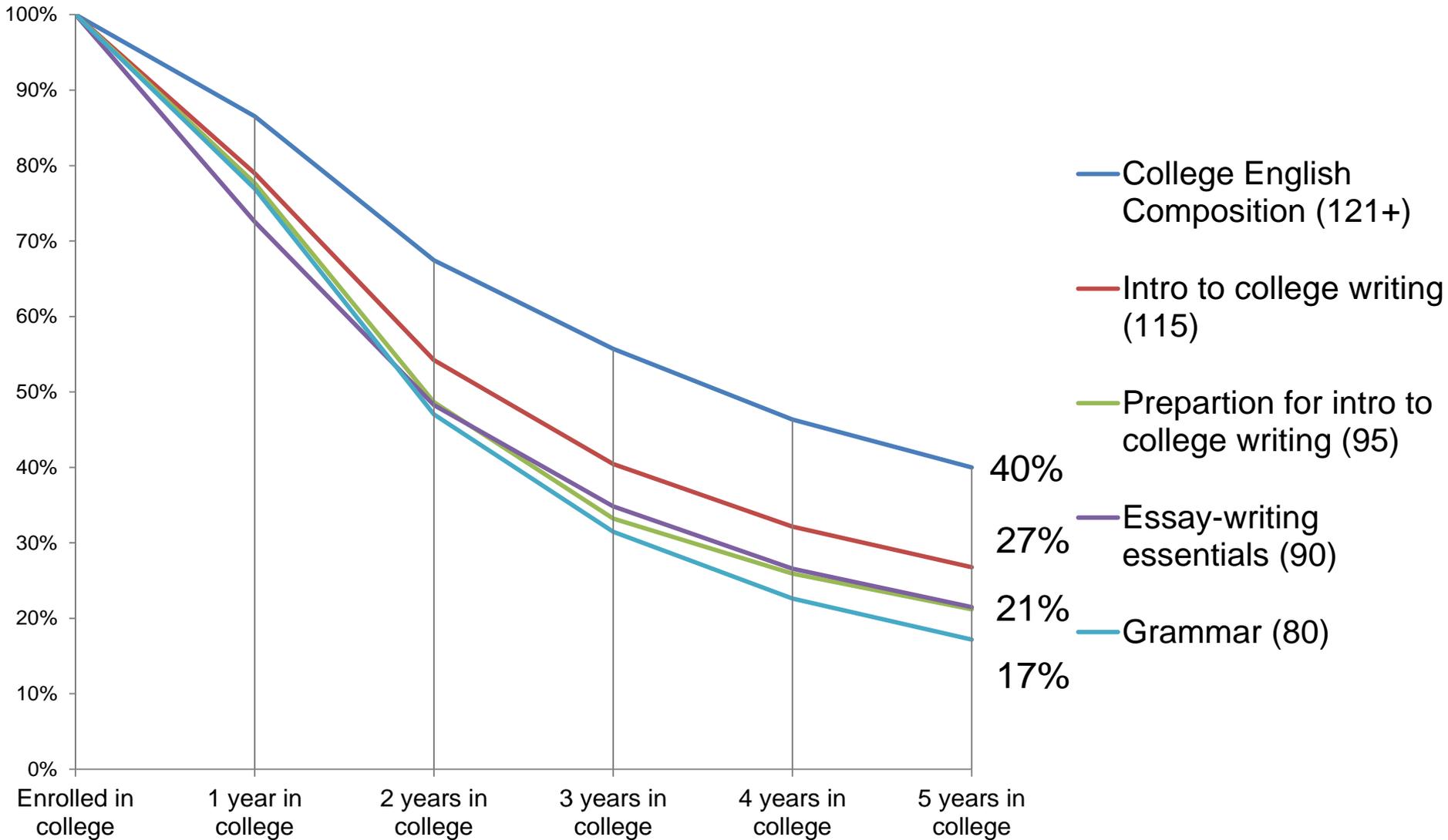


- Failed a dev ed writing course
- Did not enroll in next course
- Completed sequence, did not enroll in entry-level college English
- Completed sequence, failed entry-level college English
- Completed sequence, passed entry-level college

College persistence decreases the lower students start in math.



College persistence decreases the lower students start in English.



AA/BA attainment decreases the lower students start in math.

	Earned a certificate	Earned a 2-year degree	Transferred to a 4-year college	Earned a 4-year degree	Any cred.
College math (105+)	1.9%	20.8%	69.7%	35.6%	42.8%
Intermediate algebra (95)	2.8%	20.7%	47.2%	21.6%	31.3%
Accelerated intro algebra (70)	2.6%	17.5%	33.4%	14.6%	24.3%
Intro algebra II (65)	3.7%	17.6%	35.9%	14.6%	25.4%
Intro algebra I (60)	2.8%	14.7%	27.9%	11.0%	20.9%
Pre-algebra (20)	2.9%	8.4%	19.4%	6.7%	13.7%
Arithmetic (10)	2.6%	6.6%	14.5%	4.6%	11.1%

AA/BA attainment decreases the lower students start in English.

	Earned a certificate	Earned a 2-year degree	Transferred to a 4-year college	Earned a 4-year degree	Any cred.
College English Composition (121)	2.3%	18.2%	54.1%	25.9%	33.9%
Intro to writing (115)	3.0%	14.5%	28.9%	11.3%	21.4%
Preparation for intro to writing (95)	3.1%	11.0%	22.7%	8.2%	16.9%
Essay-writing essentials (90)	2.8%	9.8%	20.6%	7.8%	15.5%
Grammar (80)	1.9%	8.6%	15.3%	5.6%	11.7%

Key Findings

- Developmental education participation is increasing
- Socio-demographic characteristics predict developmental education participation.
- Certain dual credit coursework has a positive association with starting college in college coursework

Supporting the high school to college transition

Early assessments in HS

Transition curricula & Accelerated College Credit

Summer bridge programs

Supports through first year



Contact with questions or feedback:

Michelle.Hodara@educationnorthwest.org



BEST PRACTICES FOR COMMUNICATING WITH PARENTS OF ENGLISH LANGUAGE LEARNERS

A REPORT BY STAND FOR CHILDREN OREGON

This research project was initiated by Stand for Children in response to member questions and concerns about programs and services for English Language Learners (ELL's) in Oregon schools.

It was published in March 2014.

Stand for Children Oregon
1732 NW Quimby, Ste 200
Portland OR 97209
stand.org/oregon
orinfo@stand.org

BACKGROUND

Over the course of four months, interviews were conducted with parents, English Language Development (ELD) teachers and specialists, principals, counselors, and administrators from the Beaverton, Forest Grove, Reynolds, and Salem-Keizer School Districts, as well as staff from the Oregon Department of Education's Office of Educational Equity and various community organizations (Appendix A).

The four school districts involved in the study are clearly invested in improving the academic achievement of ELL's while complying with all state and federal regulations regarding ELL's and Title III funds.

Beginning in 2014, Oregon will phase in new English Language Proficiency Standards that are linked to the Common Core State Standards. As schools and districts work to strengthen their ELD programs, many have begun transitions to classroom and content-based instructional models that will better support ELL's in developing the language skills they need to meet subject area standards.

FINDINGS

While all the parents and educators who participated share the same goal of helping English Language Learners succeed in school, there are clearly gaps in communication that make it more



difficult for parents and guardians to support their children's English language acquisition.

Many parents report that they receive little feedback about their children's progress in ELD and are frustrated that ELD teachers are often not available to

“There is much less consistency in the quality and utility of information that families receive about a student's individual progress through ELD.”

all families during regularly scheduled conferences. They had a variety of questions about how and why their children were placed in ELD and how they would progress and exit the program (Appendix B).

The educators universally recognize the importance of parent involvement for the success of all students including ELL's. All of the districts studied have developed networks of translators and bilingual support staff to assist with this process. They are conscious of barriers

to parent involvement for many families of ELL's including language, cultural norms, transportation, child care, work schedules, and lack of familiarity with the American education system.

Currently a great deal of parent engagement effort is focused on overcoming these barriers and familiarizing parents with school practices, expectations, and resources. **However, there is much less consistency in the quality and utility of information that families receive about a student's individual progress through ELD.** For example:

- Annual parent placement letters must identify the student's current level of English proficiency but do not include any history of growth from previous years. Because proficiency levels are dissociated from grade levels, this may mean that a parent could fail to realize that their child's English proficiency level is not advancing.
- Schools receive ELPA scores after students test in the spring but are not required to report these results to families until the fall placement letter—by which time months of opportunity for intervention are lost. Many schools and districts do not distribute the full Individual Student Reports provided by ODE which contain detailed information about student performance across the four language domains and can provide insight into specific strengths and weaknesses.
- While secondary students receive grades when enrolled in an ELD class period, many elementary school report cards do not include progress reports from ELD teachers, and parents report that classroom teachers are often unprepared to discuss ELD progress.
- When students exit ELD, all parents must be notified that they are being reclassified and will be monitored for two years, but the notification is not required to explain how a student will be monitored or by whom.

RECOMMENDATIONS

Based on this study, Stand for Children has concluded that there is a clear opportunity to increase parental support for English Language Learners by improving understanding of the ELD process and providing specific feedback



about individual student progress. Stand has developed educational materials which outline the path of an English Language Learner in Oregon, address frequent parent concerns, and identify key stages for parent involvement (Appendix C). In addition, we recommend the following steps to promote parent engagement and student success in English language acquisition:

SCHOOLS

- Should provide the ELD teacher's name and contact information to the parents/guardians of every student enrolled in ELD.
- Should make ELD teachers available during conferences or develop alternate opportunities for parents to meet with ELD staff.

- Should provide the name and contact information for the staff responsible for monitoring their students' progress after reclassification/exit from ELD and communicate monitoring criteria to parents.

DISTRICTS

- Should include a report of ELD progress in every report card at the elementary and secondary levels.
- Should distribute the Individual Student Report of ELPA scores to parents when scores are received in the spring.
- Should modify parent placement letters to reflect an ELL's proficiency growth so parents can effectively monitor their student's progress.
- Should develop relationships with refugee service providers, community organizations, and local cultural networks to partner in addressing barriers to school readiness and parent engagement.

STATE

- Should reduce confusion by clearly defining the preferred terms for English language instruction, students currently receiving this instruction, and students who have ever been eligible for or participated in this instruction, and promoting their consistent use across the state (note variations on contact list). A list of standard translations for key terms in the most commonly spoken languages would also be beneficial.
- Should develop clear and readily accessible general information about ELD programs and assessments that can be used by parents, schools, districts, and community partners across the state to support parent engagement in schools.

APPENDIX A

CONTACTS

Oregon Department of Education – Office of Education Equity

Tim Blackburn, Title III – English Learners

Rudyane Rivera-Lindstrom, Title III – English Learners

Jonathon Fernow, Title IC - Migrant Specialist

Oregon Department of Education – Office of Learning

Michelle McCoy – Assessment Specialist

Beaverton School District

Wei-Wei Lou, Director for ELL Services

Megan Clifford, Principal, McKay Elementary

Eve Berry, ESL/ Two- Way Immersion, Barnes Elementary

Ellen Knowles, ESL Facilitator, Barnes Elementary

Forest Grove School District

Leonard Terrible, ELL Coordinator

Reynolds School District

Ovidio Villarreal, Director of ELD & Federal Programs

Lynn Thompson, ELD Compliance Facilitator

Mike Clutter, Principal, Woodland Elementary

Larry Conley, Principal, Hartley Elementary

Lara Smith, Principal, Salish Ponds Elementary

Jill Sorenson, Principal, Troutdale Elementary

Stacy Talus, Principal, Reynolds Middle School

Mayra Gomez, Assistant Principal, Reynolds High School

Todd Klindt, Counselor, Reynolds High School

Salem Keizer School District

Sue Rieke-Smith, Director Instructional Services

Chrissy Chapman, Elementary ESOL/Bilingual Programs Coordinator

Asian Pacific American Network of Oregon (APANO)

Diana Pei Wu, Director of Organizing

Adelante Mujeres

Bridget Cooke, Executive Director

Cecilia Girón, Program Director, Adelante Chicas

Salem Keizer Coalition for Equality

Aurora Cedillo, Board Secretary

APPENDIX B

COMMON PARENT QUESTIONS

- What do all the acronyms mean?
- How are children placed in ELD?
- Why was my child placed in ELD again after he exited in another district/state?
- How is ELD instruction delivered?
- If my child leaves class to participate in ELD, what is she missing?
- How do I know if my child is advancing appropriately? How do I know if he's ready to exit?
- If my child speaks better English than I do/ more English than Spanish/ English with her friends, why is she still in ELD?
- How can I get information from classroom teachers in conferences about ELD?
- Will my kids be ready to graduate?
- Could the teachers be missing that my child has a learning disability because they are assuming it is a language issue rather than an academic issue?

APPENDIX C

KEY STAGES FOR PARENT INVOLVEMENT

- **When the student is enrolled in ELD**, to understand the teaching method and learn who will be monitoring the child's English development.
- **When the Parent Placement Letter arrives in the fall**, to review the student's ELPA level and instructional placement.
- **During the school year**, to monitor the student's ELD progress through report cards, meetings and conferences in order to support their English learning.
- **After exit/reclassification**, to know who is monitoring the student and what criteria are being used to track their progress. With older students it is important to make sure they are earning the necessary credits to graduate on time.