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## OREGON EDUCATION INVESTMENT BOARD Equity and Partnership Sub-Committee

Tuesday, December 11, 2012

8:00 – 10:00 AM

Oregon State Library  
250 Winter Street NE  
Salem, OR 97301

### AGENDA

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|------------|--|
| 8:00-8:15  | <b>Welcome &amp; Review of Agenda</b><br>Nichole Maher, Sub-committee Chair                                |
| 8:15-8:45  | <b>Group Discussion</b> <ul style="list-style-type: none"><li>• Scope of Work</li><li>• Timeline</li></ul> |
| 8:45-9:00  | <b>Committee Charge &amp; Remarks</b><br>Dr. Rudy Crew   |
| 9:00-9:15  | <b>Comments</b><br>Governor Kitzhaber  |
| 9:15-9:45  | <b>Achievement Gap Funding Team Workgroup: Report &amp; Recommendations</b><br>Ben Cannon                  |
| 9:45-10:00 | <b>Public Testimony</b>  |

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](#). Staff respectfully requests that you submit 25 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact board staff 24 hours prior to the meeting. 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](mailto:Seth.Allen@das.state.or.us). Requests for accommodation should be made at least 72 hours in advance.

Equity and Partnerships Subcommittee  
December 11, 2012  
8:00am - 10:00am  
Oregon State Library  
250 Winter Street, NE  
Salem, OR

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*Audio upon request.*

*Materials packet includes:*

Agenda

Report from the Achievement Gap Funding Team Work Group



# Report from the Achievement Gap Funding Team Work Group –Governor’s Office

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November 30, 2012

## Executive Summary

The Work Group met on July 20<sup>th</sup>, 2012 and August 14<sup>th</sup>, 2012 to discuss strategic investments targeted to reduce achievement gaps. These strategic investments were organized by main categories with ideas to provide support as subcategories. The meetings were chaired by Ben Cannon, Education Policy Advisor to Governor Kitzhaber and the participants included representatives from communities of color across Oregon and other stakeholders representing organizations focused on education improvement (a complete list of the participants has been provided). These recommendations are reflected in the four strategic investments proposed by the Oregon Education Investment Board (OEIB) to the Governor, and later were included with a high level of priority in the Governor’s Recommended Budget 2013-2015.

The following are the main categories that were identified as the focus for budget prioritization:

### 1. **Teacher and Leader Quality:**

Students need to feel comfortable and build trusting relationships with the people they share the classroom with. One of the most important aspects of student success discussed in the meeting was the leadership qualities that educators must have in order to allow students to feel comfortable and succeed in their education. Teacher leadership quality can be supported by:

- a. Creating higher expectations for all teachers to have high expectation for all students.
- b. Teacher training on race, culture and different learning styles
- c. Get more diverse teachers and other educational leadership. E.g. “Institute for Recruitment of Teachers”.

### 2. **Curriculum and Pedagogy:**

A second focus derived from the discussion on the importance of having inclusive pedagogy, and providing students with programs and curriculum that will result in a well-rounded education and promote critical thinking skills. In order to provide support in the classroom for inclusive curriculum and pedagogy we can:

- a. Implement and support dual-language immersion programs.
- b. Provide enrichment activities focused on middle school math and science.
- c. Arts programs. A whole-person endeavor.
- d. Develop real critical thinking skills.

### **3. Support for Parent leadership –Family Initiatives**

The importance of support for parent leadership and family initiatives was a third focus for the Work Group. A very important component to a student's success is an involved guardian. In order to provide support for guardians and their power as advocates of their children we can implement the following strategies:

- a. Provide language support for parents. E.g. open houses in multiple languages, interpreters for parent-teacher meetings, correspondence in different languages.
- b. Promote access and understanding of the post-secondary system from the early grades.
- c. Promote best practices for parents.
- d. Communication between the schools and the parents in order to find out what the real barriers are. Tie in other agencies to support job, housing and parental education needs.
- e. Use technology to help parents' access to schools.

### **4. Post-secondary Connections:**

By providing a real connection to programs in the post-secondary world that focus on helping communities of color and low income students, the student and the parents can visualize a tangible strategy for their post-secondary education. Once a student and their family are able to visualize a plan for their post-secondary education they are much more likely to apply. The ideas to support this connection include:

- a. Community College: TRIO programs – First generation, low-income, minority programs.
- b. College awareness and tutoring.
- c. Using college advisors to reach into schools.
- d. Support for underrepresented minorities learning how to access services at institutions.
- e. Visits to college campuses
- f. "Posse program." Cohorts of students who receive intense support in high school before going to college together.

### **5. Community Compacts –Shared accountability, shared outcomes:**

Another major point of agreement among the work group members was the importance of community relations. Students must be able to have support outside of the school setting in order to do well in school. This can be achieved through a collaborative effort with members of their community. Achievement compacts can help create the shared accountability between schools and community partners, therefore creating an even field where we collectively win or lose.

- a. Incentivize creative collaborative solutions that are specific to each community.
- b. Need for teachers to understand the neighborhood and the issues that kids are going through
- c. Invest in someone specifically to develop community relationships that start with the parents and extend to businesses and other community partners.

### **Conclusion**

The categories and ideas shared above are the result of a collaborative effort between community partners, schools, the Governor's office and members of communities of color that seek to focus investments on strategic steps to reduce the achievement gap. We have taken into consideration the roles that everyone in the community must play in order to have a successful outcome. The recommendations

made by this Work Group were taken into consideration for the Governor's Recommended Budget (GRB) and are reflected within the four adopted strategic investments recommended by the OEIB.

1. **Developing a Representative Corps of Professional Educators (GRB): Teacher and Leader Quality**

Up to \$120 million in funding is repurposed from ESDs in order to make a major commitment to the training, support, and leadership development of our educators. The initiative funds establishment of four to six regional Student Achievement Centers, to promote excellence in teaching and learning for teachers, faculty, early education professionals, administrators, and instructional support personnel. The centers will be part of a statewide virtual research network that studies best practices, disseminates evidence-based models and helps schools and districts implement these models and practices at scale. The centers will also build on effective programs to provide mentorship, professional development, and leadership opportunities for teachers. A primary goal of the centers is to create a strong and diverse pipeline of teachers, faculty, early educators, and instructional leaders to positively impact teaching and learning processes.

*The focus on recruitment and support of a representative teacher corps will result in increased numbers of education professionals (PK-12) projected to enter the Oregon education workforce in the next 2-4 years who are non-white, non-Hispanic or whose native language is not English. Further, the training, mentoring and study of best practices will ensure educators are able to provide culturally relevant, effective instruction and to motivate, engage and support underserved students, as proposed in category #1.*

2. **Connecting with the World of Work (GRB): Curriculum and Pedagogy**

This initiative is intended to provide students with the skills, knowledge, and experience necessary for success in the workplace by investing in science, technology, engineering, math, and the creative arts, and by supporting innovative models that blend high school and community college. The Governor's budget includes \$13.5 million for this initiative.

*The funding for STEAM (Science, Technology, Engineering, Arts, and Math) will be targeted at in-school and informal learning opportunities that reach underserved students. The STEAM initiatives will promote critical thinking skills and provide enrichment activities focused on math and science as proposed in category #2.*

3. **OregonReads (GRB): Support for Parent leadership –Family Initiatives, Community Compacts –Shared accountability, shared outcomes**

This initiative includes \$9.2 million General Fund for a multi-agency initiative to ensure students are proficient in reading by the end of third grade. The OEIB and the Early Learning Council will launch a statewide reading campaign focused on ensuring that parents, educators, and caregivers of young Oregonians support development of early literacy skills. Grants and contracts will be awarded by the Department of Education to school districts, non-profit organizations, afterschool providers, libraries, newly created early learning hubs, or other entities that will provide expanded and individualized learning time for students who are not proficient in reading, and directly

engage families in the acquisition of literacy, particularly families for whom English is not their native language. Funding for the State Library's library development program is increased to expand access to books, computers, and other materials in public and other libraries throughout the state.

*While the initiative is targeted to all children at risk of not reading at grade level in primary grades, a focus on providing enriching and focused programs around literacy for ELL students and supporting families in building early literacy skills and a love of reading is critical to improving outcomes for all students. This can be achieved by the subcategories listed under category #3.*

4. **Guidance and Support for the Post-Secondary Aspirations (GRB): Post-Secondary Connections**

This initiative addresses the growing gap in achievement among underserved students particularly in the areas of high school graduation and post-secondary enrollment and completion. The Governor's budget includes \$11.4 million for development of a culture of expectations of opportunity and success. Funds will be provided to the Department of Education for programs that identify students, grade six through 10, who are at risk of dropping out or falling behind, and provide them systematic, individualized monitoring and mentoring. Funding is also provided to the Department of Post-Secondary Education for early college credit programs, scholarship opportunities, and other college success initiatives.

*The opportunity for students to continue to higher education increases by providing support targeting students at risk of dropping out or falling behind. This connection with post-secondary education should be widely advertised to those students and their parents. Most importantly the early college credit programs, scholarship opportunities, and other college success initiatives will target underserved students to as a way to motivate and inspire all students by providing them with a clear and achievable path to post-secondary education.*