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OREGON EDUCATION INVESTMENT BOARD

Equity and Partnerships Subcommittee

Members: Nichole June Maher; Chair, Gov. John Kitzhaber, Ramon Ramirez
Julia Brim-Edwards, Mathew Donegan, Samuel Henry, Harriett Adair, Janet Dougherty-Smith

Tuesday, March 11, 2014

8:15am – 10:15am

PCC Rock Creek, Event Center

17705 NW Springville Road

Portland, OR 97229

Call-In Number (888) 204-5984

Participant Code: 992939

Video Streaming [HERE](#)

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

AGENDA

- | | |
|-------------------------------|---|
| SAMUEL HENRY | 1.0 Welcome & Review of Agenda
Nichole Maher, Sub-committee Chair |
| NICHOLE JUNE
MAHER | 2.0 Brief Updates:
Early Learning Council
Higher Education Coordinating Commission |
| DAVID RIVES | 3.0 Follow-up 2013 Graduation & Dropout Report-Middle School Data
Doug Kosty & Isabella Jacoby, ODE |
| RON SAXTON | 4.0 Special Education Student Services Presentation
Sarah Drinkwater, Sally Simich, ODE |
| MARY SPILDE
Chair-Designee | 5.0 Draft Out of School Youth: Investment & Policy Recommendation Framework
Subcommittee Discussion |
| KAY TORAN | 6.0 Public Testimony |
| JOHANNA
VAANDERING | 7.0 Adjourn |

All meetings of the Oregon Education Investment Board and its subcommittees 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@state.or.us. Requests for accommodation should be made at least 48 hours in advance.

Final

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Final

To: Oregon Education Investment Board
 From: Doug Kosty, Isabella Jacoby
 Oregon Department of Education
 Re: Middle school data
 Meeting date: March 11, 2014

Percent of Students Enrolled Fall 2012 and Spring 2013 who were Still Enrolled Fall 2013				
Enrolled Grade, Fall 2012	All Students	Underserved Race/Ethnicity	Economically Disadvantaged	Students with Disabilities
8	95.6%	95.9%	96.1%	95.7%
9	96.7%	96.2%	96.0%	96.1%
11	93.6%	93.0%	92.6%	92.4%

It's important to note that these numbers are based purely on enrollment data. Many of the students who did not return for the following year may have transferred to another educational program or moved out of the state, but our data on those transfers for eighth graders is less reliable than for higher grades.

For example, although the percentage of 11th graders who did not re-enroll for the following year was approximately 6.4%, only 3.5% of 11th graders were reported as dropouts in the same year. The difference includes transfers, early graduates, students with serious medical issues that prevent them from continuing to attend, and other non-dropout outcomes for which we do not have highly validated data at the eighth grade level.

SPECIAL EDUCATION 101

(A 30,000 FOOT VIEW)

Sally Simich, Education Specialist

Mitch Kruska, Director

DISCLAIMER:

THIS IS NOT A COMPREHENSIVE EXPLANATION OR DESCRIPTION OF THE SPECIAL EDUCATION PROCESS AND PROCEDURES.

THIS IS A GENERAL OVERVIEW OF THE PROCESS THAT OCCURS FROM REFERRAL TO IEP DEVELOPMENT AND IMPLEMENTATION.

INTRODUCING JOHNNY:

A THIRD GRADE STUDENT

**TEACHER HAS CONCERNS
WITH JOHNNY'S READING
ABILITY**

INTERVENTIONS ATTEMPTED PRIOR TO REFERRAL

The school has attempted the following interventions to assist Johnny:

- Placement in a small reading group in the classroom*
- Title I small group pull out reading intervention since first grade*
- Individual push in supports during regular reading time in the classroom*

REFERRAL FOR SPECIAL EDUCATION EVALUATION

- *Even after comprehensive regular education interventions, Johnny has not shown adequate growth so teacher makes referral to the Student Services Team(SST) for possible referral for Special Education(SPED)evaluation.*
- *SST determines that Johnny will likely meet initial eligibility criteria for SPED services and so refer Johnny for a SPED evaluation.*

SPECIAL EDUCATION EVALUATION AND ELIGIBILITY PROCESS:

STEP 1: EVALUATION PLANNING

- *Once Johnny is referred for a SPED evaluation the SPED teacher contacts parent and schedules an evaluation planning meeting;*
- *The planning team **must** include parent(s), special education teacher, general education teacher(s), specialists (school psychologist, speech language pathologist, etc.), and others with knowledge of the student*
- *This team discusses the concerns and determines the eligibility categories that need to be considered for possible SPED eligibility.*
- *Once the team identifies eligibility areas, they identify the assessments that will be used to gather the data, information needed to determine eligibility.*

SPECIAL EDUCATION EVALUATION AND ELIGIBILITY PROCESS:

STEP 1: EVALUATION & ELIGIBILITY

- *Once written permission is obtained the evaluators have **60 school days** to complete the evaluation.*
- *Once the evaluation is completed the team reconvenes to review the evaluation results and determine eligibility.*
- *Eligibility criteria is reviewed and the team determines whether the initial criteria are met.*
- *Once eligibility is determined, written permission is obtained to provide SPED services.*

DEVELOPMENT OF THE INDIVIDUAL EDUCATION PLAN BETTER KNOWN ASIEP

- *After the team has determined that Johnny is eligible for SPED services, the SPED case manager has **30 calendar days** to write the IEP and hold the initial IEP meeting with the team.*
- *The IEP team must include the parent(s), the SPED teacher(s), a regular education teacher(s), and anyone who will be providing services on the IEP (i.e. speech teacher, OT, PT, etc.)*

IEP CONTENT

- *The standard IEP contains the following sections:*
 - *Cover page*
 - *Special factors to be considered*
 - *The present levels statement*
 - *District & state assessments*
 - *Measurable annual goals*
 - *Service summary*
 - *Non-participation justification*
 - *ESY determination*
 - *Placement determination*

IEP CONTENT (CONT.)

- *Cover page:*
 - *Contains the demographic information including eligibility category, IEP date, 3 year reevaluation date, and IEP team signatures.*
- *Special factors to be considered:*
 - *Considers areas of special need such as assistive technology, communication, behavior, limited English proficiency, visual impairments, and hearing impairments.*

IEP CONTENT (CONT.)

- *Present levels of academic achievement and functional performance:*
 - *This is the portion of the IEP that describes the*
 - *students strengths,*
 - *parental concerns,*
 - *present levels of academic performance,*
 - *the present levels of functional and developmental performance,*
 - *and how the disability affects the child's involvement and progress in the general educational setting.*
- *This is the part of the IEP that defines the needs that define the SPED services to be provided.*

IEP CONTENT (CONT.)

- *District & state assessments:*
 - *Describes any assessments the child will participate in and any accommodations that the child may use during the assessment.*
- *Measurable annual goals:*
 - *The goals look at where the child is currently functioning and where the team believes the child will be functioning in a year given specially designed instruction.*
 - *The goals must be measurable and must describe the specially designed instruction the child will be provided.*
 - *The goals must include a statement of how the progress will be measured, how progress will be reported to parents, and when progress will be reported to parents.*

IEP CONTENT (CONT.)

- *Service summary:*
 - *This page lists the services that will be provided to the child during the life of the IEP including:*
 - *A description of the specially designed instruction and the time, location, and who will provide the services.*
 - *A description of any related services such as speech, behavior support, OT or PT support and the time, location, and who will provide the services.*
 - *A description of supplementary aids/services and accommodations that the student will be provided.*
 - *A description of any supports that will be provided to school personnel (i.e. autism consultation, behavior consultation, etc.)*
 - *A written statement describing the justification for removing the child from the regular educational program and the need for Extended School Year (ESY).*

IEP CONTENT (CONT.)

- Placement determination:
 - This page includes the IEP team's decision regarding where the child will receive the specially designed instruction identified in the IEP goals and services.
 - The placement options must include a continuum of options from a less restrictive to a more restrictive setting.
 - This page is signed by the IEP team participants indicating agreement with the placement decision.

ACCOMMODATIONS VS. MODIFICATIONS

Accommodation:

- An *accommodation* is generally thought of as
 - a change in the course, standard, test preparation, location, timing, scheduling, expectations, student response and/or other attribute which provides access for a student with a disability to participate in a course, standard or test,
 - *it does not fundamentally alter or lower the standard or expectation of the course/test.*
 - Accommodations are basically physical or environmental changes.

ACCOMMODATIONS VS. MODIFICATIONS

Modification:

- A modification is
 - a change in the course, standard, test preparation, timing, expectations, student response and/or other attribute which provide access for a student with a disability to participate in a course, standard or test,
 - *which does fundamentally alter or lower the standard or expectation of the course, standard or test.*
 - Modifications involve deliberate altering of the level or difficulty of materials presented.

DRAFT: OEIB Equity & Partnerships Subcommittee

Out-of-School Youth: Investment & Policy Recommendation Framework

Introduction

Oregon's 40-40-20 goal, adopted into law in 2011, has become shorthand for the efforts of the Legislature, Governor, the OEIB, and other state education boards, commissions, and agencies to significantly improve the education achievement levels and prosperity of Oregonians by 2025. The 40-40-20 goal intends to provide a clear target – a “North Star” aligned with Oregonians’ economic, civic, and social aspirations -- against which to generally gauge the state’s educational progress. The OEIB and Governor are united in the belief that in order for the 40-40-20 goal to be meaningful, it must be accompanied by the clear understanding that increased levels of attainment of diplomas, degrees and certificates must be achieved equitably -- across populations and across regions of the state.

Fundamentally, 40-40-20 says that *every Oregonian* is capable of earning at least a high school diploma or the equivalent thereof, and must have the opportunity to enter into the workforce in a meaningful way. Oregon’s youth who are not represented in the “traditional” pipeline -- either because they have dropped out, are incarcerated, or are being served in an alternative setting -- must be considered as part of the “each and every” to whom our goal applies. ***In fact, the success of these youth is fundamental to the overall achievement of the 40-40-20 goal.***

In the years leading up to 2025, we cannot afford to ignore our youth who have (or are at risk for) dropping out or being pushed out of the pipeline, but rather must seize the opportunity these youth represent for improving our outcomes in both the short and long term. ***Instead of the traditional pipeline, a shoreline approach will better serve their needs. Out-of-school youth need multiple access point and multiple pathways, with no wrong door.***

Purpose and Scope

The areas addressed in these recommendations fall, in many cases, within the charges of other agencies, boards and workgroups. The intention of the OEIB Equity & Partnerships Subcommittee is not to complicate or replicate these charges, but rather to provide high-level direction and alignment between those efforts. In addition, the OEIB’s responsibilities for creating a seamless “Birth to College and Career” system, and managing student transitions for the purpose of ensuring outcomes are achieved, provide OEIB with the responsibility for looking at those students who don’t fit neatly into one category or another. For this reason, the OEIB Equity & Partnerships Subcommittee has opted to create this set of Policy & Investment Recommendations, ***and will bring them forward to the entire OEIB Board for adoption.*** This will ensure the

population of youth who have, or are at risk of, dropping out do not inadvertently fall through the cracks that heretofore may have existed between education agencies.

Core Beliefs Framing Recommendations

We believe that the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

We believe that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision-making, control, and resources.

We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

We believe strongly a commitment to every learner includes addressing the needs of Foster Care Youth, Oregon Youth Authority, and other youth not in the traditional systems.

We believe establishing a shoreline for Out-of School Youth, with multiple access points, multiple pathways and no wrong door will better serve their needs.

We believe different paths and strategies for Out-of-School Youth must retain the high standards and be provided in an equitable manner.

Value Statement – Need to add.

Policy and Investment Recommendations

***Focus Area One: Increase support for Oregonians seeking the General Educational Development (GED) credential**

Findings:

- 1. The GED is not the same as a high school diploma, but the 2014 GED revision has a chance to demonstrate that it accurately measures college and career readiness.*
- 2. If the new GED leads to college and career readiness, Oregon would benefit from helping more 19 to 25 year olds who lack a high school diploma prepare for and earn the GED credential. (achieve 40-40-20 Goal)*
- 3. Oregon should monitor the success of GED alternatives in other states, consider adopting them here and prepare for people who earn them to move here.*
- 4. State funding and coordination of GED services are inadequate.*

Policy and/or Investment Recommendations:

- 1. There is need for a public outreach program that targets diverse communities and stakeholders across the state and helps them develop a clear understanding of the 2014 GED program.*
- 2. There is a need to develop and implement a coordinated funding and strategic framework across departments for GED preparation, testing, soft-skill development programs and related wraparound services.*
- 3. There is a need to allocate dedicated funding to subsidize GED testing for qualified students with demonstrable need.*
- 4. There is a need for Oregon's public universities to evaluate their admissions criteria to consider admissions for qualified recipients of the 2014 revision of the GED.*
- 5. There is a need for officials to collect information about the GED as well as the college and career performance of people after they earn it, and report back to Oregonians regularly.*
- 6. There is a need for the Department of Administrative Services to prepare an annual report that contains a clear accounting of state funds that are allocated for GED test preparation, testing and related support services.*

***source City Club GED Report**

Focus Area Two: Improving Alignment with Other Systems (Oregon Youth Authority, Department of Health and Human Services, etc.)

Findings:

Policy and/or Investment Recommendations:

Focus Area Three: Preventing Dropouts by Improving Systems and Services for Students in the Traditional System

(Note: Remove or refocus/this is already a part of the OEIB mission)

Findings:

Policy and/or Investment Recommendations:

Focus Area Four: Supporting Positive and Successful Options for Students

(Note: Identify successful alternative schools, programs, and best practices state-wide)

Findings:

Policy and/or Investment Recommendations: