

OREGON EDUCATION INVESTMENT BOARD

Equity and Partnerships Subcommittee

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DR. NANCY GOLDEN

Sept. 3, 2014

8:30am – 10:30am

NorthWest Health Foundation

221 NW 2nd Ave., #300

Portland, OR 97209

Call-In Number (888) 204-5984

Participant Code: 992939

AGENDA

- 1.0 Welcome & Review of Agenda**
Nichole Maher, Chair, Equity and Partnerships Subcommittee
- 2.0 Update on policy recommendations for the over representation of students of color in special education**
- 3.0 Update on policy recommendations for partnerships with culturally specific community groups**
- 4.0 Continued analysis of investment recommendations using the Equity Lens**
- 5.0 Presentation of High School Equivalency recommendation**
- 6.0 Public Testimony**

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.

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Version. 2: 08/26/14

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Concept - Owner	Theme	Brief Description	Scale	Key Outcomes Addressed	Equity Analysis
1. 3rd Grade Reading - ODE	Early Literacy to Grade 3	Large-scale literacy package: dollars distributed through formula to districts who agree to: implement full-day K, use proven curriculum & intervention practices (RTI), engage community organizations to deliver culturally responsive programs/practices aimed at literacy (summer, extended day, bridge to K, etc.)	Significant new & continuing investment supporting all kids K-3: potentially delivered statewide through a formula, but could be focused on particular schools, districts or populations	3rd Grade Reading	Strengths: Focuses on critical predictive outcomes for ensuring equitable attainment of 40-40-20 Goal; success in this area will significantly close the achievement gap; Incentivizes best practices in literacy instruction and fidelity of implementation in all districts across state; builds on local social capital to support students and families; high level of culturally specific community participation in the design of the investment; some funding directed specifically to community programs that already demonstrate success. Weaknesses: An RTI model is not a culturally responsive practice without the additional equity focus; too narrow of a focus on literacy can lead to lack of student engagement.
2. Early Years to Kindergarten: System & Service - ELC	Early Literacy to Grade 3	Provide funding through Early Learning Hub system to support stable & attached families, kindergarten readiness and family engagement in early literacy	Statewide age 0-6 through established Early Learning Hubs	Stable & attached families; K readiness; 3rd grade reading	Strengths: Starts before kindergarten to close the gap. Targets most at risk, including children of color, English language learners and children living in poverty Weakness: proposal should include technical assistance and professional development to hubs on using strength-based language and culturally proficient practices to ensure hubs are effective in supporting all children

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<p>3. Quality Early Childcare - ELC</p>	<p>Early Literacy to Grade 3</p>	<p>Continued implementation of Quality Rating and Improvement System (QRIS) and funding to support increased provider quality in underserved and rural communities</p>	<p>Statewide with focus on underserved and rural communities</p>	<p>Stable & attached families; K readiness; 3rd grade reading</p>	<p>Strengths: Focuses on increasing access to high quality learning environments, which evidence shows as critical to addressing early gaps; does note importance of increasing pool of quality early learning settings that are culturally specific and appropriate in communities of color and low-income communities; Weaknesses: risk that highest quality environments will not be available to those communities most in need; risk of quality rating driving up cost of care in a way that further challenges access for underserved communities</p>
<p>4. Birth to Three - ELC</p>	<p>Early Literacy to Grade 3</p>	<p>Improved coordination of services (especially with CCOs and other health services); revised home visiting programs and increased childhood screenings</p>	<p>Statewide with focus on underserved and rural communities</p>	<p>Stable & attached families; K readiness</p>	<p>Strengths: Starts before kindergarten to close the gap; Targets most at risk, including children of color, EL and poverty; timelines are very immediate; cross sector opportunities leveraging health care can build capacity at lower cost; Weaknesses: health care workers and those conducting home visits may not be trained in delivering services in culturally appropriate ways; mainstream health services can pathologize or marginalize families</p>
<p>5. Spanish Benchmarking and Student Progress Monitoring Tools in Literacy - Best Practices</p>	<p>Early Literacy to Grade 3</p>	<p>Create or improve progress-monitoring assessments for dual language and related programs.</p>	<p>Limited number of schools</p>	<p>3rd Grade Reading</p>	<p><i>Strengths:</i> This strategy direct addresses equity. This strategy is housed in two-way dual language programs. Assessing students in their native language demonstrates a commitment to a culturally responsive practice. Because staff in the Education Equity Unit at the Oregon Department of Education are already providing support and technical assistance to Oregon’s districts seeking to expand or improve their two-way dual language programs, they may provide ongoing guidance on the use of any benchmarking and progress monitoring tools provided to teachers. <i>Weaknesses:</i> The literacy instruction and interventions are RTI, which is not necessarily a culturally responsive model. There may be a need to create assessments in more than just Spanish and English which may create an unexpected cost.</p>

Oregon Education Investment Board - Investments Analysis Tool – V3

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<p>6. ELL Funding Formula Change - ODE</p>	<p>Pathway to College & Career</p>	<p>Adjusts ELL formula: (1) increases weight per student; (2) requires districts to use 90% of extra weight on ELL services; (3) provides ELL funding for set amount of years to incent successful language attainment; (4) provides a bonus for ELL graduates</p>	<p>Formula change: statewide impact reaching all EL students</p>	<p>EL reading proficiency; graduation</p>	<p>Strengths: Increases resources to a population that evidence shows are poised to succeed; proposal is based on research; incents successful completion over years of service; based on Oregon data re EL student graduation rate; still allows districts to use local strategies that fit best in their context. Weaknesses: without help, districts may struggle providing successful, culturally responsive instructional program; could incent schools to exit students using less rigorous criteria; difficult to track how districts expend funds</p>
<p>7. Bonus for 9th Grade On Track - ODE</p>	<p>Pathway to College & Career</p>	<p>Incentive payment provided to districts on basis of (1) providing proven programs to support 9th grade success; and (2) students successfully meeting 9th grade on track benchmark</p>	<p>Statewide impact reaching all underserved 8th, 9th, 10th graders (economically disadvantaged, EL, racial/ethnic minorities)</p>	<p>9th Grade on-track; graduation</p>	<p>Strengths: Tied directly to a key predictor of high school graduation; Incent a district strategy that will close the achievement gap and free up resources that would otherwise be spent on remediation in high school & beyond. Weaknesses: Does not call for a specific culturally responsive counseling and guidance program; broad in targeting economically disadvantaged as well as racial/ethnic & EL.</p>

Oregon Education Investment Board - Investments Analysis Tool – V3

<p>8. Post-Secondary Productivity - HECC</p>	<p>Pathway to College & Career</p>	<p>Increased funding for post-secondary, distributed to institutions based on allocation model that incents productivity</p>	<p>Statewide across all public 2- and 4-year institutions</p>	<p>2 year and 4 year completion</p>	<p>Strengths: Allocation model weights completion for underserved students more heavily; funding for student completion incents institutions to focus on student success and provide services such as mentoring, counseling and guidance, which are beneficial to first generation college goers; formula phased in over time to support institutional transformation without harming students; allows for local solutions that meet the needs of individual institutions and communities. Weaknesses: uneven ability to provide specific culturally responsive counseling and guidance program across institutions; no requirement to partner with culturally specific organizations; effectiveness of this incentive could be compromised by putting too little weight on completion</p>
<p>9. Affordability - HECC</p>	<p>Pathway to College & Career</p>	<p>Increase funding for Oregon Opportunity Grant and implement changes to OOG to (1) focus on highest need students; (2) implement rolling application deadline; and (3) focus on first 2 years of certificate or degree</p>	<p>Potentially covering all students with greatest need, but can be scaled back</p>	<p>Graduation; 2 year and 4 year degree/certificate completion</p>	<p>Strengths: Will directly support those students most in need of financial aid; removes a time barrier that disproportionately impacts first generation college goers; targets affordability in 40-40; Weakness: Federal law governing the distribution of this funding does not permit application of a racial/ethnic equity allocation, resulting in possible misalignment with state strategies focused on racial/ethnic gaps, question whether focusing aid on first 2 years could deter OOG recipients from achieving bachelors or higher</p>
<p>10. Youth and Community/Innovation/Gangs/Prevention Investment - YDC</p>	<p>Pathway to College & Career</p>	<p>Existing grant programs to local providers of youth services are underfunded.</p>		<p>Graduation; 2 year and 4 year degree/certificate completion</p>	<p>Strengths: Directly address equity as it targets opportunity youth; requires that the collaborating community is providing programs and services for populations that are more significantly low income, communities of color, ELL, and/or youth with disabilities. In addition, communities must meet eligibility indicators that demonstrate the youth being served are experiencing disparities compared with all other youth; also the scope of the data to be evaluated is broader than just traditionally achievement data. These community programs may lead the way in training schools how to better serve opportunity and priority youth. Weaknesses: These</p>

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					community programs will need to collaborate with the schools where the youth are not succeeding so that 1)the schools are aware of how they might not be addressing the needs of the youth and 2) so that the programs can better understand where the system failed in order to create the appropriate interventions for the students –such collaboration could be extensive in scope. One may claim that these programs absolve schools of their responsibility to opportunity and priority youth; if these programs address their needs then mainstream schools can continue to keep the status quo in terms on instruction, assessment, and climate.
11. Supporting Partnerships - Accelerated Learning	Pathway to College & Career	Seed expanded college level course offerings in HS that offer few.		3+ college credits earned; graduation; post-secondary enrollment and completion	Strengths: Transferable dual credit coursework can save students and their families considerable time and tuition costs, two barriers that often impact students’ post-secondary enrollment and completion. Weaknesses: Does not directly focus on communities of color; Professional development teams, though important, if they aren’t embedded into the school schedule result in having the strongest teachers away from the school which disproportionately affects those in the gap; Such teams and specialized foci often leave those teachers out of sync with the school’s predetermined professional development which also disproportionately affects teachers of color
12. Blended Advising Models – Accelerated Learning	Pathway to College and Career	Support for a K-12 and postsecondary workgroup to refine and scale up a blended advising model that supports high school students transition into postsecondary programs		9 th gr. on track, graduation rates, # of course credits that transfer,	Strengths: Directly focuses on a transition barrier of high school to college; potential to create a college going culture from the very beginning of high schools; utilizes tools in schools like CIS and Naviance requiring students familiarize themselves with these resources. Weaknesses: Does not directly focus on students of color; Recommendation is not clear that if it also focuses on the CTE tracks; Does not discuss the racial systemic barriers students of color face in post secondary institutions though it certainly has the potential to

Oregon Education Investment Board - Investments Analysis Tool – V3

<p>13. Strengthening Instructor Pool - Accelerated Learning</p>	<p>Pathway to College & Career</p>	<p>Online training for aspiring dual credit HS teachers.</p>		<p>3+ college credits earned; graduation; post-secondary enrollment and completion</p>	<p>Strengths: Increases the number and types of college bearing credit courses available to all students which are often most notable in areas serving a higher number of students of color. Transferable dual credit coursework can save students and their families considerable time and tuition costs, two barriers that often impact students' post-secondary enrollment and completion. Weaknesses: Does not directly focus on communities of color (there is no guarantee students most affected by the gap will have greater access to such classes). Does not guarantee that instructors are versed in culturally competent practices that can have an adverse affect on teachers of color.</p>
<p>14. Improving High School Equivalency Programs - Equity and Partnerships</p>	<p>Pathway to College & Career</p>	<p>Alignment of public programs in high school and community colleges; direct funding of community based and culturally specific programs; defray GED test costs.</p>	<p>Will affect all high school equivalency programs at high schools and community colleges. Directly supports all candidate students. Could be scaled back to focus on particular age groups or partially funded with a sliding scale based on need.</p>	<p>5 year completion; post-secondary enrollment and completion</p>	<p>Strengths: Focuses on the one-quarter of Oregon students who fail to complete high school within five years, which aligns with the 40-40-20 goal because without this one quarter, 40-40-20 cannot be achieved. Because students affected by the achievement gap complete high school at a lower rate, this investment guarantees a focus on a set of students are most vulnerable. Streamlines a system to create culturally responsive high school equivalency preparation programs; supports community organizations; community colleges will have access to a higher number of students better prepared with the necessary soft skills to succeed. Weaknesses: May create more confusion to the current mixed messages about the new GED, which will have a trickle down effect to students who need clear and concise information; may open a larger discussion on the two other alternative exams that Oregon has not currently endorsed. Current high school equivalency preparation programs may lose students (ie funding) to community organizations; students may start preferring the high school equivalency programs to high school at an earlier age.</p>

Oregon Education Investment Board - Investments Analysis Tool – V3

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15. Stem Innovation Network - STEM council	STEM/CTE / Workforce	Increase number of STEM Hubs	Limited to groups based on their readiness to meet the requirements of the grant.	Math achievement; 6th and 9th grade on-track; graduation; 2 and 4 year completion	Strengths: Hub business plan and operating agreements require them to operationalize the Equity Lens; Hubs must include under represented and underserved members in their governance structures; must include strategies to recruit students of color and reach out to culturally specific community organizations whenever possible. Weaknesses: Hub plans may not be designed with culturally responsive best practices.
16. Strategic STEM Programming - STEM Council	STEM/CTE / Workforce	Increased access for underserved students to excellent STEM programs.	Could be implemented statewide.	Math achievement; graduation.	Strengths: Plan has a 75% target on underrepresented students. Effective outside of school practices may bleed into during-the-day school practices. Weaknesses: Programs may be offered at times that limit participation based on students and families ability to match schedule and provide transportation.
17. Post-Secondary Talent Development - STEM Council	STEM/CTE / Workforce	Expand ETIC to include 2-year schools and broaden its scope.	Could affect all post-secondary public institutions.	2 year and 4 year completion.	Strengths: Expansion of scope directly supports women and students of color. Model programs already exist at OSU and PSU that are successful. Weaknesses: Modification of the workforce-based goals may create institutional resistance.

Oregon Education Investment Board - Investments Analysis Tool – V3

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18. Supports for Chronically Underperforming Schools & Districts - ODE	System Supports	Provide support to additional struggling schools that do not have the federal focus and priority schools designation; support implementation of district accountability framework	Reaching additional 112 schools (majority are middle and high schools) and lowest performing districts	6th grade chronic absenteeism; 8th grade math; 9th grade on track; Graduation	Strengths: Aligns with Achievement Compacts and based on high levels of success in improving schools in 2012-14; projected to result in a 2% increase statewide in 3rd grade reading by 2016. Weaknesses: The total number of students of color attending the lowest performing non-title schools is 22%; school coaches may not have skill in culturally responsive instructional practices; doesn't address system issues, resulting in improvements in buildings that are not sustained longer term.
19. Expand Quality Education Model - Quality Education Commission	System Supports	Expand the charge of the QEC and build a cost model for early learning and post-secondary and includes a prototype school model that improves the definition of the model schools.	Slight increase in the scope of ODE support to the commission.	All metrics.	Strengths: Models the required cost for schools to succeed with students most affected by the achievement gap. Shows long term outcomes and progress for all students to 40/40/20. Weaknesses: Broader charge may diminish the focus of the commission work with respect to K-12 funding and best practices.
20. Recruitment and Retention of a More Diverse Educator Workforce - Best Practices	System Supports	Tuition and stipends to minority teacher candidates; fund retention projects.	Statewide scope.	All metrics.	Strengths: Directly addresses equity; Addresses the shortage of educators of color and aligns with July 2015 goal established in Senate Bill 755. It may create a critical mass of educators of color at teacher preparation institutions that can provide the impetus for full scale reform that de-centers a mainstream paradigm. It may create hiring reform that transform and systemizes the way districts recruit, hire and retain a diverse work force. Weakness: It has the embedded assumption that the teacher educator programs are versed in supporting the unique needs of educators of color. In other words, who are the "cultural brokers" (terminology straight from the budget recommendations document) for the pre-service teachers? The timeline does not immediately affect students in the classroom. School districts may feel the

Oregon Education Investment Board - Investments Analysis Tool – V3

					state is directed their hiring practices.
21. Full State Access To Mentoring - Network of Quality Teaching	System Supports	Scale up mentoring of new educators to 100% and allow local approaches.	Affects all new teachers; could be scaled back to focus on districts in most need.	All metrics	Strengths: Supports the small and rural districts; requires districts match funds which creates a collaborative effort; creates invaluable expertise in educators; Decreases turnover in schools which disproportionately impacts students of color; the decrease in turnover can potentially reduce the teacher turnover cost which is estimated as high as \$40 million a year in Oregon. May create a model that would change the way new educators are received and retained in their early years. Weakness: Does not specifically target administrators and teachers of color; also if by chance the strategy was able to target educators of color, it would disproportionately increase their workload as new educators of color are often over committed because among other reasons, their perspective is actively sought on many work committees in their first years. Research cited requires that schools change practices over which grant managers have no oversight like aligning common planning times; mentors' values may not be congruent with mentees and instead reinforce a mainstream paradigm thereby creating the adverse effect of the intent
22. Regional Capacity Building - Network of Quality Teaching	System Supports	Fund teacher directed professional development.		All metrics	Strengths: Supports research based professional development that results in larger changes in educator effectiveness. Empowers teachers to find local solutions to serving students most affected by the opportunity gap. It can expand the impact of the TELL survey. Weakness: It does not directly address equity. It could center the focus on CCSS and Educator Effectiveness which may take away for districts' chosen areas of foci; it could also read as a blind endorsement of CCSS instead of an endorsement with

Oregon Education Investment Board - Investments Analysis Tool – V3

					a critical lens.
23. Expansion of School District Collaboration - Network of Quality Teaching	System Supports	Expand a proven practice (CLASS) to include more districts who are ready.		All metrics	Strengths: This is building on current methods that are moving students to proficiency faster than the rest of the state; educators are building leadership coalitions that would traditionally never have formed; Extends formal learning communities beyond educator training programs; utilizes the tripod survey which is a more culturally responsive metric. This effort may re-shape the way all professional development occurs in the educational realm thereby creating an impetus for training schools to alter their leadership training programs; Some school districts will get to re-examine the role of the one day workshops with a full spectrum of a comprehensive professional learning program that includes imbedded time for coaching and collaboration. Weaknesses: Does not directly target equity; districts may depend on this funding to continue collaborative practices; if not well planned, collaboration creates time away from buildings which has a disproportionate impact on students of color. Dictating time parameters that take educators away from the building, which could generate local resistance.
24. Educator Preparation - Network of Quality Teaching	System Supports	Comprehensive support for preparation, recruitment, and retention, especially of minority teachers.	Affects all public preparation programs and educator candidates.	All metrics	Strengths: Directly addresses equity; Addresses the shortage of educators of color and aligns with July 2015 goal established in Senate Bill 755. It may create a critical mass of educators of color at teacher and administrator preparation institutions that can provide the impetus for full-scale reform that de-centers a mainstream paradigm. It may create hiring reform that transform and systemizes the way districts recruit, hire and retain a diverse work force. Weakness: It has the embedded assumption that the teacher educator and administrator preparation programs are versed in supporting the unique needs of educators of color; The timeline does not immediately affect students in the classroom. School districts may feel the state is directed

Oregon Education Investment Board - Investments Analysis Tool – V3

					their hiring practices and likewise on educator preparation programs on curriculum on content and practice.
25. Culturally Responsive Teaching Practices - Network of Quality Teaching	System Supports	Identify, expand, and replicate successful practices.		All metrics	Strengths: It directly addresses equity. It may change damaging teacher practices that disproportionately impact students and educators of color. It may provide the impetus necessary for comprehensive curricular and pedagogical reform that de-centers a mainstream paradigm and centers pluralism. Weaknesses: This strategy is not comprehensive in scope. Though it mentions some pedagogical changes it does not discuss the breadth of practices. It also does not address the mainstream values embedded in teacher content knowledge. It does not have a leadership strand outlined which is critical to the implementation of practices in schools. It may force schools to de-center mainstream pedagogy and curriculum which could cause a potential backlash for educators and students of color.

**Oregon Education Investment Board (OEIB)
Equity & Partnerships Subcommittee – Sept 3, 2014**

Policy Recommendation Framework for Youth without High School

Diplomas:

Creating a Shoreline of Opportunities

Background

High school completion is a key metric in Oregon to measure systemic success; however, 25% of Oregon students do not complete high school. Students of color and students from poverty are over-represented in the population of students without a high school diploma. It is incumbent on K-12 educational institutions to eliminate that opportunity gap.

As K-12 improves graduation rates and closes opportunity gaps, there remains and will remain for years a segregated group of youth without diplomas. Oregon currently has only one alternative route to a diploma for students to demonstrate high school content attainment. Improving and increasing alternative routes to high school certification is a critical equity issue. An opportunity exists for Oregon to increase the number and diversity of students earning an alternative high school certification, enrolling and completing post-secondary education, and finding gainful employment.

The goal of any existing or new route to high school certification must have the same goals as those of existing high schools and districts: career and college readiness -- critical thinkers prepared for life post high school. A spectrum of programs and approaches with common standards will provide a differentiated set of paths that can serve all students. The data is clear: current systems do not serve all Oregon students. We require a more diverse system that meets the needs of each and every student.

In Oregon, the General Education Development (GED) subject tests are currently the only method other than a high school diploma to certify that a student has met high school level academic skills. Therefore, access and options for students to high school equivalency (HSE) training and testing is crucial. In addition, in January 2014, the GED Testing Service changed to a new assessment that continues to provide a mechanism to earn a high school credential and adds measures of career and college readiness. Test takers can now attain a GED (high school equivalence) or a GED With Honors (career and college ready).

This “new GED” presents an opportunity for the state to re-brand the test and the preparation programs associated with it. The goal of an HSE With Honors is aligned to the goals of high schools and K-12 districts and therefore a more powerful credential for post-secondary admissions and employers.

Vision

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 aligned with Oregonians' economic, civic, and social aspirations, against which to generally gauge the state's educational progress. The OEIB and the 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 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 are at risk of or who have stopped attending school, but rather must seize the opportunity these youth represent for improving our outcomes in both the short and long term. In Oregon and across the country, these out of school youth are described as Opportunity Youth to represent their potential and to identify students from a strength-based perspective. These youth are a clear opportunity for Oregon: as they reach high school and post-secondary goals, they bring value and powerful contributions to our communities.

Opportunity Youth include:

- Students who never attended high school.
- Students who did not complete high school.
- Youth with a high school diploma or equivalent, who are disconnected from postsecondary education and/or who are unable to gain a foothold in the labor market.

Instead of the traditional pipeline, a shoreline approach will better serve their needs. Opportunity Youth need multiple access points and multiple pathways with no wrong door. Therefore it is critical that we consider systemic responses to create this access and these pathways for students to complete high school and attain career and college readiness. One response is to improve the intrinsic and extrinsic value of current programs and another is to consider alternatives.

Beliefs

We believe the P-12 system is working to increase the number of students who complete high school; however the 25% of youth without a diploma must be served with improved systems.

We believe that a significant number of Opportunity Youth require more and better options to demonstrate high school content attainment and achieve college and career readiness.

We believe that any "pipeline" approach to serving students will inherently not serve each and every student; a shoreline approach is required. Funding culturally specific community groups directly helps build this shoreline for students.

We believe that because the GED is currently the only alternative route to high school completion that the state must maximize the GED's potential for students through better public options and increased community based options.

We believe it is the responsibility of governing bodies to solve barriers, not the students' to navigate confusing systems.

We believe the new HSE test in Oregon, the GED has increased value, especially with the inclusion of college and career readiness indicators and the GED with Honors designation. We need a systemic communication campaign regarding the value of the new HSE test that crosses all education systems and institutions and that includes students and employers.

We believe that high education needs to be a partner by recruiting, welcoming, admitting, and responsively supporting students who complete a HSE. This may require significant cultural shifts at some institutions.

We believe that programs for HSE preparation that also provide wrap-around services and that attend to college and career readiness are a best practice.

We believe that welcoming and culturally responsive HSE training and testing programs increase the chance for high and equitable levels of HSE attainment.

We believe that cost should not be a barrier for students in their decision and ability to get training for a HSE or to take the test.

We believe the state must research HSE alternatives currently accepted in other states and evaluate them as possible options for Oregon.

Strategic Recommendations

The areas addressed in these recommendations fall, in many cases, within the charges of other agencies, boards, and workgroups. The intent of the OEIB Equity & Partnerships Subcommittee is to provide high-level direction and alignment between those efforts and to suggest areas of investment or repurposing of resources to better serve state goals.

The 2013 Secretary of State Audit Report: "Opportunities to Increase Adult GEDs In Support of 40-40-20 Education Plan" and the 2014 Portland City Club Report: "A Second Chance for Oregon, High School Dropouts and the GED" have both produced important recommendations. The OEIB has considered these recommendations, along with input and testimony to the Equity and Partnerships Sub-Committee and their subsequent deliberations and discussion, to produce the following:

Alignment:

- The creation of a work group with Community College and Workforce Development (CCWD), community college, the Oregon Department of Education (ODE) and high school staff and others involved with state based HS training and testing programs to produce an analysis of current practices and policies and recommendations for how those systems can be aligned and serve more students more effectively.

- Continued collaboration between high schools, community colleges, and other agencies to help ensure clients who need an HSE are referred to local programs.
- The development of common communication tools and protocols to ensure that the same message regarding the HSE exam is distributed across settings.
- Data sharing among agencies.

Access:

- Implement strategies to defray the cost of HSE preparation programs and the HSE test.
- Broaden the set of qualified HSE preparation providers to include community or faith based organizations that already serve Opportunity Youth with wrap-around services.
- Improve the culturally responsive practices of state providers.
- Develop blended HSE preparations that are partially delivered on line.

Value:

- Increase public awareness of the value of obtaining an HSE credential. Any campaign should address multiple audiences: Opportunity Youth, employers, and internal staff.
- Request Oregon’s public universities update their admissions criteria to allow admissions for qualified recipients of the HSE who earn the GED Honors designation.

Research:

- Evaluate the relative effectiveness of HSE providers.
- Investigate the other alternatives to a diploma currently in use in other states.

Investment and Resource Reallocation Recommendations for the 2015-2017 Biennium

Recommendation 1: Analyze current HSE programs governed by the ODE, CCWD, and Department of Corrections in order to create aligned programs that serve more students more equitably.

Recommendation 2: Identify successful organizations who provide wrap-around services and strategically invest and partner with them to either begin providing or continue to provide HSE Preparation for Opportunity Youth.

Recommendation 3: Lower cost barriers for students by standardizing and supporting current efforts across community colleges.

The Outcomes and Investments sub-committee of the OEIB is calling for descriptions of proposed strategic investments for the 2015-2017 biennia. Therefore, recommendations 1, 2, and 3 have been expanded and analyzed using the framework supplied by this sub-committee and for proposal in July 2014.