Education Funding Team:
Summary Recommendations to the Governor
October 4, 2012

The Charge

The Governor charged the Education Funding Team (EFT) to recommend to him a prioritized list, from top to bottom, of investments that the state could make in education. The items comprising the EFT's menu of potential investments were derived from Agency Request Budgets (reflecting historic as well as newly-proposed activities) as well as new initiatives proposed by the Chief Education Officer and others. Budget analysts had previously determined that each item on the list fit more closely with the education program funding team than one of the other four teams advising the Governor.

In making its recommendations, the EFT was asked to consider the following criteria: (a) contributes to outcomes; (b) program effectiveness; (c) collaboration; (d) diversity and inclusion; (e) data can justify outcomes. The EFT was encouraged to make recommendations for the redesign of programs and funding strategies consistent with priorities of the OEIB and the Chief Education Officer.

This report is a summary of the EFT's key recommendations for budget priorities and redesign.

Funding Team Recommendations – Overview

The Legislature, the Governor, and the OEIB have adopted goals for student achievement that are extraordinarily ambitious. Moreover, the EFT recognizes that the ambitiousness of these goals have not been matched with corresponding levels of state investment. Oregon's short- and medium-term budgeting challenge – a challenge upon which tomorrow's economic prosperity and civic well-being depends – is to use limited resources to achieve goals that will ultimately require significantly higher levels of investment. In this context, the EFT believes that the 2013-15 budget must help transform and improve the delivery of education and, in so doing, will create a roadmap for increasing resources for education over the longer term. For this reason, the EFT places the highest priority on investments that are designed to change and improve how education is delivered to the students of Oregon.

Any budget that purports to affect the delivery of education in order to improve student outcomes has multiple assumptions embedded within it: what those optimal outcomes are, who they are for, what conditions will produce them, and what are appropriate roles for the state and other organizations to play. The attached Results Map, guided by the Oregon Education Investment Board and further developed by the EFT based on its familiarity with educational research and practical experience, attempts to lay those assumptions bare.

The EFT inherits and reaffirms the OEIB's commitment to recommending budgets and policies that promote core outcomes along the continuum <u>with no achievement gaps</u>. This means, for example, that in addition to raising achievement levels for all, the budget must express in concrete terms how to reverse a historic pattern where students of color, lower-income students, and students whose native

language isn't English find themselves at a perpetual disadvantage. In a state that is growing increasingly diverse – one where by 2050 more than 50% of the workforce will be people of color – Oregon's ambitious goals cannot be achieved without significantly improving results for those students. For our system to massively reduce, rather than distort, variability in educational outcomes requires significantly changing the priorities and incentives that our budget establishes.

The EFT concluded that to meet the state's outcomes goals requires creating the following community-level conditions (see results map for more detail):

- Education institutions must be learner-centered.
- Educators must be supported to be effective.
- Families and learners must be supported.
- Variety and innovation must be encouraged.
- A culture of ongoing learning must be fostered.

Categories of State Investment

The EFT concluded that the state's investments in education could be understood as belonging to one of five categories. Broadly, the EFT proposes that they should be prioritized as follows:

(a) Debt Service. Payments the state is obligated to make in order to service education-related debt that it has previously incurred.

(b) "Strategic Investments." Funding that the state allocates in order to achieve particular, high-leverage processes and outcomes. These investments should represent a small percentage of the overall state investment for education, but are preconditions to large-scale, enduring system improvement. Without them, we should not believe that the education system in 2015 will serve students any more effectively today than in the future. These are two to six-year investments.

(c) "Formula Funding." Funding that the state allocates on a formula basis to non-state education entities including early learning centers and childcare providers, K-12 school districts and ESDs, community colleges, and universities. Through these allocations, the state provides the base funding that education entities use for core instruction and operations. However, these formulas are not neutral. The fiscal incentives embedded within them must be examined and revised in order to align with the outcomes the state seeks.

(d) "State Infrastructure." State-run personnel and programs that are intended to support and improve the education of Oregonians. Funds in this category are not generally used to educate Oregon students directly.

(e) "Other Programs." Programs that did not evidently fit in one of the categories above.

1. P-20 Strategic Investments

The EFT recommends that the budget prioritize four sizable strategic investments, to be guided by the Chief Education Officer, that will generate targeted activities and outcomes across the P-20 system. It prioritized them in the order that they are described below, and it identified a number of agency proposals for new initiatives that, subject to the availability of funds, should be incorporated into these P-20 initiatives.

Strategic Investment #1:
Developing a Representative Corps of Professional Educators

Launch of Regional "Student Achievement Centers"
In order to transform Oregon's system into the world-class leader in education necessary to reach the 40-40-20 Goal, the state must prioritize the recruitment, advancement, support and professionalization of educators, beginning with those working with our youngest students. This corps of professional educators must represent the population of Oregon, which requires a substantial increase in the number of educators of color. This biennium, Oregon should invest in 4-6 regional centers, keenly focused on promoting excellence in teaching and learning for teachers, faculty, childcare and other early education professionals, leaders and instructional support personnel at all levels (pre-K, K-12, post-secondary). These "Student Achievement Centers" will serve as arms of the state education enterprise and be linked with schools of education, Community-Based Early Learning Hubs and Coordinated Care Organizations. Centers will leverage technology – creating and using 21st century modes of delivery to achieve opportunity, efficiency and effectiveness. The centers will be highly accountable for supporting great instruction that results in the improvement of student outcomes across the P-20 continuum.

Goals:

- Create a strong and diverse pipeline of teachers, faculty, early educators, and instructional leaders to positively impact teaching and learning processes.
- Create a culture of continuous learning, scholarship and mentoring/support between and among educators across the continuum (schools of education, early learning providers, educators at the K12 level, faculty).
- Ensure that institutions and districts are continuously improving by disseminating best practices and providing technical assistance.

Activities:

- Support educators in developing and implementing meaningful, rigorous curriculum and assessments that promote college and career readiness and are aligned across the P-20 system.
- Provide collaborative, relevant professional development opportunities for all educators and instructional support personnel
    - Provide mentorship and support for new teachers and leaders (Oregon Mentoring Program)
    - Coordinate and incentivize professional development and training among early learning professionals and primary grade teachers
    - Partner with colleges and universities to support innovative practices in educator preparation programs and significantly strengthen clinical experiences for PK-12

candidates
    - Support collaborative programs aimed at developing new career pathways and compensation models for educators (e.g. CLASS, Oregon Center for Career Development in Childhood Care and Education, and school district collaboration grants)
- Assist K-12 districts in implementing and sustaining systems for ongoing, meaningful performance evaluation that lead to continuous improvement for educators
- Research, develop and disseminate best practices and models

OUTCOMES:

- By June 2015, increase the number of education professionals (PK-12) who are non-white, Hispanic or whose native language is not English by 10%.
- Increase rates of teacher retention at Title I eligible schools.
- 90% of the "focus" and "priority" schools will achieve growth for all students and for subgroups that is greater than the state average.

Strategic Investment #2: OregonReads

In 2011-12, nearly 12,000 Oregon 3rd graders (28 percent) did not demonstrate proficiency in reading. Of underserved students, the percentage of 3rd graders who were not reading proficiently was nearly 10 percentage points greater (37 percent). Evidence demonstrates that for a student to be on a path to reading by 3rd grade, early learning experiences that prepare him or her to enter school ready to learn are crucial. Well-established research has shown that students who do not read at grade level by 3rd grade are four times less likely to earn a high school diploma. For students living in poverty, failing to meet this crucial benchmark makes them 12 times less likely to graduate. Moreover, beyond high school, success in college and the workforce requires that students are able to access, primarily through reading, increasingly higher levels of academic content. If we are to reach the 40-40-20 Goal, our state must insist that every Oregon student will read in the primary grades.

The OregonReads initiative builds upon the focus of achievement compacts, which identify 3rd grade reading as a key outcome for every student in Oregon, and includes an early beginning to our efforts to support developing readers. Now that districts are aligned around this key outcome, the state must implement strategies to engage whole communities – parents, nonprofits, early learning providers, afterschool providers, businesses, local governments and volunteers – around language and literacy.

OregonReads will be a statewide reading campaign to ensure that parents, educators and caregivers of young Oregonians can support children's early and continued literacy skills.

Statewide Reading Campaign

OEIB, in conjunction with ELC, will lead a statewide campaign aimed at:

- Delivering resources and communications aimed at engaging and exciting Oregonians to support reading as an outcomes for all children;
- Equipping parents and caregivers with information to support early literacy skills and reading;

- Creating actionable opportunities for business, nonprofits, local governments and other state agencies to organize around improving early reading and 3rd grade reading outcomes; and
- Increasing the focus on early learning and reading among Oregon's childcare and other early childhood professionals.

Reading Intervention and Support Programs

Through its Response to Intervention Network, ODE has contracted with the Tigard Tualatin School District to provide training, mentoring and instructional support to more than 50 Oregon districts to implement viable reading curriculum and evidence-based programs of intervention and support for struggling readers (know as Response to Intervention, or RTI). The RTI Network initiative has increased the number of Oregon students who are proficient in reading at 3rd grade, and has also reduced the numbers of students referred to Special Education Services with learning disabilities.

Through Oregon Reads, ODE, with leadership from successful mentor districts, would engage an additional 75 districts to implement RTI through the network of regional "Student Achievement Centers." Currently, districts have few choices in serving students with disabilities and only receive resources to serve these students by referring them to Special Education. The positive benefits of Response to Intervention and other successful interventions would be maximized with changes to how Special Education funding is delivered, such as through a block grant rather than enrollment formula, or with incentive payments for the reduction of students referred to special education services.

Increased Reading Support and Opportunities for Reading

Oregon Reads will acknowledge that much of the work of getting kids to read comes through practice. For disadvantaged students and those at risk, Oregon must provide: (1) more opportunities for practice, with individual support from an adult; and (2) more access to books, computers, online curriculum, etc. Through Oregon Reads, ODE would contract with proven providers of services (early learning hubs, districts, nonprofits, afterschool providers, libraries or others) to deliver:

- Proven, high-quality, cost effective expanded or individualized learning time for students who are not proficient in reading;
- Evidence-based, culturally appropriate programs that are highly likely to improve reading outcomes for students living in poverty, students of color, students with special needs and/or English language learners);
- Early childhood support and reading resources to new parents; and
- Year-round access (through libraries, community centers, childcare and health care settings, and schools) to children, students and families to books and computers, and to reading, writing, literature, science, art and other high-quality, engaging curriculum offerings.

Regional "Student Achievement Centers" linked to local early childhood services (also through regional early learning "hubs") will encourage an early focus on reading, reading readiness and early response to intervention.

OregonReads will build upon some existing ODE and State Library programs and resources focused on reading, and will partner with the private sector to ensure reading support and readiness tools are provided to disadvantaged and at-risk families through existing channels that support them (such as

WIC, TANF, ERDC, etc.).

Outcome:

- By June 2015, Oregon will decrease the number of 3rd through 5th grade students who are not reading at grade level by 10 percent, and will decrease achievement gaps by at least 5% for each community of color.

Strategic Investment # 3: Supporting Students and Families

Oregon has reached a crisis point with respect to the growing gap in achievement between underserved students (students of color, student living in poverty, and students whose first language is not English). This crisis impacts lives, puts communities at risk, and further cripples our state's economy. We must engage, empower and support families in culturally appropriate ways with the goal of providing every Oregon child with a safe and stable environment and a life-long demand for learning. Reaching this goal requires public and private partnerships that will focus community resources and commitment on evidence-based practices to support and engage not just students, but families. This support should include routine early screening, high-quality early learning and wraparound services for families, culturally appropriate strategies for engaging and empowering parents and caregivers, and monitoring and supporting students to seamlessly transition through the P-20 education system.

Engaged Families

Grants will be made to collaborations of nonprofits, providers of early childhood services, local governments or school districts to engage in culturally appropriate, proven programs of parent empowerment and engagement for underrepresented families. Proposals will specifically target:

- Engagement of families and caregivers around birth to grade 3 literacy (See OregonReads Initiatives) and direct engagement of parents in schools or childcare settings, as classroom supports or reading specialists
- Raising awareness and supporting secure attachment bonds between child and parent(s)/care-giver(s) as crucially important to children's readiness to learn
- Culturally appropriate programs that support non-English speaking families or families of color in engaging in their child's education
- Programs that empower parents to be advocates for their child's outcomes

OEIB will seek partnership from the private sector in providing grants and in efforts to ensure the Oregon public is aware of the critical role that engaged, empowered and stable families play in the educational success of children.

Bridging Transitions and Developing Goals for College and Career

The transition from 8th to 9th grade is a pivotal time for students who struggle academically. Compelling evidence suggests that many students fall behind, get disengaged, and drop out or fail to complete. It is crucial for Oregon to research and examine the factors leading to risk of failure, identify students who are at risk (in terms of academics, attendance, or behavior), deliver appropriate screening and evidence-

based interventional strategies, and track students' progress to completion.

The benefits of developing and implementing effective transition programs for students are well documented. There is a significant body of research that strongly suggests systematic, thorough, and ongoing transition programs benefit students both academically and socially.

Through ODE, YDC and HECC, Oregon should invest in cost-effective programs that identify students, grades 6 through 10, who are at risk of dropping out or failing, and provide them systematic, individualized monitoring and mentoring. Programs that have increased outcomes for students include:

- ASPIRE, a mentoring program for middle and high school students focused on college readiness
- *"Check & Connect"* or other cost-effective "mentor" strategy that relies on monitoring of school performance, as well as mentoring, case management, and other supports.
- 9th Grade Counts, or other summer transition program for in-coming 9th graders
- Early intervention, gang prevention and other services for at-risk youth

Many other promising practices exist in communities around the state.

Outcomes:

- By October 2013, every Kindergartener in Oregon will take a readiness assessment, and baseline data will be available for the state by the end of 2013. By spring 2014, the ELC and OEIB will set a state goal for increased kindergarten readiness in 2014-15.
- By June 2015, the percentage of students who are "on track" for graduation by the end of 9th grade will be at least 75% (with no gaps greater than 10%).

Strategic Investment #4: Essential Skills for Global Success

Promoting Innovative 9-14 Models

Across high school and into community college, the system suffers both financial and human costs with the inflexible and siloed approaches to delivering learning. Students who fail a course in high school or enter community college behind are required to repeat whole semesters rather than spending a few weeks or months demonstrating the skills or knowledge they lack. Students who could excel are held to the pace of the group, and may be asked to sit in study halls when they could be earning college credits through community college or on-line courses. The state must allow and incent districts and community colleges to design more individualized, innovative, flexible ways of delivering content, awarding credit, and tackling credit recovery and developmental education. Evidence is clear that students learn at their own pace and in their own way. Outcomes will be improved by offering opportunities for students to move more quickly through content they know, to dig in more deeply to content that engages them and to receive more directed support on the areas in which they struggle.

Oregon has an interest in supporting the creation of models that promote flexibility, innovation and individualized learning, while ensuring a more seamless transition between high school and college. This investment will support models that:

- Include a consortium of district(s), community college(s) and 4-year institutions

- Promote more individualized, flexible, proficiency-based methods of delivering content and awarding credit for high school and post-secondary work; and
- Use partnerships and technology to increase efficiencies, engagement and opportunities for students

Specific areas of interest to the EFT include: (1) STEM lab schools for grades 6-14; (2) early college or dual credit models; and (3) programs and services that integrate academic, technical and workforce skills for young adults.

This initiative should consider the Eastern Promise proposal as well as investments in network of STEM lab schools.

Strengthening the Oregon Diploma and Assessing the Essential Skills

Through adoption of the Common Core State Standards and of the Essential Skills represented in the New Oregon Diploma, Oregon has made a commitment to ensuring students are leaving Oregon schools prepared for college, career and success as a global citizen. However, there is much work to do. Oregon must invest in developing measures and processes aimed at reflecting the state's progress toward a more learner-centered, self-paced system.

ODE should continue to support districts in ensuring students can demonstrate essential skills, through restoration of Oregon's writing assessment, development of Common Core-aligned assessments of reading and math, and facilitation of educator in creating classroom-based assessments and portfolios of learning (through the Student Achievement Centers).

In addition, through its involvement in Council for Chief State School Officer's Innovation Lab Network (ILN), Oregon is poised to leverage private and state resources to fund a network of lab districts that will:

- Use performance-based measures and collaborative processes to create a system of content and assessments that can ensure students progress toward the essential skills (including "soft skills" such as thinking and behavior skills)
- Create new paths to a diploma that are individualized, flexible and engaging
- To provide a site for the state's policy and research arm to gauge alignment of the system and ensure students are college and career ready, and to develop authentic measures of learning that truly represent what we want Oregon student to know and be able to do.

Outcomes:

- Increase the number of students who demonstrate proficiency in math and science in grades 7 and 11 by 10%, and decrease the achievement gaps by 10%.
- By June 2015, Oregon's 5-year cohort graduation rate will increase by 10 percent, and achievement gaps will decrease by 10%.
- By June 2015, Oregon's enrollment in post-secondary (including certificate programs) will increase by 10 percent, and achievement gaps will decrease by 10%.

2. Early Learning

Outcome 1: All children enter school ready to learn

Redesign recommendations

The state currently funds a variety of early learning activities through specific line-item appropriations that support of specific state and local programs including early childhood special education, Oregon Pre-Kindergarten, Head Start, Healthy Start, Employment-Related Day Care, and others. Consistent with recommendations from the Early Learning Council, the EFT proposes instead that within the 2013-2015 biennium, many of those activities would receive funding instead from locally- or regionally-based early learning "hubs" that would be accountable to the state for improving outcomes[1] in exchange for state investment. The EFT presumed that funds to the hubs would be allocated on the basis of formulas established by the ELC, by 2013 legislation, or by subsequent rules. It recommends that the state establish four separate funding streams for the hubs, focused on the following activities and prioritized as follows: (1) early identification and screening; (2) home visits and early childhood support; (3) quality early learning and child development; (4) respite care.

3. Elementary and Secondary Education

Outcome 2: Ready to apply math and reading skills
Outcome 3: On track to earn a diploma
Outcome 4: Ready for college and/or career training

K-12 Formula Redesign recommendations

1. English Language Learners (ELL). The EFT believes that how we fund K-12 schools should express our state's commitment to the vital importance of language acquisition for all students, as well as the particular urgency and challenge of that task for students who arrive at school with limited or no English language proficiency. Research and experience within our best schools and classrooms demonstrates that if ELL students are served well, they can achieve English proficiency within a period of time that is shorter than the average they experience today. The EFT believes that the current K-12 funding formula, which provides an extra 0.5 "weight" for English Language Learners without specifying how those dollars must be spent, fails to provide a sufficient incentive to serve ELL students well. The EFT recommends that the ELL weight be converted instead to a per-student grant that would be allocated for an evidence-based period of time based on the student's starting level of English Language proficiency. Schools would retain their obligation to appropriately serve ELL students for as long as necessary for them to achieve English-language proficiency and transition successfully out of ELL.

The EFT recommends that a design team is assembled in order to operationalize this recommendation.

[1] The Early Learning Council is in the process of establishing outcomes in three categories: child and family outcomes, service outcomes, and system outcomes.

2. Special Education. Oregon is committed to ensuring that every child is supported in reaching his or her maximum potential. The 40-40-20 Goal holds the state accountable for ensuring that 100% of students complete high school with a diploma that represents this level of achievement. For Oregon's students with disabilities, the state must steadfastly commit to investing in, and holding districts accountable for providing, high quality services to those students appropriately identified as in need of Special Education. In addition, the state must curb the unacceptably high rates of students referred to special education (and the disproportionate representation of students of color) by providing districts with incentives to develop and provide individualized services and interventions (such as Response to Intervention) that are better suited to improving outcomes for many struggling students than traditional special education services.

Currently, the funding formula provides districts with twice the funding for each student receiving Special Education services, up to a cap of 11 percent of the student population. Nearly all Oregon districts currently receive the maximum amount of funding. The EFT recommends that rather than requiring that receipt of the maximum amount of funding be conditioned on the identification of 11 percent of students as Special Education eligible, the same amount of funding simply be delivered as a block grant to all districts. In addition, the EFT recommends a design team examine recommendations from the Secretary of State's audit and the feasibility of providing additional incentive payment to districts for implementing evidence-based interventions that ultimately reduce the number of students referred to Special Education. Although state funding would no longer vary based on the number of students identified for special education services, districts would still be obligated to appropriately identify students entitled to special education services and would receive federal funding on a per student basis.

The EFT does not propose to change how the state provides funding for high-cost disabilities.

3. College credit before high school completion. The EFT believes that our K-12 funding formula should create incentives for schools and colleges to provide more opportunities for students to receive college credit before they graduate from high school. This is a powerful indicator of a student's likelihood of attending and succeeding in post-secondary education, and it saves students and families tuition costs. While the EFT did not arrive at a specific recommendation for changing the formula, it believes that the OEIB should address this issue directly before completing the 2013-15 budget.

4. Education Service District (ESD) funding. In order to fund a strategic investment in "Creating a Diverse Corps of Professional Educators," the EFT recommends reallocating some or all of the existing 4.5% ESD set-aside for Student Achievement Centers to be guided by the Chief Education Officer's recommendations for service delivery and governance.

4. Post-Secondary Education

Outcome 5: Ready to contribute in career and community

Post-secondary Formula Redesign recommendations

Over several biennia, and subject to continuing monitoring and review, the EFT recommends that the state transition away from enrollment-based funding and towards outcomes-based funding for

community colleges and universities. To start, the EFT recommends that in the 13-15 biennium 30 percent of formula funding for community colleges and universities be allocated on the basis of the institutions' success at achieving outcomes such as the following:

- Number of certificates
- Number of associate degrees
- Number of baccalaureate degrees
- Number of advanced degrees
- Transfers to 4-year institutions after accumulating at least a certain number of credit hours
- Momentum points such as:
    - Successful completion of first college-level math course
    - Successful completion of first college-level English course
    - Successful completion of 15 degree credits
    - Successful completion of 30 degree credits
    - Etc.

Extra weighting should be provided for underserved students who achieve these outcomes.

Formula design should reflect the distinct missions of community colleges and universities.

These changes should be accompanied by "stop-loss" provisions to ensure that institutions do not experience dramatic changes in funding upon implementation of the new formulas.

Finally, the EFT also recommends that priority be given to expanding need-based aid over "buying down" tuition increases, and that attention be paid to how the Oregon Opportunity Grant might be redesigned to more effectively target resources than today's "first-come, first-served" approach. The high cost of post-secondary education remains a major barrier to achieving the 40-40-20 goal.

5. State Infrastructure

Overview

The EFT was not asked to work at the level of granularity that would have been necessary in order to redesign the core operational budgets for ODE, OUS, OSAC, CCWD, and other state agencies involved in the support of education. It did, however, consider the overarching design of the state's infrastructure, guided by the following principles:

- The state's education infrastructure should not grow at the expense of the state's ability to invest directly in programs and institutions that directly impact students. Investments in the state infrastructure should not grow as a percentage of the state's total education investment.
- Education-related agencies should be merged and/or consolidated wherever possible to gain the benefit of efficiencies and greater cross-sector coordination.
- The state's organizational design should reflect the state's emphasis on breaking down siloes and establishing a coordinated system of education from birth to career (P-20). The

organizational design should reflect clear lines of accountability to the Chief Education Officer and his responsibility for the following core cross-sector functions: (a) standards and assessment, (b) research, policy, and investment, (c) longitudinal data system, (d) support and intervention, (e) produce, support, and elevate great educators, (f) informed and motivated communities. These are described in further detail below.

- In addition to these six core cross-sector functions, the state's P-20 infrastructure should direct certain high-leverage investments along the education continuum.
- Local providers of education should receive greater freedom and flexibility consistent with high levels of performance towards state-established outcomes.

Core functions for the State Infrastructure

1. Standards and Assessments

The EFT recommends that the state move aggressively toward ensuring that an essential feature of Oregon's P20 system are aligned standards and an authentic system of assessments. These standards and assessments must be relevant, rigorous, multi-faceted, and ultimately ensure that students can move seamlessly along the pathway toward the ultimate outcome of lifelong learning, rewarding work, and engaged citizenship.

Toward this end, the EFT recommends supporting and aligning significant existing efforts already in place – such as Kindergarten readiness assessment, Common Core State Standards (with alignment efforts happening in the Pre-K and higher education arenas), Smarter Balanced assessments, development of college & career ready definition, assessment of Oregon's Essential Skills, creation of a new Oregon Report Card, as well as to nurtures the innovation currently bubbling up from teachers, districts, and networks across the state.

Through support for the initiative "Supporting a Diverse Corps of Professional Educators," the state must encourage educators to lead these efforts and empower them to create, use and validate data from meaningful assessments that are delivered as a part of the teaching and learning process. The regional "Student Success Centers" that would be keenly focused on providing educators with ongoing support & professional development that is absolutely crucial to effectively implementing CCSS, delivering student-centered instruction, and creating authentic, common assessments. The "Centers" will also uniquely be focused not just on K-12 teachers, but will be centers aimed at incenting collaboration between early education providers, K-12 educators, faculty from post-secondary (including schools of education) and education leaders.

In addition, much of the initiative "Essential Skills for Global Success" is aimed at sowing the seeds of innovation in the areas of standards and assessments –particularly efforts at creating STEM lab schools in collaboration with post-secondary, developing new paths to a diploma, and creating an "innovation lab network" to launch a system of deeper learning assessments that would ultimately serve to assess the essential skills beyond reading, writing and math.

Lastly, the "Supporting Students and Families" initiative includes the work of the Early Learning Council, which launched a pilot of the state's new Kindergarten readiness assessment last month, and is set for statewide implementation in fall 2013.

2. Research, Policy and Investment

In addition to the core OEIB staff, a research, development and investment team should be developed and housed in OEIB. The Research Team will do the following:

(1) Oversee the creation of a state Data Governance Council;
(2) Ensure OEIB has direct access to student-level data from ODE, CCWD and OUS;
(3) Develop a consortium of research partners, including private universities, other state departments, Education NW, EdFirst, and other prominent education and economic research entities;
(4) Further refine and operationalize the Return on Investment dashboard;
(5) Analyze state and district investments and determine return on investment;
(6) Provide data analysis, research, presentations, white papers and other publications aimed at identifying and disseminating best practices and promising innovations;
(7) Provide policy reviews and recommendations to support the goals of the OEIB;
(8) Prioritize and respond to requests for research and analysis from outside entities;
(9) Staff the Quality Education Commission.

3. Longitudinal Data System

A crucial investment for the state is continuing the work of creating a statewide, culturally-appropriate, longitudinal database to ensure (1) that longitudinal student information and outcome data is available at the provider and policy-maker level; and (2) to support teaching and learning, to provide information to students and, for PK-12, to parents, and to support the dissemination of best practices across outcomes.

Because existing federal investments dedicated to creating a statewide longitudinal data system are drying up, the state must move forward to develop a plan for completing the task. The EFT recommends a small investment in the first half of the biennium be used to create a comprehensive case study and 10-year plan for the development, completion and maintenance of the longitudinal data system that can be presented to the Legislature for funding in the second half of the biennium.

4. Support & Intervention

Oregon's Chief Education Officer and the OEIB staff will be deeply engaged in the work of supporting, and where necessary intervening, to ensure that every provider, district or institution is continuously improving and moving the state rapidly toward the 40-40-20 Goal. Specifically:

- In early learning, the state is developing the a Quality Rating and Improvement System for all licensed childcare providers and, as referenced in the budget proposal from the Childcare Division, seeking to tie subsidies to participation in this voluntary system;
- In K12, Dr. Crew has developed a framework for identifying, based on Achievement Compacts, school rating system, and quality indicators – school districts to be celebrated, those to be supported, and those in need of intervention. In addition, the state's NCLB waiver has allowed ODE to develop a new system for identifying "priority" and "focus" schools, and offer more individualized, effective supports to those schools

- In community college, a similar framework for differentiating the supported needed at each institution is being developed.

The EFT recommends a modest investment in a Support and Intervention Fund that will be administered by the Chief Education Officer for the purpose of rewarding change efforts and improvements in student outcomes, building momentum, and removing small hurdles that can otherwise serve as a barrier to lasting change.

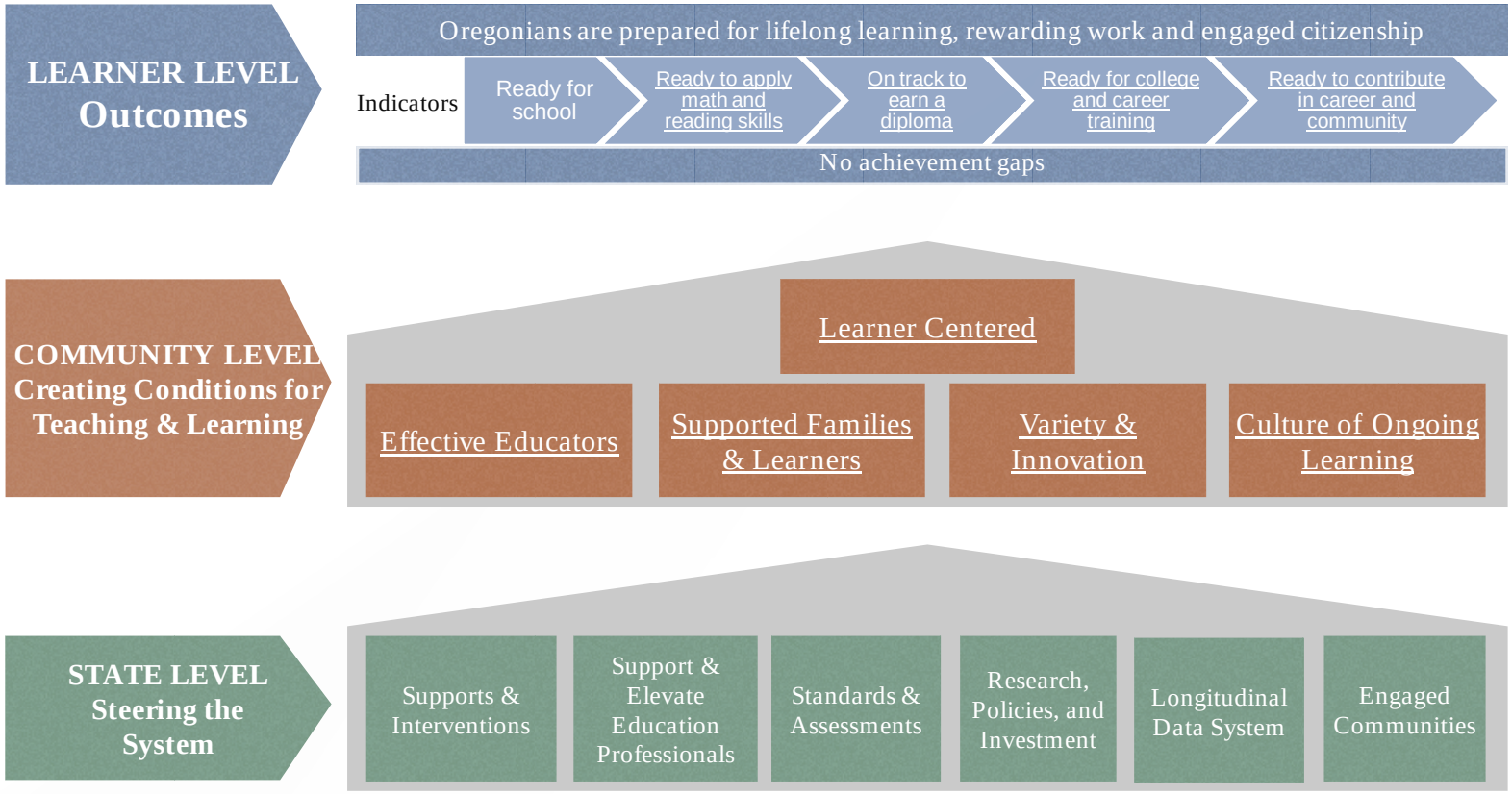
5. Produce, Support & Elevate Great Educators

In addition to the efforts outlined in the "Supporting a Diverse Corps of Professional Educators," the state must redesign the state's schools of education are able to recruit and prepare high-quality, committed and diverse teachers and leaders. The EFT identified the following tasks related to that charge:

- Provide recommendations on standards (for admission and achievement) and curriculum for state supported colleges of education such that they produce the kinds of educators most needed in Oregon—especially with respect to competency based learning and use of authentic assessments.
- Provide measured accountability for state investments in great educators.
- Provide a vehicle for licensing and license management of teachers.

OEIB should work with ODE, TSPC, CCWD, OUS and the private universities to make this work a priority.

6. Informed and Motivated Public

A key outcome for the Chief Education Officer and OEIB will be the creation of a set of compelling, understandable, motivating, and culturally-appropriate messages aimed at creating engagement and support from legislators, parents, students, educators and the public at large. Two-way communications, such as website, social media, on-line engagement campaigns, focus groups, town halls, speaking engagements and personal communications, should center around the key themes and strategies discussed herein. The bulk of the consulting dollars set out in the OEIB budget should be reserved for this purpose.

Education Funding Results Map