

July 1, 2013

1pm - 2pm

This will be a conference call meeting.

The public may attend the meeting at:

775 Court St., NE

Salem, OR 97301

Large Conference Room

[Meeting Audio](#)

Materials packet includes:

Meeting Minutes

Agenda

Public testimony:

Tom Olson

Elizabeth Thiel

Eduardo Angulo

OREGON EDUCATION INVESTMENT BOARD

Special Meeting
Thursday, July 1, 2013
Conference Call
1pm

OEIB Members Present

Gov. John Kitzhaber, Chair; Yvonne Curtis; Mark Mulvihill; David Rives; Samuel Henry; Johanna Vaandering; Ron Saxton; Kay Toran; Dick Withnell; Julia Brim-Edwards; Yvonne Curtis; Samuel Henry; Mary Spilde

Advisors Present

Bob Brew

Members Excused

Matt Donegan; Nichole June Maher; Kay Toran

Staff/Other Participants

Lisa Van Laanen – OEIB Chief of Staff
Dr. Hilda Rosselli – OEIB Staff
Mike Seelig – OEIB Staff
Seth Allen – OEIB Staff
Ben Cannon, Governor’s Office

MOTION: Ron Saxton moves to waive the 30 day notice requirement and accept the June 30th date, and authorize the Governor as the Chair to work out details and execute an appropriate agreement. Dr. Samuel Henry seconds the motion.

Discussion:

By waiving any contract claim, you are not on behalf of the stat of Oregon waiving any other regulatory authority. Recital in the agreement: Discussion whether a specific trip was personal or business.

Motion passes unanimously.

MOTION: Hanna Haandering motions to approve the interim appointment of Nancy Golden as Interim Chief Education Officer. Dr. Yvonne Curtis seconds the motion.

Motion passes unanimously.



JOHN KITZHABER
Governor of Oregon
OEIB Chair

NANCY GOLDEN
Chair Designee

JULIA BRIM-EDWARDS

YVONNE CURTIS

MATTHEW DONEGAN

SAMUEL HENRY

NICHOLE MAHER

MARK MULVIHILL

DAVID RIVES

RON SAXTON

MARY SPILDE

KAY TORAN

JOHANNA
VAANDERING

DICK WITHNELL

Chief Education Officer
DR. RUDY CREW

OREGON EDUCATION INVESTMENT BOARD

Special Meeting

Monday, July 1, 2013

1pm – 2pm

The board members will be meeting via conference call.

Public may attend the meeting at:
775 Court Street, NE, Salem, OR 97301
Large conference room

AGENDA

Appointment of Interim Chief Education Officer – Governor Kitzhaber

Legislative update – Governor Kitzhaber

****Times are approximate***

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

Oregon Education Investment Board Testimony*
August 13, 2012.

The Six Deadly Sins of OEIB's "Education Transformation"

By

Tom Olson

Co-Founder, Oregon Save Our Schools

Contact: tskiis@aol.com

My name is Tom Olson. I'm a co-founder of Oregon Save Our Schools. Our growing organization has closely observed your work since its inception, and we conclude that you have allowed private business special interests to dominate your work.

First.....In spite of contrary evidence, you continue to blindly pursue "40/40/20." This was conceived in private corporate board rooms, and is clearly another attempt by special business interests to place sole responsibility for economic success on our public education system. One year ago, August 7, 2012, you received information that this slogan is totally out of whack with the Employment Department's actual Oregon labor market projections through 2020. (see attachment #1) So will you continue to cheerlead, "Higher Graduation Standards:40/40/20" while at the same time you absolutely ignore the need for significant increases in core state investment in our public education system?

Second.....you readily adopted the privately-developed "Learnworks" reforms produced by Duncan Wyse, President of the Oregon Business Council and John Tapogna of EcoNorthwest.

Third.....your Achievement Compact/Accountability work group was also headed by a private corporate executive, Jeld-Wen's Ron Saxton, who constantly pushed for "tougher and harder consequences" to be placed on our schools.

Fourth.....Another corporate executive, Nike's Julia Brim-Edwards, chaired your totally flawed Chief Education Officer selection process resulting in the hiring of Rudy Crew. How did that work out for you? Edwards is the same person who lobbied so hard for Nike's notorious special tax deal in January's special one day legislative session.

Fifth.....You've given unquestioning obedience to U.S. Secretary of Education Arne Duncan's wrongheaded push to change Oregon state policy to meet his federal demands for even more Draconian test-based accountability policy in order to receive the NCLB waiver. Apparently you've abandoned the state motto, "Oregon flies on its own wings!"

* Substantiating facts provided on attachments

Sixth,....You adopted the strategic investment recommendations that came from six secret Education Funding Team meetings. The meetings were closed to the public. Who ran and wrote up the results of these meetings? Duncan Wyse, President of Oregon Business Council and his group of highly-paid private consultants. After public testimony that was overwhelming in its opposition to these recommendations, you adopted the private meeting's grab-bag of disconnected projects called "strategic investments."

None of these investments address Oregon's slide to the bottom in funding public education. The Quality Education Model displays a \$2 billion gap in funding K-12 education. Nor do they address Oregon's embarrassing 47th place among the states in funding higher education. (see Attachment #2 for additional facts)

Results of these Six Deadly Sins? A series of Draconian consequences have been imposed on students and teachers that Steve Buel will now share with you. As you listen to each of them, please ask yourselves, "*Did I really intend to have this happen?*"

ATTACHMENT #1:

“40/40/20” SLOGANEERING VS. ACTUAL OREGON JOB PROJECTIONS

By

Tom Olson

Co-founder, Save Our Schools

August 13, 2013

Everything in the Governor’s Oregon Education Investment Board proposals and plans has been justified as necessary to achieve “40/40/20.” A group of disparate and disconnected “strategic investment” projects has been proposed to the legislature as the first important steps on the road to 40/40/20. But nowhere in this policy discussion have the following critical facts (1) and questions been considered.:

- *FACT: 19%* of Oregon’s projected job openings between 2010—2020 will require a Bachelors Degree or above.
QUESTION: So.....Why are we calling for 40% attainment???
- *FACT: 12%* of Oregon’s projected job openings between 2010-2020 will demand a community college associate degree or certificate.
QUESTION: So.....Why are we calling for 40% attainment?
- *FACT: The goal calls for the remaining 20% of Oregon adults to have attained a high school diploma. Yet, 69%* of Oregon’s projected job openings to 2020 will require no more than a high school diploma.
QUESTION: So....What do what are projected impacts of preparing 80% of our people for the only 30% of projected available jobs requiring post-secondary education? Human impacts? Wage and other economic impacts?

Nowhere have the Governor and his OEIB specifically detailed how their proposed “strategic investments” will deal with these huge discrepancies between the 40/40/20 goal and Oregon’s actual projected job requirements. Nowhere have they shown a clear chain of thinking that directly links their grab-bag of recommended “investment projects” to directly accomplishing the 40/40/20 goal.

Another set of realities also demands attention.. The following questions relate directly to whether there is now *any* real meaning to the term “investment in public education” Namely: *How will the proposed “strategic investments.....::*

- *specifically impact Oregon’s stagnant job wage picture that has changed little over the past decade.*
- *specifically impact the 19.8% unemployment rate of young people below age 25, (and their underemployment rate of 34.1%) (2)*
- *specifically overcome the reality that Oregon’s continued disinvestment in public education has heaped a huge increasing burden of tuition paid by Oregon’s young people and their families? (3)*
- *help overcome the current reality that Oregon higher education graduates’ debt in 2011 was nearly 30% more than in 2007? (4)*

Sources

- (1) Drawn from: Worksource Oregon. State Employment Department. “Labor Market Information: A Careful Analysis of Oregon’s Middle-Skill Jobs,” July 2012. See also Heidi Shierholz, Natalie Sabadashi and Hilary Wething, “The Class of 2012: Labor Market for Young Graduates Remains Grim” Economic Policy Institute, May 2, 2012. See also projections from US Bureau of Labor Statistics Division and U.S. Bureau of Labor Statistics, Division of Employment Statistics. See also
- (2) Shierholz, et.al, Ibid.
- (3) Our Oregon, “The Shifting Costs of Higher Education,” The Sockeye. June 18, 2013 and “The Weight of One Trillion Dollars,” June 18, 2013.
- (4) Molly Young , “College Grads Take on Record Debt, Weighing Down Oregon’s Economy: Diminished Expectations,” The Oregonian. December 1, 2012

**ATTACHMENT #2: BRUTAL FACTS ABOUT OREGON' S SCHOOL FUNDING:
A SLIDE TO THE BOTTOM ***

- The Legislature's Oregon Quality Education Commission 2012 Report shows a current \$2 Billion funding gap in needed state funding for a K-12 quality education.
- The last five years saw a 5% reduction in spending on K-12 schools. Yet, the state's total tax breaks grew by 12%. Tax breaks now total to over \$31 billion.
- Oregon's funding effort for public education received an "F" from a recent national study of the 50 states by Rutgers University
- K-12 schools' share of Oregon's state budget dropped from 44% in 2003-2005 to 39% in 2011-2013.. We now spend more on prisons than schools.
- Oregon's per-student spending has plummeted from the top third to the bottom third of states.
- Oregon is now tied for the lowest business tax rate in the nation.
- Personal income taxes make up about 68% of state revenue. Corporate taxes now only bring in less than 6% of the total state revenue---a major drop from the 18% share contributed twenty years ago.
- Oregon lost more than 7,000 (16%) educators over the past three years due to funding cuts. That's a total economic drain on the state's economy of over \$500 million (every ten educator jobs support nine other jobs in the private sector)
- Oregon's class sizes are now third highest in the nation. High school class sizes have soared by 28.6%; elementary by 19%.
- The aggregate number of school days cut by districts over the past three years amounts to 951 lost days for learning!
- Between 1997 and 2010, the number of Oregon children living in poverty increased by 58%. These children have special learning needs which cost much more to meet. Yet the state ignores this reality.

****Compiled by Oregon Save Our Schools***

DATA SOURCES: State of Oregon Tax Expenditure Reports, Oregon Department of Education news releases; Oregon Legislative Fiscal Office; EcoNorthwest study of economic "multiplier" impacts of Oregon education jobs; Our Oregon reports ; Oregon Education Association Survey of Cut Days; COSA/OASBO School Budget Surveys, Sept. 2009, 2010 and 2011; Education Law Center, Rutgers University; Oregon Public Policy Center reports..

I am a teacher and a parent in Portland Public Schools. For the last two years, I have been teaching at Vernon, the school my children attend, which was designated as a Focus School in the fall of last school year. I am here to testify about the impact that this designation has had on my school.

First of all, I would like to address my general frustration with the Focus/Priority/Model school rating system. This rigmarole of this system reserved only for our high-poverty schools, putting Title I schools under significantly more stress and bureaucracy than schools with more affluent students. Rather than supporting our high-poverty schools with needed resources, our system buries them in requirements, programs, and oversights that is often neither wanted nor needed. Even worse this system is designed to consistently sanction 15% of our high-poverty schools. No matter how successful our Title I schools are or become, 15% will always be marked as inadequate according to the terms of our waiver.

The news last October that my school had been added to the Focus list was devastating to our staff and community, and I am sure it is connected to the unprecedented number of excellent teachers leaving our school, and concerned families transferring elsewhere.

In spite of this, I have been highly involved in my schools CAP plan since the beginning. Our staff was told that the process would help us build a stronger school, and fine-tune our practices. Onboard with that, I participated in each survey and interview, I analyzed our survey data, I joined the CAP team and spend many hours with the team crafting goals for our Focus plan. Throughout all this, I found that few if any of our community's strengths, challenges, or concerns were reflected in the recommendations given us by ODE. And the CAP plan, with its 140 something indicators, was so cumbersome to read and understand on that is was a very ineffective tool to engage and inspire our staff and community in improving our school. Even so, it was beyond clear that the bottom line of our plan was non-negotiable: to do what ever it takes to raise test scores before time runs out in four years.

With the clock running, teachers and administrators in my building have been under enormous pressure to raise test scores. Despite overwhelming evidence that standardized tests measure students' socio-economic status more accurately than quality teaching and learning, these scores will be the sole measure used to determine if our school will survive. With the few thousand dollars of support we received from ODE, we bought test prep materials. We subjected our students to

diagnostic tests, predictive tests, and practice tests. Our computer lab, which had been purchased by our PTA to promote inquiry and design, was devoted solely to testing and test-prep for much of the year. At our school, as at other high-poverty schools unfortunate enough to have landed in the bottom 15%, child-centered learning began to take a back seat to test-prep, because our data is our only life-line.

Here's how this looks at the student level. My middle school students last year spent on average 12 hours in state testing, and 8 hours in tests to predict their performance on state testing. Many were pulled out of elective classes for another 20-30 hours of test-prep. Students could feel the gravity being placed on these tests, and I fear many have come to sense that these tests are somehow a measure of their worth. I am haunted by the day one of my students wrote me a note the day after he did not meet his benchmark on the OAKs reading test. He wrote that he lay in bed all night wishing he would never wake up, because of his anxiety about having failed the test. While this is an extreme example, many students were resentful of the constant time and attention to testing, especially as test-prep superseded good teaching, as well as their chance to take art, music, drumming, or drama class.

Granted, many students would benefit from added instructional time. But being a focus school meant that my students received quite a bit *less* instructional time than students at other schools. In order to do the work required by our CAP plan, all focus and priority schools in my district lost an entire instructional day each month, so school staff could have additional professional development tied to our CAP plan. On top of this, every member of the CAP team was pulled out of the classroom an additional 2-5 days to do the work associated with being a focus school. All these days home or in class with substitutes adds up to 1 to 2 missed weeks of school time for the students who need it the most. This doesn't even count the hours of engaging instruction that have been sacrificed to make room for more test-prep.

I have been teaching in high-poverty schools my entire career, and I am deeply committed to ensuring that every child in my district has a top-quality education. The fact is, we are not going to get this through over-testing, through paperwork, or by sanctioning struggling schools in vulnerable communities. Our high poverty schools need real resources, the kind that make a difference for kids: smaller class sizes, wrap-around services, full-time counselors, and rich and engaging curriculum including the arts, and real-world projects, and discovery.

As The \$70 million devoted to the governor's so called "strategic investments" would be much better spent on reducing class size in high-poverty schools, and adding back the services that our struggling students need to be healthy and successful.

Elizabeth Thiel

Teacher and parent, Portland Public Schools

My name is Eduardo Angulo and I am the Executive Director of the Salem/Keizer Coalition for Equality. We are a coalition of Latino organizations that serve our community in the Willamette Valley and around Oregon.

Governor Kitzhaber is calling on all of us to mobilize around the 40-40-20 by 2025 goal. In March of this year, OEIB and the Governor approved a comprehensive Oregon English Learner's Strategic Plan, which was prepared by a group of talented educators and OEIB members.

The Plan serves as a roadmap for improving outcomes for students in, and exited from, ELL programs and has a specific "Third Goal: **School Districts engage and involved families and communities as equal partners in order to support and enhance programs designed for English Learners (page 10).**

This goal aligns with the work we have been doing at the Coalition to educate and inspire Latino parents for over 13 years. We know that parents who are meaningfully engaged as partners in education are the best teacher's aides at home.

I am excited to announce that the Coalition, in partnership with Chemeketa Community College, is launching a three-year initiative to mobilize Spanish-speaking parents in the Willamette Valley. The initiative begins with a Spanish-speaking regional parent conference on October 5th, 2013.

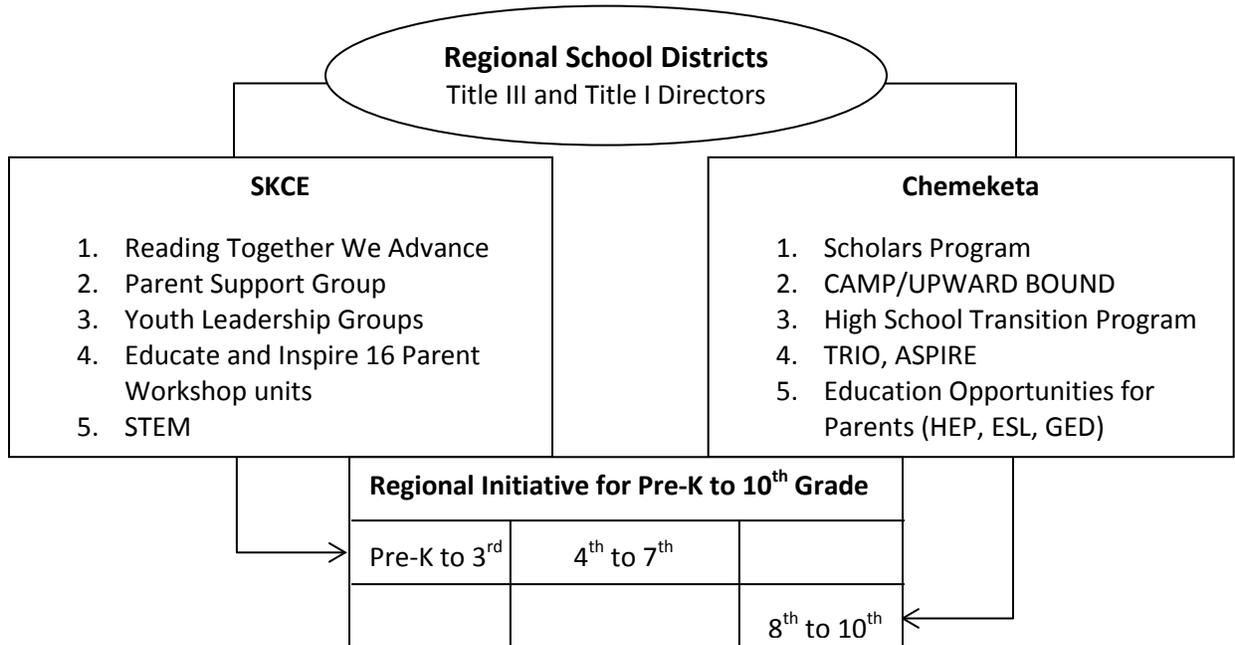
Our theme is "The Journey to College Begins at Home – El camino a la Universidad empieza en casa". After the conference, we will continue to work with hundreds of parents with children from pre-school to high school by providing information and trainings about how to overcome the barriers English Learners face, and additional steps for the family to foster academic success.

We will work with parents to develop action plans with clear next steps and measurable outcomes at the conference. Coalition parent leaders will support families during the school year and summers as they implement their plans by providing research-based programming for the entire family.

The Coalition's parent leaders are working hard to put parents and students on track to graduation while holding teachers, the community, and themselves accountable.

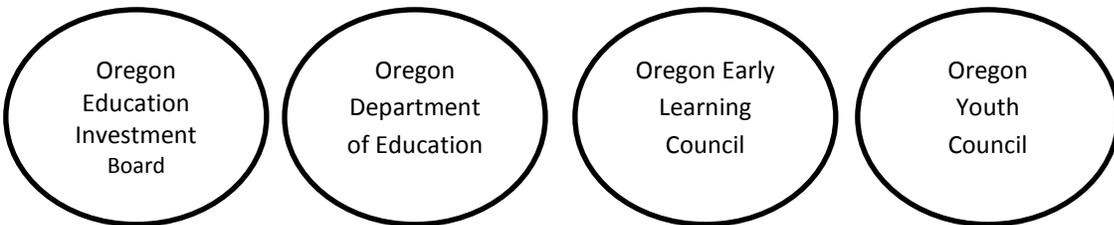
To succeed together and achieve the 40-40-20 by 2025 goal we need your support now!

2013 Regional Latino Parent Conference at Chemeketa Community College & Three-to-Five-Year Education Initiative



SKCE programs can reach the parents & ELL students from Pre-K to 7th grade that are the farthest behind. Chemeketa programs can reach parents & ELL students from 8th to 10th grade that have the potential to go to college but need extra support. Chemeketa is an important option for the college level institution they might attend after high school graduation.

Possible Sources for Funding: Oregon Agencies & ODE, foundations, businesses and individuals.



Logistics of the Conference

- The conference will take place on **Saturday, October 5, 2013.**
- We are expecting about 1000 families with about 500 children within the following communities of Salem/Keizer, Gervais, McMinnville, Silver Falls, Woodburn, Independence, Dallas, and North Marion.
- Chemeketa student volunteers from CAMP and other programs will do childcare, under the supervision of certified childcare staff.
- Catered food will be donated or purchased at cost from restaurants.
- The conference is completely free of charge to all participants

Overarching Roles and Responsibilities of the OEIB

Area of Responsibility	Specific Action	Type of Authority
Aligned P-20 system	Recommend policies to create unified state system/architecture	Advisory
	Hire and oversee a Chief Education Officer with P-20 authority	Administrative (SB 909, SB 1581)
	Develop seamless P-20 infrastructure (eg data system, teacher quality, STEM, cross-agency links to health and human services, workforce)	Administrative (SB 909, OEIB budget)
	Develop and recommend policies to address student transitions between sectors	Advisory
Student Outcomes	Refine 40-40-20	Advisory
	Set terms for achievement compacts; adopt institutional compacts	Administrative (SB 1581, rules)
Strategic Investments	Help develop Governor's recommended budget and associated policies	Advisory
	Ensure coherent implementation of state strategic investments	Administrative (HB 3232, HB 3233, rules)
P-20 Leadership	Build vision, excitement, and commitment to the work	Visionary
	Promulgate policy statements that reflect core principles and careful research (eg Equity Lens)	Visionary/Advisory

Meeting the Challenge of the Governor's 40-40-20 by 2025 Vision
SKCE-CHEMEKETA Three-Year Initiative
The Journey to College Begins at Home

The Salem/Keizer Coalition for Equality (SKCE) is launching a three-year initiative to foster and grow Latino parental engagement in schools throughout Oregon. SKCE is helping families plan for education success and implement strategies to keep children on grade level, while increasing the number of students graduating from high school and moving on to college and careers. The overall goal is to close the academic and opportunity gaps that exist for Spanish-speaking English Language Learners (ELLs) receiving services, students who have exited programs, and Latino youth.

SKCE embraces Governor Kitzhaber's 40-40-20 goal, which is that by 2025, all Oregonians will hold a high school diploma or equivalent, 40% will have an associate's degree or a meaningful postsecondary certificate, and 40% will hold a bachelor's or advanced degree. We are also excited to work together with the Oregon Department of Education as they implement their **Oregon English Learners Statewide Strategic Plan for 2013-2016**. We are especially interested in helping with **Goal #3: School Districts engage and involve families and communities as equal partners in order to support and enhance programs designed for English Learners**.

Chemeketa Community College and SKCE are partnering to launch our three-year initiative at our regional (Marion, Polk and Yamhill Counties) Spanish-speaking parent conference, "College Begins at Home". The all-day conference is on **Saturday October 5th, 2013** and targets the Spanish-speaking parents of current or exited ELLs. It will be held at the main Salem campus. We are planning on 1,000 parents attending and will offer meals and childcare at the no-cost event. Spanish-speaking parents from communities in the Chemeketa Community College feeder area are encouraged to attend.

The conference theme is *The Journey to College Begins at Home*. Conference attendees will choose a focus area based on the ages of their children and will receive a "passport" to record their progress on the journey. The three focus areas are pre-kindergarten through third grade, fourth through seventh grade and eighth grade through high school. Parents will have multiple opportunities throughout the day to reflect on what they have learned and actions they plan on taking to help their children succeed in school. Parents will keep their passport and learn about opportunities to learn more for each age group.

After an opening session welcoming participants, with speakers from the Governor's Office, Chemeketa Community College and Oregon Department of Education, parents will be escorted to large group sessions for each focus group. Master teachers will present critical information on what it means to be an English Language Learner, the components of programs, barriers to success and current outcomes – and then offer specific strategies for educational success. The program will include information on follow-up opportunities to learn more – including SKCE workshops and support groups, programs at Chemeketa Community College, and school supports at each participating district.

Parents will have the opportunity to participate in small group discussions while eating lunch. After lunch, ODE Assistant-Superintendent David Bautista will present to attendees about ELL education in Oregon and offer more information to foster academic success. Participants will end the day by selecting one of 25 different workshops. Topics include effective communication, Internet dangers, reading success and understanding the new common core standards. Chemeketa Community College staff will provide sessions for parents with students in high school.

After the conference, SKCE will continue to work with attendees to add stamps to their passports by attending programming based on the ages of their children. Options include: our family literacy program, Reading Together We Advance; Educate and Inspire workshops that help parents understand the education system and get more involved; Saturday support groups; Our “Mirrors” curriculum on understanding the youth experience; and ongoing Making Parenting a Pleasure classes for parents of younger children. Workshops will be offered in local districts as much as possible and at the SKCE Oregon Parent Education Center in Northeast Salem. We plan to grow our offerings over the three years to include more in-district options for parents.

SKCE is committed to offering research-based and informed programming for parents and youth to foster and support mutual accountability. We will collect data on our results and use evaluations for assessment and improvement purposes. SKCE will continue to partner with organizations interested in lasting change and committed to improving education systems and outcomes for all students in Oregon.

Please contact SKCE Executive Director Eduardo Angulo at eangulo@skcequality.org for more information.

Resources:

The SKCE website is: www.skcequality.org.

Read ODE’s plan here: <http://www.oregon.gov/gov/docs/OEIB/FinalEL.pdf>.

Learn more about the 40-40-20 vision

here: <http://www.oregon.gov/gov/oeib/docs/nnousreport.pdf> .

The Chemeketa Community College website is: <http://www.chemeketa.edu>.

Oregon English Learners Statewide Strategic Plan 2013 - 2016



Steering Committee

David Bautista

Oregon Department of Education

Doris McEwen

Oregon Education Investment Board

Yvonne Curtis

*Forest Grove School District
Oregon Education Investment Board*

Salam Noor

Salem-Keizer School District

Miriam Fox

Duarte School District

Chuck Ransom

Woodburn School District

Karen Gray

Parkrose School District

Bill Rhoades

West Linn – Wilsonville School District

Sandy Husk

Salem-Keizer School District

Hilda Rosselli

Oregon Education Investment Board

Steve Larson

Hillsboro School District

Jada Rupley

Oregon Education Investment Board

Facilitated by
Mike Dugas – Intel

Support Staff
Kathy Bahnsen – Forest Grove School District

Oregon

English Learner Strategic Plan

Oregon State Chief Education Officer, Dr. Rudy Crew enlisted the support of practitioners from across the state to propose a Statewide Plan to address the unique needs of English Learner (EL) students in Oregon. This plan will focus the efforts of educators across the P-20 system to serve our EL students using research informed practices and models to eliminate the achievement gap, increase high school graduation rates and provide for EL students to complete college. The realization of these objectives will help us achieve our 40-40-20 statewide goals.

Background

While the total number of EL students in Oregon continues to rise, so does the percentage of EL students within the total student population. Although achievement for EL students in Oregon reflects isolated pockets of success and promise in schools and classrooms across the state, overall achievement for this subgroup continues to lag behind their peers. For the past ten years various groups across the state have focused on the need for equitable practices that will result in equitable opportunities for students of color. However, we continue to see a significant gap between achievement, graduation rates and college completion, specifically as related to EL students. As we transition to Common Core State Standards (CCSS), the predictions as to the success of ELs as measured by the Smarter Balance Assessment are even more dismal. A sense of urgency is heightened as we reflect on these statistics and hear our communities calling for action to address these disparities.

Our approach to serving our EL students in the past has been varied, unorganized, and often driven by compliance instead of research. However, there are some positive signs that tell us this is a good time to design a collaborative and focused approach based on research informed best practices. Teams of educators are analyzing and using data to inform their instructional decisions as they meet in data teams and professional learning communities. Significant research exists that defines the most effective practices and models for serving our EL students. We now have strong leadership aligned from the Governor through the Oregon Education Investment Board (OEIB) and Oregon Department of Education (ODE) that is calling for all stakeholders to work collaboratively to meet the needs of our EL students. As we transition to Common Core State Standards (CCSS) and focus on a world-class education we have a perfect opportunity to consider how we position ourselves as a state to ensure that EL student success is represented equitably when we achieve our 40-40-20 goal.

Three years ago, a few superintendents from across the state, formed an ELL Collaborative to review the research, collaborate on the development of a state-wide EL plan, learn from the examples of successful models emerging in our state and find out what we could “scale-up” across the state. The work of this collaboration has shown promise as an effective approach to learning, sharing and committing to action together. Now is the time to for all educators to take action together across the state through a collaborative, systematic and expedient process.

Oregon

English Learner Strategic Plan

Vision

English Learners achieve their dreams and remain in Oregon to work, raise families, serve as leaders and contribute to the continual building of this world-class public education system. The Nation's best educators flock to Oregon to serve students where citizens' commitment to youth, education, and diversity is evidenced by the resources they provide to support a seamless public education system from cradle to career. Businesses move to Oregon to hire from the steady stream of multilingual English Learners who graduate with the language, content and technical skills necessary to fill top positions. Oregon contributes to worldwide efforts to improve education as researchers across the globe study and replicate the practices that have led Oregon to becoming Educations Incubator.

Mission

Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in college and multiple career pathways by 2025.

Beliefs

We believe that it is important to demonstrate acceptance and appreciation for all the cultures and languages represented by our students.

We believe that all EL students should have access to a rigorous curriculum and engaging learning opportunities that prepare them for success in college and for a variety of post secondary education and training options.

We believe that by providing exemplary educational programs for all of our English Learners, these students will exit our school system as graduates, sought after by institutions of higher education, training programs and the business community.

We believe that there are a variety of effective, research informed models that can be used to educate English Learners.

We believe that initial training as well as ongoing professional development is essential to the implementation of effective instructional programs for English Learners.

We believe that supporting multilingualism will strengthen our educational programs and will prepare our students to successfully compete in a 21st Century global economy.

We believe that parent education and the partnerships formed between parents and schools are essential components of educational programs for English Learners.

Goal #1:

Develop tools and resources in order to support implementation, benchmarking and continuous improvement of instructional programs for English Learners

Objectives:

- Students have access to quality programs that promote English Language Development, dual language development and mastery of core subject areas.
- Leaders have the tools required to support and monitor the implementation of quality programs designed for English Learners.

Measures of Success:

- Increases in English Learner graduation rates.
- Increases in literacy performance in grades 3, 6 and 11.
- Increases in English language proficiency.
- Increases/growth on indicators of quality implementation standards.
- Increase in number of Bilingual programs and number of English Learner students participating in English Learner programs.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Identify research based program models (i.e. dual language model), quality indicators and a continuum of recommended services based on language proficiency levels.	Develop an EL website that provides descriptions of research based models, quality indicators and a recommended continuum of services.	Continue to add and refine the website to promote state-wide utilization of the information. Promote websites via conferences, superintendent meetings and other regional meetings.	Continue updating website and promoting its use. Explore a peer review process for inter-district collaborative reviews to assess program fidelity and success.
Develop a rubric representing the essential common elements of research based model programs.	Post rubric on EL website.	Continue to publicize rubric via website and other venues and refine as needed.	Continue to publicize rubric via website and other venues and refine as needed.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Utilize the rubric to identify a list of programs across the state that demonstrates promise with input from districts.	Leaders and practitioners familiar with the rubric and best practices conduct site visits (invited by local leaders) and utilize student data to identify model programs. The list is publicized state-wide.	Model program validation visits to continue with new sites added as appropriate. Model sites host visits from other sites/ districts to encourage replication of successful models.	Continue model program visits and utilize a collaborative approach use to replicate model programs across the state.
Establish a “resource repository” focus on facilitating access to information. Identify who will be responsible for the repository.	Continue to establish a repository of resources that is widely accessible to all stakeholders (website.)	Expand repository and monitor use of this resource to ensure maximum utilization.	Continue updating and refining resource repository.
Develop networks for sharing best practices.	With input from district and state leadership identify plans for the utilization of regional consortiums.	Implement plan established for regional consortiums, with a focus on the sharing of resources and expertise.	Continue regional collaborative efforts with a focus on assisting districts to establish an inter-district peer review process.
Identify list of potential partners to assist in program research & implementation. <ul style="list-style-type: none"> • IHE • Research Groups (private or public) • Parent Groups • Business Partners as potential sponsors 	Contact and communicate to potential partners the specific purpose they can fulfill. Formally enlist their support and implement initial collaborative steps.	Actively implement plans for individual partnership “collaborative”, (i.e. funding and assistance with research and model field projects.)	Continue to support and monitor existing partnership efforts and expand to include additional partnerships.

Goal #2:

Systemic Approaches to “capacity building” for all stakeholders will occur and will positively impact academic achievement for English Learners.

Objectives:

- Student performance measures indicate English Learner student success.
- All stakeholders understand and support the purpose, objectives and elements of the program models.
- At the classroom level effective practices are evident including methods for delivery of instruction and cultural awareness.
- At the school site/building level there are support systems in place that promote professional development and student learning.
- At the Board and Community level there is strong commitment to the district vision for English Learners and there is a system in place to build capacity within the community to encourage advocacy and active and meaningful participation in programs.
- At the State and Policy level there is understanding of and support for program models, effective practices and cultural competence.
- Institutions of Higher Education provide comprehensive educational preparation programs for teachers of English Learners that are aligned to research based program models and help to “drive” policy.
- Current state networks (i.e. COSA, OSBA, ODE, OEIB) will coordinate efforts in order to maximize resources and not duplicate efforts.

Measures of Success:

- Evidence of clear articulation of program models.
- Evidence of standards -based systems for professional development and capacity building.
- Student performance data and review of identified measures of program effectiveness.
- Evidence of allocated resources and policy standards that support instructional program for English Learners.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Develop a communication strategy for sharing effective research based program models with stakeholders.	Utilize identified methods to disseminate program information within districts and state-wide (i.e. web-sites, professional publications, parent and staff workshops.)	Expand efforts to communicate program information to all stakeholders.	Continue to disseminate program information and identify additional opportunities to share information with stakeholders.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Develop a list of effective instructional practices associated with research based programs for ELs.	Convert list of effective practices to an “observation checklist” used by site administrators to support teachers working with ELs.	Continue to utilize “observation checklists” to provide feedback to teachers about instructional practices and the level of cultural awareness evidenced in lessons.	Continue to utilize checklists and review and refine list of practices contained on the check-lists.
	Develop a similar approach for identifying elements of cultural awareness evident in classroom instruction. Widely distribute information.	Continue to promote use of checklists statewide via websites, conferences and other professional meetings.	Conduct a statewide survey to assess the actual level of use of these instruments and gather input relative to additions and deletions.
Identify a recommended plan for professional development to be presented over three to five years utilizing research based information and teacher input.	Begin implementation of Professional Development Plan and seek teacher feed-back regarding effectiveness and applicability of training.	Implement Year 2 of Professional Development Plan. Administrators assist by follow up that focus feedback on effective use of training strategies. Seek teacher feedback regarding effectiveness of training.	Implement Year 3 of Professional Development Plan and continue classroom observations and feedback by administrators. Begin to refine and plan for future professional development activities.
Districts share Oregon EL Strategic Plan with stakeholders (i.e. Board of Ed, PTA, Site Council & Chamber of Commerce). Districts develop a “vision” regarding the education of ELs involving key stakeholders.	Continue to revisit and share Oregon EL Strategic Plan with stakeholders. Communicate vision across district to diverse stakeholders’ groups. Districts develop strategic EL plans.	Continue to revisit and share Oregon EL Strategic Plan and widely publicize District Vision and Strategic EL Plan.	Develop and implement a system to identify progress made towards achievement of vision and action steps as well as areas needing to be addressed and/or modified.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Hold a State Wide EL Summit involving district level leaders and practitioners, with a focus on effective EL practices and models.	During the later part of the school year, hold a State Wide EL Summit with a focus on EL effective practices and models. Highlight district programs identified under Goal 1 as programs of promise.	Continue holding annual EL Summit with continuing focus on effective practices and programs identified as showing promise.	Ongoing.
	Districts work collaboratively with each other and universities to identify participants for a state wide consortium that will develop an "Instructional Framework."	Identified participants of the state wide consortium develop an "Instructional Framework."	Instructional Framework is shared across the state and input is gathered and document is edited accordingly.
Representatives from major educational state networks participate in a collaborative effort to identify areas and topics addressed by each group and areas of possible overlap.	The state network representatives identify resources available to each group and develop a plan for how these resources and services can best be shared and maximized.	Implementation of first phases of plan for the inter-agency sharing of resources and services.	Ongoing implementation of plan.

Goal #3:

School Districts engage and involve families and communities as equal partners in order to support and enhance programs designed for English Learners

Objectives:

- Districts build partnerships with families and communities of historically underserved students.
- Districts provide practical ideas in multiple languages and using culturally responsive methods to assist families in learning about how they can help their children be successful in school.
- Collect and utilize culturally specific input from parents and the community about how they can best contribute to the success of the English Learner Strategic Plan.
- Districts increase their number of partnerships with private, public and community groups/agencies to collaboratively develop parent and community engagement strategies.
- Through collective efficacy stakeholders, inclusive of parents and community members can help support and enhance programs designed for English Learners.
- Build trust and capital with parents and community.
- Parents know what to do to help their child(ren) be successful in school.
- The community understands how best to contribute to the success of the plan.

Measures of Success: (as indicated by survey results)

- At least 80% of students, families and communities report trust integrity and competence have increased between districts and stakeholders.
- At least 90% of staff and parents report having a greater understanding about how to effectively assist English Learner students to succeed.
- At least 90% of those families and community partners surveyed feel that their input has been incorporated in a meaningful way into work being done to benefit English Learners.
- Districts and community partners are collaboratively implementing specific parent engagement strategies.
- Parent and community member participation rates increase.
- Student attendance rates improve and mobility decreases.
- Partnerships including private and public sectors increase.
- Satisfaction rates and trust from parents and community members increases.
- A parent/community network exists and develops into parents teaching parents.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Collaborating with site staff and parent forums while researching nation-wide models, districts develop plans/campaigns for implementing strategies that facilitate communication and encourage parent participation and meaningful engagement.	Districts finalize their plans for the implementation of best practices for parent communication and partnership engagement” Initial action steps are implemented.	Districts fully implement their plans for increasing parent communication and participation and engagement and annually seek parent and staff feedback on plan effectiveness.	Continued district-wide implementation and refinement of parent communication and engagement plans.
			With input from district leaders a list of “best practices for partnership engagement” is published, distributed and adopted state-wide.
Districts gather base line data on the current rate of parental participation in district training opportunities.	Districts continue gathering base line data on parent participation levels in training opportunities.	As “programs of promise” are replicated, participation rate data continues to be gathered and examined to inform future decisions.	At the annual EL conference districts volunteer to present their models based on the best practices.
	Programs identified as being successful begin to be replicated at other school sites within each district.	“Programs of Promise” are expanded to other sites and wherever possible funding is provided to support these programs.	Districts continue to gather participation rates and encourage the expansion of successful parent education programs.
			Districts focus on: 1) developing understanding of bilingual program models 2) how to support child’s education 3) provide ELD and technology training for parents.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
At the state level support providers work collaboratively with district representatives to develop a parent needs assessment survey to gather input on effectiveness of existing parent training programs and communication strategies.	Input from needs assessment results is reflected in district and state plans for improving parent communication and partnerships.	Districts and state level support providers revisit and revise the needs assessment document as necessary and results are utilized for plan revisions.	Districts and state level support providers revisit and revise the needs assessment document as necessary and results are utilized for plan revisions.
	After careful review of the needs assessment results, districts identify programs and their essential elements that have demonstrated promise and communicate this information to stakeholders inclusive of ODE.	Districts and state encourage replication of “models of promise” through allocation of available resources and support.	Continued encouragement of replication of “models of promise” through allocation of available district and state resources and support.
Needs assessment is administered and results compiled by each district.	Annual needs assessment conducted as part of system for parent input and program evaluation.	Annual needs assessment conducted as part of system for parent input and program evaluation.	Annual needs assessment conducted as part of system for parent input and program evaluation.

Goal #4:

Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability for English Learner program models and practices

Objectives:

- Identified experts in the area of English Learner best practices guide the development of models, practices, and programs for English Learners across the P-20 system.
- Experts guide the development of professional development delivery networks and identification of exemplary models.
- Experts guide the process for improving English Learner programming and the supports required.
- Experts guide the development of the accountability process for English Learner programming.
- Experts in Oregon work with experts across the country to continually improve teaching and learning for English Learners.
- Experts commission research around exemplars in Oregon.

Measures of Success:

- Clarity about best practices.
- Expansion of best practice to every school district.
- Increases in EL student achievement.
- Increases in school district exemplary programs.
- Research consortiums developed.
- Seamless service to EL students and families.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
ODE leadership identifies key participants, official role, length of term and invites key participants.			
Team is commissioned by ODE and charged with the responsibility for Stewardship over the EL Plan.	Team makes policy and budget recommendations for ODE and OEIB to take to the Legislature.	Team monitors, revises, or recommends policies and budget practices to meet the needs of ELs to ODE and OEIB.	

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Team clarifies charge and scope of work, develops a work plan, and identifies success indicators.	Team designs and implements a process for stakeholder feedback on the effectiveness of the plan.	Team gathers feedback from stakeholders on effectiveness of the plan.	Team revises plans as per feedback and data.
Team designs the framework for the annual progress report to OEIB on the progress of the initiatives in the EL Strategic Plan.	Team provides annual progress report to OEIB.	Team provides annual progress report to OEIB.	Team provides annual progress report to OEIB.
Team works with necessary partners to ensure that the necessary capacity is developed and that common definitions are identified that are essential to the process for monitoring EL student progress as a subgroup throughout their P-20 education.	The process is in place for monitoring ELs throughout their P-20 education.	Annual report includes the progress of ELs throughout the system, both while in the EL program and after they exit the program.	Annual report highlights the improvement of ELs who exited and ELs still in the program.
Team expands this plan to include colleges and universities.	Team develops a process for understanding barriers and removing them at the transition points.	Team continues to identify, address and remove barriers at the transition points.	Team provides for seamless transition at the transition points.
Develop a structure and process that ensures the team knows and stays current on best practice.	Team assists in providing access to researchers, experts and current best practices and participates in annual EL Alliance Conference, Pacific States Consortium and other venues for staying current on best practices.	Continue participation in EL Alliance Conference and bring learning from Pacific States Consortium to the EL Alliance and districts in the state. Continue learning as a team.	Team and Pacific Consortium share new learning from exemplary programs in this state at National Conventions and Institutes.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Develop a structure and process that ensures the team knows and stays current on best practice.	Team assists in providing access to researchers, experts and current best practices and participates in annual EL Alliance Conference, Pacific States Consortium and other venues for staying current on best practices.	Continue participation in EL Alliance Conference and bring learning from Pacific States Consortium to the EL Alliance and districts in the state. Continue learning as a team.	Team and Pacific Consortium share new learning from exemplary programs in this state at National Conventions and Institutes.
Team develops a “professional development network” and identifies a professional development framework inclusive of topics needing to be presented to “scale up” across the state.	ODE implements the “professional development network” pilot.	ODE scales up the professional development network across the state.	ODE reports to the team the success of the statewide networks.
Team develops a strategy or method for recognizing exemplary programs that encourages others to replicate these successes.	Team recognizes exemplary programs. Team recommends to ODE and OEIB funds needed to support both mentor and replicating districts.	Team selects mentor districts and replicating districts to pilot this process. State provides funds to these districts.	ODE scales up this program. ODE reports to the team the success of replicating exemplar models across the state.

Goal #5:

Develop a process for replicating exemplar programs across the state

Objectives:

- All districts have opportunities to learn about and replicate effective models and practices, thereby providing access to exemplar programs to all English Learner students across the state.
- Provide a benefit for districts to serve as model sites and mentors.
- Provide all districts with resources and tools to replicate these exemplars.
- Intellectual capital is identified and multiplied across the state providing the state with a continual pool of experts.
- Experts about English Learner practices guide the development of models, practices , and programs.

Measures of Success:

- Increase in exemplar programs across the state.
- Increase in leaders and district the provide mentorship.
- Increased incentives for providing exemplar programs.
- Increased opportunities to compare Oregon exemplars to “Pacific Consortium” exemplars and others across the country.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Communicate state wide the desire to identify sites or districts to serve as exemplars and mentors. Develop a rubric of common elements of exemplary EL models.	Using an inter-district team approach the exemplar program rubric will be utilized to assist in the identification of exemplar/model programs.	Identify districts, both the teachers and learners, and begin piloting the model.	Develop a system of “growing” the pilots until all districts have the opportunity and have been encouraged to share and learn from one another.
Determine a resource and process for incentivizing districts to serve as models and districts to replicate the models.	Develop a budget for districts to teach districts. (Look at scaling up work.) Develop a budget for the next biennium that funds the pilots and the growing of this process.	Fund the pilots.	Fund the remaining scale-up.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Begin discussions at district and state levels regarding building networks and consortiums. (Consider size and density of EL population.)	Identify plans for developing networks for sharing best instructional practices to serve ELs).	Implement the plan for networks and consortiums to share resources and expertise.	Continue consortium efforts with a focus on assisting districts to establish an inter-district peer review process.

Goal #6:

Create and align assessment systems to support all English Learner Program Models that include the performance of both current and former English Learners

Objectives:

- Ensure valid use of assessment data that provide accurate and understandable reports to a variety of users.
- Expand access to valid and reliable assessment tools that are appropriate to each program model.

Measures of Success:

- Assessments are clearly linked to the desired outcomes of selected program models.
- Assessments are developed that measure individual and group growth.
- Districts are able to access assessment tools from network resources.
- Program assessments can be aligned to SB 290.
- Data generated is appropriate to users and purposes at all levels in the P-20 System.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Districts define assessment needs as related to: selected program models and their evaluation, student achievement, and student growth.	Districts internally define purposes of assessments as related to: selected program models and their evaluations, student achievement, and student growth.	In collaboration with ODE districts refine, publish, and distribute definition of assessment purposes as related to program components.	
Districts examine current assessment instruments with regard to purpose, program model, desired outcomes, and users and identify where gaps exist in available assessment tools.	Districts make recommendations regarding the need for deletion or addition of assessment instruments to meet program and communication needs.	Districts and ODE collaborate to compile, publish, and distribute recommendations for statewide review.	

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Districts examine current assessment instruments with regard to purpose, program model, desired outcomes, and users and identify where gaps exist in available assessment tools.	Districts develop assessment plans that outline a desired assessment implementation timeline. Priority elements of the plan are implemented and piloted.	Instruments piloted and implemented in prior year are reviewed and refined by districts. Year 2 assessment elements are implemented and piloted.	
Districts and ODE in collaboration take stock of assessments currently in use evaluate them for validity and reliability.	State assessment leaders, in collaboration with ODE, develop, make available, and update databases that identify valid and reliable assessments for a variety of users and uses.	Valid and reliable assessment databases are reviewed, refined, evaluated, and made increasingly accessible to all stakeholders.	
Develop a data system to monitor EL success as well as program model success across the P-20 educational experience of students (i.e., monitoring success EL students who exited the ELD program, non EL students participating in dual language programs).			

Goal #7:

Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners

Objectives:

- 1a. All new initial licensed teachers prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.
- 1b. All new initial licensed administrators prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.
2. All existing teachers and administrators employed in Oregon acquire knowledge and strategies regarding English Learners and language acquisition helping them provide students access to academic content regardless of language skills of teacher or students.
3. Oregon increases the number of licensed bilingual teachers available to work in schools.
4. Oregon offers TSPC approved preparation for prospective and current educators focused on Dual Language education.

Measures of Success:

- Oregon has more “linguistically” and “culturally” aware (trained) general education teachers and administrators.
- More currently employed educators pursue ESOL endorsement for licensure renewal.
- Oregon’s supply of licensed bilingual teachers increases and better reflects Oregon’s changing demographics.
- More bilingual educators pursue ESOL endorsement.
- Districts implementing dual language classrooms have a supply of skilled educators to implement programs.
- Oregon has more “linguistically” and “culturally” aware (trained) general education teachers and administrators.
- More currently employed educators pursue ESOL endorsement for licensure renewal.
- Oregon’s supply of licensed bilingual teachers increases and better reflects Oregon’s changing demographics.
- More bilingual educators pursue ESOL endorsement.
- Districts implementing dual language classrooms have a supply of skilled educators to implement programs.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
EL work group is reconvened with new members added in Spring 2013.	ODE EPP faculty and district staff develops delivery models and PD for EPP faculty.	General Education candidates from Oregon general teacher prep programs graduate with basic EL knowledge and skills.	

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Strategic Plan Goal 7 Objective 1a Strategies reviewed/refined. Outcome metrics determined.	Programs submit proposals to TSPC for approval.	TSPC enacts policy regarding out of state prepared initially licensed teachers' requirements regarding EL knowledge and skills.	
Proposal is revised, vetted, and submitted to TSPC to adopt ESOL <u>basic</u> proficiencies for new initial licensed teachers.	Programs begin implementation. Outcome metrics are identified and monitored.	EL work group works with EPP faculty to continue sharing resources and effective approaches.	
TSPC adopts ESOL proficiencies for new initial licensed teachers in Fall 2013.	EL work group works with TSPC on policy for out of state prepared teachers and EL knowledge/skills.		
EL work group is reconvened with new members added in Spring 2013.	ODE EPP faculty & district staff develop delivery models and PD for EPP faculty.	Candidates from Oregon general administrator prep programs graduate with basic EL knowledge and skills.	
Strategic Plan Goal 7 Objective 1b Strategies reviewed/refined. Outcome metrics determined.	Programs submit proposals to TSPC for approval.	TSPC enacts policy regarding out of state prepared initially licensed administrators' requirements regarding EL knowledge and skills.	
Proposal is refined, vetted, and submitted to TSPC to adopt ESOL <u>basic</u> proficiencies for new initial licensed administrators.	Programs begin implementation. Outcome metrics are identified and monitored.	EL work group collaborates with EPP faculty to continue sharing resources and effective approaches.	

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
TSPC adopts ESOL proficiencies for new initial licensed administrators,	EL work group works with TSPC policy on out of state prepared administrators and EL knowledge/skills		
EL work group is reconvened with new members added in Spring 2013.	EL work group drafts proposal for TSPC regarding level and type of ESOL knowledge required by all currently employed teachers and administrators in Oregon. Outcome metrics determined.	ODE convenes planning meeting for district staff and EPP faculty to develop delivery models with an emphasis on models that involve both teachers and administrators learning together and coaching each other.	
Strategic Plan Goal 7 Objective 2 Strategies reviewed/refined.	Feedback gathered from stakeholder groups (e.g. teachers, district staff, Educator Preparation Programs (EPPs), TSPC, COSA, ODE staff, EdNorthwest, and ELL Steering Committee).	Models are submitted to TSPC for approval.	
	Proposal sent to TSPC for approval.	Implementation begins. Outcome metrics are identified and monitored.	
EL work group is reconvened with new members added in Spring 2013.	Statewide recruitment plan commences in Winter 2014.	Recruitment activities continue to be reviewed by stakeholders and refined.	
Strategic Plan Goal 7 Objective 3 Strategies reviewed/refined.	Supply and demand data are monitored annually and shared with OEIB board.		

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
OEIB, TSPC and ODE draft a bilingual component for the Oregon educator recruitment plan in Summer 2013. Gather feedback.			
EL work group is reconvened with new members Spring 2013.	Feedback is gathered from all stakeholder groups.	Recruitment and program implementation begins.	
Strategic Plan Goal 7 Objective 4 Strategies reviewed/refined.	Proposal is submitted to TSPC and approved.	Implementation begins. Outcome metrics are identified and monitored.	
EL work group reviews models of dual language offerings in other states and drafts proposal recommending TSPC licensure standards and requirements for teachers and administrators focused on Dual Language education.	Interested programs submit Dual Language proposals to TSPC for approval and programs begin implementation.		

Goal #8:

The Universal Preschool Program will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.

Objectives:

- Ensure access to and enrollment in universal preschool services for English Learner children by actively recruiting families and being responsive to their cultural and social needs.
- Perform increased and targeted family engagement across the state, building the message that parents are Oregon's first teachers. Use culturally relevant approaches.
- English Learner assessments used for English Learner children and families to help children succeed. Data system developed through parallel track as roadmap for success.
- English Learner workforce development provides teachers and service providers the tools they need to be successful in preparing Oregon's English Learner children for Kindergarten.
- Integrate English Learner and bilingual services and efforts statewide between preschool and K-12, building consistency across curriculums, programs, and services.

Measures of Success:

- Increased number of quality programs serving English Learners.
- Increased enrollment numbers for English Learners.
- Evidence of culturally relevant outreach to community
- Evidence of willing community messengers.
- Parent surveys indicating success of programs and feedback regarding areas needing improvement.
- Increased awareness, understanding and satisfaction indicated on parent surveys and follow up.
- Increase in percentage of parents attending events and trainings as a result of outreach efforts.
- Using developed database, track improvements or increases in English language proficiency, and literacy.
- Continue to use this process to build connection with K-12 system.
- Through outcome-based budgeting, ensure the number of bilingual staff matches Oregon's changing demographics.
- Evaluate program outcomes annually to make necessary changes.
- Service provider's incentives and training are in place and positively impact student achievement.
- Consistent early learning English Learner curriculums and programs across the state.
- Blueprint for guiding English Learner students from preschool to Kindergarten.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Take inventory of best practices and national modes. Use these to guide the plan.	Implement services and programs and begin baseline reporting.	Assess benchmark and recruiting data from Years 2 and 3.	Implement Year 3 adjustments.
Use grant programs and build partnerships for universal preschool services. Develop a plan for Legislative support.	Develop innovative contract strategies for growth and development of EL preschool programs. Tie to implementation. Look to Legislature for funding.	Continue to build partnerships and identify new revenue streams. Review three year growth numbers and adjust as necessary.	Continue annual recruitment through necessary policy changes.
Distribute information and outline a campaign for informing and recruiting families. Develop benchmarks to determine progress/success.	Continue to tie program development, recruitment, and access to family engagement and outreach.	Continue to tie recruitment and program development to family engagement. Based on benchmark and year 3 numbers, set plan for Year 4.	Conduct surveys with families and programs for the following four years.
Tie in best practice research, partnerships, and grant programs with culturally relevant outreach efforts.	Reassess outreach approach and revise as necessary, Continually seek out community messengers and champions.	Connect to full day/every day Kindergarten.	Continue to strengthen connection with full day/every day Kindergarten.
Develop and research a best practices communication plan.	Begin implementing communication and outreach plan.	Assess engagement plan.	Implement Year 3 changes and direction.
Determine and test awareness of programs with targeted groups.	Unveil and distribute information campaign and build contracts and a database for those participating.	Assess effectiveness by asking: <ul style="list-style-type: none"> • Is participation increasing? • Is behavior change occurring? • Are responses increasing? 	Build on success and make needed changes for the following four year plan. Continue asking evaluation questions.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Identify ways to build coalitions and partnerships between schools and parents.	Create a list of events to host with partner groups.	Hold events. Assess effectiveness through surveys and follow-up communications.	Continue to ask families what they need at events.
Leverage coalitions and partnerships for conversations and forums on cultural needs and family awareness.	Ensure that events and conversations provide an environment rich in literacy and language immersion.	Implement innovative new approaches for outreach such as information packets at hospitals when children are born.	Empower local communities to hold their own events.
Use evidence-based approaches to develop strategy and framework.	Hold conversations on roadmaps for best use of data.	Check in with teachers and service providers on progress and needs.	Ongoing follow-up with teachers and service providers.
Develop plans with pre-K service providers and Kindergarten teachers for EL Assessments.	Implement EL assessments and data systems to measure and track success for baseline data. Connect to Kindergarten assessments and state wide assessments used in grades K-12.	Compare and assess data from Years 2 and 3.	Compare and assess data from Years 3 and 4. Create an assessment plan for the next four years.
Include strategies to lessen achievement gaps earlier.	Consistently track achievement gap trends and monitor language development over time.	Look at all other EL objectives and make necessary changes.	Look at all other EL objectives and make necessary changes.
Evaluate grants, contracts, and outcome-based budgeting to find resources.	Build resources and create funding streams for ongoing funding.	Continue to ensure outcome-based budgeting while providing required resources for training and incentives.	Conduct four year budget review and set budget outcomes for the following four years.
Develop training and incentives programs for service providers and teachers.	Implement training and incentive programs. Create metrics for success. Begin cultural audit program for measuring progress.	Assess Year 2 implementation and gauge effect on overall EL strategic plan.	Assess Year 3 program actions and gauge effect on overall strategic plan. Develop four year staff development plan.

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Develop plan for bilingual staff initiative.	Build bilingual capacity among staff across the state.	Ensure bilingual staff is retained and building proper skills through two-way evaluations.	Conduct cultural audit. Continue building and retaining bilingual staff across the state.
Research national models, build upon, and identify Oregon specific models.	Provide web resources and other tools for service and school administrators.	Ensure communications are consistent and reaching early learning and K-12 teachers and administrators.	Evaluate and assess consistency with Governing Body.
Take inventory of programs and services and develop a plan for communication, improvement, and consistency across efforts.	Use inventory and research to implement a service and consistency plan.	Further refine a plan to map out how communities best work with the state.	Implement plan.
Share inventory with stakeholders and providers for further feedback and planning.	Build governing advisory body as forum for efforts across the state which includes teachers.	Further refine governing advisory body ensuring consistency and conversations.	Governing advisory body leads audit, evaluating consistency across the state and with K-12.

The EL Strategic Plan provides the opportunity for schools across Oregon to prepare all English Learner students with the language and academic skills necessary to access and achieve success in college and multiple career pathways by 2025.

The committee appreciates the opportunity to have worked collaboratively to create a plan to include goals and strategies that will strengthen our educational programs with a variety of effective, research informed models that can be used to educate English Learners.

Oregon Education Investment Board approved the plan as presented on April 9, 2013 and recommended the committee submits the Oregon EL Strategic Plan 2013-2016 to Oregon Department of Education for implementation.