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## OREGON EDUCATION INVESTMENT BOARD *Joint Subcommittee Meeting*

### **Equity and Partnerships Subcommittee**

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

### **Outcomes and Investments Subcommittee**

Members: Dick Withnell, Chair, Pam Curtis, Ron Saxton,  
Hanna Vaandering, Duncan Wyse

**August 6, 2014**

**8:30am – 10:30am**

**NorthWest Health Foundation**

**221 NW 2<sup>nd</sup> Ave., #300**

**Portland, OR 97209**

Call-In Number (888) 204-5984

Participant Code: 992939

### **AGENDA**

- 1.0 Welcome & Review of Agenda**  
Nichole Maher, Chair, Equity and Partnerships Subcommittee  
Dick Withnell, Chair, Outcomes and Investments Subcommittee
- 2.0 High School Equivalency Budget Recommendation**  
Shadiin Garcia, Research & Policy Deputy Director, OEIB
- 3.0 Review of Equity Lens and Guiding Questions**  
Nichole Maher, Chair, Equity and Partnerships Subcommittee
- 4.0 Review of Budget Matrix and Beginning Discussion of Key Priorities**  
Whitney Grubbs, Chief of Staff, OEIB  
Daniel Ledezma, Education Advisor, Governor's Office
- 5.0 Applying an Equity Lens in Prioritizing Investments**  
Daniel Ledezma, Education Advisor, Governor's Office
- 6.0 Next Steps**  
Whitney Grubbs, Chief of Staff, OEIB
- 7.0 Public Testimony**

All meetings of the Oregon Education Investment Board and its subcommittees are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). Staff respectfully requests that you submit 25 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact board staff 24 hours prior to the meeting. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at [Seth.Allen@state.or.us](mailto:Seth.Allen@state.or.us). Requests for accommodation should be made at least 48 hours in advance.

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Version. 3: 08/4/14



OUTCOMES & INVESTMENTS SUBCOMITTEE

2015-17 BUDGET RECOMMENDATIONS **TEMPLATE**

PART 1 – Identify Your Highest Priority Strategies (no more than 8 pages)

**Strategy 1: Create an aligned High School Equivalency System, such as the GED, that includes programs and services delivered by the Oregon Department of Education and the Community Colleges. This system should be designed to be more comprehensible for students, serve a larger number of students than are currently served, and interact more formally with community based preparation and testing services. The best outcome for students may be to have these services housed in one level of the P-20 system.**

- (1) How does the strategy align with the OEIB’s 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

**This strategy aligns with OEIB’s goal of providing a seamless system for students. Differing programs administered by different agencies and hundreds of institutions raises barriers to student success.**

- (2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

**Systemic alignment between the Oregon Department of Education and the Community College and Workforce Development agency will allow for more common practices and communications to students. In order to increase students’ knowledge of alternative options, this system will include communications that reflect a concerted outreach to community providers. These changes will result in more students receiving actionable information, enrolling in preparation programs, and passing high school equivalence examinations.**

- (3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What

metrics will be used to measure improvement?

**Key Outcome from March 2014 Achievement Compact:**

The five-year cohort completion rate. This rate is calculated by following students from their first high school enrollment, through five school years. The percentage represents the number of those students who earned a regular, modified, extended, or adult high school diploma, or a high school equivalent such as the GED, during that time period, divided by the total number of those students, adjusted for students who transfer in or out.

**Key Outcome from Community College Compacts:**

Adult HS diplomas/High school equivalency such as GED. The total number of adult high school diplomas as reported to Oregon Community Colleges Data Warehouse for each community college added to the total number of Oregon GEDs awarded at each of the Oregon GED testing centers associated with the specific community college.

- (4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

**Differing agency approaches to high school equivalence create barriers and confusion for students. The unintended consequence is layering of more barriers for students most affected by the achievement gap.**

**As expressed in the equity lens, families, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Therefore, outreach to community providers aligns with this core belief.**

- (5) What evidence indicates this strategy will result in improvement?

**A refocus of high school equivalence that is student-centered (rather than schools, institutions, or organizations) gives more knowledge and power to the aspiring student. Students with more information, options, and control over the process are more engaged, empowered and find success at higher rates.**

- (6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

**This is a modest investment. To accomplish this alignment and outreach, the OEIB recommends funding staff to lead the work, meet with stakeholders and providers, research best practices, and make recommendations to the leadership of the OEIB and the HECC.**

- (7) What other conditions, supports and/or changes are needed for the strategy to be successful?

**There is a need to partner this initiative with the on-going work at the ODE, the CCWD, high schools, alternative schools, community colleges, local HEP programs, and others to discuss how they are changing methods of preparation, so that we can find ways to support their initiatives.**

- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

**No.**

### **Strategy 2: Create Community Based High School Equivalency Training and/or Testing Centers.**

**Create successful culturally responsive high school equivalency wrap-around support to incentivize stronger partnerships and best practices.**

**Identify and fund successful organizations who provide wrap-around services and enter into partnerships to either begin providing or continue to provide high school equivalency preparation, such as GED, for Opportunity Youth.**

- (1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

**This strategy aligns with *OEIB's 2015-17 Focus state investment on achieving key student outcomes - subsection through "Transformational, Innovative and Effective Strategic Investments"* because it will require we create high school equivalency preparation with the realization that the test is not the end in and of itself.**

- (2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

**Preparation for the new high school equivalency exams such as the GED will foster career and college readiness skills *in addition* to subject matter mastery. People who earn a high school diploma have demonstrated not just subject matter mastery but also other skills and traits that are valued in the workplace and are beneficial in both secondary and post-secondary education. For example, completing four years of high school requires perseverance and in most cases at**

**least some social competencies that enable one to interact well with others.**

**The high school equivalency exams, such as the GED, do not measure those soft traits. Indeed, it is structured as a test of knowledge and academic skills, not as an explicit test of soft skills. One can pass the exams in considerably less time than completing high school and without socially interacting with peers, though most students do interact with instructors and peers as they prepare.**

**What this strategy can do is create preparatory classes that do both: demonstrate mastery while developing career and college ready skills in a culturally responsive setting so that we don't fall back into the pattern of students who receive their high school equivalent and then drop out of community college within their first year.**

- (3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

**The metrics and difference will be the same as those listed in the first strategy.**

- (4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

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

- (5) What evidence indicates this strategy will result in improvement?

**High performing community based organizations have demonstrated the capacity to serve Opportunity Youth. These programs offer culturally responsive programs within an existing, trustworthy environment and support system. Leveraging their existing local relationships and placing high school equivalency preparation in a context that is meaningful maximizes the effect of this expenditure.**

- (6) At various levels of investment (modest, medium, substantial), what will the state be "buying"? What impact will this have on measurable results described above?

**This is a modest investment. The OEIB will submit a Request for Qualifications in order to determine community partners who already have the critical capacities to serve students. This investment will consist of start-up materials and training for**

**a first phase of community-based providers and these providers will be chosen to best represent all of Oregon.**

- (7) What other conditions, supports and/or changes are needed for the strategy to be successful?

**As stated in the first strategy, there is a need to partner this initiative with the ongoing work at the ODE, the CCWD, high schools, alternative schools, community colleges, local HEP programs, and others to discuss how they are changing methods of preparation, so that we can find ways to support their initiatives.**

**A 2006 study funded by the Bill & Melinda Gates Foundation suggested that, while there are many reasons students drop out of school, some of the main ones are that they find school boring, they are uninspired or personal, real-life challenges arise. To succeed at engaging such students, a high school equivalency preparation program such as GED must address the underlying issues that caused the initial disengagement. Generally speaking, however, community colleges find that the wraparound services many high school equivalency seekers need to be successful are beyond the scope of what they are able to offer, particularly given their funding constraints. Students must look to other public assistance. A non-profit workforce or community college partner can provide such services. Wraparound services are essential because students' basic needs must be met in order for them to be able to focus on the program.**

**Therefore: High school equivalency preparation is more than just preparing students to demonstrate knowledge on an exam - it is about providing the tools necessary to be successful students, be it bus passes, mental health referrals, childcare and more.**

- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

**Not at this time.**

**Strategy 3: Defraying the cost of high school equivalency testing, such as the GED exam for Opportunity Youth by subsidizing the cost for those with demonstrable need.**

- (1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

**This strategy aligns with OEIB's 2015-17 Budget Strategies & Priorities 1: Coordinated, student-centered education system, from birth through college and career readiness because it supports out-of-school youth and youth at risk.**

**This strategy aligns with and mimics existing efforts to subsidize the cost of Advanced Placement and International Baccalaureate tests for high school students.**

- (2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

**The metrics and difference will be the same as those listed in the first strategy.**

- (3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

**This strategy can improve the percentages mentioned as key outcomes in the Achievement Compacts because they can increase the number of students accessing high school equivalency options like GED by providing them the financial means to take the exams.**

**According to the U.S. Census Bureau, 336,000 adult Oregonians (11 percent) lack a high school diploma or alternative credential. One-quarter of Oregon students fail to complete high school within five years. The population of Opportunity Youth are represented in the following metrics:**

#### Graduation and Dropout

##### Oregon Graduation Rate by Race, 2013-2014

Average = 75%

Asian = 83%

White = 78%

Multi-Racial = 76%

Native Pacific = 71%

Native Amer/Alaska = 60%

Black = 62%

Hispanic = 65%

#### Incarceration

##### 2013 Oregon Department of Corrections, Inmate Demographics

Race	% of Total Population	% of Incarcerated Population
White	78.1%	73.6%
Hispanic	12%	13.3%
Black	2%	9.4%
Native Amer	1.8%	2.5%

In addition, youth data show greater racial disparities.

## Employment

2011 Oregon Unemployment Rate (Bureau of Labor Statistics)

Asian 5.8%

White 9.1%

Hispanic/Latino 13.5%

Black/African American 21.3%

**Unlike the previous exam, people who take the new Oregon state endorsed high school equivalency exam, the GED, can earn one of two certificates depending on how well they perform. A “GED Score” indicates high school equivalence. A higher “GED Score with Honors” serves as a college and career readiness indicator. The 2014 revision also includes an overhaul of how students interact with the exam and the sorts of information available to students, states and test preparation providers. GED Testing Service chose to offer a more service-oriented experience in order to engage better with students and to offer information and feedback that would not only help them pass the exam but also provide planning tools to assist students as they prepare to pursue further education or career.**

## **METRICS:**

**Please keep in mind that though metrics are important, the high school equivalency credential is not an end in itself. Rather, its value lies in what follows and the doors that it opens.**

## **Potential Measures:**

- **Percentage of students enrolled in GED preparation programs/classes, etc**
- **Percentages of students who pass the GED tests with a “GED Score” indicating high school proficiency and those who earn a “GED Score with Honors” indicating college and career readiness**
- **Percentages of students who pass and then within the same year, enroll in a post-secondary option**
- **Percentages of students who complete a post-secondary program**

(4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

**A core belief outlined in the equity lens is that resource allocation demonstrates our priorities and our values. This investment will directly affect underserved students by providing the means for them to achieve a high school credential, which has a tangible value. It is a recognition that even though students have left**

**the traditional system, they still have equal access to fruits of educational attainment.**

**In Oregon, sixty-six percent of GED test-takers are white, though 88 percent of Oregonians are. Oregonians of Asian descent also are underrepresented. Correspondingly, African American, Hispanic and Native American Oregonians are overrepresented. This investment therefore directly affects under served communities.**

(5) What evidence indicates this strategy will result in improvement?

**This strategy will increase access for students to high school equivalency testing. The financial barrier limits students' ability to improve themselves for their next steps in college and career. The population of Opportunity Youth are a key area where the state of Oregon needs to make progress in order to reach the goal of 40/40/20 by 2025 and this strategy directly removes a key barrier for students.**

(6) At various levels of investment (modest, medium, substantial), what will the state be "buying"? What impact will this have on measurable results described above?

**The cost to individual test takers under the new revision is \$155 for the full suite of tests. The GED Testing Service assesses \$120 and the Oregon Department of Education charges a \$35 administrative fee. That is a significant increase over the previous cost to take the paper-based test. It also does not include secondary costs for practice tests and other preparation material.**

**To address these costs for Opportunity Youth would be a modest cost to the state.**

(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

**It would behoove us to make the application process for financial assistance a smooth transition so that potential test takers are not daunted by process. We will need to work with entities whose process of proving "demonstrable need" is seamless.**

**A broader and more locally-centered network of community-based providers needs to be created, ideally providers who already have the mission and capacity to serve Opportunity Youth. A related Strategic Investment strategy describes the investment needed to help stand-up these community providers to be Oregon high school equivalency Centers. In addition, the state agencies and institutions who currently provide training and testing need to be aligned and to better**

**communicate their programs to local schools and community groups.**

- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

**Current rules and policies at the Oregon Department of Education, Community College and Workforce Development, and other agencies need to be evaluated for potential barriers. That work is currently underway, lead by the Youth Development Division at ODE.**

### **PART 3: Describe Conditions, Processes & Partners (No more than 2 pages)**

- (1) What do you need from other agencies / boards / groups to enable you to be most effective?

**The OEIB Equity and Partnerships will present these proposals in conjunction with overall policy recommendations to support the success of Opportunity Youth.**

**Successful implementation of these two strategies requires completion of alignment efforts currently underway between the ODE, the Department of Human Services, Community College and Workforce Development, the Oregon Youth Authority, County Commissions and others.**

- **A willingness to create a partnerships**
- **A commitment to the OEIB strategies for success**
- **An understanding of the new shifts in the high school equivalency arena**

- (2) What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?

**The Oregon Education Investment Board will provide support to the Oregon Youth Council and Division to complete audits of existing services and leadership to ensure that the partnerships and alignment are fostered among public and community based services.**

- (3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?

**The Community College and Workforce Development is launching a statewide conference in an effort to build coalitions and envision next steps for the future of high school equivalency programs.**

- (4) Please identify at least one strategy for reducing costs or repurposing resources

in your agency or policy area.

**The analysis of overlapping services among agencies currently serving Out of School Youth will provide the data required to determine where services can be consolidated or coordinated to reduce cost or provide new efficiencies.**

(5) Who are your key partners, stakeholders, and community groups?

**Oregon community colleges, local school districts, the business community, nonprofit groups, workforce development groups, state offices responsible for monitoring and certifying the high school equivalency exams in Oregon, and students and families themselves.**

(6) What processes were used for public input in developing the strategies?

**The research committee, composed of members with diverse backgrounds, expertise and skills, met for the first time on July 15, 2013. At weekly meetings, committee members interviewed witnesses and discussed the value of the GED as well as its role in the context of Oregon's 40-40-20 educational goals. It focused on systemic challenges with the GED, how state and community partners can better re-engage disconnected young Oregonians without a high school diploma and help them move on to career or college, and how Oregon can best take advantage of the 2014 GED program.**

**More than two-dozen witnesses spoke with the committee. They represented a wide array of stakeholders, including representatives from the national GED Testing Service, Oregon community colleges, local school districts, the business community, nonprofit groups, workforce development groups, state offices responsible for monitoring and certifying the GED in Oregon, and GED students themselves.**

**Committee members also reviewed relevant reports and research, and assembled data from multiple sources to better understand the scope of the challenge and potential solutions.**



2015-2017 STRATEGIC INVESTMENTS  
RECOMMENDATIONS

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PRESENTATION TO OEIB OUTCOMES AND  
INVESTMENT SUBCOMMITTEE

AUGUST 6, 2014



# PROCESS

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More than two-dozen witnesses spoke with the committee. They represented a wide array of stakeholders, including representatives from the national GED Testing Service, Oregon community colleges, local school districts, the business community, nonprofit groups, workforce development groups, state offices responsible for monitoring and certifying the GED in Oregon, and GED students themselves.

Committee members also reviewed relevant reports and research, and assembled data from multiple sources to better understand the scope of the challenge and potential solutions.



## STRATEGY ONE

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Create an aligned High School Equivalency System, such as the GED, that includes programs and services delivered by the Oregon Department of Education and the Community Colleges.

This system should be designed to be more comprehensible for students, serve a larger number of students than are currently served, and interact more formally with community based preparation and testing services.

The best outcome for students may be to have these services housed in one level of the P-20 system.



## STRATEGY ONE OUTCOMES

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### **Key Outcome from March 2014 Achievement Compact:**

The five-year cohort completion rate. This rate is calculated by following students from their first high school enrollment, through five school years. The percentage represents the number of those students who earned a regular, modified, extended, or adult high school diploma, or a high school equivalent such as the GED, during that time period, divided by the total number of those students, adjusted for students who transfer in or out.

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## STRATEGY ONE EQUITY CONSIDERATIONS

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Differing agency approaches to high school equivalence create barriers and confusion for students. The unintended consequence is layering of more barriers for students most affected by the achievement gap.

As expressed in the equity lens, families, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems.

Therefore, outreach to community providers aligns with this core belief.

Also, a refocus of high school equivalence that is student-centered (rather than schools, institutions, or organizations) gives more knowledge and power to the aspiring student. Students with more information, options, and control over the process are more engaged, empowered and find success at higher rates.



## STRATEGY TWO

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Create Community Based High School Equivalency Training and/or Testing Centers.

Create successful culturally responsive high school equivalency wrap-around support to incentivize stronger partnerships and best practices.

Identify and fund successful organizations who provide wrap-around services and enter into partnerships to either begin providing or continue to provide high school equivalency preparation, such as GED, for Opportunity Youth.



## STRATEGY TWO OUTCOMES

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Preparation for the new high school equivalency exams such as the GED will foster career and college readiness skills *in addition* to subject matter mastery. People who earn a high school diploma have demonstrated not just subject matter mastery but also other skills and traits that are valued in the workplace and are beneficial in both secondary and post-secondary education. For example, completing four years of high school requires perseverance and in most cases at least some social competencies that enable one to interact well with others.

The high school equivalency exams, such as the GED, do not measure those soft traits. Indeed, it is structured as a test of knowledge and academic skills, not as an explicit test of soft skills. One can pass the exams in considerably less time than completing high school and without socially interacting with peers, though most students do interact with instructors and peers as they prepare.

What this strategy can do is create preparatory classes that do both: demonstrate mastery while developing career and college ready skills in a culturally responsive setting so that we don't fall back into the pattern of students who receive their high school equivalent and then drop out of community college within their first year.



## STRATEGY TWO OUTCOMES

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What this strategy can do is create preparatory classes that do both: demonstrate mastery while developing career and college ready skills in a culturally responsive setting so that we don't fall back into the pattern of students who receive their high school equivalent and then drop out of community college within their first year.



## STRATEGY TWO EQUITY CONSIDERATIONS

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As mentioned above, a core belief outlined in the equity lens is that that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision-making, control, and resources.



## STRATEGY TWO EQUITY CONSIDERATIONS

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As mentioned above, a core belief outlined in the equity lens is that that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision-making, control, and resources.

High performing community based organizations have demonstrated the capacity to serve Opportunity Youth. These programs offer culturally responsive programs within an existing, trustworthy environment and support system. Leveraging their existing local relationships and placing high school equivalency preparation in a context that is meaningful maximizes the effect of this expenditure.



## STRATEGY THREE

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Defraying the cost of high school equivalency testing, such as the GED exam for Opportunity Youth by subsidizing the cost for those with demonstrable need.



# STRATEGY THREE OUTCOMES

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IN ADDITION TO THOSE LISTED FOR STRATEGY ONE, HERE ARE ADDITIONAL METRICS

Please keep in mind that though metrics are important, the high school equivalency credential is not an end in itself. Rather, its value lies in what follows and the doors that it opens.

Potential Measures:

- Percentage of students enrolled in GED preparation programs/classes, etc
- Percentages of students who pass the GED tests with a “GED Score” indicating high school proficiency and those who earn a “GED Score with Honors” indicating college and career readiness
- Percentages of students who pass and then within the same year, enroll in a post-secondary option
- Percentages of students who complete a post-secondary program



## STRATEGY THREE EQUITY CONSIDERATION

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A core belief outlined in the equity lens is that resource allocation demonstrates our priorities and our values. This investment will directly affect underserved students by providing the means for them to achieve a high school credential, which has a tangible value. It is a recognition that even though students have left the traditional system, they still have equal access to fruits of educational attainment.

In Oregon, sixty-six percent of GED test-takers are white, though 88 percent of Oregonians are. Oregonians of Asian descent also are underrepresented. Correspondingly, African American, Hispanic and Native American Oregonians are overrepresented. This investment therefore directly affects under served communities.



# Education Investment Board:

## Equity Lens

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### OEIB Vision Statement

***To advise and support the building, implementation and investment in a unified public education system in Oregon that meets the diverse learning needs of every pre-K through postsecondary student and provides boundless opportunities that support success; ensuring a 100 percent high school graduation rate by 2025 and reaching the 40-40-20 goal.***

### OEIB Equity Lens: Preamble

*The Oregon Educational Investment Board has a vision of educational equity and excellence for each and every child and learner in Oregon. We must ensure that sufficient resource is available to guarantee their success and we understand that the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians. The attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. It is through educational equity that Oregon will continue to be a wonderful place to live, and make progress towards becoming a place of economic, technologic and cultural innovation.*

*Oregon faces two growing opportunity gaps that threaten our economic competitiveness and our capacity to innovate. The first is the persistent achievement gap between our growing populations of communities of color, immigrants, migrants, and low income rural students with our more affluent white students. While students of color make up over 30% of our state- and are growing at an inspiring rate- our achievement gap has continued to persist. As our diversity grows and our ability to meet the needs of these students remains stagnant or declines- we limit the opportunity of everyone in Oregon. The persistent educational disparities have cost Oregon billions of dollars in lost economic output<sup>1</sup> and these losses are compounded every year we choose not to properly address these inequalities.*

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<sup>1</sup> Alliance for Excellent Education. (November 2011). *The high cost of high school dropouts: What the nation pays for inadequate high schools.* [www.all4ed.org](http://www.all4ed.org)

*The second achievement gap is one of growing disparity between Oregon and the rest of the United States. Our achievement in state benchmarks has remained stagnant and in some communities of color has declined while other states have begun to, or have already significantly surpassed our statewide rankings. If this trend continues, it will translate into economic decline and a loss of competitive and creative capacity for our state. We believe that one of our most critical responsibilities going forward is to implement a set of concrete criteria and policies in order to reverse this trend and deliver the best educational continuum and educational outcomes to Oregon's Children.*

*The primary focus of the equity lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone connected to the educational milieu allows direct improvements in the other areas. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.*

**Beliefs:**

**We believe** that everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

**We believe** that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

**We believe** students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations, and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

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

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

**We believe** that ending disparities and gaps in achievement begin in the delivery of quality Early Learner programs and appropriate parent engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

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

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

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

**We believe** that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

**We believe** the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

**And, we believe** in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”<sup>2</sup> An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

### **Oregon Educational Investment Board Case for Equity:**

Oregonians have a shared destiny. Individuals within a community and communities within a larger society need the ability to shape their own present and future and we believe that education is a fundamental aspect of Oregon’s ability to thrive. Equity is both the means to educational success and an end that benefits us all. Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities. Data are clear that Oregon demographics are changing to provide rich diversity in race, ethnicity, and language.<sup>3</sup> Working toward equity requires an understanding of historical contexts and the active investment in changing social structures and changing practice over time to ensure that all communities can reach the goal and the vision of 40/40/20.

**Purpose of the OEIB Equity Lens:** The purpose of the equity lens is to clearly articulate the shared goals we have for our state, the intentional investments we will make to reach our goals of an equitable educational system, and to create clear accountability structures to ensure that we are actively making progress and correcting where there is not progress. As the OEIB executes its charge to align and build a P-20 education system, an equity lens will prove useful to ensure **every** learner is adequately prepared by educators focused on equity for meaningful contributions to society. The **equity lens** will confirm the importance of recognizing institutional and systemic barriers and discriminatory practices that have limited access for many students in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students in some communities of color and some rural geographical locations, with a particular focus on racial equity. The result of creating a culture of equity will focus on the outcomes of academic proficiency, civic awareness, workplace literacy, and personal integrity. The system outcomes will focus on resource allocation, overall investments, hiring and professional learning.

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<sup>2</sup> Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. P. 238.

<sup>3</sup> Oregon Statewide Report Card 2011-2012. [www.ode.state.or.us](http://www.ode.state.or.us)

## **ADDENDUMS**

### **Basic Features of the Equity Lens:**

**Objective:** By utilizing an equity lens, the OEIB aims to provide a common vocabulary and protocol for resource allocation and evaluating strategic investments.

The following questions will be considered for resource allocation and evaluating strategic investments:

- 1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?**
- 2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?**
- 3. How does the investment or resource allocation advance the 40/40/20 goal?**
- 4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)**
- 5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?**
- 6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?**
- 7. How are you collecting data on race, ethnicity, and native language?**
- 8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?**

Creating a culture of equity requires monitoring, encouragement, resources, data, and opportunity. OEIB will apply the equity lens to strategic investment proposals reviews, as well as its practices as a board.

## Definitions:

**Equity:** in education is the notion that EACH and EVERY learner will receive the necessary resources they need individually to thrive in Oregon’s schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.

**Underserved students:** Students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.

**Achievement gap:** Achievement gap refers to the observed and persistent disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status.

**Race:** Race is a social – not biological – construct. We understand the term “race” to mean a racial or ethnic group that is generally recognized in society and often, by government. When referring to those groups, we often use the terminology “people of color” or “communities of color” (or a name of the specific racial and/or ethnic group) and “white.”

We also understand that racial and ethnic categories differ internationally, and that many of local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

**White privilege:** A term used to identify the privileges, opportunities, and gratuities offered by society to those who are white.

**Embedded racial inequality:** Embedded racial inequalities are also easily produced and reproduced – usually without the intention of doing so and without even a reference to race. These can be policies and practices that intentionally and unintentionally enable white privilege to be reinforced.

**40-40-20: Senate Bill 253** - states that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate’s degree or a meaningful postsecondary certificate, and 40% will hold a bachelor’s degree or

advanced degree. 40-40-20 means representation of every student in Oregon, including students of color.

**Disproportionality:** Over-representation of students of color in areas that impact their access to educational attainment. This term is a statistical concept that actualizes the disparities across student groups.

**Opportunity Gap:** the lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the achievement gap to more fundamental questions about social and educational opportunity.<sup>4</sup>

**Culturally Responsive:** Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.<sup>5</sup>

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<sup>4</sup> (The Opportunity Gap (2007). Edited by Carol DeShano da Silva, James Philip Huguley, Zenub Kakli, and Radhika Rao.

<sup>5</sup> Ladson-Billings, Gloria (1994). *The Dreamkeepers: Successful Teachers of African American Children*.

# OREGON DEPARTMENT OF EDUCATION: 2015-17 BUDGET RECOMMENDATIONS

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Presentation to OEIB Outcomes & Investment  
Subcommittee

Thursday, May 29<sup>th</sup>, 2014

# Highest Priority Strategies

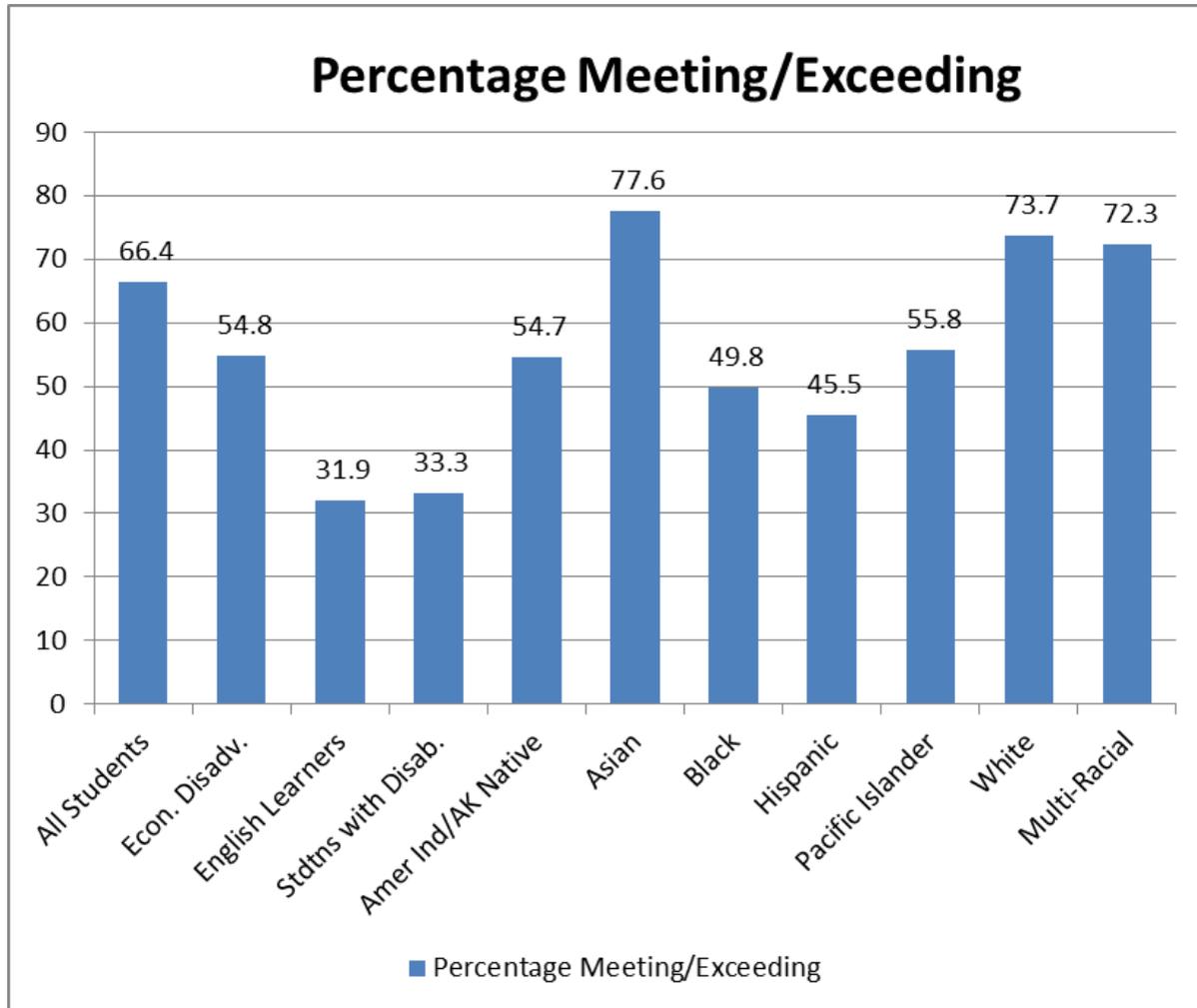
- Strategy 1: K-3 Reading
- Strategy 2: School & District Turnaround
- Strategy 3: 9<sup>th</sup> Grade on Track
- Strategy 4: Equity for ELL's

# Strategy 1: K-3 Reading

## Four key components:

1. Full day kindergarten
2. Increased time and intensity to improve core education program and research-based interventions
3. Focused professional development with support from instructional coaches
4. Engagement between schools and families through community based organizations

# Current Results (OAKs)



# K-3 Reading, Outcomes

- Impact on Key Outcomes:
  - If students are reading at grade level by 3<sup>rd</sup> grade, then they are four times more likely to graduate from HS.
- How We Will Measure Impact:
  - Statewide 3<sup>rd</sup> grade reading assessment (in English & Spanish)
  - EZCBM or DIBELS or an agreed upon formative measure
  - Special Education identification rates
- Effect of Various Investment Levels:
  - High—Currently 66% of 3<sup>rd</sup> graders read at grade level. With all elementary schools participating, we project 95% would read at grade level by 2018-2019 and we could close the achievement gap in 3<sup>rd</sup> grade reading.
  - Medium—With 10% of schools participating (targeting the lowest performing schools with equity in mind) we project a 8% increase.
  - Low—Pilot in a few places, .5% statewide increase

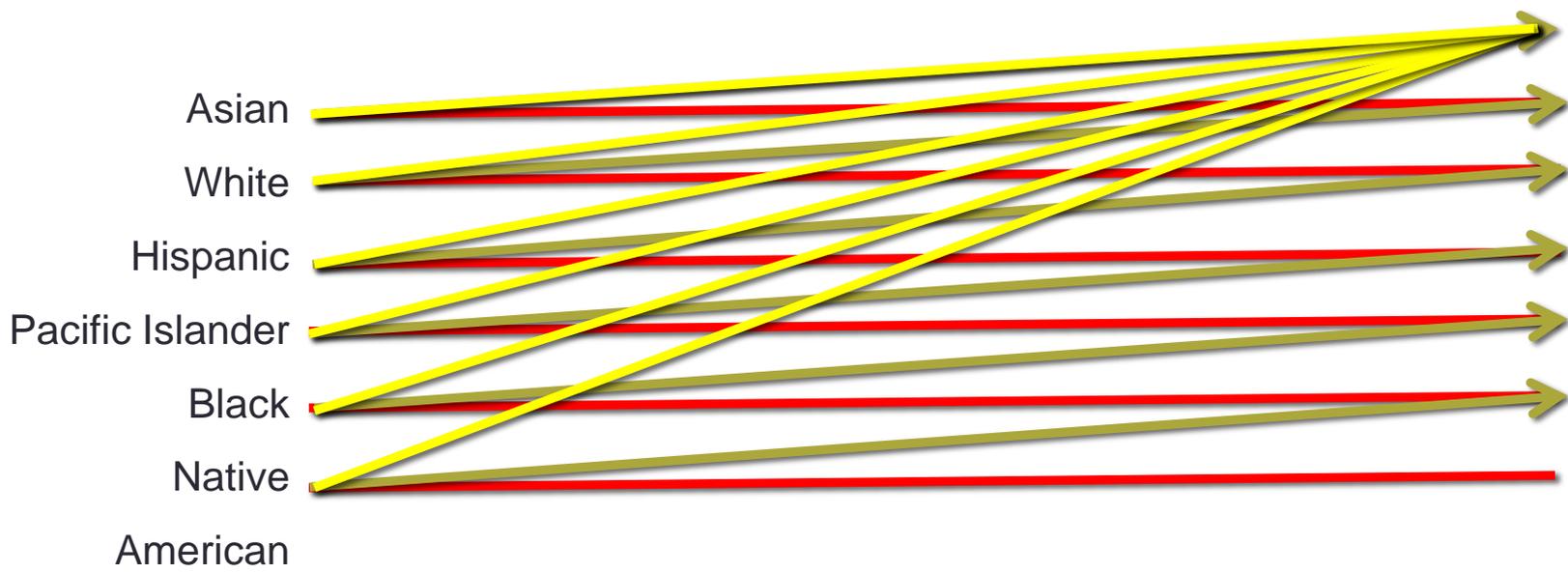
# K-3 Reading, Equity Considerations

- How will strategy improve outcomes for underserved and at risk populations?
  - Close gaps as early as possible with early identification and Summer program.
  - Full day kindergarten allows time for research-based interventions
- What evidence do you have strategy will be successful?
  - Tigard Tualatin and other districts
- How does strategy align to Equity Lens?
  - Focus on students of color
  - Culturally responsive teaching strategies with community and parent engagement led by CBO's
  - Assess progress in Native language
  - Increased time and intensity, especially for students in our opportunity gap

# Literacy Program

## Evidence Based Literacy Program

### Evidence Based & Equity Focused Literacy Program



# Projected K-3 Reading Investment Outcomes

	Year 1	Year 2	Year 3	Year 4
Kindergarten	85% / 80%	88% / 85%	92% / 90%	95% / 95%
Key: All students / Students of color				

## Strategy 2: School & District Turnaround

Supports and interventions for chronically underperforming schools and districts:

1. School or district coach on-site for a day/week
2. Additional resources to fund evidenced-based best practices, professional development for educators, and additional time for students
3. Challenge fund to tribes and community-based organizations to provide supports and education to parents
4. Additional interventions for Focus and Priority schools that do not make improvements

# School & District Turnaround, Outcomes

- Impact on Key Outcomes:
  - Impacting every outcome on the Achievement Compact, ultimately resulting in improved HS graduation rates and post-secondary enrollment.
- How We Will Measure Impact
  - The School Rating System (state assessment data measuring growth and achievement of all students and subgroups, and graduation rates for all students and subgroups)
- Effect of Various Investment Levels
  - High—support all of the lowest performing schools (112 schools)
  - Medium—support half of the lowest performing schools
  - Low—Support for focus and priority schools (Title 1 schools) not making progress

# School & District Turnaround, Equity Considerations

Cohort of schools	Number of schools in this cohort	Total number of students attending these schools	Total number of students of color attending these schools	3 <sup>rd</sup> Grade Reading		5-year Graduation		
				% of ALL students meeting and exceeding on 3 <sup>rd</sup> grade reading	% of students of color meeting and exceeding on 3 <sup>rd</sup> grade reading	Number of high schools in this cohort	% of ALL students graduating in 5 years	% of students of color graduating in 5 years
All current focus and priority schools	93	37,705	19,517 (52%)	53.5%	42.6%	17	55.8%	60.4%
All “other title schools”	60	21,054	9,052 (43%)	53.7%	40.2%	10	58.9%	63.5%
Lowest performing non-title schools	52	11,240	2,522 (22%)	58.6%	45.7%	39	33.8%	27.9%
All Other Schools	1064	476,190	112,884 (24%)	73.1%	55.7%	285	79.3%	72.4%

# School & District Turnaround, Equity Considerations:

- How will strategy improve outcomes for underserved and at risk populations?
  - Students of color are overrepresented in our focus and priority schools. 59.3% vs 35.3% for all other schools.
- What evidence do you have strategy will be successful?
  - Using the strategies explained on previous slides, 50% of currently identified Focus and Priority have made progress and are no longer in the bottom 5%, and we are on track to see improvements in 75% of all focus and priority schools.
- How does strategy align to the Equity Lens?
  - Additional resources, supports, and proven interventions will go to schools with higher numbers of students of color.
  - Support and education to parents in partnership with Tribes, CBO's, and school districts.
  - Increased accountability for focus and priority schools not making progress and where more than half of the student population are students of color.

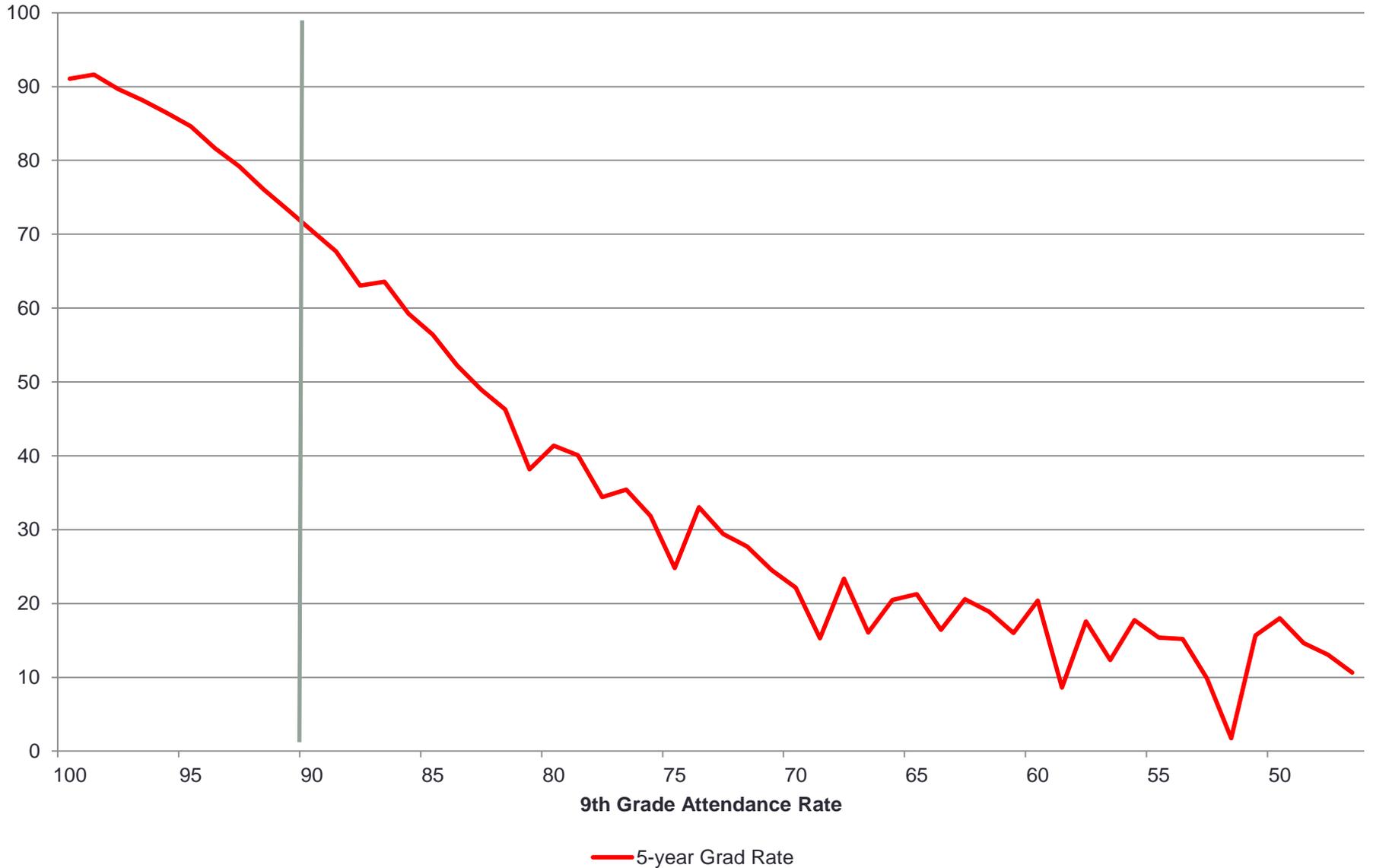
# Strategy 3: 9<sup>th</sup> Grade on Track

- 9<sup>th</sup> grade on track=6 credits prior to beginning 10<sup>th</sup> grade.
- This is a formula change within the State School Fund and would not require additional investments.
- School delivers programs (summer school, wrap around services via CBO's, mentoring, or extended day) to underserved students
- If historically underserved students are on track by the end of 9<sup>th</sup> grade, then the district receives .045 ADMw or approximately \$290/student.
- If the student attends more than 90% of the days, then the district receives an additional .005 ADMw or approximately \$50/student.

# 9<sup>th</sup> Grade on Track, Outcomes

- Impact on Key Outcomes:
  - Current graduation rate for students of color is 50.8% (Native American/Alaskan Native) to 59.5% (Latino). This proposal supports improved graduation rates by ensuring more 9<sup>th</sup> graders are on track.
- How We Will Measure Impact
  - 9<sup>th</sup> grade on track rates
  - HS graduation rates
- Effect of Various Investment Levels
  - Not an additional investment, this would require a change in the state school fund formula

# 5-year Grad Rate vs 9th Grade Attendance (2008-09 Cohort)



# 9<sup>th</sup> Grade on Track, Equity

## Considerations:

- How will strategy improve outcomes for underserved and at risk populations?
  - Districts receive this redistributed state school fund for the following students—students in poverty, students of color, students in special education, or Limited English Proficiency students
- What evidence do you have strategy will be successful?
  - National data shows that students who are on track by the end of 9<sup>th</sup> grade are nearly 4 times more likely to graduate from HS
- How does strategy align to Equity Lens?
  - Districts with large numbers of in poverty, students of color, students in special education, or Limited English Proficiency students will receive additional State School Fund to better serve those students.

# 9<sup>th</sup> Grade on Track, Other Considerations

- Will increase the ADMw by approximately 1,400 students.
- Redistribute approximately \$9.5 million in state school fund.

# Strategy 4: Equity for English Language Learners (ELL)

- District claim an extra .6 (increase from .5) for ELL students
- Districts can receive the additional weight for 7 years for students initially identified at a Level 1 or 2 by the English Language Proficiency Assessment (ELPA).
- The extra weight is claimed for 4 years for Level 3 or 4 students.
- Extra weight is claimed even if the student becomes proficient in English and exits the program in fewer than the 7 years.
- Districts are required to spend a minimum of 90% of the extra weight on ELL students.
- Districts receive an additional \$250 incentive when an “ever ELL” student graduates with a diploma.

# Equity for ELL's

Subgroup	5-year Cohort Graduation Rate
All students	72.40%
American Indian/ Alaska Native	55.66%
Asian/ Pacific Islander	81.94%
Black	60.36%
Hispanic	64.89%
White	74.46%
English Language Learners	59.81%
Special Education	47.24%

For 2007-2008 High School Cohort

# Equity for English Language Learners, Outcomes

- Impact on Key Outcomes
  - Encourages improved intensity for English language acquisition.
  - Places an emphasis on graduation for all ELL students (those who have exited and those who have not).
- How We Will Measure Impact
  - Average number of years students remain in ELL status.
  - Graduation rates of all ELL students.
- Effect of Various Investment Levels
  - Not an additional investment. This requires a change in the state school fund formula.

# Equity for English Language Learners

Table 3: ELL Student Outcomes by ELL Exit Status						
	Exited Before HS		Exited During HS		Did Not Exit	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Regular Diploma in 4 Years	1,300	75.8%	780	66.7%	808	52.2%
GED	44	2.6%	17	1.5%	23	1.5%
Other Credential	26	1.5%	26	2.2%	81	5.2%
Still Enrolled	152	8.9%	208	17.8%	220	14.2%
Dropped Out	192	11.2%	138	11.8%	417	26.9%
<b>Total Intact Cohort</b>	<b>1,714</b>		<b>1,169</b>		<b>1,549</b>	

39% of the students who were in ELL status as 5<sup>th</sup> graders in 2004-05 had exited ELL status by the time they started high school in 2008-09. Those that exited had a graduation rate of 75.8%, 2.7 percentage points **higher** than the rate for non-ELL students. The dropout rate for those ELL students was actually lower than it was for non-ELL students, 11.2% compared to 11.9%.

# Equity for ELL, Equity Considerations:

- How will strategy improve outcomes for underserved and at risk populations?
  - Focuses additional resource and intensity on ELL students.
  - Redistributes additional funds to districts with higher ELL populations.
- What evidence do you have strategy will be successful?
  - We know acquisition of “academic” English takes approximately 7 years. Ever ELL students who exit prior to HS graduate 2.7 percentage points **higher** than the rate for non-ELL students
- How does strategy align to Equity Lens?
  - Focus is on ELL students.
  - Additional resources will go to districts with higher ELL populations and requires majority of funding to be spent on ELL students.
  - Increases intensity of services to ELL students.
  - Delivers graduation bonus which provides funding to support specific graduation efforts on the part of districts.

# Equity for ELL, Other Considerations

- Will increase state ADMw by approximately 6,700 students.
- Will redistribute approximately \$45.8 million in state school fund.
- Will require specific tracking of resources spent on ELL students to ensure 90% use.



## OUTCOMES & INVESTMENTS SUBCOMITTEE

### 2015-17 BUDGET RECOMMENDATIONS **TEMPLATE**

PART 1 – Identify Your Highest Priority Strategies (no more than 8 pages)

#### Strategy 1: Supports and Interventions for chronically under-performing schools and districts

- (1) How does the strategy align with the OEIB’s 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?
- This is the KEY strategy to advance OEIB’s 3<sup>rd</sup> goal—Build State Systems of Support and Accountability
  - In March 2014, Chief Education Officer, Nancy Golden, requested that the Oregon Department of Education (a) design and implement an accountability system of progressive interventions for schools and school districts that do not demonstrate improvement; and (b) provide technical assistance to [non-title] schools and school districts that do not demonstrate improvement.
- (2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?
- This strategy will lead to improvements in 11 of the 13 outcomes in the Achievement Compact (outcomes it will impact are highlighted below).

1.	4-Year Graduation Rate
2.	5-Year Completion Rate
3.	<b>Completing 3+ College Level Courses<sup>1</sup></b>
4.	Post-Secondary Enrollment
5.	Kinder Assessment Participation
6.	3 <sup>rd</sup> Grade Reading Proficiency
7.	5 <sup>th</sup> Grade Math Proficiency
8.	6 <sup>th</sup> Grade Not Chronically Absent
9.	8 <sup>th</sup> Grade Math Proficiency
10.	<b>9<sup>th</sup> Grade Credits Earned<sup>2</sup></b>
11.	9 <sup>th</sup> Grade Not Chronically Absent
12.	Priority and Focus Schools
13.	Formula Revenue

(3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

The measurable difference will be in academic achievement, growth and success for our neediest students. The goal would be to improve the lowest performing 5% of schools in the state who currently serve 70,000 students. By improving our lowest performing schools we will ensure that students have access to an excellent education regardless of their zip code. We will see marked growth and gains in achievement in reading, math, attendance, 9th grade on track and graduation rates.

(4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens? And Question #1 from Equity Lens: Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?

Cohort of schools	Number of schools in this cohort	Total number of students attending these schools	Total number of students of color attending these schools	3 <sup>rd</sup> Grade Reading		5-year Graduation		
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All Other Schools	1064	476,190	112,884 (24%)	73.1%	55.7%	285	79.3%	72.4%

- Students of color are overrepresented in Focus and Priority schools. Focus and Priority schools have student populations that are 59.3% underrepresented minorities when the average for Oregon schools is 35.3%. Focus and Priority schools serve almost 12% of all Hispanic students, over 17% of all African American students, and almost 17% of all Native

American students in the state.

- The department's goals include a proposed key performance measure to track the percentage of Priority and Focus schools achieving sufficient growth for all students such that they would no longer be identified as a Priority and Focus school based on the criteria used for their original identification. The initial goal (for June 2014) is 50% of the Focus and Priority schools improve their rating to a Level Three, with an additional increase the following year of 25% of schools rating a Level Three or better. The department is on track to meet that goal by June of 2015. When this happens, that will improve reading outcomes statewide by approximately two percent.
- In terms of improving systems of education. Oregon has 11 school districts with two or more Level One schools and 40 school districts with two or more Level One and Level Two schools.

(5) What evidence indicates this strategy will result in improvement?

- This is evidenced by the outcomes we see in the current Focus and Priority schools. As part of the federal waiver that allows ESEA Flexibility, Oregon has set in place a model for supports and interventions in 75 chronically underperforming Title I schools, called Focus and Priority schools. Over the last two years, those schools have shown marked improvement. If we were to re-identify Focus and Priority schools today, more than half of them (or 44) would no longer be categorized as Focus or Priority schools. Since 72 of the Focus and Priority schools are elementary schools, we anticipate seeing approximately a two percent increase statewide in 3<sup>rd</sup> grade reading by the end of the 2015/2016 school year.

(6) At various levels of investment (modest, medium, substantial), what will the state be "buying"? What impact will this have on measurable results described above?

- In order to see the results described above, it will take providing a similar level of support and interventions as those categorized as focus and priority to 50 non-title schools and districts, and an increased level of support and intervention in 15 priority and focus schools that do not improve after 3 to 4 years, it will cost \$15 million/biennium:
  - \$4.2 million/biennium for school coaches and Regional Network Coaches
  - \$9 million/biennium in additional resources to struggling schools to fund evidenced-based best practices, professional development for educators, and additional time for students
  - Currently six FTE support 75 schools. This proposal requests three additional positions/3.00 FTE to provide support for 65 additional schools and districts.
  - \$500,000 for Challenge Fund for Tribal Governments and/or CBO's to co-develop a change program to support turnaround in focus and priority schools/districts

(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

- A pool or pipeline of proven school turnaround educators.
- Community demands to see improvements in chronically underperforming schools and

districts

- Leadership support from legislators, school board members, the Governor, the Chief Education Officer, State Board of Education, and ODE to engage in the work of school and district turnaround.
- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?
- If we lose our ESEA Flexibility Waiver, then we would lose the approximately \$45 million in Title 1 money that Oregon can currently spend to help improve Focus and Priority schools.

## **PART 2: Describe Conditions, Processes & Partners (No more than 2 pages)**

(1) What do you need from other agencies / boards / groups to enable you to be most effective?

- Funding to support this work
- United and powerful messages of support from legislators, school board members, the Governor, the Chief Education Officer, State Board of Education, ODE, business, CBO's, and the community attending the schools.
- Community-based organizations and tribes developing plans of support, especially in rural parts of the state
- Help developing a pool of proven turnaround educators

(2) What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?

- Proven model that is making significant improvements with Focus and Priority schools
- Staff expertise
- Best practice research from other states

(3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?

- Implementation of Common Core Standards and Educator Evaluations which focuses on best practice for instructional strategies is a key priority that will help to further the school and district improvement work. Also, the work and expertise of the Student Services and Equity units will be key in providing development, support and technical assistance to districts and schools that are struggling to close their achievement gap.
- Implementing the proposed K-3 Reading Initiative

(4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.

- Leverage the expertise of the current six FTE who are working to support Focus and Priority schools, and the 50% of the Focus and Priority Schools who have made marked progress and the 26 model schools and 17 SIG schools. Also, leverage the existing system of support and the Network of Continuous School Improvement.

(5) Who are your key partners, stakeholders, and community groups?

- OSBA, COSA, OEA, Stand for Children, Chalkboard, Children’s Institute
- Tribes
- CBO’s with a proven track record of supporting historically underserved students
- Foundations—Spirit Mountain, others?
- Federal Government

(6) What processes were used for public input in developing the strategies?

- ESEA Flexibility Advisory Group—made up of COSA, OEA, Chalkboard, Stand for Children, students, tribes, teachers, building level principals, district superintendents and district staff.
- School and District Improvement and Accountability Taskforce—made up by SIG turnaround leaders, superintendents and principals of high performing schools, school improvement coaches, a legislator, a teacher, a staff member from OEA, a staff member from OSBA, a state board member and University professor, an ESD superintendent, school board members, and community leaders from SEI, NAYA, and REAP.
- 197 Superintendents and district staff at the COSA Winter Conference

Additional Equity Lens Questions:

**1. See #4 above.**

**2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?**

It’s critical our state invest in supporting school and district turnaround efforts with schools beyond Focus and Priority. If we don’t, the disparities that currently exist only increase and the opportunity gap worsens because too many of our students are not getting access to our best schools, especially a disproportionate number of historically underserved students.

**3. How does the investment or resource allocation advance the 40/40/20 goal?**

School and district improvements and accountability is one of the three priorities outlined by OEIB. This work is critical because it will lead to improved student outcomes which gets us to 100% graduation rates by 2025.

**4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)**

Skill, knowledge, talent, expertise, systems, policy, local control, financial, leadership, and moral will.

**5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your**

### **assessment in (1), (2) and (3)?**

- Formed the ESEA Flexibility Advisory Group to develop this plan. Advisory group is made up of representatives from COSA, OEA, Chalkboard, Stand for Children, students, tribes, teachers, building level principals, district superintendents and district staff.
- Formed the School and District Improvement and Accountability Taskforce to further flesh out this work and to think specifically about school districts. The Taskforce is made up by SIG turnaround leaders, superintendents and principals of high performing schools, school improvement coaches, a legislator, a teacher, a staff member from OEA, a staff member from OSBA, a state board member and University professor, an ESD superintendent, school board members, and community leaders from SEI, NAYA, and REAP.
- 197 Superintendents and district staff at the COSA Winter Conference

### **6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?**

By discretely diagnosing the need in the school/district and community, and then effectively prescribing tailored strategies, interventions, supports, and accountability that address the school/district and community needs.

### **7. How are you collecting data on race, ethnicity, and native language?**

All this data is being collected as part of normal collections. We will need to make sure we are regularly analyzing the data by race, ethnicity, and native language.

### **8. What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?**

Since research has shown that the most important factor in a student's school experience is the quality of their educators, a focus is on developing educators, specifically around culturally responsive instruction.

# EARLY LEARNING DIVISION: 2015-17 BUDGET RECOMMENDATIONS

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Presentation to OEIB Outcomes & Investment  
Subcommittee

June 12, 2014

Jada Rupley, Early Learning System Director  
Megan Irwin, Director of Policy & Programs, ELD  
Dana Hargunani, Child Health Director, OHA  
Karen Twain, Director of Literacy Development, ODE

# Five Themes

1. **Equity**
2. **Quality**
3. **Supporting and strengthening families**
4. **Focus on foundations for literacy**
5. **Early Learning Hubs**

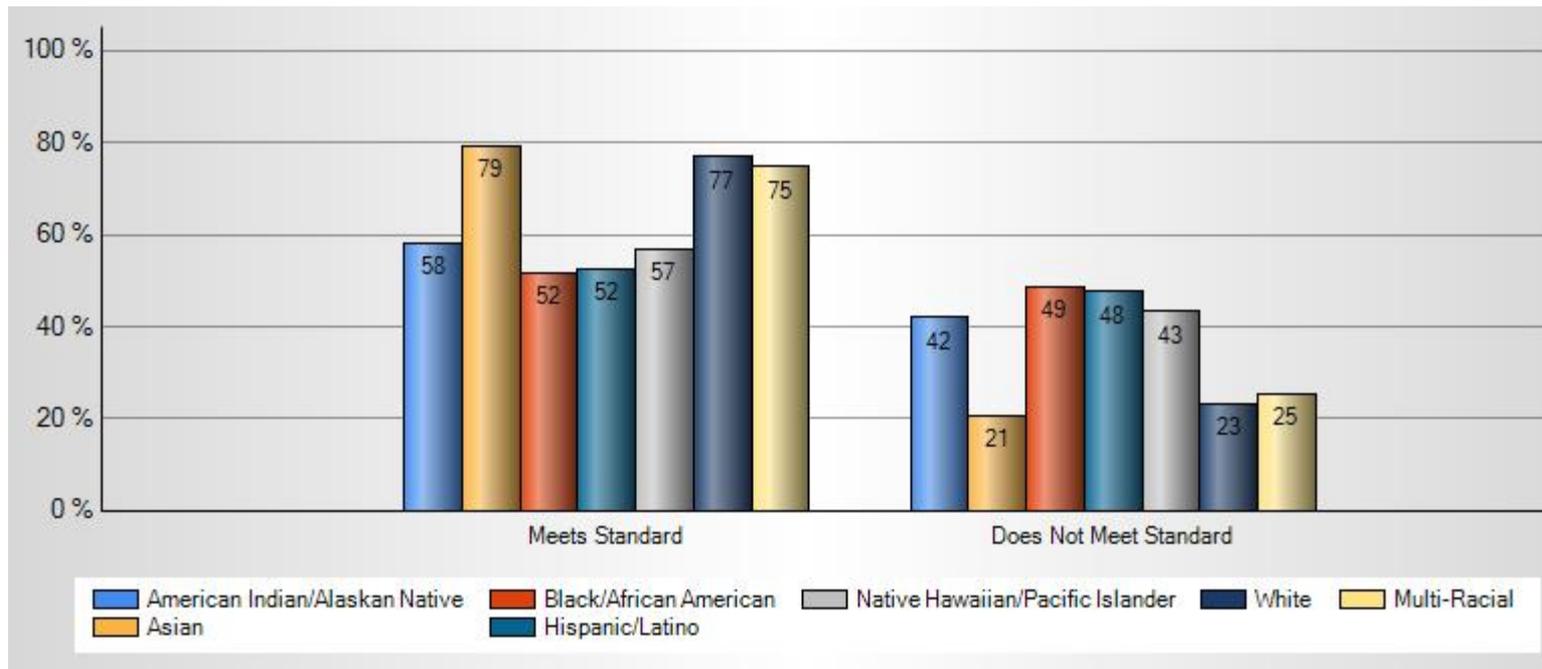
# Today in Oregon

- Nearly **50%** of our babies are born on Medicare
- Oregon is **13<sup>th</sup> in the nation** for foster care placements
- Programs & funds are siloed

# Today in Oregon

- Kindergartners are arriving at school unprepared:
  - **Letter Names:** **33%** of our kindergartners could name 5 or fewer letters and **14%** could name zero letters on the kindergarten assessment
  - **Letter Sounds:** **37%** of our kindergartners could not identify any letter sounds
  - **Early Math:** Our kindergartners have a slightly stronger foundation for early numeracy, but we see large racial and ethnic disparities in the data
  - **Approaches to Learning:** **25%** of our children did not demonstrate skills such as completing tasks, following directions and cooperating with their peers

# 3<sup>rd</sup> Grade Reading Standards



# Early Learning System History

- **Governor Kitzhaber [2010]** Convenes a transition team to focus on solving early learning problems
- **Senate Bill 909 [2011]** Creates the Early Learning Council
  - Early Learning Council establish 23 recommendations for reforming our state's early childhood system
- **House Bill 4165 [2012]** Created the statutory authority to begin our work
- **Race to the Top [2012]** Awarded \$30.7 million
- **House Bill 3234 [2013]** Created the Early Learning Division within the Oregon Department of Education beginning on July 2013
- **House Bill 2013 [2013]** Created Early Learning Hubs

# Early Learning Hubs

- Five Core Responsibilities:
  1. Identifying children at risk of arriving at kindergarten unprepared for school.
  2. Working with families to identify specific needs.
  3. Connect children to services that will meet those needs and prepare them for school.
  4. Work across traditional sectors – statutorily that means they are charged with bringing together health, early learning, human services, K12 education and the private sector.
  5. Account for outcomes collectively – the outcomes Hubs are responsible for are kindergarten readiness, stable families and a coordinated and effective system.

# Summary of Key Strategies

Investing in high quality care and education settings and a high quality early childhood workforce.

Investing in the system through Early Learning Hubs.

- Investing in an age three to grade three literacy agenda that focuses on quality care, support for providers and parents as key partners.
- Investing in an infant toddler agenda that focuses on developmental screening, home visiting and creating a broader array of services through an infant toddler innovation fund.

# Early Years to Early Grades

- Focus on school readiness for 3-year-olds through kindergarten entry:
  - Investing in quality child care settings and strong supports for the early childhood workforce.
  - Investing in literacy through Early Learning Hubs
  - Investing in Kindergarten Transition through Early Learning Hubs, with a strong connection to K-3.

# Desired Outcomes

For all of the following proposed investments, the desired outcome is improved kindergarten readiness and increased access to quality early learning environments as measured by:

- The Quality Rating Improvement System.
- Improved performance on the domains (early literacy, approaches to learning, early numeracy) measured by the Kindergarten Assessment.

# National Governor's Association: A Governor's Guide to Early Literacy

- How to build a comprehensive birth to third grade literacy agenda:
  - Adopt comprehensive language and literacy standards and curricula for early care and education programs and kindergarten through third grade (K-3)
  - **Expand access to high-quality child care**, pre-kindergarten (pre-K), and full-day kindergarten
  - **Engage and support parents as partners in early language and literacy development**
  - **Equip professionals providing care and education with the skills and knowledge to support early language and literacy development**
  - **Develop mechanisms to promote continuous improvement and accountability**

# Quality Rating Improvement System



Number of Children in QRIS designated programs: 23,216

# Sustaining & Accessing Quality: Early Learning Environments

- Focus on all children gaining access to high quality early learning services from a mixed delivery system
  - **Quality assurance & continued improvement:** Increasing the number of star rated child care providers, and the number of children with access to quality providers; continually strengthening and improving standards in an escalating quality model.
  - **Equity:** Ensure our most at risk families are accessing quality, that we have a robust supply of quality learning environments in at risk communities and that supports are available in multiple, culturally specific settings.

# Sustaining and Accessing Quality: Workforce

- Support for the “middle 40” in 40-40-20.
- Equip professionals providing care and education with the skills and knowledge to support early language and literacy development.
- Investing in scholarships and “focused networks” for child care providers who might otherwise not achieve an Associates Degree or higher.
- Working with higher education to increase the accessibility and flexibility of higher education to fit the needs of our work force, including considerations for low income providers and communities of color.

# Sustaining and Accessing Quality: Evidence & Investment Level

## **Evidence:**

- Quality Rating Improvement System built off of robust evidence that the quality of an early education setting – from curriculum used, to the quality of the instructor – has impact on kindergarten readiness.
- Connection to K-12 is critical to prevent fade out.

## **Investment:**

- The state is buying the ability to sustain the quality and integrity of its early learning transformation efforts and investing in its workforce.
- Whether substantial, medium or modest – this will be the case. The scale we are pushing toward with Race to the Top is substantial.

# Sustaining & Accessing Quality, Other Considerations

- Child Care Contribution Tax Credit funds are used to sustain the quality supports and incentives to programs increasing their quality environments
  - The tax credit is scheduled to sunset on 12/31/15
  - The tax credit has a cap of \$500,000 per year
  - Increasing the cap would provide additional community funds to sustain QRIS supports that are focused on the most at-risk populations
  - A legislative concept has been submitted to extend the sunset and increase the cap
- Potential changes in federal rules.
- Race to the Top will end, but the work won't.

# Early Literacy & Kindergarten Transitions

- Building on current investments: Oregon Reads Early Literacy Grant and Kindergarten Partnership and Innovation Grant.
- Between the two we are currently reaching 80,000 children. But there are ~190,000 at risk children in our state.
- Provide an opportunity to go deeper, to invest through Hubs and CCOs and to systematically address persistent issues in early childhood – the “word gap” and the traditional lack of coordination between early childhood and K-3.

# Early Literacy & Kindergarten Transition: Evidence

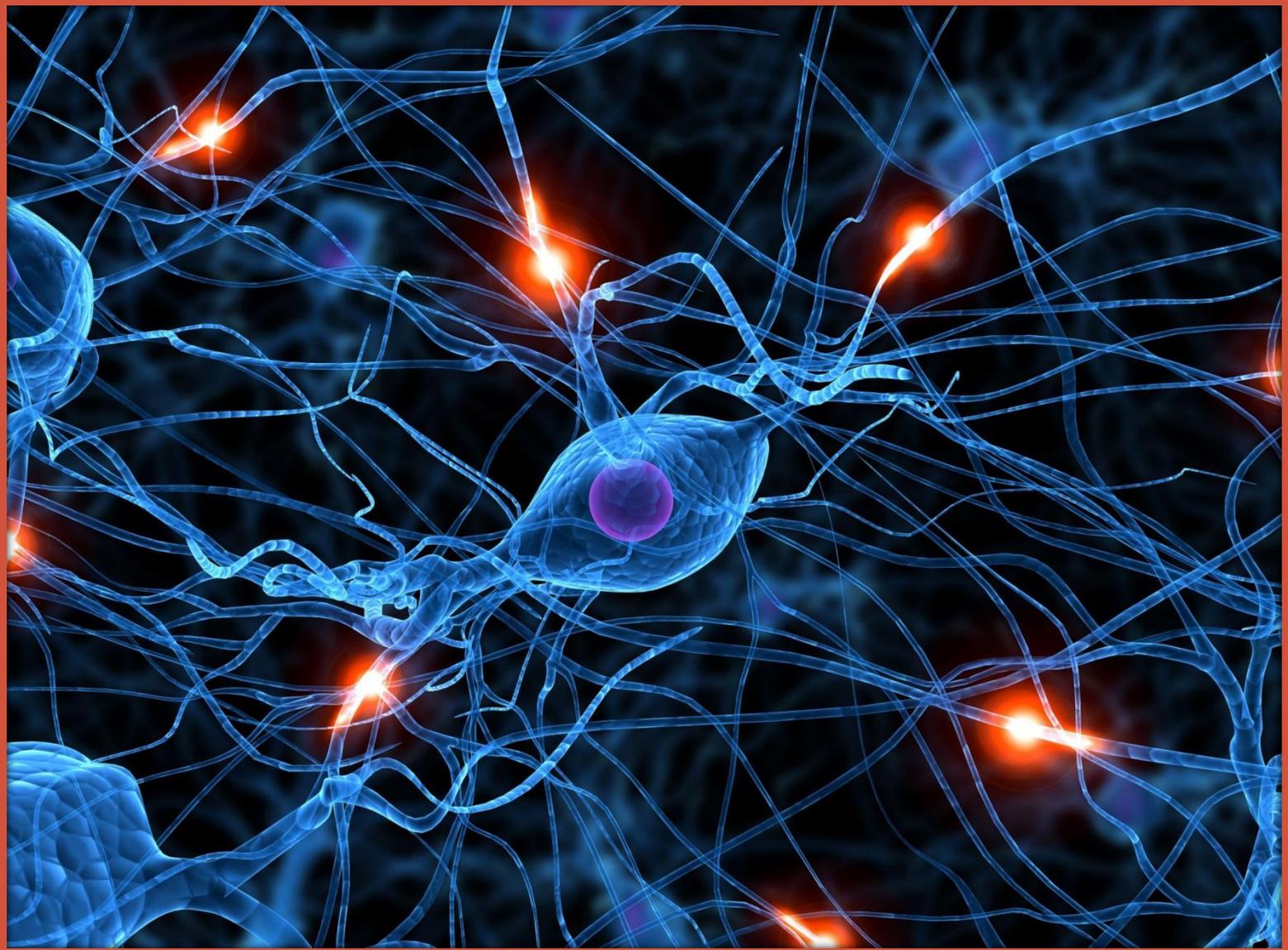
## **Evidence:**

- Parents and primary care givers have the most influence on children's language and literacy development. (And in Oregon, a majority of our children are not in formal care before kindergarten.)
- P-3 alignment is an emerging policy area, showing results at kindergarten entry in a variety of states including New Jersey, Georgia, Maryland, Minnesota, Virginia, and California.
- The connection is critical for 3<sup>rd</sup> grade reading goals.

# Early Literacy & Kindergarten Transition: Investment

## Investment:

- Investments should be made through Early Learning Hubs.
- **Modest or medium investment:** allows us to sustain and deepen the integrity and the reach of the transformation efforts underway for the past few years.



# Health Role in Early Learning

- Monitoring developmental progression
  - Physical, language, social, emotional development
- Assuring safe and nurturing environments
- Identification of risk to health/development
- Referral and coordination of care
- Trusted information resource e.g. child care, education
- Health of the family
  - Physical, behavioral, mental, dental

# Birth to Three

- **Early screening** to identify risk.
- **Increased local capacity** to support infant/toddler social and emotional development.
- **Building a coordinated system** of home visiting, a key condition for success in this work and a proven strategy for increasing stability and improving health/social/emotional outcomes in young children.
- **Equity:** Assessing risk early and providing supports to avoid disproportionate representation in the child welfare system and disproportionate impact of adverse childhood experiences.

# Birth to Three: Evidence & Investment

**Evidence:** Decades of scientific evidence demonstrate the importance of early brain development and the sensitivity of this period of life.

**Investment:** Modest

# Birth to Three: Outcomes

- **Process outcomes:**

- Local and state coordination of home visiting as evidenced by written agreements, partnerships and blending/braiding of funding
- Statewide adoption of family well-being screening tool
- Number of families screened and connected to resources
- Number of local resources for supporting social and emotional development increased

- **Longer term outcome:**

- Improvement in statewide kindergarten assessment scores, particularly Child Behavior Rating Scale component



## OUTCOMES & INVESTMENTS SUBCOMITTEE

### 2015-17 BUDGET RECOMMENDATIONS

#### PART 1 – Identify Your Highest Priority Strategies (no more than 8 pages)

#### Strategy 1: Early Years to Kindergarten

(1) How does the strategy align with the OEIB’s 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

- This strategy specifically aligns to the Age 3 to Grade 3 success in a coordinated, student-centered education system.
- This strategy will require allocation of current Early Literacy Grant funds and Kindergarten Partnership and Innovation funds as well as additional innovation funding to be delivered through Hubs, in partnership with CCO’s and DHS, for evidence based programs that support early literacy, innovative kindergarten preparation, family engagement and early childhood educator engagement.
- This strategy will also require some additional investments for the Hubs to help provide collaboration opportunities between Early Childhood Educators and Kindergarten or K-12 teachers.
- National studies of Head Start have shown “fade out”; that is children who had the benefit of Head Start and arrived at Kindergarten at or above grade level in their school readiness eventually lose those gains within the K-3 environments. A focus on early learning without a focus on sustaining those gains will not serve children well.

(2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

- Early Learning Hubs are designed to engage communities in improving outcomes for at risk children from birth through age six, and being accountable for those outcomes. The core responsibilities of are increasing kindergarten readiness, increasing family stability and building a more coordinated and effective system. The following metrics are used:

- Kindergarten readiness:
  - Improved performance on the kindergarten assessment. (within 2 years)
  - Increasing the number of star rated quality early learning and care providers in the Hub coverage area. (within 1 year)
- Family stability:
  - Increasing the number of children who receive a developmental and risk screen prior to age three. (within 2 years)
  - Increasing the number of children enrolled in a medical home (patient centered primary care home) (within 2 years)
  - Decreasing child abuse and neglect as measured by reduction in the number of children entering the foster care system, decreasing the number of children who return to the foster care system multiple times and increasing the number of children who are able to receive services safely at home (strengthening and reunifying families). (2-5 years)
- System coordination:
  - Establishing shared referral practices, policies and procedures across health, human services, early learning and K-12 as evidenced by data sharing agreements and protocols, common/pooled waiting lists and an increased number of children on waiting lists receiving some service or touch point. (2-5 years)
  - Increased number of completed referrals. (within 1 year)

(3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

- In a state where half of our children are born on Medicaid and 40% of our children never show up in a “formal” early learning environment before kindergarten, we need a mixed-delivery investment strategy that drives resources and supports for both literacy and strong kindergarten transitions to families through a range of practitioners including early childhood experts.
- Kindergarten transitions:
  - Short term:
    - Process-oriented: What are schools, early learning providers, families, and children doing differently?
    - Relationship-oriented: How have communication, coordination, and collaboration been strengthened between schools, early learning providers, families and children?
  - Intermediate:
    - Kindergarten readiness: Improved literacy, numeracy, and approaches to learning as measured by the Oregon Kindergarten Assessment
  - Long term:
    - Increase 3rd grade reading proficiency

- Reduce achievement gaps between groups of students
  - Fully integrated early learning/K-3 system
- Early literacy
  - Short term:
    - Focus on elements of effective early literacy programs
    - May be qualitative (attitudes, beliefs, behaviors)
  - Intermediate:
    - Kindergarten readiness: Improve literacy
  - Long term:
    - Increase 3rd grade reading proficiency
    - Reduce achievement gaps between groups of students

(4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

- This strategy will target children most at risk, including children of color, English language learners and children living in poverty, of not being ready to learn when starting kindergarten, thus reducing the equity gap of young learners.

(5) What evidence indicates this strategy will result in improvement?

- The early years in a child's life, when the human brain is forming, represent a critically important window of opportunity to make significant investments in early childhood education, care, and development. Economists and scientists agree that the years before kindergarten are the most formative and impactful to later outcomes, such as 3<sup>rd</sup> grade reading and high school graduation.
- Investments will be made using the evidence and promising practices covered in the following frameworks
- Evidence for early literacy:
  - National Governors Association: A Governor's Guide to Early Literacy: Getting all students reading by third grade.  
<http://www.nga.org/files/live/sites/NGA/files/pdf/2013/1310NGAEarlyLiteracyReportWeb.pdf>
    - This guide states that to promote reading proficiency by the third grade there are three major and widely embraced results of educational research; 1) starting at Kindergarten is too late, 2) reading proficiency requires three sets of interrelated skills and knowledge that are taught and cultivated over time, and 3) parents, primary caregivers, and teachers have the most influence on children's language and literacy development.
    - The Anne E. Casey Campaign for Grade Level Reading  
<http://www.aecf.org/work/education/grade-level-reading>  
 Half of the school achievement gap between rich and poor kids starts before kindergarten.

- Evidence for strong transition practices:
  - Ready for Success: Creating Collaborative and Thoughtful Transitions into Kindergarten (<http://www.hfrp.org/publications-resources/browse-our-publications/ready-for-success-creating-collaborative-and-thoughtful-transitions-into-kindergarten>)
    - The brief highlights promising practices in six states—New Jersey, Georgia, Maryland, Minnesota, Virginia, and California—where local- and state-level leadership support a variety of initiatives to ensure successful transitions into kindergarten.
  - Framework for Planning, Implementing, and Evaluating PreK – 3<sup>rd</sup> Grade Approaches ([http://depts.washington.edu/pthru3/PreK-3rd\\_Framework\\_Legal%20paper.pdf](http://depts.washington.edu/pthru3/PreK-3rd_Framework_Legal%20paper.pdf))
    - This Framework is intended to be referenced and used over an extended period of time for reflection, self-evaluation, and improvement of PreK-3rd grade efforts.

(6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

- The state is investing in our Early Learning Hubs to increase the number of children reaching kindergarten ready to succeed. At a modest level we are improving efficiency and outcomes for some sets of at risk children.
- At a modest or medium investment the state is buying the ability to sustain the quality & integrity of the early learning transformation efforts that have been underway for the last few years.
- This strategy calls for a modest state investment for strategic investing in early literacy and kindergarten preparation programs, as well as professional development of the workforce and providing children the best opportunity to be successful when transitioning into Kindergarten.
- The best place for a substantial investment is increasing access to quality settings.

(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

- Continued improvement in the integration and partnership between the Early Learning educator/provider community and the K-12 community.
- Accountability for results.

(8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

- Not that we see at this time. Federal policy direction for better integrating early learning and childcare is consistent with Oregon’s direction, as is the

focus on Kindergarten Readiness.

## **Strategy 2: Accessing & Sustaining Quality in Early Learning**

(1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

- The ELD is building a strong high quality system where early learning programs help prepare children for the transition into Kindergarten. Access to quality early learning environment provide the foundation for success in the first three grades. A child ready for Kindergarten is far more likely to read at grade level in third grade, and requires less intensive remediation in both early and later grades.
- This strategy requires using federal funding, plus community & business funds to provide incentives and supports to early childhood educators to help increase the quality of their settings, as well as to monitor the health and safety standards of each early learning settings (both formal & informal).
- This strategy provides additional funding for professional development opportunities for all early childhood educators, which is a research-based strategy to produce high-quality educators. Professional development and educator support are key components of OEIB's strategies for success.
- These funds are also used for building an early learning infrastructure to sustain quality assurance and improvement.

(2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

- The Early Learning Hubs are accountable for getting early childhood programs in their communities rated on to the Quality Rating and Improvement System (QRIS) and to show an increase in quality in their programs.
- The Early Learning Hubs are responsible for kindergarten readiness as outlined in the achievement compact.
- The Early Learning Division, along with DHS, will increase access to quality child care through the Employment Related Day Care (ERDC) program by providing incentives for parents to choose quality settings rated on the state's QRIS and incentives to start rated providers to provide services to children receiving ERDC subsidies.
- These efforts are focused on children at the highest risk for not arriving at kindergarten ready to succeed. Closing the achievement gap starts before kindergarten.

(3) What measurable difference will the strategy make for children, families &

students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

- Incentives to provide low income children improved access to high-quality child care settings is perhaps the best way to make the biggest improvement in kindergarten readiness.
  - Increase the number of at risk children receiving child care in a high quality, QRIS star rated program (within 1 year)
- Providing professional development incentives for the early learning workforce.
  - Increase the number of individuals in the early learning workforce receiving credentials by 10% (within 2 years).

(4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

- The infrastructure being built by the Early Learning Division has a strong focus on equity and reaching the children most at-risk, and helping them succeed when they get to kindergarten.
- The focus on quality in early learning programs benefits all children, but this strategy includes additional focus and investment on the children most at-risk, such as children of color and low-income families.
  - Tiered subsidy for ERDC children to receive access to high quality child care.
  - Professional development support to the early learning workforce targets dual language early childhood professionals.
  - Targeted recruitment to increase the supply of quality learning environments within the Early Learning Hub's at-risk communities
  - Quality Rating and Improvement resources and support available in Spanish and Russian.
- A targeted investment to increase the pool of quality early learning settings, that are culturally specific and appropriate, in communities of color and communities of poverty, mapped to school catchment areas, will be the most specific strategy connected to the Equity Lens.

(5) What evidence indicates this strategy will result in improvement?

- Early Learning Hubs are based on the theory of Collective Impact, or shared responsibility for a common set of goals and outcomes across sectors and services. The Hub strategy is in line with the Governor's vision for putting resources to solve problems in the hands of the people closest to the problem. There are small scale examples in communities of this approach working to address problems; Oregon is a leader in using it as an organizing principle for an entire age group.
- Quality early care and education can address socio-economic, physical and

relational risk factors – preventing or mitigating them before children enter kindergarten. The sensitive period for cognitive functioning and other key aspects of brain development related to learning and educational success are in the first 5-6 years of life. The quality of a child’s early environment and the availability of appropriate experiences during this early period are crucial in determining how well a child will be able to think and to regulate emotion -- a fact with large implications for how well a child performs in school and later in the work force.

- There is robust evidence that quality early learning environments make a difference in kindergarten readiness and school success. There is also some evidence that investments in quality environments can “fade out” if the K-12 system doesn’t sustain the quality and attention that brought children to a high level of readiness. Therefore an integrated and well-coordinated system bridging early learning and K-12 is critical, and is historically missing across the state and nation.

(6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

- The state is buying the ability to sustain the quality & integrity of the early learning transformation efforts that have been underway for the last few years.
- The state is investing in a high quality workforce by incentivizing early childhood educator professional development.
- More children in quality environments will result in more children ready for kindergarten. Whether modest, medium, or substantial, this will be the case; it’s a matter of scale. Unlike K-12, there is no compulsory attendance, no districts; therefore new funds result in net increases of children in quality settings.

(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

- The Early Learning Hubs will continue working strategically and collaboratively with their communities to determine the best uses of their funding to provide the best outcomes for their most at-risk children.
- Sustaining community supports through the Child Care Contribution Tax Credit will help provide success related to the increase in quality of our early childhood educators.
- Continuing cross-agencies collaboration for providing tiered subsidy to ERDC children, parents and providers.

(8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

- The Child Care Contribution Tax Credit is scheduled to sunset on 12/31/15. If this were to happen, the ELD would lose needed community funding that helps provide quality supports and incentives to programs trying to increase their quality environments and educational opportunities.
- The Child Care Contribution Tax Credit currently has a cap of \$500,000 per year. If the cap was increased, we could use these additional community funds to sustain focused quality funding on the most at-risk populations.
- Federal laws related to monitoring programs that are not currently required to follow specific health & safety rules set by the ELD, could be changed so that all early learning programs are monitored by the ELD, causing a significant increase in workload.
- Oregon's Race To The Top grant will expire in the upcoming biennium. This is a system building grant, not a direct service grant. It will be critical to systematize and institutionalize the changes that have been made possible by this investment in Oregon's policy direction. The loss of this grant ought not affect our ability to deliver on this agenda.

### Strategy 3: Birth to Three

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(1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

- Oregon has had specific goals for early identification through universal risk screening, as well as for robust, voluntary home visiting programs since the late 1990's. The evidence for these approaches is long-standing and rich.
- This strategy will require a mix of reallocation and better coordination of current funds, possibly with additional funds for aligning Oregon's home visiting system, using screening tools to identify risks of not reaching kindergarten ready to learn, and to provide innovation funds to the Early Learning Hubs, in partnership with CCO's and DHS programs, for evidence-based programs that support building social and emotional development for at risk infants and toddlers in their communities.
- The cross sector opportunities for health care are substantial and have been under-realized. The most ripe opportunity for cross-over, leverage, and braiding of funds between education and the CCO's structure is in the birth to three space.

(2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

- Early screening during the prenatal and early childhood periods help identify risks to social and emotional development and connect families to resources

that can help mitigate the effects. Moreover, this allows for more customized, targeted, and efficient delivery of services and supports.

- Expanding the capacity of local communities to support the social and emotional development of young children in culturally relevant ways will contribute to Early Learning Hub goals (kindergarten readiness, stable and attached families), long-term educational outcomes and a reduction in the achievement gap.
- Identifying and targeting resources to at risk populations requires better focusing on the specific risk and connecting to the correct intervention and support, whether from health care, human services, or education.

(3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

- Measures of improvement would include:
  - Local and state coordination of home visiting as evidenced by written agreements, partnerships and blending/braiding of funding (within 1 year)
  - Statewide adoption of family well-being screening tool (within 1 year)
  - Number of families screened and connected to resources (within 2 years)
  - Number of local resources for supporting social and emotional development increased (within 2 years)
  - Improvement in statewide kindergarten assessment scores, particularly CBRS component (3-5 years)

(4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

- Identifying risk appropriately, as early as possible provides the opportunity to meet the family where they are with the supports and services that are most appropriate and culturally specific.
- We know that children of color are disproportionately represented in child welfare systems, for example. Assessing risk early, and providing supports, will keep families stable and supported and avoid child entry into the child welfare system; this is also true with special education and more broadly, disciplinary issues in the K-12 system.
- Assessing risk, and addressing those factors, such as Adverse Childhood Experiences, will position children to be more successful in school.
- Capacity building in local communities will focus on evidence-based and diverse strategies that achieve results for target populations in culturally relevant ways.

(5) What evidence indicates this strategy will result in improvement?

- An abundance of scientific evidence demonstrates that critical aspects of brain development are shaped by experience before birth and through the earliest years. Social and emotional development is highly sensitive to early childhood environments ranging from the importance of parent-child attachment to the quality of early learning programs. Evidence has shown a variety of interventions can support the social and emotional health of the child, from broad health promotion to targeted intervention when needed. The foundations of early social and emotional health through evidence based and promising practices will help achieve the goals of the Early Learning Council and OEIB. Accurate assessment of risk factors is critical.
- Oregon has adopted the ages & stages questionnaire (ASQ) as their recommended developmental screening assessment tool. (<http://agesandstages.com/>)
- The ASQ is a tool to identify the risk of developmental delay or disability. Substantial evidence exists showing that early identification of risk or delay and connection to the right resources improves outcomes. (For more information please visit <http://www.acf.hhs.gov/programs/ecd/news/developmental-and-behavioral-screening-initiative>)
- We do not want the ASQ to stand alone, or children will be over-identified (and misidentified) as developmentally delayed; the largest sets of risk factors are social – poverty, exposure toxic stress, violence, parental/caregiver substance abuse – and require specific identification and effective response tailored to those risks.

(6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

- A modest investments buys smart and efficient integration with CCO/health services to reach a broader group of children with better specificity, but likely not all children at risk.
- A modest investment expands the reach and leverages additional resources.
- We do not recommend a substantial investment at this time, because it is incumbent on the system to be reshaped first, in order to ensure that long term what we “buy” is the highest impact investment possible. We need to maximize the efficient crossover with health care and other services, and the improved alignment of multiple home-visiting programs, before simply “buying more”.
- The measurable result in all of these investments is improved K-Readiness.

(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

- We have a well-established cross-over between the Early Learning Council and Health Policy Board working to identify shared metrics and opportunities. Maximizing the opportunities within health reform and pressing for better and more thoughtful integration and coordination.
- Providing incentives for cross sector coordination and cooperation at the local Hub/CCO level is a necessary condition for success. Simply aligning at the state level board/agency level is insufficient.
- Intentionally aligning and evolving existing programs within this context is an additional condition for success. For example, HB 2013 in the 2013 legislative session modified Healthy Families - a longstanding, well recognized home visiting program in the Early Learning Division, as it was expanded in statute to allow for visits up to age three and for all births, rather than solely first births. This programmatic evolution needs to be considered in the context of all of the other approaches. The state has multiple home visiting programs or elements of programs delivered at the local level – Healthy Families, Cocoon, NFP, MIECV, Head Start, Healthy Start - that can and should be coordinated more strategically.

(8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

- The state and federal policy toward home visiting are in alignment; simply put, as the evidence has grown the answer is to do more, to do it better, and to do it in a coordinated context that is not simply siloed in either education or health or human services. Policy changes are unlikely to increase costs per se; it will be the volume of services, our efficiency in delivering those services, and any gap that emerges once we feel we have reached maximum capacity in leveraging all of our efforts.
- If federal funds are providing direct service, and those funds are terminated, there could be a cost to the state, or at least a choice to the state. However, this presumes that efforts remain siloed by funding stream. If we are successful in better blending and leveraging across systems, we should be able to mitigate this potential risk.

## **PART 2: Describe Conditions, Processes & Partners (No more than 2 pages)**

(1) What do you need from other agencies / boards / groups to enable you to be most effective?

- Continued recognition from the K-12 system that Kindergarten Readiness will require their partnership and collaboration at the state and especially local level. This has been a major breakthrough in many communities in Oregon.
- Continued collaboration with Oregon Health Authority (and CCO's) and the Department of Human Services in order to recognize shared opportunities

and targeting of resources. For example, OHA has a role in Kindergarten Readiness, Early Learning has a role in reducing child abuse and neglect. A truly collaborative and integrated system is within reach.

(2) What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?

- Collaboration and support to ODE for the transition from Early Learning into Kindergarten.
- Collaboration and support to HECC for the professional development work child care providers.
- Collaboration and support to OHA for shared outcomes and to CCO's in meeting their metrics.
- Collaboration and support to DHS in meeting their foster care reduction and safe, stable families goals.

(3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?

- Birth to Three (Healthy Authority & Human Services)
- Differential Response/Strengthening, Preserving, Reunifying Families (DHS)
- Early Years to Early Grades (Education)
- Coordinated Care as a means of improving outcomes and lowering costs (OHA)

(4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.

After the buildup of infrastructure for early learning, it will cost less to sustain the higher quality system. We see real opportunities for improved performance and connection to results in the Childcare Resource and Referral System.

(5) Who are your key partners, stakeholders, and community groups?

- Oregon Health Authority
- Department of Human Services
- Oregon Department of Education
- Early Childhood Educators
- Head Start Association
- Oregon Association of Relief Nurseries
- CCO's
- School Districts
- ESDs
- Ready For School Campaign/Children's Institute
- Community Action

- Early Learning Hubs

(6) What processes were used for public input in developing the strategies?

- Testimony at Early Learning Council Meetings.
- Early Learning Council Community Visits.
- Early Learning Division staff community forums on kindergarten assessment, early literacy grant, kindergarten partnership and innovation grant and early learning hubs.
- Regular stakeholder engagement such as work with the Head Start Association and Association of Oregon Counties.

# Quality Education Model



## **THE EVOLUTION OF THE QEM OEIB OUTCOMES AND INVESTMENTS SUBCOMMITTEE**

**MAY 29, 2014**

**BRIAN REEDER, ASSISTANT SUPERINTENDENT, ODE  
DOUG WELLS, CHAIR, QUALITY EDUCATION COMMISSION**

# The Historical QEM



- The Model is K-12 only
- It estimates the costs of running a high quality system K-12 schools that would dramatically improve high school graduation rates relative to current conditions

## But

- There is very little information about the characteristics of students when they enter kindergarten
- The Model doesn't look at student performance data prior to 3<sup>rd</sup> grade assessment scores
- The Model does not adequately follow students outcomes after leaving high school
- The model does not systematically evaluate the relative costs of remediation versus earlier interventions

# How Has the QEM Changed Over Time?



- The original model, developed in 1999, provided a blueprint for a set of highly effective schools, but it was not grounded in the circumstances that Oregon's schools actually faced at that time. As a consequence, the guidance that the model was able to provide policymakers was limited.
- In 2002, the Commission enhanced the model to include a "Base Case" that captured the current circumstances in Oregon schools, allowing policymakers to evaluate the impacts of policy proposals relative to the actual conditions that schools were facing.
- Starting in 2008, the Commission began visiting schools to interview staff and students to better understand the "intangibles" that contribute to successful schools. The Commission used a "matched pair" approach in which a high-performing school and a low-performing school were compared to understand how key practices varied. This method of evaluating practices is ongoing.

# What is the Commission Doing Right Now?



- Adding a Pre-K component to the QEM to better understand the costs of Pre-K programs and the impact they have on later student achievement
- Adding a Post-Secondary component to the QEM to better understand how student's K-12 experience influences their post-secondary choices and success
- Added an Equity Stance to the model to mirror that adopted by the OEIB
- Supplementing the QEM's costing model with a student performance model that better ties investments to student outcomes. The longitudinal database being developed by the OEIB, by adding Pre-K data, post-secondary data, and data from non-educational sources, will improve the accuracy and usefulness of the QEM.
- Investigating best practices across Oregon and applying matched pair analysis to determine effectiveness.
- Incorporating an "Equity Stance" into the QEC's work. Without closing the achievement gap, Oregon cannot meet its 40-40-20 goal.

# Why Expand the QEM to be a P-20 Model?



- State Goal of 40-40-20
- Clear evidence that birth to five (pre-K) programs can have a dramatic positive impact on later learning and life outcomes
- Clear evidence that many high school graduates are not adequately prepared for college, requiring costly remediation
- Much of our systemic vulnerabilities fall in the “ramps” between early learning, K-12, and post-secondary

# Why Add a Performance Model?



- Develop a better understanding of how learning in Pre-K and the early grades influences later success.
- Develop estimates of the impact of various investments made along the P-20 continuum
- Help guide policymakers in allocating resources in a way that maximizes the return on the state's investments in terms of student outcomes and movement toward the state's 40-40-20 goal.

# The Expanded “P-20” QEM



- Pre-K through Post-Secondary
- More information about the characteristics of students when they enter kindergarten
- Kindergarten assessment information coming soon
- Post-secondary enrollment information available from OUS system and from the National Student Clearinghouse
- Relative costs of remediation versus earlier interventions can be evaluated
- Relative benefits and costs of investments at different points along the P-20 continuum can be evaluated

# The New Pre-K Component



- Accounts for students from birth to age 4
- Breaks down students by age and poverty level
- Estimates the current costs of providing pre-K services by Head Start, Oregon Pre-Kindergarten, and other public, non-profit, and private providers
- Also estimates the costs of providing high-quality pre-K programs that have been shown to have dramatically increased later student achievement, improved high school graduation and college completion rates, and reduced criminal activity

# The New Post-Secondary Component

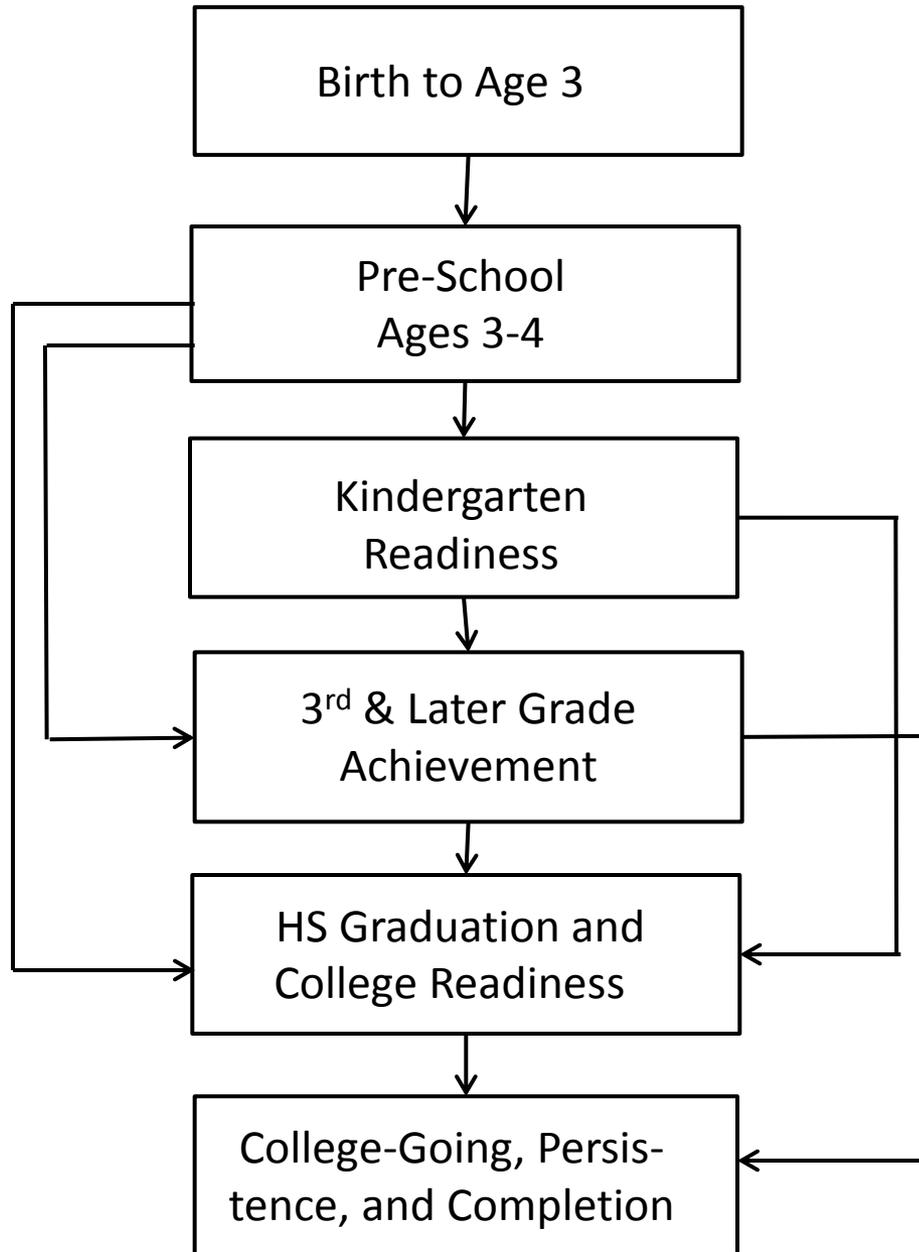


- Incorporates characteristics of high school graduates from the K-12 component into the post-secondary component
- Leverages the work done by the Higher Education Quality Education Commission in building the Post-Secondary Quality Education Model (PSQEM)
- Enhances the PSQEM with additional financial data

# The Student Performance Model



- Incorporates the impact of Pre-K programs on later student performance
- Builds on the work of the 2012 QEC that looked at the pattern of resource allocation across the K-12 system to see where we find the most “bang-for-the-buck”
- Evaluates how kindergarten and reading by 3<sup>rd</sup> grade and, in turn, how reading in 3<sup>rd</sup> grade affects later performance
- Evaluates how high school performance, and in particular measures of college readiness, affect college-going and college persistence
- Allows the evaluation of the relative costs and benefits of different education investments, filling the need for cost-effectiveness analysis that brings student achievement and long-term student success into the analysis of education investments.



Birth to Age 3

Pre-School  
Ages 3-4

Kindergarten  
Readiness

3<sup>rd</sup> & Later Grade  
Achievement

HS Graduation and  
College Readiness

College-Going, Persis-  
tence, and Completion

# Best Practices



- Across the P-20 continuum, there are pockets of excellence
- Challenge for an all-volunteer commission, with excellent but limited staff, to identify best practices across Oregon
- Our system is vision rich, and implementation poor. We must systematize the bridging of practice to policy in order to scale these practices
- More work is needed to understand the barriers to successful transitions or “ramps” for students from Pre-K to K-12 and from K-12 to post-secondary. The QEC is focusing on college-readiness in it’s current work and is also incorporating a Pre-K component into the QEM
- Our recommendation is to invest in “professionalizing” the function of the QEC in order to more effectively share lessons learned and to further develop the QEM’s ability to evaluate the cost-effectiveness of education investments



OUTCOMES & INVESTMENTS SUBCOMITTEE  
2015-17 BUDGET RECOMMENDATIONS  
PART 1 – Identify Your Highest Priority Strategies

**Strategy 1: Youth and Community Investment**

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- (1) How does the strategy align with the OEIB’s 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

**The Youth and Community Investments are designed to advance OEIB’s strategy 1.2: Supporting Out of School Youth; strategy 1.4: Invest in Regional Collaboration and Collective Responsibility; and strategy 2.3: Transformational, Innovative, and Effective Strategic Investments.**

**The Youth and Community Investment is a community-based grant designed to assist existing efforts in improving education and workforce success for Opportunity Youth and Priority Youth.**

**Opportunity Youth are those who have been disconnected from education and labor markets including young high school dropouts (ages 16-18), older high school dropouts (ages 19-20), and youth with high school diploma or GED, disconnected from postsecondary education, and unable to gain a foothold in the labor market (ages 19-20).**

**Priority Youth are those ages 6 to 16 who are at risk of disconnecting from the education system, who are already disconnected from the education system, or at risk of being unable to transition successfully to the labor force. Priority Youth experience a variety of risk-producing conditions that can be barriers to school and work. Barriers can present themselves as environmental conditions in neighborhoods, families, and peer groups, as well as individual factors. Examples of these conditions include poverty, teen pregnancy, community violence, substance abuse, poor quality schools, criminal activity, disability, caregiver responsibilities, and institutional residence.**

- (2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

**The Youth and Community Investments utilize a set of outcome expectations at a program and/or individual level. These outcomes are built from the goal framework of education and career success, as well as reduced youth crime and violence. These outcomes align with outcomes and measures established by the OEIB and ODE.**

**Community level data that can be monitored to evaluate results should include, but is not limited to the following:**

- **Four-year graduation rate or five year graduation rates**
- **Attendance rates**
- **Drop-out rates**
- **Percent of students meeting or exceeding on statewide assessments in reading, math, and science**
- **Disparities in graduation rates, completion rates, drop-out rates, attendance rates, or school performance scores between all students and those who are economically disadvantaged, limited English proficient, with disabilities, or underserved races/ethnicities**
- **Youth idleness rates**
- **Youth employment rates**
- **Juvenile referral rates**
- **Disparities in juvenile referral rates between all youth and those who are economically disadvantaged, limited English proficient, with disabilities, or underserved races/ethnicities**

**Individual level data that can be monitored to evaluate results should include, but is not limited to the following:**

- **School attendance/activity/attainment level, pre- and post-involvement**
- **Criminal history and/or activity subsequent to involvement**
- **Employment history, pre- and post-involvement**

- (3) What measurable difference will the strategy make for children, families and students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

**The Youth Development Council is in the process of soliciting applications for grants for programs and services throughout Oregon and the 9 Federally Recognized Tribes. Exact measures and metrics will be negotiated with each awardee, within the outcomes framework referenced in question 2 above.**

**These strategies were specifically created to serve underserved youth, with the target population being the YDC Opportunity and Priority Youth who are disproportionately low-income and youth of color. In addition, outcome measures focus specifically on addressing disparities.**

- (4) How does this strategy demonstrate the priorities and values expressed in the OEIB Equity Lens?

**For communities to be eligible to apply for grant funds there must be a demonstration that the community is providing programs and services for populations that are more significantly low-income, communities of color, ELL,**

**and/or youth with disabilities. In addition, communities must meet eligibility indicators that demonstrate the youth being served are experiencing disparities compared with all other youth in the state.**

<b>Youth Development Council 2014-15 Fiscal Year Indicators of Need</b>	<i>Statewide Average</i>
<b>Minority student population as a percent of all students above the statewide rate</b>	
Grades K-12	35%
Grades K-5	37%
Grades 6-8	35%
Grades 9-12	33%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Free and reduced price lunch eligible students as a percent of all students above the statewide rate</b>	
Grades K-12	54%
Grades K-5	57%
Grades 6-8	55%
Grades 9-12	49%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Number of homeless students (in the district) as a percent of district enrollment above the statewide rate</b>	
	3.22%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Students with disabilities as a percent of all students above the statewide rate</b>	
Grades K-12	14%
Grades K-5	14%
Grades 6-8	15%
Grades 9-12	13%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Limited English proficient students as a percent of all students above the statewide rate</b>	
Grades K-12	17%
Grades K-5	19%
Grades 6-8	17%
Grades 9-12	14%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Disparities in graduation rates, completion rates, dropout rates, attendance rates, or school performance scores between all students and those who are economically disadvantaged, limited English proficient, or underserved races/ethnicities</b>	
	Compare Respective Rate
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Juvenile referral rate in the juvenile justice system as a percent of all youth above the statewide rate</b>	
	1.74%
Source: Oregon Youth Authority Referrals ( <a href="http://www.oregon.gov/oya/reports/jjis/2013/2013_Youth_Referrals.pdf">http://www.oregon.gov/oya/reports/jjis/2013/2013_Youth_Referrals.pdf</a> ) divided by Portland State University Population Research Center 0-17 population estimates ( <a href="http://www.pdx.edu/prc/sites/www.pdx.edu/prc/files/Population%20Report%202013_Web2.xls">http://www.pdx.edu/prc/sites/www.pdx.edu/prc/files/Population%20Report%202013_Web2.xls</a> )	

<b>Disparities in juvenile referral rates between all youth and those who are economically disadvantaged, limited English proficient, or underserved races/ethnicities</b>	Compare Respective Rate
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Four-year graduation rate or five-year graduation rate below the statewide rate</b>	
Four-year graduation rate	68%
Five-year graduation rate	72%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Attendance rates of students below the statewide rate (<i>measured by the percent not chronically absent</i>)</b>	
Grades K-12	82%
Grades K-3	84%
Grades 4-5	88%
Grades 6-8	83%
Grades 9-12	77%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Drop-out rate above the statewide rate</b>	3.4%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Percent of students meeting or exceeding on statewide assessments in reading below the statewide rate</b>	
Elementary (Grades 3-5)	72%
Middle (Grades 6-8)	70%
High (Grade 11)	85%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Percent of students meeting or exceeding on statewide assessments in math below the statewide rate</b>	
Elementary (Grades 3-5)	63%
Middle (Grades 6-8)	63%
High (Grade 11)	69%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Percent of students meeting or exceeding on statewide assessments in science below the statewide rate</b>	
Grade 5	67%
Grade 8	66%
Grade 11	63%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Opportunity Youth rates above the statewide rate</b>	14%
Source: The number of Opportunity Youth in Oregon based on estimates from the Measure of America methodology (Opportunity Index Data and Scoring Center. Indicator Map: <a href="http://opportunityindex.org/#5.00/43.804/-120.554/-/Oregon">http://opportunityindex.org/#5.00/43.804/-120.554/-/Oregon</a> ) and analysis and the 2012 Census Bureau ACE Population Estimates.	

**Once eligibility requirements are met, in the application and scoring process communities must answer and are scored on five questions specifically addressing equity and cultural competency:**

***1. Community Participants Reflective of Population***

**Are the organizations and individuals involved in the Collective Impact approach reflective of the populations in need of programs and services in the community?**

**2. *Underserved Populations***

**Does the community being served have a disproportionately high percentage of the population made up of traditionally underserved individuals?**

**3. *Culturally Appropriate Activities***

**Do the mutually reinforcing activities of the Collective Impact community efforts have the appropriate culturally specific approaches?**

**4. *Disparities in Outcomes***

**Are the mutually reinforcing activities of the Collective Impact community efforts structured to specifically address disparities in outcomes seen between youth?**

**5. *Demonstrated Results***

**Do the organizations contributing mutually reinforcing activities designed to support traditionally underserved individuals have demonstrated results in reducing disparities in outcomes?**

**In total, the indicators of need and equity scoring of the grant applicants make up 50 out of a total 125 points.**

**Finally, the outcomes expectations of the grant contain several individual and community level measures that specifically address improving disparities for traditionally underserved populations.**

(5) What evidence indicates this strategy will result in improvement?

**There has been an extensive amount of research undertaken to understand why some youth struggle in the education process and what factors are contributory. This research is critical, and was used to identify and then reconcile what eligibility indicators, intervention strategies, and outcome measures would be utilized by the Youth Development Council.**

**There are shortfalls that need to be acknowledged and addressed. Data availability and quality is considerably poorer for Native American youth, homeless youth, and LGBTQ youth, and much work is needed to obtain a more accurate understanding of how these youth are adversely impacted in our education and work systems. Nevertheless, the available data and research was able to provide a solid framework off which to build. This framework has established a common set of Indicators of Need that can be used across all Youth Development Council grant funds, as well as a common set of community and individual outcome measures that can be used to track progress.**

- (6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

**The Youth and Community Investments provide modest funding to support programs and services in high-needs communities for education and career success. The levels of investment over a biennial period are:**

**Tier I Grant awards are not to exceed \$350,000 per biennium with a total of \$3,000,000 available for disbursement.**

**Tier II Grant awards are not to exceed \$100,000 per biennium with a total of \$2,000,000 available for disbursement.**

**Tier III Grant awards are not to exceed \$50,000 per biennium with a total of \$1,400,000 available for disbursement.**

**There is \$6.4 million available per fiscal biennium for Youth and Community Grants.**

**The exact impact will be determined during award negotiations with grant recipients. The YDC anticipates the grants will increase the capacity of programs and services to serve more youth and/or sustain the existing capacity of programs and services.**

- (7) What other conditions, supports and/or changes are needed for the strategy to be successful?

**With an estimated 66,500 youth in Oregon not in school and not working the Youth and Community Grant Fund provides less than \$100 per Opportunity Youth. This amount per youth doesn't take into consideration the unknown number of Priority Youth that exist in communities across the state. The demand for grant funds for programs and services will exceed the supply and additional investment is necessary if the state wants to significantly impact the youth most likely to not meet the Governor's 40-40-20 goal.**

- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

**As originally adopted, the Youth and Community Grant Fund was twice as large as its current form - originally \$12 million and modified to \$6 million. Due to opposition from the Oregon Juvenile Department Directors' Association, the JCP funding stream that was being added to the Youth and Community Grant Fund was set aside as an earmark for county juvenile departments. This reduction in funding will significantly impact the reach of the YDC to support programs and services in high-needs communities for Opportunity and Priority Youth.**

## PART 2: Describe Conditions, Processes & Partners

- (1) What do you need from other agencies / boards / groups to enable you to be most effective?

**At its most basic level, the Youth Development Council is focused on identifying high-needs communities throughout the state, providing resources for proven programs and services for Opportunity and Priority Youth in those communities, supporting the implementation of new programs and services in those communities where they do not exist, and providing policy expertise.**

**To continue these functions, the YDC needs the continued support from ODE's data team to continually get a more nuanced and microscopic understanding of how to target resources to the highest-needs communities. It also needs increased funding to meet the demand for programs and services. The council also needs leadership from OEIB members, the Governor, and legislators for supporting the policy direction established by the YDC in December 2013.**

- (2) What can your agency / board / group offer to other parts of the system to aid in alignment and transformation?

**Operational and policy expertise on utilizing spatial analysis to target resources at high-needs communities for education and career development outcomes. In addition, the YDC has developed strong connections to communities and community efforts around the state.**

- (3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?

**Out of school time supports for youth in the education system.**

- (4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.

**Fully integrating the JCP funding into the Youth and Community Grant Fund.**

- (5) Who are your key partners, stakeholders, and community groups?

**Community-based service providers, foundations and other funders of out of school youth programs and services, Oregon Mentors, Coalition for Communities of Color, Q Center and SMYRC, Boys and Girls Clubs, Oregon Alliance of Children's Programs.**

- (6) What processes were used for public input in developing the strategies?

**The Youth Development Council embarked on a process of community engagement with stakeholders across the state between the months of August 2013 through December 2013, holding over 100 meetings in over 30 communities. This community engagement process led to the development of the investment strategy.**



## OUTCOMES & INVESTMENTS SUBCOMITTEE

### 2015-17 BUDGET RECOMMENDATIONS

#### PART 1 – Identify Your Highest Priority Strategies (no more than 8 pages)

#### Strategy 2: Youth and Innovation Investment

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- (1) How does the strategy align with the OEIB’s 2015-17 Budget Strategies and Priorities?  
Is the strategy related to repurposing, reallocating or allocating funds differently?

**The Youth and Innovation Investments are designed to advance OEIB’s strategy 1.2: Supporting Out of School Youth; strategy 1.4: Invest in Regional Collaboration and Collective Responsibility; and strategy 2.3: Transformational, Innovative, and Effective Strategic Investments.**

**The Youth and Innovation Investment is a non-recurrent community-based grant designed to support innovative and sustainable efforts to improve education and workforce success for youth who are disconnected from, or are at-risk of disconnecting from the education system and labor market.**

**The Youth and Innovation Investments are designed to support Youth Innovation in Oregon, target an Emergent and Urgent Need to address a social problem at the onset, or to provide funding to take a Program to Scale to operational sustainability.**

- (2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

**The Youth and Innovation Investments utilize a set of outcome expectations at a program and/or individual level. These outcomes are built from the goal framework of education and career success, as well as reduced youth crime and violence. These outcomes align with outcomes and measures established by the OEIB and ODE.**

**Community level data that can be monitored to evaluate results should include, but is not limited to the following:**

- **Four-year graduation rate or five year graduation rates**
- **Attendance rates**
- **Drop-out rates**
- **Percent of students meeting or exceeding on statewide assessments in reading, math, and science**

- **Disparities in graduation rates, completion rates, drop-out rates, attendance rates, or school performance scores between all students and those who are economically disadvantaged, limited English proficient, with disabilities, or underserved races/ethnicities**
- **Youth idleness rates**
- **Youth employment rates**
- **Juvenile referral rates**
- **Disparities in juvenile referral rates between all youth and those who are economically disadvantaged, limited English proficient, with disabilities, or underserved races/ethnicities**

**Individual level data that can be monitored to evaluate results should include, but is not limited to the following:**

- **School attendance/activity/attainment level, pre- and post-involvement**
- **Criminal history and/or activity subsequent to involvement**
- **Employment history, pre- and post-involvement**

- (3) What measurable difference will the strategy make for children, families and students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

**The Youth Development Council is in the process of soliciting applications for grants for programs and services throughout Oregon and the 9 Federally Recognized Tribes. Exact measures and metrics will be negotiated with each awardee, within the outcomes framework referenced in question 2 above, and alignment to OEIB’s three strategies identified in question 1.**

**These strategies were specifically created to serve underserved youth, with the target population being the YDC Opportunity and Priority Youth who are disproportionately low-income and youth of color. In addition, outcome measures focus specifically on addressing disparities.**

- (4) How does this strategy demonstrate the priorities and values expressed in the OEIB Equity Lens?

**For communities to be eligible to apply for grant funds there must be a demonstration that the community is providing programs and services for populations that are more significantly low-income, communities of color, ELL, and/or youth with disabilities. In addition, communities must meet eligibility indicators that demonstrate the youth being served are experiencing disparities compared with all other youth in the state.**

**Youth Development Council**

*Statewide  
Average*

**2014-15 Fiscal Year Indicators of Need**

<b>Minority student population as a percent of all students above the statewide rate</b>	
Grades K-12	35%
Grades K-5	37%
Grades 6-8	35%
Grades 9-12	33%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Free and reduced price lunch eligible students as a percent of all students above the statewide rate</b>	
Grades K-12	54%
Grades K-5	57%
Grades 6-8	55%
Grades 9-12	49%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Number of homeless students (in the district) as a percent of district enrollment above the statewide rate</b>	
	3.22%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Students with disabilities as a percent of all students above the statewide rate</b>	
Grades K-12	14%
Grades K-5	14%
Grades 6-8	15%
Grades 9-12	13%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	

<b>Limited English proficient students as a percent of all students above the statewide rate</b>	
Grades K-12	17%
Grades K-5	19%
Grades 6-8	17%
Grades 9-12	14%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Disparities in graduation rates, completion rates, dropout rates, attendance rates, or school performance scores between all students and those who are economically disadvantaged, limited English proficient, or underserved races/ethnicities</b>	Compare Respective Rate
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Juvenile referral rate in the juvenile justice system as a percent of all youth above the statewide rate</b>	1.74%
Source: Oregon Youth Authority Referrals ( <a href="http://www.oregon.gov/oia/reports/jjis/2013/2013_Youth_Referrals.pdf">http://www.oregon.gov/oia/reports/jjis/2013/2013_Youth_Referrals.pdf</a> ) divided by Portland State University Population Research Center 0-17 population estimates ( <a href="http://www.pdx.edu/prc/sites/www.pdx.edu/prc/files/Population%20Report%202013_Web2.xls">http://www.pdx.edu/prc/sites/www.pdx.edu/prc/files/Population%20Report%202013_Web2.xls</a> )	
<b>Disparities in juvenile referral rates between all youth and those who are economically disadvantaged, limited English proficient, or underserved races/ethnicities</b>	Compare Respective Rate
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Four-year graduation rate or five-year graduation rate below the statewide rate</b>	
Four-year graduation rate	68%
Five-year graduation rate	72%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Attendance rates of students below the statewide rate (measured by the percent not chronically absent)</b>	
Grades K-12	82%
Grades K-3	84%
Grades 4-5	88%

Grades 6-8	83%
Grades 9-12	77%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Drop-out rate above the statewide rate</b>	
	3.4%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Percent of students meeting or exceeding on statewide assessments in reading below the statewide rate</b>	
Elementary (Grades 3-5)	72%
Middle (Grades 6-8)	70%
High (Grade 11)	85%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Percent of students meeting or exceeding on statewide assessments in math below the statewide rate</b>	
Elementary (Grades 3-5)	63%
Middle (Grades 6-8)	63%
High (Grade 11)	69%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Percent of students meeting or exceeding on statewide assessments in science below the statewide rate</b>	
Grade 5	67%
Grade 8	66%
Grade 11	63%
Source: Oregon Department of Education Statewide, School and District Report Cards - <a href="http://www.ode.state.or.us/search/results/?id=116">http://www.ode.state.or.us/search/results/?id=116</a>	
<b>Opportunity Youth rates above the statewide rate</b>	
Source: The number of Opportunity Youth in Oregon based on estimates from the Measure of America methodology (Opportunity Index Data and Scoring Center. Indicator Map: <a href="http://opportunityindex.org/#5.00/43.804/-/120.554/-/Oregon">http://opportunityindex.org/#5.00/43.804/-/120.554/-/Oregon</a> ) and analysis and the 2012 Census Bureau ACE Population Estimates.	14%

Once eligibility requirements are met, in the application and scoring process communities must answer and are scored on five questions specifically addressing equity and cultural competency:

1. *Community Participants Reflective of Population*  
Are the organizations and individuals involved in the Collective Impact approach reflective of the populations in need of programs and services in the community?
2. *Underserved Populations*  
Does the community being served have a disproportionately high percentage of the population made up of traditionally underserved individuals?
3. *Culturally Appropriate Activities*  
Do the mutually reinforcing activities of the Collective Impact community efforts have the appropriate culturally specific approaches?
4. *Disparities in Outcomes*  
Are the mutually reinforcing activities of the Collective Impact community efforts structured to specifically address disparities in outcomes seen between youth?
5. *Demonstrated Results*  
Do the organizations contributing mutually reinforcing activities designed to support traditionally underserved individuals have demonstrated results in reducing disparities in outcomes?

In total, the Indicators of Need and equity scoring of the grant applicants make up 50 out of a total 125 points.

Finally, the outcomes expectations of the grant contain several individual and community level measures that specifically address improving disparities for traditionally underserved populations.

(5) What evidence indicates this strategy will result in improvement?

**There has been an extensive amount of research undertaken to understand why some youth struggle in the education process and what factors are contributory. This research is critical, and was used to identify and then reconcile what eligibility indicators, intervention strategies, and outcome measures would be utilized by the Youth Development Council.**

- (6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

**The Youth and Innovation Investments provide modest funding to support programs and services in high-needs communities for education and career success. The levels of investment over a biennial period are:**

**Grant awards are not to exceed \$100,000 per biennium with a total of \$1,600,000 available for disbursement.**

**The exact impact will be determined during award negotiations with grant recipients. The YDC anticipates the grants will increase the capacity of programs and services to serve more youth and/or sustain the existing capacity of programs and services.**

- (7) What other conditions, supports and/or changes are needed for the strategy to be successful?

**With \$1,600,000 available for investment, realistically the YDC will only be able to support between 16-20 grant investments around the state. The anticipated demand for grant funds for programs and services may exceed the supply.**

- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

**Not at this time.**

## **PART 2: Describe Conditions, Processes & Partners**

- (1) What do you need from other agencies / boards / groups to enable you to be most effective?

**At its most basic level, the Youth Development Council is focused on identifying high-needs communities throughout the state, providing resources for proven programs and services for Opportunity and Priority Youth in those communities, supporting the implementation of new programs and services in those communities where they do not exist, and providing policy expertise.**

**To continue these functions, the YDC needs the continued support from ODE’s data team to continually get a more nuanced and microscopic understanding of how to target resources to the highest-needs communities. It also needs increased funding to meet the demand for programs and services. The council also needs leadership**

**from OEIB members, the Governor, and legislators for supporting the policy direction established by the YDC in December 2013.**

- (2) What can your agency / board / group offer to other parts of the system to aid in alignment and transformation?  
**Operational and policy expertise on utilizing spatial analysis to target resources at high-needs communities for education and career development outcomes. In addition, the YDC has developed strong connections to communities and community efforts around the state.**
- (3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?  
**Out of school time supports for youth in the education system.**
- (4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.  
**Fully integrating the JCP funding into the Youth and Community Grant Fund.**
- (5) Who are your key partners, stakeholders, and community groups?  
**Community-based service providers, foundations and other funders of out of school youth programs and services, Oregon Mentors, Coalition for Communities of Color, Q Center and SMYRC, Boys and Girls Clubs, Oregon Alliance of Children's Programs.**
- (6) What processes were used for public input in developing the strategies?  
**The Youth Development Council embarked on a process of community engagement with stakeholders across the state between the months of August 2013 through December 2013, holding over 100 meetings in over 30 communities. This community engagement process led to the development of the investment strategy.**



OUTCOMES & INVESTMENTS SUBCOMMITTEE  
2015-17 BUDGET RECOMMENDATIONS  
PART 1 – Identify Your Highest Priority Strategies

**Strategy 3: Youth and Gangs Investment**

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- (1) How does the strategy align with the OEIB’s 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

**The Youth and Gang Investments are designed to advance OEIB’s strategy 1.2: Supporting Out of School Youth; strategy 1.4: Invest in Regional Collaboration and Collective Responsibility; and strategy 2.3: Transformational, Innovative, and Effective Strategic Investments.**

**The Youth and Gangs Investment is a community-based grant designed to assist existing efforts in addressing youth gang violence.**

- (2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

**The Youth and Gang Investments utilize a set of outcome expectations at a program and/or individual level. These outcomes are built from the goal framework of changes in gang intelligence data, police incident data, and individual level data.**

**Community level data that can be monitored to evaluate results should include, but is not limited to the following:**

- **Gang Intelligence Data**
- **Changes in the number of gangs that are active**
- **Changes in the number of members in each gang**
- **Police Incident Data**
- **Changes in the crimes gangs/gang members are committing**
- **Changes in where/when gang crimes are being committed**
- **Changes in who is committing gang crimes**

**Individual level data that can be monitored to evaluate results should include, but is not limited to the following:**

- **School attendance/activity/attainment level, pre- and post-involvement**
- **Criminal history and/or activity subsequent to involvement**
- **Employment history, pre- and post-involvement**
- **Probation referrals and/or violations, pre- and post-involvement**
- **Substance use levels, pre- and post-involvement in the project**

(3) What measurable difference will the strategy make for children, families and students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

**The Youth Development Council is in the process of soliciting applications for grants for programs and services throughout Oregon and the 9 Federally Recognized Tribes. Exact measures and metrics will be negotiated with each awardee, within the outcomes framework referenced in question 2 above.**

**These strategies were specifically created to serve underserved youth, with the target population being the YDC Opportunity and Priority Youth who are disproportionately low-income and youth of color. In addition, outcome measures focus specifically on addressing disparities.**

(4) How does this strategy demonstrate the priorities and values expressed in the OEIB Equity Lens?

**In the application and scoring process, communities must answer and are scored on five questions specifically addressing equity and cultural competency:**

***1. Community Participants Reflective of Population***

**Are the organizations and individuals involved in the Collective Impact approach reflective of the populations in need of programs and services in the community?**

***2. Underserved Populations***

**Does the community being served have a disproportionately high percentage of the population made up of traditionally underserved individuals?**

***3. Culturally Appropriate Activities***

**Do the mutually reinforcing activities of the Collective Impact community efforts have the appropriate culturally specific approaches?**

***4. Disparities in Outcomes***

**Are the mutually reinforcing activities of the Collective Impact community efforts structured to specifically address disparities in outcomes seen between youth?**

**5. Demonstrated Results**

**Do the organizations contributing mutually reinforcing activities designed to support traditionally underserved individuals have demonstrated results in reducing disparities in outcomes?**

- (5) What evidence indicates this strategy will result in improvement?

**Communities are required to implement strategies of the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) Comprehensive Gang Model. This is a research based model and framework for the coordination of multiple data-driven anti-gang strategies among agencies such as law enforcement, education, criminal justice, social services, community-based agencies, outreach programs, and grassroots community groups.**

- (6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

**The Youth and Gangs Investments provide modest funding to address youth gang involvement. The levels of investment over a biennial period are:**

**Grant awards are between \$25,000 to \$100,000 per biennium with a total of \$750,000 available for disbursement.**

**The exact impact will be determined during award negotiations with grant recipients. The YDC anticipates the grants will increase the capacity of programs and services to serve more youth and/or sustain the existing capacity of programs and services that directly address gang/youth violence.**

- (7) What other conditions, supports and/or changes are needed for the strategy to be successful?

**Data on youth gang involvement in the more populous metropolitan areas of Oregon is more robust, but data in more rural areas of the state is lacking. Communities have expressed a need for support and capacity development on data collection and tracking with respect to youth gang issues.**

- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

**Not at this time.**

## PART 2: Describe Conditions, Processes & Partners

- (1) What do you need from other agencies / boards / groups to enable you to be most effective?

**At its most basic level, the Youth Development Council is focused on identifying high-needs communities throughout the state, providing resources for proven programs and services for Opportunity and Priority Youth in those communities, supporting the implementation of new programs and services in those communities where they do not exist, and providing policy expertise.**

**To continue these functions, the YDC needs the continued support from ODE's data team to continually get a more nuanced and microscopic understanding of how to target resources to the highest-needs communities. It also needs increased funding to meet the demand for programs and services. The council also needs leadership from OEIB members, the Governor, and legislators for supporting the policy direction established by the YDC in December 2013.**

- (2) What can your agency / board / group offer to other parts of the system to aid in alignment and transformation?

**Operational and policy expertise on utilizing spatial analysis to target resources at high-needs communities for education and career development outcomes. In addition, the YDC has developed strong connections to communities and community efforts around the state.**

- (3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?

**Out of school time supports for youth in the education system.**

- (4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.

**Fully integrating the JCP funding into the Youth and Community Grant Fund.**

- (5) Who are your key partners, stakeholders, and community groups?

**Community-based service providers, foundations and other funders of out of school youth programs and services, Oregon Mentors, Coalition for Communities of Color, Q Center and SMYRC, Boys and Girls Clubs, Oregon Alliance of Children's Programs.**

(6) What processes were used for public input in developing the strategies?

**The Youth Development Council embarked on a process of community engagement with stakeholders across the state between the months of August 2013 through December 2013, holding over 100 meetings in over 30 communities. This community engagement process led to the development of the investment strategy.**



## OUTCOMES & INVESTMENTS SUBCOMMITTEE

### 2015-17 BUDGET RECOMMENDATIONS

#### PART 1 – Identify Your Highest Priority Strategies (no more than 8 pages)

#### Strategy 4: Youth and Crime Prevention Investment

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- (1) How does the strategy align with the OEIB’s 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

**The Youth and Crime Prevention Investments are designed to advance OEIB’s strategy 1.2: Supporting Out of School Youth; strategy 1.4: Invest in Regional Collaboration and Collective Responsibility; and strategy 2.3: Transformational, Innovative, and Effective Strategic Investments.**

**The Youth and Crime Prevention Investment are community-based grants provided by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) to assist state and local efforts to prevent juvenile crime and reduce youth involvement with justice system.**

- (2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

**The purpose of the Juvenile Accountability Block Grant (JABG) Program is to provide states and units of local government with funds to reduce juvenile offending through accountability based initiatives focused on both the offender and the juvenile justice system. The state is required to allocate pass-through grant funds to eligible jurisdictions identified by the U.S. Department of Justice.**

**The Title II Formula Grants program is designed to support state and local delinquency prevention and intervention efforts and juvenile justice system improvements. The Youth Development Council selected addressing Disproportionate Minority Contact (DMC) and Youth Gangs as priorities for the formula grant funds.**

- (3) What measurable difference will the strategy make for children, families and students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

**The Youth Development Council is in the process of soliciting applications for grants for programs and services throughout Oregon and the 9 Federally Recognized Tribes. Exact measures and metrics will be negotiated with each awardee, within the outcomes framework referenced in question 2 above.**

- (4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

**For communities to be eligible to apply for grant funds there must be a demonstration that the community is providing programs and services for populations that are more significantly low-income, communities of color, ELL, and/or youth with disabilities. In addition, communities must meet eligibility indicators that demonstrate the youth being served are experiencing disparities compared with all other youth in the state.**

**Once eligibility requirements are met, in the application and scoring process communities must answer and are scored on five questions specifically addressing equity and cultural competency:**

- 1. *Community Participants Reflective of Population***  
**Are the organizations and individuals involved in the Collective Impact approach reflective of the populations in need of programs and services in the community?**
- 2. *Underserved Populations***  
**Does the community being served have a disproportionately high percentage of the population made up of traditionally underserved individuals?**
- 3. *Culturally Appropriate Activities***  
**Do the mutually reinforcing activities of the Collective Impact community efforts have the appropriate culturally specific approaches?**
- 4. *Disparities in Outcomes***  
**Are the mutually reinforcing activities of the Collective Impact community efforts structured to specifically address disparities in outcomes seen between youth?**
- 5. *Demonstrated Results***  
**Do the organizations contributing mutually reinforcing activities designed to support traditionally underserved individuals have demonstrated results in reducing disparities in outcomes?**

- (5) What evidence indicates this strategy will result in improvement?

**Communities are required to implement strategies of the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP). These strategies are research based models.**

- (6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

**The state allocation in the amount of \$120,000 per year will be available for disbursement for projects designed to promote the goals of the Youth Development Council to increase school engagement and reduce juvenile crime. The YDC will solicit proposals for two \$60,000 awards for projects that fall under grant purpose areas of School Safety (Establishing and maintaining accountability-based programs that are designed to enhance school safety) and/or Restorative Justice (Establishing and maintaining restorative justice programs).**

**The Title II Formula Grants program is designed to support state and local delinquency prevention and intervention efforts and juvenile justice system improvements. The Youth Development Council selected addressing Disproportionate Minority Contact (DMC) and Youth Gangs as priorities for the formula grant funds. A total of \$104,000 per year will be available for disbursement.**

**The Youth Development Council will solicit proposals for one \$52,000 grant award for projects that aim to implement strategies designed to reduce and eliminate disproportionate minority contact and overrepresentation of minorities in the juvenile justice system.**

**The Youth Development Council will solicit proposals for one \$52,000 grant award for prevention and intervention efforts directed at reducing youth gang-related activities.**

**The exact impact will be determined during award negotiations with grant recipients. The YDC anticipates the grants will increase the capacity of programs and services to serve more youth and/or sustain the existing capacity of programs and services that directly address gang/youth violence.**

- (7) What other conditions, supports and/or changes are needed for the strategy to be successful?

**Federal funding for JABG and Title II formula grants has been substantially reduced over the last 10 years. New federal funding opportunities currently exist that align with the YDC policy direction. Support in securing the funding from the OEIB, ODE, Governor, and Legislature is needed.**

- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

**Federal funding for JABG will be eliminated in the next fiscal year.**

## **PART 2: Describe Conditions, Processes & Partners**

- (1) What do you need from other agencies / boards / groups to enable you to be most effective?

**At its most basic level, the Youth Development Council is focused on identifying high-needs communities throughout the state, providing resources for proven programs and services for Opportunity and Priority Youth in those communities, supporting the implementation of new programs and services in those communities where they do not exist, and providing policy expertise.**

**To continue these functions, the YDC needs the continued support from ODE's data team to continually get a more nuanced and microscopic understanding of how to target resources to the highest-needs communities. It also needs increased funding to meet the demand for programs and services. The council also needs leadership from OEIB members, the Governor, and legislators for supporting the policy direction established by the YDC in December 2013.**

- (2) What can your agency / board / group offer to other parts of the system to aid in alignment and transformation?

**Operational and policy expertise on utilizing spatial analysis to target resources at high-needs communities for education and career development outcomes. In addition, the YDC has developed strong connections to communities and community efforts around the state.**

- (3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?

**Out of school time supports for youth in the education system.**

- (4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.

**Fully integrating the JCP funding into the Youth and Community Grant Fund.**

(5) Who are your key partners, stakeholders, and community groups?

**Community-based service providers, foundations and other funders of out of school youth programs and services, Oregon Mentors, Coalition for Communities of Color, Q Center and SMYRC, Boys and Girls Clubs, Oregon Alliance of Children's Programs.**

(6) What processes were used for public input in developing the strategies?

**The Youth Development Council embarked on a process of community engagement with stakeholders across the state between the months of August 2013 through December 2013, holding over 100 meetings in over 30 communities. This community engagement process led to the development of the investment strategy.**

# ACCELERATED LEARNING COMMITTEE: 2015-17 STRATEGIC INVESTMENT RECOMMENDATIONS

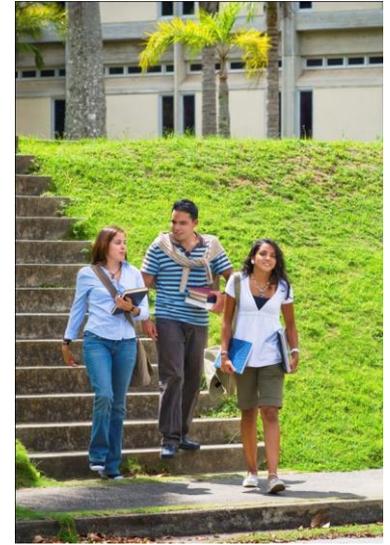
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Presentation to OEIB Outcomes & Investment  
Subcommittee by the Network Advisory

June 12, 2014

# Accelerated Learning Committee' Charge

- *Examine methods to encourage and enable students to obtain college credits while still in high school.*
- *Align funding, assessments, and procedures*
- *Encourage efficiencies and affordability for families*
- **Final report due to the Legislature  
October 1, 2014**



# Terminology

- Acceleration across secondary and postsecondary education:
  - An opportunity for high school students to enroll in college courses and earn college credit.
  - The programs in this category vary by the location of delivery, the type of instructor, and credit accrual at secondary and postsecondary levels

# Suggested One-Time Strategic Investments

- Strategy 1: Filling in the Gap: Supporting Partnerships
  - Initiation of K-12-postsecondary partnerships to expand offerings in high schools with fewer than 3 classes for college credit
- Strategy 2: Strengthening Dual Credit HS Instructor Pool
  - Online graduate content courses for HS instructors recommended as dual credit instructors
- Strategy 3: Blended Advising Model
  - Development by K-12 and postsecondary of blended advising models that support HS student transition to postsecondary

# Strategy 1: Filling in the Gap

- **Seed funding for K-12-postsecondary partnerships to expand offerings in high schools with fewer than 3 classes for college credit**
  - Based on a high school opportunity gap analysis—Dual Credit/Advanced Placement/CTE course offerings
  - Regional convening of high school instructors/administrators and postsecondary faculty/administrators to:
    - Assess local accelerated learning option needs,
    - Plan and develop course/program options and student supports,
    - Address barriers of instructor qualifications and geographic access
    - Establish college-rigor curriculum and shared assessments, and
    - Plan for data monitoring on student access and participation in college credit-bearing courses by the end of the 2015-17 biennium.

# Strategy 1 Outcomes:

- **Key Outcome on Achievement Compacts:**
  - Increase number of students completing 3+ college courses while enrolled in high school
- **Annual data used to measure improvement would include:**
  - High school course offerings by title, postsecondary partners and program/delivery model
  - Participating student data by school, credits attempted and earned, course titles, course delivery, grades and grade point average disaggregated by student demographics
- **Moderate investment would support HS/CC partnership development to:**
  - Assess local accelerated learning option needs,
  - Plan and develop course options and student supports,
  - Establish college-rigor curriculum and shared assessments, and
  - Plan how student outcomes will be monitored

# Strategy 1 Equity Considerations:

- **How will strategy improve outcomes for underserved and at risk populations?**
  - Improves statewide equitable access to a known strategy that increases likelihood of HS completion and success in postsecondary education
- **What evidence do you have strategy will be successful?**
  - Students who earn six plus credits are significantly more likely than comparison students to attain a college degree.
- **How does strategy align to Equity Lens?**
  - Community colleges and universities play a critical role in serving Oregon's diverse populations, rural communities, English language learners and students with disabilities, ultimately impacting the ability of more Oregonians to be educationally successful and ultimately employed.

# Strategy 1 Other Considerations:

- Reduces the need for post-secondary remediation (Currently 63% of Oregon HS graduates (2004/05 – 2010/11) enrolled in development education classes when they entered community colleges
- Transferable dual credit coursework can save students and their families considerable time and tuition costs, two barriers that often impact students' post-secondary enrollment and completion.

## Strategy 2: Strengthening Dual Credit Instructor Pool

- Online graduate content courses for HS instructors recommended as dual credit instructors
  - Creates accessible statewide access to graduate content courses for high school instructors interested in teaching dual credit courses
  - Funds teams of faculty from postsecondary institutions and high schools to collaborate on course creation
  - Supports tuition costs for teachers at high schools offering <3 college credit-earning courses for high school students

# Strategy 2 Outcomes:

- **Key Outcome on Achievement Compacts:**
  - Increase number of students completing 3+ college courses while enrolled in high school
- **Annual data used to measure improvement would include:**
  - Supply and demand data on qualified dual credit instructors by region
  - High school course offerings by title, postsecondary partners and program/delivery model
- **Moderate investment would support HS/CC partnership development to:**
  - Address shortages of qualified instructors to teach dual credit courses
  - Identify needed course offerings
  - Develop online courses
  - Develop schedule of course offerings and publicize broadly
  - Provide tuition vouchers for teachers in high schools offering <3 dual credit courses
  - Develop outcome monitoring plan

# Strategy 2 Equity Considerations:

- **How will strategy improve outcomes for underserved and at risk populations?**
  - Increases statewide equitable access to a known strategy that increases likelihood of HS completion and success in postsecondary education
- **What evidence do you have strategy will be successful?**
  - Since 2001 ReadOregon has offered online literacy coursework accessible for teachers statewide. Courses are developed and offered by partnering institutions with an 8 term catalog of courses posted
- **How does strategy align to Equity Lens?**
  - Community colleges and universities play a critical role in serving Oregon's diverse populations, rural communities, English language learners and students with disabilities, ultimately impacting the ability of more Oregonians to be educationally successful and ultimately employed.

## Strategy 2 Other Considerations:

- The Accelerated Learning Committee continues to seek solutions to address the credentialing process for high school instructors and supply of community college faculty qualified to teach dual credit courses.

# Strategy 3: Blended Advising Model

- Development by K-12 and postsecondary of blended advising models that support HS student transition to postsecondary
- Useful model already exist in the Southern Oregon Success Collaborative and in Eastern Promise.
- A statewide set of models could draw from existing best practices and be shared across the state via the RACs and Eastern Promise

# Strategy 3 Outcomes:

- Impact on Key Outcomes
  - Ninth grade on track
  - High school graduation rates
  - Number of students completing 3+ college courses while enrolled in high school
- How We Will Measure Impact
  - Participating student data by school, credits attempted and earned, course titles, course delivery, grades and grade point average disaggregated by student demographics
  - Students' successful transition to postsecondary institutions
- Effect of Various Investment Levels
  - A modest investment would support development for blended advising models to support a college-going culture in secondary schools by:
    - Creating a high school template for a dual credit College Success course,
    - Fully maximizing the potential of Oregon's required Individual Profile and Career Plan and tools like the Career Information System and Naviance,
    - Providing clear information for students and their families on available support resources. This strategy could impact 9<sup>th</sup> grade on track, high school graduation rates, number of course credits that transfer, and students' successful transition to postsecondary institutions.

# Strategy 3 Equity Considerations:

- **How will strategy improve outcomes for underserved and at risk populations?**
  - Improves statewide equitable access to a known strategy that increases likelihood of HS completion and success in postsecondary education
- **What evidence do you have strategy will be successful?**
  - Students who earn six plus credits are significantly more likely than comparison students to attain a college degree
- **How does strategy align to Equity Lens?**
  - Community colleges and universities play a critical role in serving Oregon's diverse populations, rural communities, English language learners and students with disabilities, ultimately impacting the ability of more Oregonians to be educationally successful and ultimately employed.

## Strategy 3 Other Considerations:

- Reduces the need for post-secondary remediation (Currently 63% of Oregon HS graduates (2004/05 – 2010/11) enrolled in development education classes when they entered community colleges
- Transferable dual credit coursework can save students and their families considerable time and tuition costs, two barriers that often impact students' post-secondary enrollment and completion.

# Suggested One-Time Strategic Investments

- Strategy 1: Filling in the Gap: Supporting Partnerships
  - Initiation of K-12-postsecondary partnerships to expand offerings in high schools with fewer than 3 classes for college credit
- Strategy 2: Strengthening Dual Credit HS Instructor Pool
  - Online graduate content courses for HS instructors recommended as dual credit instructors
- Strategy 3: Blended Advising Model
  - Development by K-12 and postsecondary of blended advising models that support HS student transition to postsecondary



Oregon Education Investment Board

**ACCELERATED LEARNING COMMITTEE  
OUTCOMES & INVESTMENTS SUBCOMITTEE  
2015-17 BUDGET RECOMMENDATIONS**

**PART 1**

The Accelerated Learning Committee established by SB 222 was tasked to examine methods to encourage and enable students to obtain college credits while still in high school, including Advanced Placement, International Baccalaureate, Dual Credit, Early College, or fifth year programs. The committee's work has focused on ways to:

1. Better align state funding, standards and assessments, and shared supports involving high schools and post-secondary institutions;
2. Encourage efficiencies for students and remove unintended barriers;
3. Create more equitable access and affordable postsecondary options for all eligible Oregon students; and
4. Ensure we meet the 40-40-20 goal by providing college courses to high school students

Starting in 2014-15, every school district must:

- (a) Provide students in grades 9 through 12 with accelerated college credit programs including, but not limited to, accelerated college credit programs related to English, mathematics and science; or
- (b) Ensure that students in grades 9 through 12 have online access to accelerated college credit programs including, but not limited to, accelerated college credit programs related to English, mathematics and science. (SB 254)

All community colleges are to implement at least one accelerated college credit program available to each school district within its boundaries (ORS 341.450). Each high school providing access to accelerated learning options in three or fewer subjects is to be contacted annually by ODE and provided with information about ways they can offer or provide access to accelerated learning options (ORS 340.305).

The Accelerated Learning Committee anticipates the need for one time funding during the 2015-17 biennium to support their policy recommendations due to the legislature in October 2014. The four strategies recommended are designed to stimulate transformational changes needed to achieve equitable access for students.

### Strategies 1-4:

1. **Seed funding to convene professional learning communities of college faculty and high school instructors and administrators where students have fewer than three college credit –bearing courses available at the high school level to assess local needs and operationalize offerings for students.**
2. **Seed funding for development of online graduate coursework available statewide and tuition vouchers for high school instructors recommended to teach dual credit courses in their respective high schools.**
3. **Support for a K-12 and postsecondary workgroup to refine and scale up a blended advising model that supports high school students transition into postsecondary programs.**

- (1) How do the strategies align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

These proposed investments meet Budget Strategy 1 as they support improved coordination and more equitable access to experiences known to help high school students successfully transition to post-secondary institutions. This work is a vital and effective component of the state's integrated systems to enhance students' college and career readiness, postsecondary success and achievement of Oregon's goal of 40-40-20. The investments also support achievement of Strategy 2 by providing funding for transformational and innovative support to improve post-secondary access, affordability and support.

Although the state lacks granular data on high school students' participation in and completion of accelerated options, Table 1 highlights interesting disparities across the state as reported by the Division of Community Colleges and Workforce Development. It illustrates the range of student participation in comparison to overall institutional enrollments. While the statewide average percentage of high school students earning dual credit and technical credits from the community colleges in 2011-12 was 6.9%, the individual campus percentage ranged from 2.4% to 12.96% and did not always mirror the total student enrollments at the community colleges. The third column shows percentages in bold for those community colleges that exceeded the state average percentage of dual credit and technical education unduplicated headcount enrollments to the total unduplicated college headcount enrollment.

**Table 1.0 2011-12 Oregon Community College Unduplicated Headcount for Students Earning Dual Credit and Technical Education College Credit**

College	2011-12 Unduplicated Headcount Dual Credit Students Served	2011-12 Unduplicated Headcount Total Students Enrolled	2011-12 Dual Credit Students Percentage of the Total Enrollment
Oregon Coast	43	1733	2.4%
Umpqua	654	16269	4.0%
Portland	4217	95063	4.4%
Columbia Gorge	225	4940	4.5%
Central Oregon	906	18331	4.6%
Clatsop	298	5939	5.0%
Treasure Valley	495	9446	5.2%
Chemeketa	2497	42071	5.9%
Mt. Hood	1819	29340	6.1%
<b>Average Dual Credit % of total CC enrollment</b>			<b>6.9%</b>
Southwestern Oregon	746	10140	<b>7.3%</b>
Tillamook Bay	184	2344	<b>7.8%</b>
Clackamas	2803	35191	<b>7.9%</b>
Klamath	477	5385	<b>8.8%</b>
Linn Benton	2138	22265	<b>9.6%</b>
Blue Mountain	980	9209	<b>10.6%</b>
Lane	4705	38670	<b>12.1%</b>
Rogue	2171	16749	<b>12.9%</b>
<b>Total 2011-12</b>	<b>25358</b>	<b>363085</b>	

Note: these are only the numbers for community college credit, it does not include the OUS which also offers some dual credit, nor does it include the numbers of HS students who took AP tests and got 3-5 on them.

- (2) How will the strategies lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

These strategic investments would support school districts in increasing the percentage of students who complete three or more college courses while enrolled in high school or earlier, a metric identified and tracked on the K-12 Achievement Compacts. Based on research results in Oregon and other states, this investment would likely also increase the four and five year high school graduation rate metric on the Achievement Compacts.

The Achievement Compacts for community colleges and public four-year institutions also track students enrolled in dual credit and students entering with HS dual credit.

- (3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

Whereas many high schools offer college coursework to students who are already viewed as “college-ready,” Oregon needs offerings for students who may need to “try out” college level coursework and to obtain guidance and supports needed to help them transition from high school to postsecondary education more successfully.

Currently, opportunity gaps exist related to the number and types of college bearing credit courses available to high school students across the state. These differences even exist with a district’s high schools and are often most notable in areas serving students of color and students who are living in poverty.

Transferable dual credit coursework can save students and their families considerable time and tuition costs, two barriers that often impact students’ post-secondary enrollment and completion.

Annual data collection used to measure improvement would include:

- High school course offerings by title, postsecondary partners and program/delivery model
- Participating student data by school, credits attempted and earned, course titles, course delivery, grades and grade point average disaggregated by student demographics
- Supply and demand data on qualified dual credit instructors by region
- Estimated tuition savings by program model

- (4) How do these strategies demonstrate the priorities and values expressed in the OEIB equity lens?

The Equity Lens supports the need to make sure that EACH and EVERY learner will receive the necessary resources they need individually to thrive in Oregon’s schools. The Lens reminds us that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures. It recognizes the critical role that community colleges and universities play in serving Oregon’s diverse populations, rural communities, English language learners and students with disabilities, ultimately impacting the ability of more Oregonians to be educationally successful and ultimately employed.

- (5) What evidence indicates this strategy will result in improvement?

The impact of dual enrollment on college degree attainment for low socio-economic students has been confirmed by a number of studies. A 2013 study that used the National Educational Longitudinal Study shows that students who earn three credits (i.e., had one dual enrollment course) were not more likely to attain a college degree

than comparison group students. However, students who earned six credits (i.e., two courses) and students who earned seven or more credits were significantly more likely to attain any college degree or a bachelor's degree than comparison students<sup>1</sup>.

A 2010 study conducted by the Oregon University System<sup>2</sup> found that:

- Dual credit students had a higher college participation rate than high school graduates overall.
- Dual credit students who went on to college continued to the second year at a higher rate than freshmen who entered college without having earned dual credit.
- Among freshmen who continued to the second year of college, dual credit participants earned a higher first year GPA.
- Students who continued to the second year of college accumulated more college credit if they took dual credit in high school.

Young, Joyner and Slate (2013) found that students who enrolled in dual credit courses while in high school have higher first term GPAs at the community colleges where they later enrolled than do students who did not enroll in dual credit courses.

- (6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

Strategy 1—Partnership Development A moderate investment would support meetings for high schools with <3 dual credit courses available with postsecondary partners to assess local accelerated learning option needs, plan and develop course options and student supports, establish college-rigor curriculum and shared assessments, and plan how student outcomes will be monitored and increase student access and participation in college credit-bearing courses by the end of the 2015-17 biennium.

Strategy 2—Online Graduate Content Coursework for Instructors A moderate investment would increase development and availability of relevant online graduate courses in the key content areas for high school instructors who are recommended to teach dual credit courses. This would increase the number of qualified high school instructors available to teach college coursework.

Strategy 3—Blended Advising Model A modest investment would support a K-12 and postsecondary workgroup charged with developing a blended advising model that leverages both sectors' expertise to support a college-going culture in secondary schools, creates a high school template for a dual credit College Success course, fully maximizes the potential of Oregon's required Individual Profile and Career Plan and tools like the Career Information System and Naviance, and provides clear information for students and their families on available resources. A useful model already exists in the Southern Oregon Success Collaborative. This strategy could impact 9<sup>th</sup> grade on

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<sup>1</sup> U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, December). WWC review of the report: The impact of dual enrollment on college degree attainment: Do low-SES students benefit? Retrieved from <http://whatworks.ed.gov>

<sup>2</sup> Oregon University System, *Dual Credit in Oregon: 2010 Follow Up*, September 2010.

track, high school graduation rates, number of course credits that transfer, and students' successful transition to postsecondary institutions.

- (7) What other conditions, supports and/or changes are needed for the strategy to be successful?

The funding model proposed by the Accelerated Learning Committee will need support to ensure that the efforts achieved through the Strategic Investments are sustained and. Communities, local advocacy groups, parents and their students will need to be engaged to support successful implementation and student participation in course offerings and support for a college-going culture.

- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

The Oregon Community College Association, Oregon Education Association, Oregon School Board Association, the Higher Education Coordinating Commission, ODE, and OEIB are working together to identify administrative rules that may need addressing to support these strategies.

## **PART 2: Describe Conditions, Processes & Partners (No more than 2 pages)**

- (1) What do you need from other agencies / boards / groups to enable you to be most effective?
- A unified message from legislators, school board members, the Governor, Chief Education Officer, State Board of Education, Higher Education Coordinating Commission, state agencies supporting increased access to accelerated learning options for Oregon high school students
  - Collaboration from ODE, CCWD, OCCA, OEA, COSA, OSBA, OEIB and community based organizations and tribes to support this effort
  - Communication and messaging about the important of College and Career Readiness and Oregon's 40-40-20 goal
- (2) What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?
- Lessons learned from the Eastern Promise and replication sites funded by HB 3233 will be maximized to support closing the opportunity gaps in Oregon.
  - Best practice research from other states
  - Staff expertise in convening constituencies and connections with Regional Achievement Collaboratives
- (3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?
- The Accelerated Learning Committee has developed a full set of

recommendations, proposed policy language, and a funding model to support this effort.

- Cross sector organizational support includes: the Oregon Education Investment Board, the Oregon Community College Association, the Confederation of School Administrators, the Oregon Education Association, and others who have identified this work as a priority for the next biennium.

(4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.

- More equitable access to college credit courses for high school students raises the bar for all students and supports district efforts to graduate students who are College and Career Ready; thus, reducing the cost for post-secondary remedial education services
- Performance based funding and strategic use of the Achievement Compacts can provide incentives to districts and their partners to work collaboratively to recruit and serve more students statewide

(5) Who are your key partners, stakeholders, and community groups?

- OEIB, HECC, ODE, CCWD, OCCA, OEA, COSA, OSBA, OEIB and community based organizations and tribes

(6) What processes were used for public input in developing the strategies?

The seven meetings of the Accelerated Learning Committee were well attended and prompted testimony and feedback from the stakeholders listed above. Testimony provided in May 2014 to the Senate Interim Education and Workforce Development Committee was well received and the Committee was encouraged to move forward with their draft recommendations.

The Strategic Investments recommended in this report were vetted and received full endorsement by the Accelerated Learning Committee members at their May meeting.

# HIGHER EDUCATION COORDINATING COMMISSION: 2015-17 BUDGET RECOMMENDATIONS

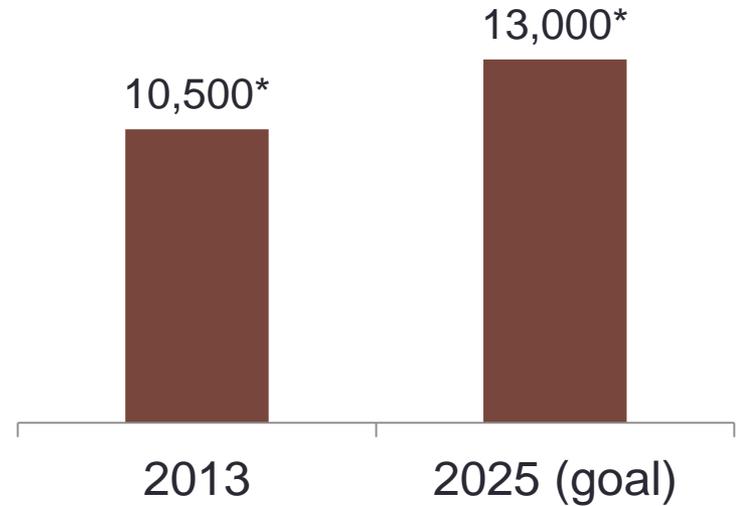
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Presentation to OEIB Outcomes & Investment  
Subcommittee

July 24, 2014

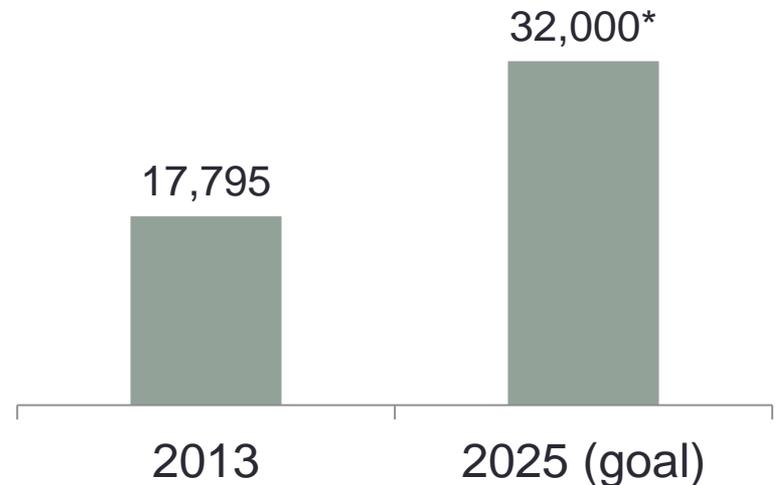
## Upper 40 Gap (young adult/“pipeline”)

BA degrees awarded by Oregon public universities to residents under age 30



## Middle 40 Gap (total adult)

Degrees and certificates awarded by community colleges



\*estimate

# Highest Priority Strategies

- Strategy 1: Productivity
- Strategy 2: Affordability



# Productivity Strategy

Public universities' graduation (BA) rate: 60.5%

- African-American: 48.4%
- Native American: 50.4%
- Hispanic/Latino: 52.9%
- White: 61.9%

Community colleges' degree completion rate: 19.6%

- African-American: 8.8%
- Hispanic/Latino: 15.8%
- White: 20.1%

Community colleges' certificate completion rate: 42.4%

- Hispanic/Latino: 30.4%
- White: 42.2%

*Sources: OUS 2013 Fact Book, Complete College America State Profile, 2011. Measures are based only on first-time full-time freshmen and do not "credit" for students who transfer to other institutions before receiving certificate/degree.*

# Productivity Strategy

Shift the basis for state funding distributions from enrollment to completion

Provide new resources in order to support the efforts that will need to be undertaken at the campus level.

# Productivity Strategy, Outcomes

## Expected Impact on Key Outcomes

Funding tied to success in all of the following:

- Dual credits
- Success in development education
- Certificates
- Credit-hour progress toward degree
- Associate's degrees
- Bachelor's degrees
- Post-graduation employment/income

# Productivity Strategy, Outcomes

## Effect of Various Investment Levels

### Greater institutional investments

- Student Access
- Student Services
- Completion

# Productivity Strategy, Equity

## Alignment to Equity Lens

- Additional weighting in funding formula

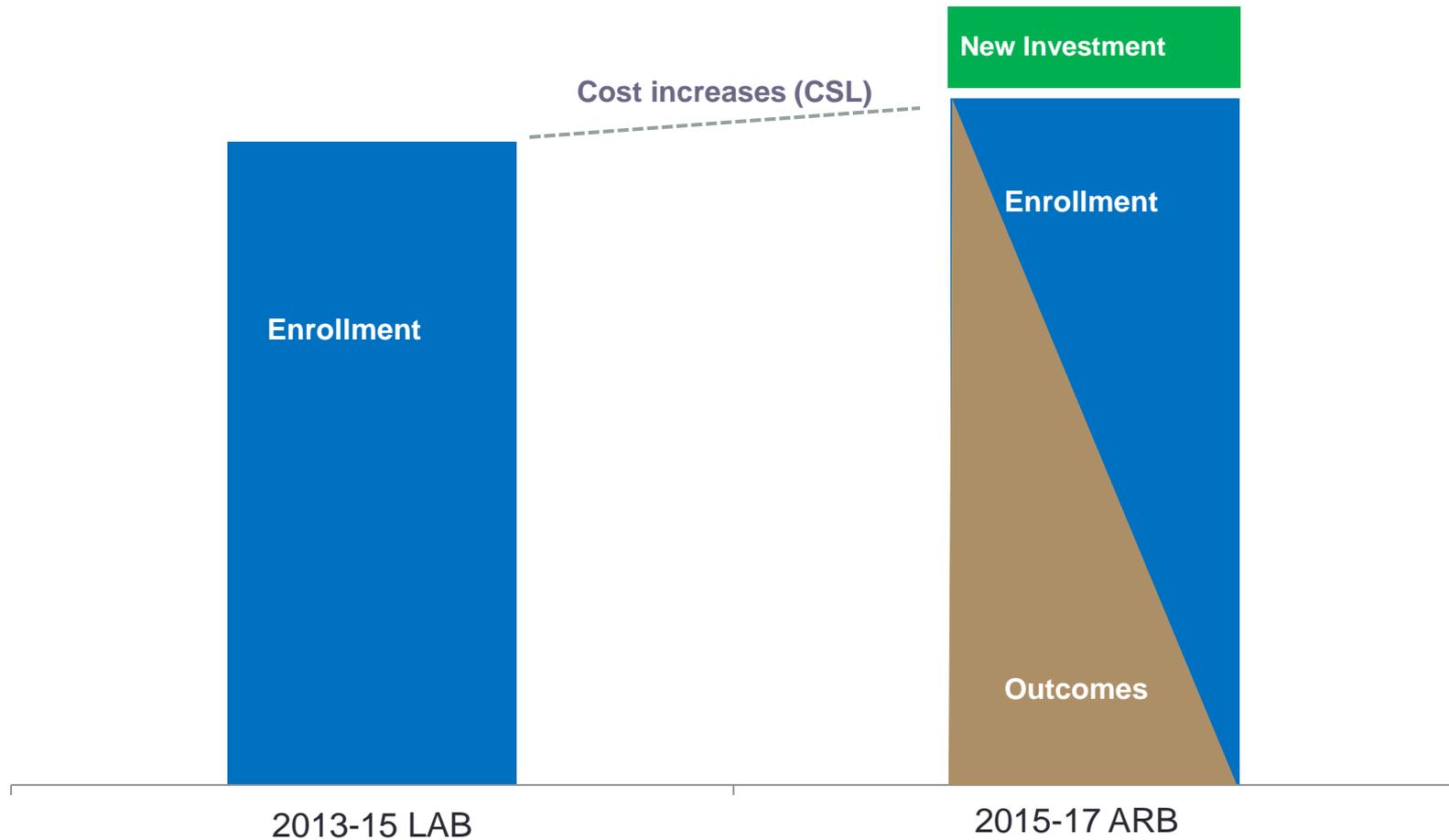
## Improved Outcomes for Underserved Students

- Institutional focus on student success

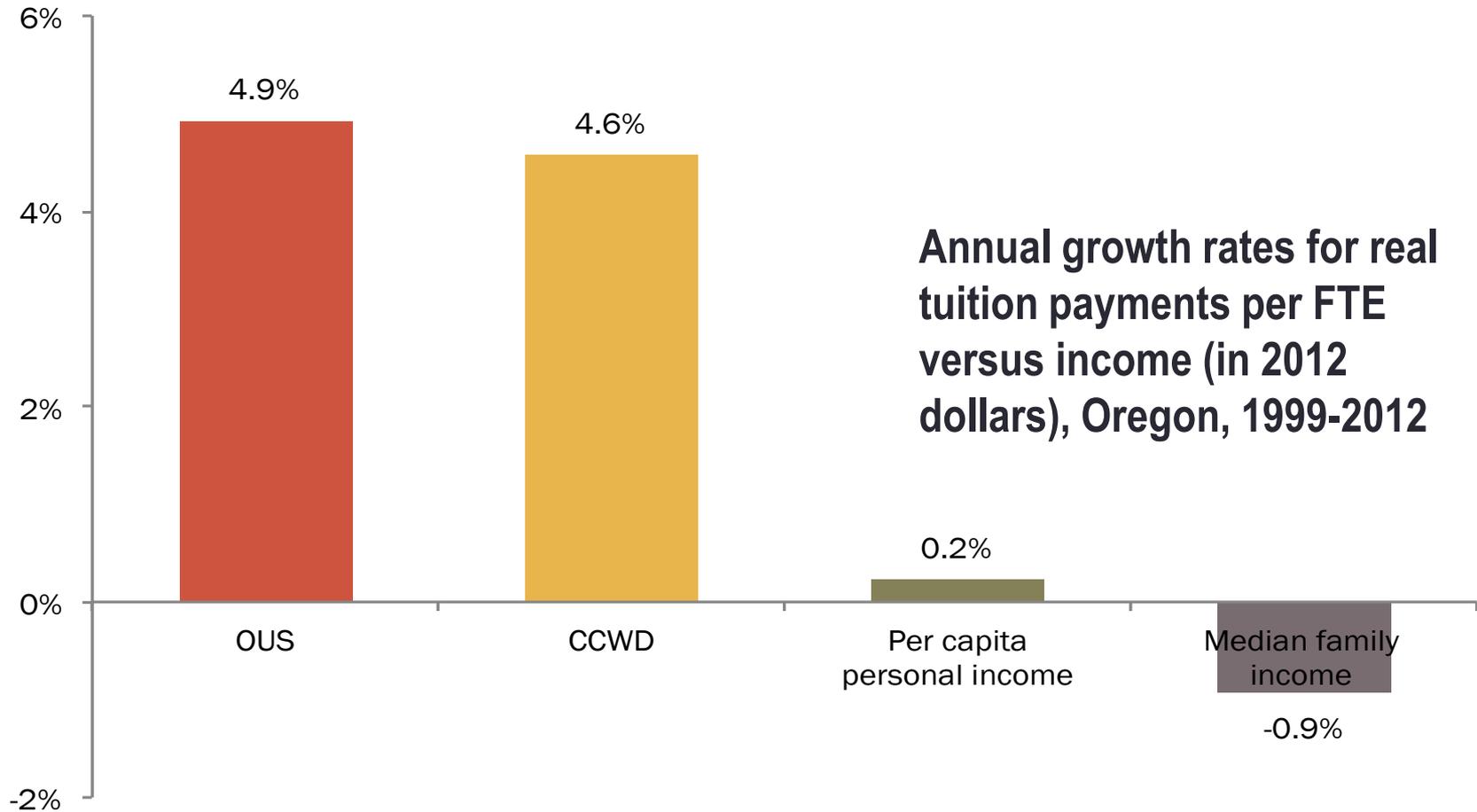
## Evidence of Success

- Other states have seen reallocations within institutions
- Focus on key momentum points

# Productivity Strategy, Other Considerations



# Affordability Strategy



Source: ECONorthwest analysis of data from OUS, CCWD, and U.S. Census Bureau

# Affordability Strategy

Fully fund Shared  
Responsibility Model (SRM)

Or, with limited resources

Focus Oregon Opportunity  
Grant on first two years of  
attendance



# Affordability Strategy

*Examples for \$0 EFC students using Shared Responsibility Model allocation methodology:*

\$20,710 (Pub/Priv 4-yr)

— \$8,800 (Student Share)

— \$0 (Family Share/EFC)

— \$5,645 (Pell)

— \$0 (Tax credit)

= \$6,265 (Remaining need)

= \$2,000 OOG award



\$17,026 (Public 2-yr)

— \$5,800 (Student Share)

— \$0 (Family Share/EFC)

— \$5,645 (Pell)

— \$0 (Tax credit)

= \$5,581 (Remaining need)

= \$2,000 OOG award



# Affordability Strategy

- Meet students' full need for the first two years if academic achievement and academic benchmarks are met;
- Prioritize awarding aid to the highest financial need students combined with the OEIB's equity lens;
- Set a rolling OOG application deadline; and
- Significantly enhance the level of state funding for the OOG.

# Affordability Strategy, Outcomes

## Expected Impact on Key Outcomes

Remove Affordability Barrier

Increase Certificate and Degree Completion

# Affordability Strategy, Outcomes

## Measuring Impacts

### Achievement Compact Metrics

- Number of students earning degrees/certificates
- Number of bachelor's degrees awarded to underrepresented residents

### Additional Metrics

- Average student debt
- Student default rates

# Affordability Strategy, Outcomes

## Effect of Various Investment Levels

Appropriation	Students Served	Description
\$747m	91,200	SRM fully funded
\$205m*	59,316*	Modified OOG
\$159m*	44,550*	Modified OOG and \$0 EFC
\$115m	33,500	Current 2013-15

\*Estimates (modeling still underway)

# Affordability Strategy, Equity

## Alignment to Equity Lens

- Preference given to underserved students within legal constraints

## Improved Outcomes for Underserved Students

- Remove affordability barrier to increase certificate and degree completion

## Evidence of Success

- Increase in full-time enrollment results in nearly 11% higher completion rates
- Increased persistence beyond first year



OUTCOMES & INVESTMENTS SUBCOMITTEE  
2015-17 BUDGET RECOMMENDATIONS – Higher Education Coordinating  
Commission (HECC)  
PART 1 – Identify Your Highest Priority Strategies

**Strategy 1: Productivity**

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The Productivity Strategy is a transformational shift in how post-secondary institutions will be funded in Oregon. It contains two interlocking components:

1. Using authority provided for it under law, **the HECC starting in 2015-17 will shift the primary basis for the allocation of state funding to public universities and community colleges from enrollment to student outcomes.**<sup>1</sup>
2. To support the capacity of institutions to execute the internal changes that will be necessary for them to flourish under an allocation model that rewards student success, **the HECC proposes that new state resources will be dedicated to our public universities and community colleges.**

The expected result will be changes in institutional behavior that will result in **increased completion rates** -- particularly for underrepresented students -- and significant progress toward meeting the goal of 40-40-20.

- (1) How does the strategy align with the OEIB’s 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

The HECC’s Productivity Strategy represents a transformation in the State’s approach to post-secondary funding. The two components of this proposal mirror the OEIB’s Budget Strategy 2.3 (“Focus Base Funding for K-12 and Post-Secondary on Improving Key Outcomes”) and Budget Strategy 2.1 (“Increasing Investment at All Levels”).

The HECC’s Productivity Strategy also builds upon the OEIB’s Budget Strategy 1.3 (“A Coordinated Post-Secondary System that Connects with the Workforce”). By weighting certificates or degrees for which there is a particularly high labor market demand, outcomes-based allocation formulas will supply additional resources to colleges and universities for developing or expanding these programs.

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<sup>1</sup>Together, these state funding streams included approximately \$1 billion in the 2013-15 biennium. State funding represents approximately 30% of total funding for community colleges, and a lower percentage for public universities. Tuition remains the largest contributor to both.

(2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

Under the Productivity Strategy, the basis for funding allocations would shift over time to key student outcomes. To date, conversation has focused on outcomes such as the following, weighted for underrepresented students and high-cost/high-demand fields (eg CTE and STEM). Versions of all of these measures are included on the current achievement compacts for community colleges and public universities:

- Dual credits
- Success in developmental education
- Certificates (including for transfer to four-year institutions)
- Associate's degrees
- Credit-hour progress toward degree
- Bachelor's degrees
- Post-graduation employment/income

Emerging evidence from states that are allocating some or all of their funding on the basis of outcomes suggests that colleges and universities are responding by focusing additional institutional resources on student success. Precisely what strategies institutions choose to employ to improve outcomes will depend on their unique institutional mission, culture, and expertise, and will not be dictated by the State. We would expect, however, that additional state support will permit institutions to enhance access to dual credit, accelerate the redesign of developmental education, expand certificate programs in fields targeted by the State, provide more guidance and counseling resources, and improve the availability of key courses needed to support degree completion.

(3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

The Productivity Strategy is designed to increase degree completion generally and underserved students specifically by weighting their outcomes more heavily within the allocation formula and by providing additional resources to institutions in order to help them focus on student success.

By the end of 2014, the HECC will adopt a schedule and method for transition of the funding allocation formulas for colleges and universities that are based on enrollments to ones that are based upon achieving outcomes. Institutional budgets for the 2015-2017 biennium should include funding for institutions to begin re-organizing around identified student outcomes and effecting changes to improve student outcomes.

The metrics that will be used to measure improvement will be identical to the metrics that are the basis for funding allocation (see #2 above), with a particular emphasis on progress for underrepresented students. Where the allocation formula may reward aggregate totals, the HECC will monitor and report also on rates (eg degree completion rates).

If the Productivity Strategy is adopted, we would expect to find evidence of institutions beginning to reallocate resources and adopt strategies along the lines of what was suggested in the answer to #2 above within the 2015-16 school year. Progress on the student outcome measures themselves would follow, with a longer lag time for results that appear farther downstream (eg BA completion). For this reason, measuring key momentum points within overall outcomes will be important. Achievement Compact metrics such as enrolling in and completing developmental education courses and completing a certain number of credits each year are examples of momentum point metrics that will be used to monitor and reward progress starting in the 2015-16 school year.

(4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

The Productivity Strategy builds the Equity Lens into its foundation by weighting the success of underrepresented students into the funding allocation formulas themselves, and by providing institutions with new resources that will support their efforts to ensure that higher percentages of underrepresented students succeed in post-secondary education.

(5) What evidence indicates this strategy will result in improvement?

As described above, emerging evidence from other states (the first scholarly version of which we expect to be published this August) suggests that the Productivity Strategy will encourage institutions to enhance their existing efforts to support student success, as well as to develop new strategies.

The evidence is unambiguous that improving results on early momentum points such as dual credit and developmental education is critical for reaching our ultimate goal of increased certificate and degree completion. Currently, less than one in ten Oregon students who start in developmental education graduate from community college within three years (Complete College America, 2012). Conversely, Oregon students who place into college-level math and do not require developmental education are almost three times as likely to persist to a degree (REL Northwest Data). Oregon community colleges have already begun to redesign their developmental education programs in light of this data; additional resources and incentives will accelerate and intensify that process.

Research likewise indicates that dual credit students have a higher college participation rate than high school graduates generally and that dual credit students who go on to college continue to the second year at a higher rate than freshman who have not earned dual credit (Oregon University System, *Dual Credit in Oregon: 2010 Follow Up*, September 2010). The Productivity Strategy proposes to create additional incentives and resources for colleges and universities to invest in this work.

(6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

Especially given the recent history of declining state investment in public higher education,<sup>2</sup> merely changing the basis for funding allocations is unlikely to significantly improve productivity without a

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<sup>2</sup> The 2013-15 totally state appropriation to community colleges and public universities is essentially unchanged from the 1999-2001 state appropriation, *in non-inflation adjusted dollars* and despite a 35% increase in full time equivalent enrollment.

corresponding increase in institutional funding to support them in building the capacity to do the work that will be required. Likewise, merely increasing institutional funding without ensuring that it is distributed in a way that incentivizes student success might not produce the gains that our goals demand.

The HECC has worked with community colleges and public universities to model how they would deploy additional resources in connection with improving student outcomes. These approaches will vary by campus and will depend on state funding levels. The following are provided as illustrative examples of the types of activities that would be likely to occur if the state made a substantial reinvestment in community colleges and public universities:

- Portland State University would increase access through recruitment and summer bridge programs, provide more support for students through a student transfer center, and would provide more flexible degrees through additional faculty.
- Oregon State University would strategically invest in supporting entry into the university (through advising and student engagement, partnerships with community colleges and high schools, and hybrid and online learning innovations), persistence (by institutionalizing at-risk student support, investing in “gateway” courses and implementing follow-up strategies with sophomores), and graduation (through career services, non-traditional completion programs, and using experiential learning in all major degree programs).
- The University of Oregon would improve access in the PathwayOregon Program. It would support students through a Retention and Completion Initiative and improve student completions through a Tenured Faculty Initiative and Graduation Assistance Grant.

In addition, consideration is being given to developing a strategy outside of the funding formula that would pay institutions for certain certificates or degrees that are identified as being particularly high priority, i.e. CTE certificates, STEM degrees.

(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

A key part of transitioning to outcomes-based funding will require new resources to support efforts that need to be undertaken at the campus level.

(8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

Failure to maintain current levels of State investment would significantly hamper implementation of outcomes-based funding.

## Strategy 2: Affordability

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Based upon recommendations from its Financial Aid Work Group, the HECC proposes that the State focus Oregon Opportunity Grant (OOG) support on the first two years of post-secondary attendance by:

- Pledging two years of aid if academic achievement and academic benchmarks are met;
- Authorizing the HECC through the Office of Student Access and Completion (OSAC) to prioritize awarding aid to the highest financial need students combined with the OEIB's equity lens;
- Authorizing the HECC to align OOG eligibility with federal Pell eligibility and set a rolling OOG application deadline; and
- Significantly enhancing the level of state funding for the OOG.

(1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

The HECC's Affordability Strategy is built upon the OEIB's Strategy 2 ("Focus investments on achieving student outcomes") and specifically the second leverage point cited in 2.3.2 ("Post-Secondary Access and Affordability").

The Affordability Strategy will build upon the existing Shared Responsibility Model student aid model by re-allocating and focusing the funds on Oregon's neediest students who demonstrate ability to complete their program of study by meeting progress requirements.

(2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

Within the OEIB's strategy to focus investment on achieving student outcomes, post-secondary access and affordability is a key priority. During the past decade, as state support for post-secondary education has declined, tuition payments per FTE at Oregon's community colleges have increased by more than 4.5 percent per year while median family incomes have declined by 0.9 percent. Even after taking financial aid into account, it costs Oregon students and their families approximately twice what it did a decade ago to attend in-state public colleges and universities. This financial toll – which is significant even for students that fully qualify for federal and state need-based grants – represents perhaps the single greatest barrier to student success in Oregon higher education. The Affordability Strategy is designed to help remove that barrier and increase the number of students earning certificates and degrees.

(3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

The Affordability Strategy is specifically designed to pledge State grant aid to students with financial need as identified on the Free Application for Federal Student Aid (FAFSA). Within that population,

students from underrepresented and underserved groups will be given precedence as permitted under current law.

Implementation of the Affordability Strategy will require changes to existing statutes and rules. Therefore, changes to student awards cannot be made until the 2016-17 academic year at the earliest. For certificates completed during the first year of implementation, student completion metrics could show improvement as early as 2017. The earliest that completion metrics for associate degrees would be available would be following the 2017-18 academic year and completion metrics at four-year institutions would be measureable no sooner than 2020.

Achievement Compacts contain metrics that will be used to measure improvement (i.e. number of students earning certificates and degrees, number of bachelor's degrees awarded to underrepresented minority Oregonians). Additionally, the HECC is proposing to track average student debt and student default rates.

(4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

The Affordability Strategy contains a component specific to implementing the OEIB's Equity Lens. Although it is not legally permissible to prioritize certain racial or ethnic groups when awarding grants, a design team will examine opportunities to target recipients by socio-economic status or geographic regions within the State as well as other strategies to diversify the pool of recipients. OSAC is also developing information based on census data to better understand how targeting low-income students will impact underrepresented students.

(5) What evidence indicates this strategy will result in improvement?

The OEIB has identified persistence beyond the first year as a critical predictor for student achievement and career readiness. Conditioning grant awards beyond the first year on earned eligibility in exchange for the State's pledge of support will increase persistence. Research shows that reducing affordability as a barrier and increasing full-time enrollment increases certificate and associate degree completion rates by nearly 11 percent (Complete College America, 2011).

(6) At various levels of investment (modest, medium, substantial), what will the state be "buying"? What impact will this have on measurable results described above?

The current appropriation for the OOG is \$115,000,000 per biennium. This amount serves 33,500 students.

The cost of fully funding the Shared Responsibility Model for the next biennium would be \$746,594,000. This amount would fund the unmet financial need for 91,200 students whether they are enrolled in their first year or sixth year of post-secondary education.

The Affordability Strategy proposes a middle ground between the current funding level and full funding of the Shared Responsibility Model by focusing on the first two years of enrollment. Maintaining current financial eligibility thresholds and slightly modifying the OOG formula reduces the cost to \$204,664,476 to serve 59,316 students. With the same modifications and narrowing eligibility to those with \$0

expected family contribution, the State investment would need to be \$168,820,000. This would serve 44,550 students.

While the number of students receiving OOG awards does not directly translate into degree completion, within the context of the 40-40-20 goal, it is useful to note that every percentage point increase in associate degree completion rates translates to 519 additional degrees.

(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

In order for the Affordability Strategy to be successful, financial support from the State must be maintained. The State should reinvest in the OOG and, in the process, reclaim the Shared Responsibility Model as a shared commitment to Oregonians with the greatest financial need.

(8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

There are several proposals at the federal level to change or possibly even do away with the FAFSA. The Affordability Strategy relies upon receiving information included on the FAFSA to make eligibility determinations.

In order for the Affordability Strategy to be successful, institutions would need to maintain current levels of institutional aid used for student aid. If institutions reduce their commitment to providing student aid, increases in State aid will essentially be used to replace institutional aid.

## **PART 2: Describe Conditions, Processes & Partners (No more than 2 pages)**

- (1) What do you need from other agencies / boards / groups to enable you to be most effective?

Efforts to create a seamless public education system that invests in early learning and builds strong foundations for school attendance and college going culture are critical to the success of strategies within post-secondary education.

- (2) What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?

The HECC can offer data and information to inform policy decisions as well as analysis of changes to funding and allocation models.

- (3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?

The HECC-OWIB (Oregon Workforce Investment Board) Task Force is studying how to best support and share responsibility for achieving the middle 40 of the 40-40-20 goal. They are also scrutinizing the role of labor market information which will be critical in devising the metrics within the Productivity Strategy's outcomes-based funding.

As mentioned earlier, the HECC will appoint a design team to work through the implementation of the Affordability Strategy. The HECC will rely on receiving those recommendations to build the structure of the Affordability Strategy.

- (4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.

While the Affordability Strategy significantly reallocates funding, the Productivity Strategy represents a significant effort to incentivize the repurposing of resources at each post-secondary campus.

- (5) Who are your key partners, stakeholders, and community groups?

Each post-secondary institution is an important partner in the Productivity Strategy. Faculty members are also being included and consulted in this work. Additionally, the Oregon Community College Association is a critical partner in developing outcomes-based funding approaches for the Community Colleges.

The Engineering, Technology and Innovation Council is examining outcomes-based funding models for appropriations that are dedicated to increasing engineering and technology training and degrees within the broader Productivity Strategy.

The Oregon Student Association is participating in the work groups affiliated with both the Productivity and Affordability Strategies.

The Affordability Strategy emerged from recommendations endorsed by the HECC's Financial Aid Workgroup, which was convened in November 2013 in response to a charge from the OEIB. The Workgroup was comprised of HECC commissioners and leaders from OUS, community colleges, the independent post-secondary sector, student government, OSAC, the Office of the Treasurer, and the Oregon Community Foundation, and heard testimony and presentations from a variety of interested parties including financial aid administrators and other stakeholders. The group met at least monthly for six months.

(6) What processes were used for public input in developing the strategies?

In addition to numerous individual and small-group meetings with stakeholders, the strategies have been publicly discussed at Commission and Commission subcommittee meetings. The Affordability Strategy emerged from the Financial Aid Workgroup (see above) which held numerous public meetings.

# STEM Investment Council: 2015-17 Budget Recommendations

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Presentation to OEIB Outcomes & Investment  
Subcommittee

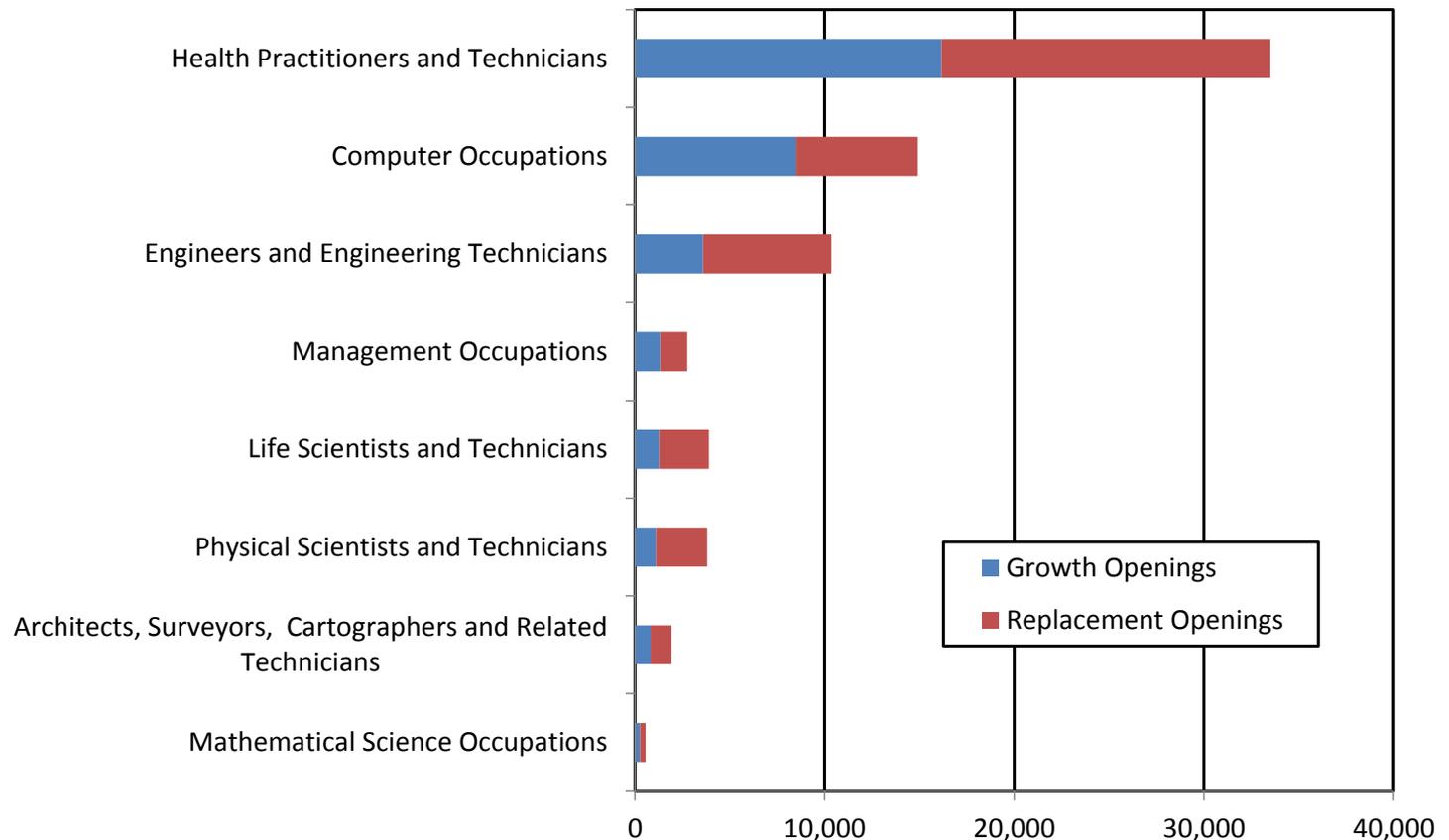
July 24, 2014

# STEM Investment Council

- Established 2012 by HB 2636; appointed Oct 2013.
- Charges:
  1. Make strategic policy and investment recommendations to Chief Education Officer, OEIB, and Legislature in order to:
    - Double the number of STEM degrees/certificates by 2025.
    - Double math & science achievement at 4<sup>th</sup> & 8<sup>th</sup> grade by 2025.
  2. Oversee the management of a STEM Investment Fund of public and private \$ to achieve goals.

# STEM = Jobs

**Growth and Replacement Job Openings in STEM Occupations, 2012-2022**



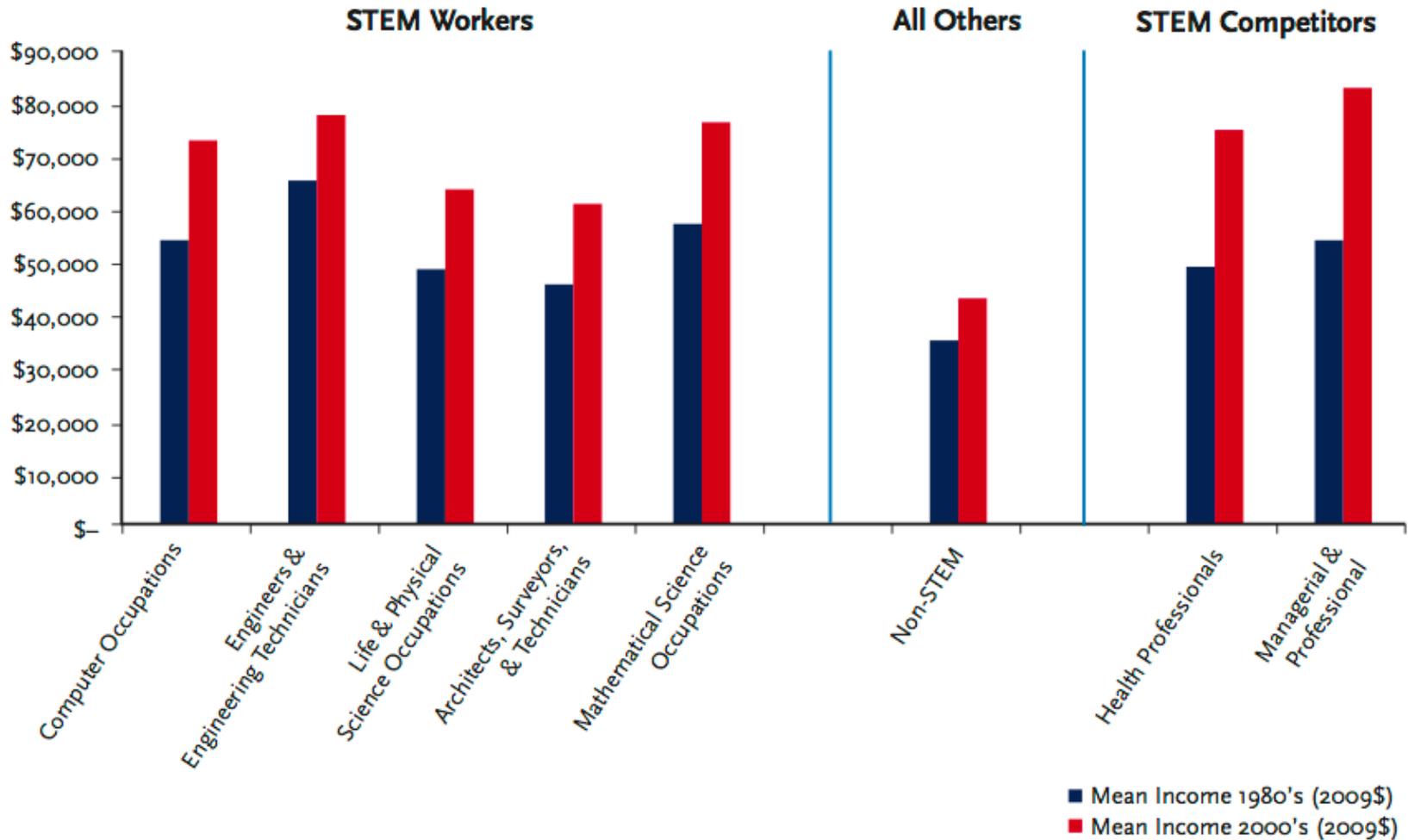
# STEM = Innovation and Economic Growth

*Innovation is a primary driver of American prosperity...To ensure that innovation and productivity growth continue, more Americans than ever will need to be equipped with science, technology, engineering and math (STEM) skills.*

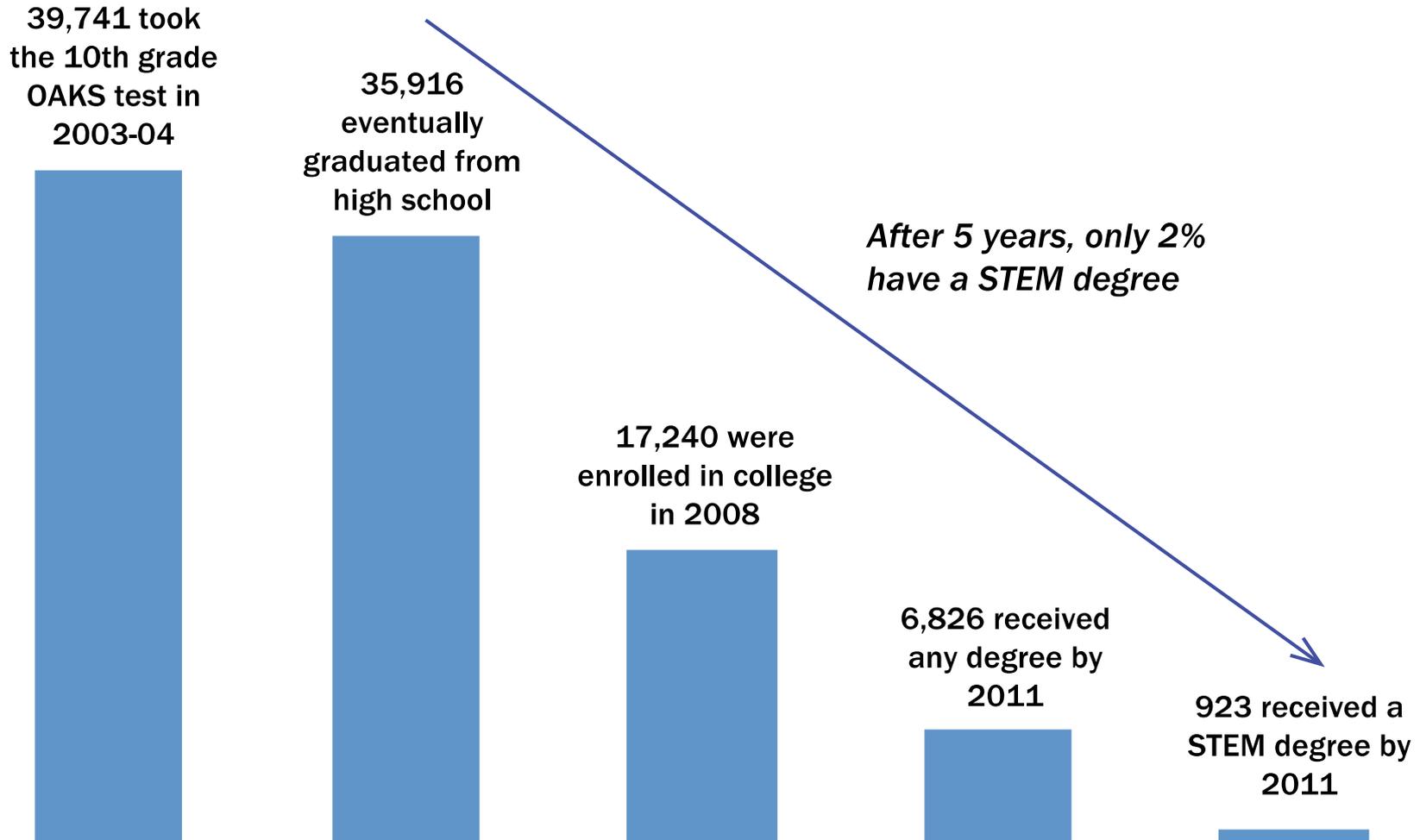
US Senate Joint Economic Committee, 2014



# STEM = Prosperity



## STEM Outcomes for the Class of 2005



Source: ECONorthwest analysis of ODE and National Student Clearinghouse data.

## Additional challenges

- Boredom!... Content is stripped of all interesting context.
- STEM is not viewed as accessible to women and students of color.
- Isolated pockets of excellence.
- Program rich, but systems poor... No networks for spreading what works.
- Lack of career connections.
- Unequal access to OST programs.
- Educators need support for new standards and hands-on learning.



# Highest Priority Strategies

- **Strategy 1: STEM Innovation Network**
  - A statewide network of Regional STEM Hubs to accelerate the spread and implementation of effective practices; providing coherency and capacity to deliver local solutions to local needs.
- **Strategy 2: Strategic STEM Programming**
  - Increase access for students in the opportunity gap to highly effective programming inside and outside school, particularly at the middle-school years.
- **Strategy 3: Post-Secondary Talent Development**
  - Seed funding for 2-year and 4-year institutions to create degree and certificate programs aligned with industry needs. Support services for students of color to increase attainment.

# Strategy 1: STEM Innovation Network

- Network of regional partnerships to catalyze economic, workforce, education, and community development related to STEM.
- Based on “collective impact” approach and multiple stakeholders.
- Requires matching funds or in-kind support from communities.
- Guided by common outcomes and evaluation framework aligned to OEIB scorecard.
- Leverages partnerships with STEM employers and out-of-school programming for:
  - Educator professional development
  - Increasing student motivation and engagement
  - Increasing career connections with mentorships & internships
  - Using community issues as opportunities for deeper learning
  - Earning early college credit in STEM
- STEM Hubs will be integrated over time with Regional Achievement Collaboratives.

# STEM Innovation Network, Outcomes

## 1. Key Outcomes:

- ✓ Improve attendance rates.
- ✓ Increase 8th Graders Demonstrating Proficiency in Math
- ✓ Increase Students On Track With Credits By End of 9th Grade
- ✓ Increase Students Earning College Credit in High School
- ✓ Increase 5-Year Cohort Graduation Rate
- ✓ Increase Certificates, Associates Degrees, and Transfers
- ✓ Increase degrees (bachelors & higher)
- ✓ Decrease Achievement Gaps on All Metrics
- ✓ Increase College Enrollment Rate for Underserved Students
- ✓ Increase Educator Satisfaction with Professional Support

# STEM Innovation Network, Outcomes

## 2. How We Will Measure Impact

- Data sharing agreements with all partner institutions.
- Common evaluation framework across network.
- Use of the longitudinal data system and community indicators.
- Disaggregation by race, gender, FRL, and ELL.

## 3. A moderate investment would support:

- “Backbone” coordination support for 6 current Regional STEM Hubs.
- Expansion to an additional 6 regions (potentially: Gorge, Lane, Klamath Falls, Medford, East Multnomah County, Mid-Willamette.)
- Support to ensure “connective tissue,” exchange of ideas and information, evaluation, technical assistance, and capacity-building.
- Additionally, partial program funding aligned with outcomes.

# STEM Innovation Network, Equity:

- How will strategy improve outcomes for underserved and at risk populations?
  - Improving outcomes for underserved and underrepresented students is a central tenet of each Hub's strategic focus and all data will be disaggregated by ethnicity.
- What evidence do you have strategy will be successful?
  - Regional Hubs have demonstrated the ability to catalyze changes in states across the country: WA, NC, OH, TX, NY, and more.
- How does strategy align to Equity Lens?
  - Each Hub's "Partnership Plan" details how they are operationalizing the values and principles of the Equity Lens, based on the demographics of their region.
  - Each Hub is expected to include leadership from underserved and underrepresented populations.

# STEM Innovation Network, Other Considerations

- Provides critical implementation network to disseminate effective strategies and models.
- Serves as a feedback and communication conduit to inform policy and investment decisions.
- Aligns well with Regional Achievement Collaboratives to spur local innovations and build community prosperity.
- Increases efficiencies through aligned local programming.
- As governance capacity increases, can shift toward more outcomes-based funding rather than grants.

# Strategy 2: Strategic STEM Programming

- Increase access to highly effective programming inside and outside school, particularly at the middle-school years.
- 75% of all investments will be serving underserved and underrepresented students.
- Leverages both public and private \$ from industry and philanthropy through the STEM Investment Fund.
- Strong evaluation/research component to determine efficacy.
- A multi-tiered approach that will provide funding for:
  - **Development:** shorter-term interventions designed to spark innovations and research promising practices and approaches.
  - Evaluation:
  - **Dissemination:** Multi-year funding to spread effective program interventions that have demonstrated evidence of impact.
- **Primary Foci:** Computing skills, engineering, and mathematics (via adaptive learning technologies and project applications).

# Strategic STEM Programming, Outcomes

- Impact on Key Outcomes
  - ✓ Improve attendance rates (increased motivation and engagement)
  - ✓ Increase 8th Graders Demonstrating Proficiency in Math
  - ✓ Increase Students On Track With Credits By End of 9th Grade
  - ✓ Increase 5-Year Cohort Graduation Rate
  - ✓ Decrease Achievement Gaps on All Metrics
  - ✓ Increase College Enrollment Rate for Underserved Students
  - ✓ *Increase student interest in STEM careers.*
  - ✓ *Decrease enrollments in developmental mathematics.*
- How We Will Measure Impact
  - Data sharing agreements with all partner institutions.
  - Use of the longitudinal data system.
  - Common student survey to gauge motivation, aspirations, and impact.
  - Disaggregation by race, gender, FRL, and ELL.
- A modest to medium investment will:
  - Identify & deploy adaptive learning approaches in K-8 mathematics
  - Increase use of project-based learning in 4-8.
  - Widespread early coding experiences in underserved communities.
  - Leverage at least 25% private matching in first biennium.

# Strategic STEM Programming: Equity

- How will strategy improve outcomes for underserved and at risk populations?
  - Increased access to quality STEM learning experiences inside and outside of school for students of color and students in poverty. Stem the “summer slide.”
- What evidence do you have strategy will be successful?
  - Middle-school students expressing interest in science is strongest correlation to future academic and career choices.
  - Poor students have 6000 hours less learning opportunities by 6<sup>th</sup> grade.
  - 75% of Nobel Prize winners in the sciences report that their passion for science was first sparked in non-school environments.
  - Promising results in math learning and engagement using adaptive learning platforms and game theory for student motivation.
- How does strategy align to Equity Lens?
  - 75% of investments will be to close the opportunity gap in STEM
  - Will include culturally-responsive organizations and programs.

# Strategic STEM Programming, Other Considerations

- Will foster greater alignment of in-school and out-of-school learning.
- Research and evaluation capacity at OEIB will be used to determine program effectiveness.
- Will spread effective programming ideas via STEM Innovation Network.
- Enables access to communities not served by a STEM Hub.

# Strategy 3: Post-Secondary Talent Development

- Short-term program-development funding for 2-year and 4-year institutions to create degree and certificate programs aligned with industry needs.
  - Health care & bio-sciences
  - Computer science & informatics
  - Engineering & mechatronics
  - High-tech manufacturing
  - Agriculture & natural resources
- Additional support to improve student recruitment, retention, and completion for women and students of color. Examples:
  - Louis Stokes at OSU & PSU as a model program
  - Internships and undergraduate research
  - Cultural and academic support
  - Tuition incentives

# Post-Secondary Talent Development, Outcomes

- Impact on Key Outcomes

- ✓ Increase Certificates, Associates Degrees, and Transfers
- ✓ Increase degrees (bachelors & higher)
- ✓ Decrease Achievement Gaps on All Metrics
- ✓ Increase College Enrollment Rate for Underserved Students

- How We Will Measure Impact

- Data sharing agreements with all partner institutions, disaggregated by race, and gender.
- Employment department data – projections and employment records.
- Industry needs analysis.
- Disaggregation by race, gender, FRL, and ELL.

- Effect of Various Investment Levels

- Medium investment to build targeted programs: initial faculty, create support programs, modest equipment.

# Post-Secondary Talent Development, Equity:

- How will strategy improve outcomes for underserved and at risk populations?
  - Increases retention and attainment of post-secondary degrees and certificates in order for underserved students to get family-wage earning jobs in higher-paying STEM fields.
- What evidence do you have strategy will be successful?
  - Substantial evidence from 15 years of ETIC funding demonstrates that moderate funding and attention to outcomes can incentivize institutions to adapt to industry needs.
  - Louis Stokes Alliance for Minority Participation program at OSU and PSU have dramatically increased retention and attainment for students of color. Similar programs would be supported across other institutions.
- How does strategy align to Equity Lens?
  - Provides support programs to increase minority student success and participation in STEM.

# Post-Secondary Talent Development, Other Considerations

- Note that these funds are short-term to get programs initiated. Institutions would have to sustain them through enrolments and other revenue streams.
- Will have to prioritize industry sectors and geography.
- Can build off successful aspects of ETIC's model and industry relationships.



## STEM Investment Council 2015-17 Budget Recommendations

### PART 1

*“An excellent education remains the clearest, surest route to the middle class. To compete with other countries we must strengthen STEM education...Reaffirming and strengthening America’s role as the world’s engine of scientific discovery and technological innovation is essential to meeting the challenges of this century.”*

President Obama

President Obama, Governor Kitzhaber, and the Oregon Legislature have made preparing and inspiring a new generation of innovators in science, technology, engineering, and mathematics (STEM) a priority to drive our creative economy and to create more family-wage earning jobs for Oregonians, particularly for our students in poverty. At a time when the economy is slowly getting back on track, STEM jobs are growing at more than double the pace of non-STEM jobs. Furthermore, lifetime earnings in STEM jobs are 25% greater on average, which results in greater prosperity for individuals as well as additional revenue for the State.

	Non-STEM Job	STEM Job	% Difference
High School Diploma or Less	\$15.55	\$24.82	60%
Some College or Associate Degree	\$19.02	\$26.63	40%
Bachelor’s Degree Only	\$28.27	\$35.81	27%
Graduate Degree	\$36.22	\$40.69	12%

In such a complex, technology-rich world, STEM literacy is essential for our youth to be full participants and contributors to our society. Unfortunately, far too few of our youth are leaving our P-20 education system prepared to take advantage of these opportunities. This is especially true for our students of color, where performance on national standardized tests are less than half of their white counterparts. So, while literacy in STEM offers a hope to help break the cycle of poverty, it is also functioning as a barrier for many of our students.

*Oregon student proficient or above on 2011 National Assessment of Educational Progress (NAEP).*

Race/Ethnicity	Math (4 <sup>th</sup> )	Math (8 <sup>th</sup> )	Science (4 <sup>th</sup> )*	Science (8 <sup>th</sup> )
White	43	37	40	43
Black	14	18	12	NA
Hispanic	15	17	12	14
Asian	62	53	44	43
Native American	21	16	25	NA
Two or more	46	36	NA	39

*\*2009 is last available scores for 4<sup>th</sup> grade science.*

In 2012 the Legislature, established the STEM Investment Council in order to dramatically improve student motivation, proficiency, and attainment in STEM. The Council's specific goals are by 2025 to:

- 1) Double the number of STEM degrees and certificates earned by Oregonians; and,
- 2) Double students' proficiency in math and science at 4<sup>th</sup> and 8<sup>th</sup> grade.

### **Some of the Challenges**

- Oregon is not producing enough STEM graduates to meet the demand; less than ½ of the national average.
- Students are bored! STEM content is stripped of most interesting context.
- STEM is not viewed as accessible to girls and students of color.
- Isolation: pockets of excellence in the State, but little exchange amongst educators.
- Program rich, but systems poor. No implementation networks for spreading what works.
- Few career & industry connections with learning experiences.
- Unequal access for students of color to out-of-school STEM programs.
- Educators need support for new standards and hands-on learning.

### **Priority Solutions:**

1. **STEM Innovation Network:** Establish a statewide network of regional STEM partnerships to catalyze economic, workforce, education, and community development. This collaborative network will reduce isolation of practitioners, foster greater communication, exchange of ideas and intellectual resources, and more effective implementation of evidence-based practices to enact local solutions to local needs. These Regional STEM Hubs will be integrated over time with other regional collaborations as appropriate to the communities they serve.
2. **Strategic STEM Programming:** Increase access to successful evidence-based and outcomes-focused STEM programs during and beyond the school day via a multi-year strategic investment fund, already established by statute under the STEM Investment Council. Public funds will be leveraged to garner contributions from industry and philanthropy. 75% of the funding will go to programs serving students of color, girls, and high-needs communities. Program priorities will include dramatically impacting mathematics learning (effectively implementing the Common Core), computing science, and engineering—especially at the middle school years.
3. **Post-secondary Talent Development:** Tightly couple educational outcomes to economic, social, and workforce needs. Increase the adaptability of post-secondary institutions—both community colleges and universities—to changing economic and workforce needs in high-demand STEM fields, while providing support programs that increase recruitment, retention, and completion of women and students of color.

### ***(1) How do the strategies align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?***

The STEM Investment Council believes that the most critical aspect of a student-centered system is that of student engagement—fostering cultures where each and every student is valued and where they are invested in their own, deeper learning. At its core, STEM is about innovation, creativity, critical thinking, problem solving, and communicating ideas. STEM is about encouraging students to be thinkers, dreamers, and doers; not just

rememberers. These STEM priority recommendations focus on developing an educational ecosystem that includes formal and informal learning environments to create experiences that engage students in deeper thinking, provide authentic contexts, create connections to potential career aspirations, and draw upon local issues for project-based explorations.

While STEM is specifically identified in strategy 2.3 (Transformative Investments), our priority recommendations align well with each of the three OEIB's overarching strategies. Most of our recommendations are reallocations and expansions of funding provided by (2012) HB3232, Connecting to the World of Work. Additionally, we are recommending repurposing of the ETIC (Engineering and Technologies Industry Council) "renewable" funds to form the basis for the Post-Secondary Talent Development strategy, and expanding this approach to include additional high-demand sectors.

**OEIB Strategy 1 (creating a seamless, student-centered system):** The three proposed STEM strategies focus on critical transition points with special attention to increasing alignment across the 11-14 system for students pursuing STEM credentials in both the middle 40 as much as the upper 40. Our recommendation #3 (Post-secondary Talent Development) is explicitly tied to OEIB strategy 1.3 (Post-secondary system that connects with the workforce). Furthermore, the proposed Regional STEM Hubs are founded on the tenets of collective impact and are an essential element of OEIB strategy 1.4 (regional collaboration and collective responsibility). We expect that over time, these Regional STEM Hubs will be integrated with many of the other regional initiatives.

**OEIB Strategy 2 (Investing in student outcomes):** Investing in STEM is specifically identified in OEIB's strategy 2.3, and each of our three proposed investments are targeting the key student outcomes, including: 5<sup>th</sup> grade math proficiency, 6<sup>th</sup> grade on track, 9<sup>th</sup> grade on track, college credits earned in high school, high school completion, and post-secondary enrollment. Key outcomes for colleges and universities include enrollment, persistence, and certificates and degrees awarded.

**OEIB Strategy 3 (build statewide support systems):** The network of Regional STEM Hubs will be a valuable implementation and support network that will amplify the impact of the Network of Quality Teaching and Learning, support school and institutional improvement, and to gather and disseminate evidence-based practices—both from local investments and national research. In addition, one of the fundamental purposes of the Strategic STEM Programming will be to rapidly assess the efficacy of STEM programs, followed by scaling those which demonstrate evidence of success.

***(2) How will the strategies lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?***

Through an integrated strategy across the P-20 continuum, these strategies will address the following OEIB-identified outcomes. Please see question #3 for a more complete picture of how these outcomes will be addressed across the three strategies.

- ✓ Improve attendance rates (increase motivation and engagement)
- ✓ Increase 8th Graders Demonstrating Proficiency in Math
- ✓ Increase Students On Track With Credits By End of 9th Grade
- ✓ Increase Students Earning College Credit in High School

- ✓ Increase 5-Year Cohort Graduation Rate
- ✓ Increase Certificates, Associates Degrees, and Transfers
- ✓ Increase degrees (bachelors & higher)
- ✓ Decrease Achievement Gaps on All Metrics
- ✓ Increase College Enrollment Rate for Underserved Students
- ✓ Increase Educator Satisfaction with Professional Support

**(3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?**

These strategies all have a specific focus to increase the interest, preparation, attainment, and participation of students of color and women in the STEM fields. *All partners will be required to have specific Equity targets and to disaggregate data ethnicity, gender, ELL (English Language Learner), and FRL (Free & Reduced Lunch as a proxy indicator for poverty).* The longitudinal data system, institutional research units at post-secondary institutions, as well as other community indicator databases (such as at UO) will be used to gather data to monitor and assess the impact of these investments. Additional instruments will be used to assess impact on “affective domain” indicators such as student motivation, awareness of STEM careers, teacher self-efficacy, community/parent awareness of STEM options, etc.

Though a more complete evaluation framework is currently being developed by leaders from across the State, some of the initial metrics for the strategies will be:

STEM Innovation Network	Strategic STEM Fund	Post-secondary talent dev.
4 <sup>th</sup> and 8 <sup>th</sup> grade math & science scores. College-going rates. STEM college credits earned in HS. Student interest in STsEM careers Student attendance rates Student graduation rates Decrease enrolment in developmental math STEM teacher confidence. STEM teacher satisfaction with PD. # of student & teacher internships. Participation rates in out-of-school STEM programs. # STEM professionals volunteering. Parental/community awareness of STEM and STEM careers.	URM* student participation rates. Student interest in STEM. Student career awareness in STEM. Student enrolment in STEM electives. Student post-secondary intent. Student STEM identity. Student school attendance rates. Student graduation rates.	Student enrolments in STEM courses. Declared STEM majors. Student retention in STEM major. STEM graduates. Course passing rates. Developmental math participation.

\* URM: Underrepresented minority.

**(4) How do these strategies demonstrate the priorities and values expressed in the OEIB equity lens?**

Literacy in STEM is a passport to opportunities that can break the cycle of poverty, enabling access to higher paying and more stable jobs. STEM skills also are necessary to be a full participant in this rapidly changing, technologically rich society. However, there are currently severe racial disparities in STEM for our students of color. Not only are African American, Hispanic, and Native American students performing at less than half of their white counterparts on national standardized tests in math and science, but there are also very few role models who can serve as inspiration. Furthermore, subtle social messaging can reinforce low expectations for these students and can bias them away from STEM pathways.

Studies have shown that the “hands on, minds on” learning approaches that are fundamental to quality STEM education show dramatic improvements for English Language learners, it keeps students engaged in school, and draws upon place-based learning opportunities that reinforce connections to the broader community. Each of the three proposed strategies have an explicit focus on Equity.

Strategy 1—STEM Innovation Network: Each of the Regional STEM Hub’s “Partnership Plan” (their guiding ‘business plan’ and agreement), details how they are operationalizing the values and principles of the Equity Lens based on the demographics of their region. Each Hub is expected to include leadership from underserved and underrepresented populations within their governance structure and all data is required to be disaggregated by ethnicity, poverty, and gender. Program strategies must also include plans to actively recruit and support students of color, coordinating with culturally inclusive organizations wherever possible.

Strategy 2—Strategic STEM Programming: A recent release from the After School Corporation claims that children of poverty, have spent 6,000 fewer hours in learning environments than middle-class students by 6<sup>th</sup> grade. Many of those students, in both urban and rural regions of Oregon, are students of color. This strategy would focus at least 75% of the investments on closing the opportunity gap through increased access to both in-school and out-of-school STEM programs, especially at the upper elementary and middle-school years. Summer programs through culturally-responsive organizations in communities of color would be high priorities to receive support.

Strategy 3—Post-secondary talent development: In addition to providing start-up funding for high-demand post-secondary STEM programs of study, institutions would be required to develop support services to increase retention and attainment of students of color. These would be modeled after such effective programs as the Louis Stokes Alliance for Minority Participation (LSAMP) at OSU, which has doubled the number of students of color enrolling in STEM in four years. In fact, 46% of the students of color at OSU are now STEM majors. Support would be provided to spread the critical elements of the LSAMP program to other institutions.

***(5) What evidence indicates this strategy will result in improvement?***

Strategy 1—STEM Innovation Network: Several national models have shown the effectiveness of the Regional Hub model to improve student learning and interest in STEM through strong partnerships between K-12, post-secondary, industries, and out-of-school STEM programs. Some model states include, Washington, North Carolina, New York, Ohio, and Texas. The success of these Hubs has been through the realization that STEM employers are powerful drivers of economic growth and community revitalization—enabling communities to both attract and to grow talent through great schools, as well as to attract new investments in a virtuous cycle. The places where it has been most successful have been where there are strong partnerships between industry, K-12, post-secondary, and out-of-school educators to better align programming needs and to create more authentic, hands-on learning environments.

Strategy 2—Strategic STEM Programming: Research has shown that student interest in STEM declines in the upper elementary and middle school years, showing that 60% of students lose interest in science between 1<sup>st</sup> and 8<sup>th</sup> grade with a precipitous drop in 5<sup>th</sup>

grade. This has been attributed to a combination of students' "identity formation" (fear of risk-taking, need for social acceptance, etc. where social messaging and peer values shape one's view of themselves as being STEM competent or not) coupled with the shift in how science and math are traditionally taught—transitioning from hands-on experiences to text-based learning and a focus on recall of facts and procedures. Social messaging biases for students of color and girls have a particularly strong influence during this time and results in the vast majority of them not perceiving pathways in STEM as a viable option.

In addition, much national research has also been done to demonstrate the large impact that out-of-school programs have on developing student interest in STEM. 75% of STEM Nobel Laureates credit out-of-school experiences as sparking their initial interest. However, recent calculations estimate that by the time they reach 6<sup>th</sup> grade, children of poverty—a disproportionate number who are also students of color—have spent 6,000 fewer hours in out of school learning experiences than middle-class students. Combine this with the fact that children spend less than 20% of their waking time in school, and it is clear that increasing access to out-of-school program support is a powerful way to address the opportunity gap.

Strategy 3—Post-secondary talent development: This strategy is built upon the successful elements of the Engineering and Technology Industries Council's (ETIC's) "renewable" funds, which has provided short-term funding to rapidly adapt university programs to changing industry needs in engineering and computer sciences. Over the years ETIC has developed sophisticated processes to ensure that the funds were spent effectively and tied to specific outcomes. The Post-Secondary Talent Development strategy would extend this approach beyond 4-year universities to include community colleges, as well as additional high-demand sectors previously mentioned.

The second part of this strategy is to create wrap-around services to increase the retention and attainment of students of color and women in STEM certificates and degrees. These would be modeled after such effective programs as the Louis Stokes Alliance for Minority Participation (LSAMP) at OSU, which has doubled the number of students of color enrolling in STEM in four years. In fact, 46% of the students of color at OSU are now STEM majors. Support would be provided to spread the critical elements of the LSAMP program to other institutions.

**(6) At various levels of investment (modest, medium, substantial), what will the state be "buying"? What impact will this have on measurable results described above?**

Strategy 1—STEM Innovation Network: A medium investment would support the expansion of regional, multi-sector efforts to improve STEM educational outcomes that will: 1) increase student motivation, engagement, and career/educational goals; 2) improve educator's confidence and competence; 3) leverage STEM employers and out-of-school programming. Specifically, the investments will be used for:

- "Backbone" coordination support for 6 current Regional STEM Hubs (Portland Metro, South Metro-Salem, Eastern Oregon, Coastal, Central Oregon, and Douglas Co.)
- Expansion to an additional 6 regions (potentially: Gorge, Lane, Klamath Falls, Medford, East Multnomah County, and Mid-Willamette.)
- Support to ensure "connective tissue," exchange of ideas and information, evaluation, technical assistance, and capacity-building.
- Programming funding for teacher professional development, internships and mentorships, early college credit programs, and effective out-of-school programs.

Strategy 2—Strategic STEM Programming: A modest to medium investment would be leveraged by at least 25% matching private funds through the STEM Investment Fund established in HB 2636 (2012). Specifically, the funding would be used to:

- Identify & deploy adaptive learning approaches in K-8 mathematics (such as flipped classrooms or use of adaptive learning software that provides educators and students with timely formative assessments and targeted interventions).
- Increase use of project-based learning in 4-8.
- Widespread early coding experiences in underserved communities.
- Early engineering experiences, foundational to implementing the Next Generation Science Standards (NGSS).

Strategy 3—Post-secondary talent development: A medium investment would increase post-secondary degree and credential attainment at 4-year and 2-year institutions. Short-term funding would support creation of targeted programs and enable institutions to hire initial faculty and make modest equipment purchases. Funds would also improve academic and cultural support programs for students of color and women in STEM programs.

***(7) What other conditions, supports and/or changes are needed for the strategy to be successful?***

To ensure the effective implementation of these strategies, additional capacity is required to: 1) provide coordination and ongoing communication across the Regionals STEM Hubs; 2) successfully manage funded partner investments, provide technical assistance, and gather research data on the impact of funded programs; and, 3) manage industry-institutional partnerships to ensure program responsiveness to changing industry talent-development needs. Additionally, support will be needed from the OEIB Office of Research to evaluate the impact of these investments.

***(8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?***

These STEM initiatives complement and reinforce several other efforts, including: accelerated learning and dual-credit, the network of quality teaching and learning, college access grants, Regional Achievement Compacts, CTE Revitalization, etc. Each of these efforts align with the outcomes being sought within the proposed STEM priorities. In addition, the implementation of the longitudinal database will allow the STEM Investment Council to develop a much more robust evaluation and oversight framework to monitor the effectiveness of these strategies and to supply the Regional STEM Hubs with timely business intelligence to guide their actions.

**PART 2: Describe Conditions, Processes & Partners (No more than 2 pages)**

***(1) What do you need from other agencies / boards / groups to enable you to be most effective?***

- A unified message from Legislators, the Governor, Chief Education Officer, State Board of Education, Higher Education Coordinating Commission, Workforce Investment, Economic Development about the critical role that a focus on STEM has on prosperity for individuals as well as communities; tightly coupling economic, workforce, and

education. Furthermore, effective pedagogy in STEM represents a powerful transformation as to how we engage our students through more meaningful educational experiences—shifting them from consumers of knowledge to creators of it.

- It would be very helpful if the Department of Education could bring greater internal alignment and integration between STEM, CTE, CCSS, NGSS, Ed Tech, and other initiatives—all of which interrelate within the broader STEM conversation. While these fit naturally together, most educators in the field treat them as separate initiatives and are overwhelmed.
- It would be very helpful to provide alternative routes to certification for more STEM career professionals to transition into the teaching profession in order to bring greater contextual awareness and project-based learning to reinforce the implementation of the new math and science standards—especially the “disciplinary practices.”
- Currently, there are conversations with the STEM Employers Coalition and Comcast Spotlight to conduct a statewide media campaign marketed toward students of color and to increase awareness of the innovative STEM employers in Oregon and their work. Utah has run a similar campaign “*STEM: Curiosity Unleashed.*” (<http://stem.utah.gov/media-library/>)

**(2) What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?**

- Regional STEM Hubs can provide critical support for, and engagement with, educators and industry partners to assist with Regional Achievement Collaboratives as well as Eastern Promise Replication grants. Most STEM Hubs have dual credit and internships as part of their goals and are very closely working with the post-secondary institutions.
- All three Priority Strategies connect with the world of work and furthering the goals of the 40-40-20. In particular, these are strong complements to the current CTE Revitalization efforts.
- The network of Regional STEM Hubs will be a vital conduit for the implementation of the new math and science standards—Common Core State Standards Mathematics (CCSS-M) and the Next Generation Science Standards (NGSS)—providing professional development opportunities as well as connections to industry partners to make the standards more relevant.
- Oregon is now part of STEMx, a multi-state initiative that provides an exchange of best practices, research, development of coherent national policy recommendations, common evaluation metrics, and more. This network can be leveraged to gain access to Federal funding opportunities and we can learn which models work (and what doesn’t) as well as to draw upon other state’s policy reforms.

**(3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?**

- Regional Achievement Collaboratives
- Network of Quality Teaching and Learning
- CTE Revitalization
- Math-Science Partnerships
- Accelerated Learning & Dual Credit
- College access grants
- Early Learning Hubs

- Eastern Promise replication

***(4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.***

- Collaborations within the Regional STEM Hubs make it easier to attract Federal and private investments. This strategy also provides more efficient use of both human and financial resources within a community through greater alignment and tighter focus of programs to achieve the desired outcomes.
- The Post-secondary Talent Development strategy represents a repurposing of \$7m of ETIC funds along with expanding impact to additional high-demand industry sectors and support for community colleges.
- The Hubs will coordinate local educator professional development to more effectively utilize ODE funding related to Common Core and Next Generation Science Standards implementation.
- It is envisioned that current ODE funding for CTE Revitalization, Math-Science Partnerships, the Network of Quality Teaching and Learning, and 21<sup>st</sup> Century Learning grants, will be aligned with these Priority Strategies to improve the impact of those efforts, thus saving dollars through greater efficiencies.

***(5) Who are your key partners, stakeholders, and community groups?***

Department of Education, Higher Education Coordinating Commission (HECC), Oregon Business Council, Engineering and Technologies Industries Council (ETIC), CCWD, Workforce Investment Board, the Employment Department, Early Learning Division, Oregon ASK (afterschool network), Children's Institute, and leadership from Regional STEM Hubs as well as Regional Achievement Collaboratives.

***(6) What processes were used for public input in developing the strategies?***

The STEM Investment Council made substantial efforts to solicit public input in the development of these priority strategies. In particular, a statewide "STEM Leadership Summit" was held in April of this year to specifically gather input regarding persistent systemic barriers to student achievement across the birth-to-career continuum, as well as recommended strategies for addressing those barriers. The STEM Summit was attended by ~150 representatives from K-12, universities, community colleges, business and industry, workforce and economic development, early learning, equity non-profits, and out-of-school STEM educators.

The data from the STEM Summit was synthesized into an initial draft, and was subsequently refined through two meetings with the Council and a diverse cadre of advisors representing the sectors that were at the Summit. Those meetings were well attended by additional public participants, who were invited to fully participate in the conversations.

The Strategic Investments recommended in this document were vetted and endorsed by the STEM Investment Council.

# 2015-17 STRATEGIC INVESTMENT RECOMMENDATIONS

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OEIB Best Practices and Student Transitions Subcommittee

Yvonne Curtis, Mark Mulvihill, David Rives, Lynne Saxton,  
Kay Toran, Kim Williams

July 24, 2014

# Best Practices and Student Transitions Subcommittee 2013-14 Scope of Action

- K-12 Student Transitions
- Student Transitions 11-14
- Educator Quality
- Transforming Learning Through Digital Conversion
- Rural and Remote Communities

# Process

The Best Practices and Student Transitions Subcommittee met 11 times since October 2013.

All meetings were open to the public and documents and notes were made available on the OEIB website.

Opportunities for public testimony were provided at each meeting.

Update reports from the subcommittee were shared at each month's OEIB full board meeting and also streamed live and archived

# Strategy One

- **Spanish Benchmarking and Student Progress Monitoring Tools in Literacy**
  - The best way to understand students' current levels of literacy, progress they are making and the effectiveness of interventions is to have benchmarking and progress monitoring tools in the same language of the literacy instruction and aligned to the state summative assessment (Escamilla, K. & Coady, M., 2011; Escamilla, 1998).
  - Most standardized tests we give to students measure language proficiency and academic gains in English only; thus, we typically have little evidence to document progress (or lack of progress) in other languages.
- This investment directly addresses Strategy 2: Focusing state investment on achieving key student outcomes **and** Strategy 3: Building statewide support systems.

# Strategy 1 Outcomes:

- **Key Outcome on Achievement Compacts:**
  - Increase in the number of Spanish third graders reading on grade level in schools offering Dual Language or transitional biliteracy programs
- **Annual data used to measure improvement would include:**
  - Monitoring students' bi-literacy progress in both Spanish and English
- **A moderate investment would support:**
  - Development, piloting, and score setting of tools to determine the effectiveness of the different models for serving English Learners, a goal that is already part of the Oregon English Learners Strategic Plan approved by the OEIB in 2013

# Strategy 1 Equity Considerations:

- **How will the strategy improve outcomes for underserved and at risk populations?**
  - The Oregon Department of Education estimates there are 71 two-way Dual Language programs in the state in 70. All programs but one use Spanish as the partner language, and strive to maintain a balance of native Spanish and native English speakers in each class. Almost 70% of the dual language programs offered are in elementary schools, reaching an estimated 1400 students.
- **What evidence do you have the strategy will be successful?**
  - Research shows that among Spanish speakers, if we can assess students in-Spanish, we can often see that they have developed literacy skills that they have not yet been able to transfer to English. This allows districts to monitor students' progress in developing literacy, and use the assessment outcomes to help students transfer their literacy skills into English as well. (August, D. and Shanahan, T., eds., 2006; Escamilla, 1998; Slavin, R. and Cheung, A., 2005).

# Strategy 1 Equity Considerations:

- **How does strategy align to Equity Lens?**
  - **We believe** that everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.
  - **We believe** that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

# Strategy 1 Other Considerations:

- Staff in the Education Equity Unit at the Oregon Department of Education are already providing support and technical assistance to Oregon's districts seeking to expand or improve their two-way dual language programs. They will provide ongoing guidance on the use of any benchmarking and progress monitoring tools provided to teachers.
- The Oregon Department of Education is currently negotiating a contract for the use of a summative instrument as a means to measure Spanish language outcomes on an annual basis, beginning in grade 3 and is encouraging participating schools to assess students in grades 1 and 2 as well.
- Oregon has several key researchers who are helping to build and study the outcomes of Oregon's Dual Language programs.

# Strategy 1 Other Considerations

- In 2013, OEIB adopted a statewide Strategic Plan charging the Oregon Department of Education with implementing the following goals:
  - 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.

# Strategy Two

- Strategy 2: Continued focus on Recruitment and Retention of a More Diverse Educator Workforce
  - In 2013, Oregon's students of color made up more than one-third of the K-12 population but only 8.3% of Oregon's teacher workforce was non-white with the most notable difference between Latino students (21.5%) and Latino teachers (3.6%). We have not yet made significant progress in closing this demographic gap.
  - In addition, rural, remote, and "frontier" school districts report continued challenges in recruiting, hiring, and retaining teachers and administrators and their ability to diversify their educator workforce is even more hampered than their more urban counterparts.
  - This investment directly addresses Strategy 3: Building statewide support systems.

# Strategy 2 Outcomes:

## **Key Outcomes on Achievement Compacts:**

- 1) Increase in non-white, Hispanic or non-Native English educators, and
- 2) Increased educator satisfaction with professional support.
- 3) Student learning outcomes on the Achievement Compacts are also dependent to a great degree on teachers.

## **Annual data used to measure improvement include:**

- Educator preparation applicants, enrollees, and program completers who are culturally and linguistically diverse
- Number of culturally and linguistically diverse educators employed and retained in Oregon public schools by district
- Annual supply and demand data

## **A substantial investment would support:**

- Tuition and stipends for up to 100 minority teacher candidates attending Oregon educator preparation programs as well as 7-8 retention projects in both rural and urban communities.

# Strategy 2 Equity Considerations:

- **How will the strategy improve outcomes for underserved and at risk populations?**
  - Educators of color serve as cultural brokers, not only helping students navigate their school environment and culture, but increasing involvement of families and communities of color which in turn impacts student attendance, achievement, graduation rates and postsecondary aspirations.
- **What evidence do you have the strategy will be successful?**
  - A study by Clewell et al. (2005) showed an increase in the reading and mathematics scores of African American and Spanish-speaking elementary students at 4th and 6th grade when taught by a teacher of their same ethnicity.
  - Two studies using longitudinal data showed that students of color who engaged with a diverse educator workforce had higher achievement test scores in reading (Easton-Brooks et al., 2010) and mathematics (Eddy & Easton-Brooks, 2011) than students who did not have at least one teacher of the same race between kindergarten and 5th grade.

# Strategy 2 Equity Considerations:

- **How does strategy align to Equity Lens?**
  - **We believe** that the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.
  - **We believe** in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”

# Strategy 2 Other Considerations:

OEIB is responsible for creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

This strategy supports two of the goals of HB 3233:

- Advance the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, and
- Improve recruitment, preparation, induction, career advancement opportunities and support of educators.

During the 2013 Legislative Session, Senate Bill 755 (Appendix A) amended the original Minority Teacher Act passed in 1991 with a revised goal for 2015 and changed the definition of “Minority” to include educators whose first language is not English. OEIB is coordinating the data collection/analysis and promoting nationally recognized strategies.

# Strategy 2 Other Considerations:

It is critical that in addition to recruitment and retention efforts, hiring and placement procedures and practices are analyzed and those responsible for hiring receive training in cultural responsiveness and implicit bias.

The OEIB will continue to lend staffing support to the Oregon Educator Equity Advisory Group and assist in the development and use of an Educator Equity Score Card.

In 2014-15, the OEIB will coordinate efforts with research organizations to study the experiences and perceptions of teachers of color who maintain their licenses with TSPC but are not employed in Oregon public schools. These results will be used to effect changes in practice.



Oregon Education Investment Board

## **BEST PRACTICES AND STUDENT TRANSITIONS 2015-17 BUDGET RECOMMENDATIONS**

The Oregon Education Investment Board (OEIB) Best Practices and Student Transitions (BPST) Subcommittee is charged with recommending best practices, policies and strategic investments that support student success with particular focus on transition points such as entry into Kindergarten, K-12 transitions and high school to post-secondary and career. The 2013-14 BPST Subcommittee's Scope of Action focused on five areas:

1. K-12 Student Transitions (including Early Learning transitions into Kindergarten)
2. Student Transitions 11-14
3. Educator Quality
4. Transforming Learning Through Digital Conversion
5. Rural and Remote Communities

After a process that engaged subcommittee members on a monthly basis in reviewing Oregon data and policies, evidence-best practices, and testimony from state agencies, community organizations and Oregon citizens, this document recommends one of the two priorities recommended by the BPST Subcommittee for consideration by the OEIB Outcomes and Investments Subcommittee for Strategic Investments for the 2015-17 biennium.

### **Strategy 1:**

In support of the state's goal to increase third grade reading proficiency, the BPST recommends the Oregon Department of Education (ODE) contract with a provider to develop appropriate Spanish benchmarking and progress monitoring tools for students who are receiving literacy instruction in Spanish in both transitional bilingual programs and Dual Language programs. We have growing numbers of students receiving Spanish literacy instruction in both transitional bilingual and Dual Language programs and both models have been shown to be more effective than pull-out English Language Development programs (Collier; Collier & Gomez; Lindholm-Leary, K.J., 2007; Thomas, W.P., & Collier, V.P., 2012).

The only way to understand students' current levels of literacy, progress they are making and the effectiveness of interventions is to have both the benchmarking and progress monitoring assessments in the same language of the literacy instruction. Many

schools are using a Response to Intervention model that is enabling schools to effectively apply interventions specific to students' needs and adjust them quickly when needed. Schools need tools that are in both Spanish and English that are aligned to the state summative assessment (Escamilla, K. & Coady, M., 2011; Escamilla, 1998).

Because most standardized tests we give to students measure language proficiency and academic gains in English only, we typically have little evidence to document progress (or lack of progress) in other languages. Although Oregon has adopted the Common Core State Standards, we are lacking instruments that can provide Spanish assessments aligned to these standards.

### Strategy 1: \_\_\_\_\_

***(1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?***

A one-time investment in Spanish benchmarking and progress and monitoring tools will facilitate the progress of English Learners whose first language is Spanish; thus focusing on improving key student outcomes (OEIB 2015-17 Budget Strategy #2).

***(2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?***

One of the key metrics on the Achievement Compacts is increasing the number of 3<sup>rd</sup> graders who read at or above third grade level. This of course includes many students for whom English is not their native language. Over 55,000 students or 10% of Oregon's student population report a language other than English as their language of origin. And, over 75% of Oregon's English Learners speak Spanish. Although most English Learners are not served in bilingual programs, an increasing number of them are. Most promising is the expansion of two-way dual language programs in Oregon, providing English Learners with the most effective model for achieving academic success. These are programs that serve native Spanish and native English speakers, that currently operate in at least 70 schools in Oregon and that enroll approximately 8400 elementary students, about half of which are Spanish speaking English Learners. Additional Spanish speaking English learners in Oregon are enrolled in transitional and other types of bilingual programs, however, the data on these other bilingual programs and the students enrolled in them are not currently reliable. (The Oregon Department of Education is in the process of improving the data collection on all EL program models and expects to have more reliable data on all EL program models and students served in the spring of 2015.)

With the data from these tools, ODE will be able to determine the effectiveness of the

different models for serving English Learners, a goal that is already part of the Oregon English Learners Strategic Plan approved by the OEIB in 2013.

***(3) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?***

The attainment of a quality education strengthens all Oregon communities and promotes prosperity, to the benefit of us all. Our ability to meet the needs of Oregon's increasingly diverse population is a critical tactic for us to successfully reach our 40/40/20 goals. This strategy aligns with several core elements of the Equity Lens.

**We believe** that everyone has the ability to learn and that we have an ethical responsibility and a moral responsibility to ensure an education system that provides optimal learning environments that lead students to be prepared for their individual futures.

**We believe** that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

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

***(4) What evidence indicates these strategies will result in improvement?***

Research shows that among Spanish speakers, if we can assess students in-Spanish, we can often see that they have developed literacy skills that they have not yet been able to transfer to English. This allows districts to monitor students' progress in developing literacy, and use the assessment outcomes to help students transfer their literacy skills into English as well. (August, D. and Shanahan, T., eds., 2006; Escamilla, 1998; Slavin, R. and Cheung, A., 2005).

This strategy will improve instruction by helping teachers determine appropriate interventions, assess the effectiveness of the interventions, make adjustments, and determine the progress of students in these programs.

Research demonstrates that good bilingual programs that are designed to promote bilingualism, bi-literacy, and academic achievement, do a better job at preparing English learners (ELs) for academic success than do transitional bilingual programs or ESL programs; however, research also shows that these impacts tend to appear several

years after students have been enrolled in them (Goldenburg, C., 2008; Lindholm-Leary, K.J., 2007; Thomas, W.P., & Collier, V.P., 2012).

***(5) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?***

The Oregon Department of Education estimates there are 71 two-way Dual Language programs in the state in 70 districts. All programs but one use Spanish as the partner language, and strive to maintain a balance of native Spanish and native English speakers in each class. Almost 70% of the dual language programs offered are in elementary schools, reaching an estimated 1400 students. Development of benchmarking tools in Spanish will help teachers monitor development of key assessment skills and progress towards 3<sup>rd</sup> grade literacy goals.

If the state owned the assessment, districts would be able to more readily offer the assessment to their students receiving Spanish instruction because the test would be much more affordable. When a vendor owns the assessment, districts must pay testing fees, typically on a per student basis, for test materials and administration manuals, and sometimes for scoring and reporting services as well. This is the case for schools using easyCBM, DIBELS, or existing Spanish assessments like Aprenda, PODER, or Supera. Some districts that offer Spanish dual language programs have already begun investigating Spanish assessment options; some can afford the additional testing fees for at least a portion of their students; others cannot. Thus it is preferable if the state owns the assessment and can provide the test at no charge to districts.

***(6) What other conditions, supports and/or changes are needed for the strategy to be successful?***

Oregon’s Dual Language Grant provides Oregon with a unique opportunity to develop and expand quality dual language programs across the state and to build into these programs convincing, objective measures of student growth in both target languages. The Oregon Department of Education is currently negotiating a contract for the use of a summative instrument as a means to measure Spanish language outcomes on an annual basis, beginning in grade 3 and is encouraging participating schools to assess students in grades 1 and 2 as well. In addition to offering a reliable and valid summative assessment for dual language programs to use, the Department would like to see benchmarking and progress monitoring assessments developed that are explicitly aligned to the summative assessment and the Spanish language standards upon which the summative assessment would be based.

There will be a need for continued research on EL program models in general, and specifically dual language models. Fortunately, ODE is building a foundation for

research on dual language programs in Oregon with the assistance of Dr. Kathryn Lindholm-Leary, a professor at San Jose State University and expert on dual language program research. With her assistance, the Dual Language/Two-Way Bilingual grant sites are setting up data collection systems and research plans that will assist us in documenting program start-up. Also, Dr. Karen Thompson at Oregon State University has received a federal grant to examine Oregon's long-term EL outcomes based on a variety of factors including EL program model.

***(7) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?***

The Strategic Investment funds enabled ODE to invest in the expansion and improvement of dual language programs in Oregon that is laying a solid foundation for long-term academic success for the English Learners and English speakers enrolled in these programs. The success of this initiative will be enhanced by sustained professional development, capacity building, and research that provides meaningful evaluations of programs to ensure high quality program delivery.

**PART 2: Describe Conditions, Processes & Partners (No more than 2 pages)**

***(1) What do you need from other agencies / boards / groups to enable you to be most effective?***

Staff in the Education Equity Unit at the Oregon Department of Education are already providing support and technical assistance to Oregon's districts seeking to expand or improve their two-way dual language programs. They will provide ongoing guidance on the use of any benchmarking and progress monitoring tools provided to teachers.

***(2) What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?***

Staff at ODE should work with the Early Learning Division to ensure alignment between the Kindergarten Readiness Assessment and proposed benchmarking and monitoring.

***(3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?***

In 2013 OEIB adopted a statewide Strategic Plan charging the Oregon Department of Education with implementing the following goals:

- 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.

The Oregon Department of Education has identified the measurement of Spanish literacy skills that correspond to college and career ready academic standards as a state priority using valid and reliable instruments for monitoring the Spanish literacy development of students enrolled in K-12 Spanish/English dual language programs.

Supporting multilingualism prepare our students to successfully compete in a 21st Century global economy. California New York, Illinois, and Washington have begun offering state seals of biliteracy on high school diplomas. Working with local stakeholders, ODE is hoping to develop a biliteracy seal that will honor biliteracy skills high school graduates have acquired and that future employers and college admissions offices will recognize and reward.

***(4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.***

The existing dual language/two-way bilingual grant has helped lay a solid foundation for the expansion and improvement of these programs, and for long-term research on EL program effectiveness. This includes ODE assistance in identifying and paying for an appropriate Spanish summative assessment to document Spanish literacy development of Spanish, collaborations with university researchers to examine short-term and long-term EL program outcomes, and ODE leadership on bilingual teacher competencies, and dual program design and implementation.

There could also be additional cost leveraging if the strategy further developed or adapted already existing measures in English K-8 and in Spanish.

***(5) Who are your key partners, stakeholders, and community groups?***

Oregon Department of Education

- Regional Achievement Collaboratives and Early Learning Hubs
- School districts with dual language programs
- Community organizations (e.g. Salem Keizer Coalition for Equality, Adelante Muleres from Forest Grove)

***(6) What processes were used for public input in developing the strategies?***

The Best Practices and Student Transitions Subcommittee met 11 times since October 2013. All meetings were open to the public and documents and notes were made available on the OEIB website. Opportunities for public testimony were provided at each meeting. Update reports from the subcommittee were shared at each month's OEIB full board meeting and also streamed live and archived.

Subcommittee members heard eight presentations related to early literacy and English Learners including:

- David Bautista, Education Equity Unit Assistant Superintendent, Oregon Department of Education
- Brian Reeder, Office of Research and Data Analysis Assistant Superintendent, Oregon Department of Education
- Linda Herrera, Dean of Student Retention and College Life, Chemeketa Community College
- Julie Haun, Director of the PSU Intensive English Language Program
- Jada Rupley, Director of Oregon Early Learning Division,
- Brett Walker, Education Specialist, Early Learning Division
- Kara Williams, Early Education Specialist, Early Learning Division
- Serena Stoudamire-Wesley, OEIB Director for Early Transitions, Equity and Community
- Mary Alice Russell, Superintendent of McMinnville School District
- Toya Fick, Government Affairs Director of Stand for Children

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Oregon Education Investment Board

## **BEST PRACTICES AND STUDENT TRANSITIONS OUTCOMES & INVESTMENTS SUBCOMMITTEE 2015-17 BUDGET RECOMMENDATIONS**

*“Districts can't increase minority and bilingual staff if they are not being produced through Oregon colleges. Colleges can't produce graduates if these students don't have the financial means to attend college.”*

*“We need a collective response in terms of recruitment. We have amazing, culturally diverse kids who cannot find a viable financial path to college and through a teacher preparation program.”*

*“There are many minority and bilingual students who have the potential in all of these areas if we tap into wasted talent in these students who do not presently have a path to college. Let's support students who meet high standards and have the needed dispositions for teaching by providing access to college”.*

*“It is difficult for smaller, rural isolated areas to create incentives for teachers to consider our areas. A broader loan forgiveness program would assist in these efforts.”*

*“A statewide pay scale would be helpful for our District as we have a difficult time competing with larger school districts.”*

Comments from Oregon District Human Resource Officers  
on a 2014 Oregon School Personnel Association Survey

The Oregon Education Investment Board (OEIB) Best Practices and Student Transitions (BPST) is charged with recommending best practices, policies and strategic investments that support student success with particular focus on transition points such as entry into Kindergarten, K-12 transitions and high school to post-secondary and career. The 2013-14 BPST Subcommittee's Scope of Action focused on five areas:

1. K-12 Student Transitions ((including Early Learning transitions into Kindergarten)
2. Student Transitions 11-14
3. Educator Quality
4. Transforming Learning Through Digital Conversion
5. Rural and Remote Communities

After a process that engaged subcommittee members on a monthly basis in reviewing Oregon

data and policies, evidence-best practices, and testimony from state agencies, community organizations and Oregon citizens, this document recommends the top two priorities for consideration by the OEIB Outcomes and Investments Subcommittee for Strategic Investments for the 2015-17 biennium.

## Strategy 2:

Research is clear that “teachers are among the most powerful influences in (student) learning.”<sup>1</sup> Given the need for a culturally and linguistically high quality educator workforce in Oregon, we support continued funding in 2015-17 to recruit and retain more culturally and linguistically diverse teachers via a strategic investment with specific attention to the workforce needs of “frontier”<sup>2</sup> and rural districts.

When the Oregon Department of Education released the Minority Teacher Pipeline and Retention Request for Proposals funded by HB 3233, they received more applications than could be funded. They were able to fund seven of the sixteen proposals received. The impact of the allocated funding (close to \$700,000) falls short in addressing the gap that exists between the demographics of Oregon students and educators. In 2013, Oregon’s students of color make up more than one-third of the K-12 population but only 8.3% of Oregon’s teacher workforce is non-white. The most notable difference exists between Latino students (21.5%) and Latino teachers (3.6%).

In addition, rural, remote, and “frontier” school districts report continued challenges in recruiting, hiring, and retaining teachers and administrators and their ability to diversify their educator workforce is even more hampered than their more urban counterparts. To date, there have been no significant resources focused on this issue and the Oregon School Personnel Association warns that the crisis will be even more pronounced given the increased hiring being found in more urban districts during the coming year.

## Strategy 2:

*(1) How does the strategy align with the OEIB’s 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?*

A continued investment in recruitment and retention of a more culturally and linguistically high quality Oregon educator workforce with a particular focus on the unique issues of rural, remote, and frontier districts is focused on building statewide support systems (OEIB 2015-17 Budget Strategy #3). Per HB 3233, OEIB is responsible for creating and supporting a statewide plan for increasing the successful recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

<sup>1</sup> Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. P. 238.

<sup>2</sup> Frontier areas are sparsely populated rural areas that are isolated from population centers and services.

This strategy also complements two specific goals of HB 3233 to:

1. Advance the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, and
2. Improve recruitment, preparation, induction, career advancement opportunities and support of educators.

*(2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?*

Student learning and success is dependent to a great degree on having a high quality teacher in every classroom. Although the effects of the economic recession in Oregon continue to linger, school districts are receiving more resources and a heightened job market for educators is being reported. This increased demand has been precipitated by several factors. (1) Replacement of positions lost during the recession; (2) Increased retirements caused by recent changes to PERS as well as deferred retirements caused by the recession and concern for health insurance coverage; and (3) Pressures to reduce class size in an effort to improve student performance.

Unfortunately, data from the Oregon Department of Education shows that there were 43 fewer teachers of color employed in Oregon public schools in 2013-14 than the year before. This represents approximately a 2% drop for the state's minority teacher workforce. In fact, it is estimated that an additional 229 culturally and linguistically diverse teachers would need to be employed in Oregon public schools to meet the July 2015 goal established in Senate Bill 755.

Furthermore, 65% of the districts responding to a survey administered by the Oregon School Personnel Association identified that candidates' geographic preference is an obstacle to hiring new educators willing to locate or relocate to more remote areas of the state.

Thirty-seven percent of the districts responding to the survey noted that Oregon needs a more adequate pool of bilingual candidates, 33% recommended that Oregon create a statewide application system for candidates, and 28% responded saying Oregon needs to increase the pool of educators of color.

The number one recommendation to OEIB from the districts responding to the survey was to support recruitment of educators for rural Oregon and schools of high poverty (i.e. financial incentives, mentoring programs, & a focus on geographic equity).

*(3) How does this strategy demonstrate the priorities and values expressed in the OEIB Equity Lens?*

The racial and cultural diversity in Oregon has increased dramatically over the past ten years, adding great richness to our classrooms and communities and posing new challenges for our schools as they attempt to meet the needs of an increasingly culturally, racially and linguistically varied student population.

The Oregon Equity Lens has helped us further analyze the racial and ethnic diversity among our

education workforce serving Oregon students in the K-12 system.

*(4) What evidence indicates these strategies will result in improvement?*

A study by Clewell et al. (2005) showed an increase in the reading and mathematics scores of African American and Spanish-speaking elementary students at 4th and 6th grade when taught by a teacher of their same ethnicity.

Two studies using longitudinal data showed that students of color who engaged with a diverse educator workforce had higher achievement test scores in reading (Easton-Brooks et al., 2010) and mathematics (Eddy & Easton-Brooks, 2011) than students who did not have at least one teacher of the same race between kindergarten and 5th grade.

Educators of color also serve as cultural brokers, not only helping students navigate their school environment and culture, but increasing involvement of families and communities of color which in turn impacts student attendance, achievement, graduation rates and postsecondary aspirations.

*(5) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?*

	Modest	Moderate	Substantial
	Modest funding might result in perhaps three pipeline projects producing close to 30-40 new candidates and retention of close to 80 teachers in 3-4 districts and convening of rural HR staff for a planning meeting	Moderate funding might result in six pipeline projects producing close to 60-80 new candidates, 3-4 district retention projects and at least two rural teacher recruitment and retention projects	Substantial funding could result in tuition and stipends for up to 200 minority teacher candidates attending an Oregon educator preparation program as well as 6-8 retention projects in both rural and urban communities.

Repurposing of a portion of the \$33 million that is to be transferred biennially from the State School Fund per HB 2506 could be a source of additional funding beyond the \$500,000 designated in 2013-14.

*What other conditions, supports and/or changes are needed for the strategy to be successful?*

It is critical that hiring and placement procedures and practices are analyzed and those responsible for hiring receive training in cultural responsiveness and implicit bias. And as systems across Oregon are finding ways to recruit a more culturally and linguistically diverse teaching staff, the issue of retention becomes a much larger piece of the puzzle. The greatest

recruitment efforts mean little if diverse populations of teachers do not feel a connection to the school and community in which they work and live. Results from the 2013-15 retention projects and TeachOregon are helping to identify best practices that can be part of training provided at the school district level around recruitment, hiring, and retention.

*(6) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?*

The Obama administration is asking states to create plans ensuring that all students have access to effective teachers - and it will publish a list of states where children from minority and low-income families aren't getting their fair share of these teachers this fall.

## **PART 2: Describe Conditions, Processes & Partners (No more than 2 pages)**

*(1) What do you need from other agencies / boards / groups to enable you to be most effective?*

A challenge in increasing the number of teachers of color resides is the fact that less than 10% of college students of color elect education as their major. Boser (2011) recommends statewide initiatives to fund teacher preparation programs aimed at teachers of color.

The Higher Education Coordination Commission could require annual goals and reports that indicate how public universities prioritize recruiting and supporting culturally and linguistically diverse teacher candidates.

*(2) What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?*

The OEIB will lead coordination of efforts across state agencies to accurately compile, analyze, and report data for the Oregon Minority Teacher Report so that the results of strategic investments can be measured against the progress towards the July 2015 goals outlined in SB 755.

The OEIB will continue to lend staffing support to the Oregon Educator Equity Advisory Group and assist in the development and use of an Equity Score Card.

The OEIB will coordinate efforts with research organizations to study the experiences and perceptions of teachers of color who maintain their licenses with TSPC but are not employed in Oregon public schools.

*(3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?*

As Oregon seeks to diversify the education profession and to decrease the academic achievement

gap between students of color and white students, it is critical that a statewide collective action involve classroom teachers, building administrators, school district personnel, community organizations, educator preparation programs, state agencies and policymakers. Each of the initiatives listed in this section grew out of attention driven by the Network for Quality Teaching and Learning, amendments to the Minority Teacher Act, and increased attention on the importance of retaining educators but still fall short in addressing the complexity of issues surrounding recruitment, hiring, and retention of culturally and linguistically diverse candidates. And none of these efforts were focused on the specific needs of rural, remote, and “frontier” school districts workforce challenges.

Senate Bill 755 During the 2013 Legislative Session, Senate Bill 755 (Appendix A) amended the original Minority Teacher Act passed in 1991 with a revised goal for 2015 and changed the definition of “Minority” to include educators whose first language is not English. A status report completed in July 2014 noted that these data are not currently collected or available for analysis but steps are now been taken by ODE, the OUS, and TSPC to collect these statistics for inclusion in the full report due July 1, 2015.

Oregon Education Equity Advisory Group Members of this group are representative of the changing demographics in Oregon. In addition to overseeing the Minority Teacher Report, they have charged themselves with assessing, evaluating, and advocating for statewide educational policy that prepare, recruit, and retain racially, ethnically and linguistically diverse educators that contribute to the continuing success of diverse students, teachers, families, and communities. The group is also developing an Equity Score Card that will be used to monitor aspects of workforce diversity, leadership, workplace climate, leadership opportunities, and retention efforts.

Pipeline and Retention Grants As a result of House Bill 3233 and the Network for Quality Teaching and Learning, Oregon has awarded over \$700,000 in partnerships focused specifically on recruitment, preparation, and retention activities that will report results by July 2015. By July 2015, the pipeline grants are projected to increase the number of culturally and linguistically diverse candidates eligible for employment by 42 with the three retention projects improving retention in three districts by 10- 15%.

TeachOregon In addition, HB 3233 funded two additional projects within TeachOregon Projects, a Chalkboard Project initiative that now supports five partnerships involving 13 school districts, 7 universities and 4 community colleges. Each project is implementing improved models for preparing the next generation of teachers and addressing the lack of diversity in the educator workforce with goals of increasing by 10% the number of minority candidates graduating from Oregon teacher preparation programs.

Educational Assistant Pathways HB 3254 charged the Oregon Education Investment Board (OEIB) with developing recommendations around career pathways for educational assistants (EAs) to become licensed teachers. The report has recommended three options to legislators that could slowly increase the number of culturally and linguistically diverse educational assistants available for teaching positions.

OSPA Survey and Best Practices The Oregon School Personnel Association (OSPA) is now

annually surveying districts hiring needs and identifying and sharing best practices known to help retain educators. The OSPA Executive Director reports that the need for teachers and administrators in Oregon’s rural and remote communities is reaching a more acute level of need due to increased hiring by all districts, many of which are able to offer more competitive salaries.

Oregon Educator Recruitment Website A plan for a statewide recruitment website is underway that would provide clear and useful information allowing prospective candidates to compare and contract program options and design a customized plan that includes needed supports.

*(4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.*

Closing the gap between educator and student demographics holds promise for improving student achievement and ultimately reducing costs related to remediation, grade retention, and high school dropouts. Research by Donald Easton-Brooks found that African American students who had at least one African American teacher between kindergarten and 5th grade scored 1.50 points higher in reading than those students who did not have at least one African American teacher at the end of kindergarten. The reading scores of these students increased 1.75 points per year higher than those students who did not have at least one African American teacher between kindergarten and 5th grade. Similarly, Eddy and Easton-Brooks (2011) found that students who were exposed to at least one African American teacher scored 1.44 points higher on the mathematics achievement test at the end of kindergarten and the growth in the mathematics scores of these students was at least 0.64 points higher than those students not exposed to an African American teacher between kindergarten and fifth grade.

In addition, every time an Oregon teacher leaves the profession, it contributes to a growing cost of teacher turnover, estimated currently at \$40 million a year.

*(5) Who are your key partners, stakeholders, and community groups?*

Oregon Educator Equity Advisory Group  
Coalition of Communities of Color  
Oregon Coalition for Quality Teaching and Learning  
Teacher Standards and Practices Commission  
Oregon School Personnel Association  
Chalkboard Foundation  
Oregon Education Association  
Oregon Association of Colleges for Teacher Education  
Confederation of School Administrators

*(6) What processes were used for public input in developing the strategies?*

The Best Practices and Student Transitions Subcommittee met 11 times since October

2013. All meetings were open to the public and documents and notes were made available on the OEIB website. Opportunities for public testimony were provided at each meeting. Reports from the subcommittee were shared at each month's OEIB full board meeting that was also streamed live and archived.

Subcommittee members heard presentations from nine individuals related to educator quality including:

- Gary Blackmer, Secretary of State's Director of Audits Division,
- Victoria Chamberlain, Executive Director, Teacher Standards and Practices Commission
- Keith Menk, Deputy Director, Teacher Standards and Practices Commission
- Hilda Rosselli, OEIB Director of College and Career Readiness
- Vicki Nishioka, Oregon State Coordinator, Education Northwest
- Matthew Eide, Center for Strengthening Education Systems
- Randy Hitz, College of Education Dean from Portland State University
- Scott Fletcher, College of Education Dean from Lewis and Clark College,
- Sue Hildick, President of Chalkboard Foundation,
- Julie Smith, Rural District Collaboration Project Coach

# Network of Quality Teaching and Learning Advisory Group's 2015-17 Strategic Investment Recommendations

Presentation to OEIB Outcomes & Investment Subcommittee

July 24, 2014

# Advisory Group's Charge

- Guiding development and review of Network outcomes
- Providing insights on local Network implementation and connections to existing efforts
- Helping scale up most effective practices
- Mobilizing the untapped potential of teachers as leaders of innovation
- Helping create efficient and effective use Network resources
- Applying known lessons from existing efforts in Oregon and elsewhere

# Advisory Group Members

- Mark Ankeny
- David Bautista
- Lindsay Capps
- Jim Carlile
- Frank Caropelo
- Olga Cobb
- Yvonne Curtis
- Donna Dubois
- Larry Flick
- Dan Goldman
- Don Grotting
- Whitney Grubbs
- Lisa Harlan
- Craig Hawkins
- Tony Hopson
- Betty Komp
- Michael Lasher
- Mark Lewis
- Jim Mabbott
- Inger McDowell
- Keith Menk
- Colleen Mileham
- Eric Nichols
- Krista Parent
- Kim Patterson
- Scott Perry
- Sarah Pope
- Bev Pratt
- Theresa Richards
- Hilda Rosselli
- Jada Rupley
- Heidi Sipe
- Diane Smith
- Johnna Timmes
- Peter Tromba
- Anthony Veliz

# Network for Quality Teaching and Learning



**ODE STRATEGIC INITIATIVES MAP**

1. Please enter the name of your school district followed by "SD" in the text field below (e.g., Culver SD).
2. Click on pin to reveal data.

- [Interactive Map](#) of Network of Quality Teaching and Learning Strategic Investments

**Feedback from stakeholders affirms that it is still too early to gauge the full impact of the Network investments on educator quality and ultimately student outcomes. They have emphasized the need to “stay the course” with the work that is still getting underway. They support continued tracking of progress, expansion and scaling up of effective practices shown to make a difference for students, and more investments in time for teachers to implement what works.**

# Overview of the Strategies

- Strategy 1 Full State Access to Mentoring
- Strategy 2 Regional Capacity Building
- Strategy 3 Expansion of School District Collaboration
- Strategy 4 Educator Preparation
- Strategy 5 Culturally Responsive Teaching Practices
  
- Continue development of the Network website/portal to connect educators
- Process for gathering, analyzing, and disseminating outcome data and proven practices to support further statewide implementation.

# Strategy One

- Full State Access to Mentoring
  - Scaling up mentoring to reach 100% of all new teachers and administrators employed in Oregon and supporting local flexibility that ensures program fidelity based upon the state's mentoring standards.
- This investment directly addresses Strategy 3: Building statewide support systems.

# Strategy 1 Outcomes:

- **Key Outcome on Achievement Compacts:**
  - Student learning outcomes on the Achievement Compacts are dependent to a great degree on teachers.
- **Annual data used to measure improvement would include:**
  - Mentoring data includes data from mentees, mentors, and impact on teacher retention
  - Increased educator satisfaction with professional support using the TELL survey results
  - Increased retention of educators who are culturally and linguistically diverse and meeting state goals
- **A substantial investment would support:**
  - two years of statewide coverage of high-quality mentoring for every new teacher and administrator hired in an Oregon public school.

# Strategy 1 Equity

Full State Access to Mentoring

## Considerations:

- **How will the strategy improve outcomes for underserved and at risk populations?**
  - Students from underserved and at risk populations are most likely to be impacted by teacher turnover and can suffer significant academic losses when experiencing low quality teaching for three years in a row.
- **What evidence do you have the strategy will be successful?**
  - Studies show that teachers who receive high-quality induction programs stay in the profession at significantly higher rates, accelerate new teachers' professional growth, and improve student learning.
- **How does the strategy align to Equity Lens?**
  - **We believe** in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”

# Strategy 1 Other Considerations:

- Increasing investments in Oregon's Mentoring program can reduce the cost of teacher turnover, sometimes estimated as high as \$40 million a year in Oregon.
- Results for investments in new educator mentoring should also track that rate at which recipients achieve tenure or move beyond probational status.
- Although it is still too early to ascertain the impact of online mentoring options made available to small and remote districts, results should be analyzed and shared when they become available.

# Strategy Two

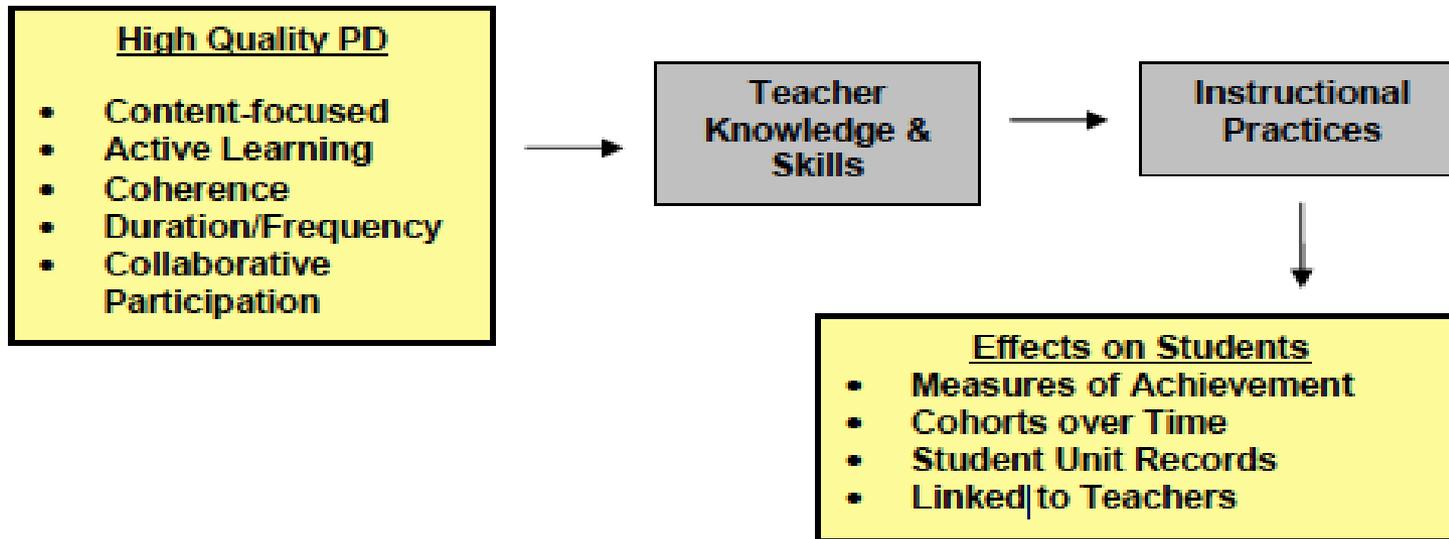
- Strategy 2: Regional Capacity Building
  - Engagement of educators to plan their local use of Network funds to implement Common Core State Standards and Educator Effectiveness models to improve student outcomes and address needs identified from Teaching, Empowering, Leading and Learning (TELL) survey results and Professional Learning Team (PLT) plans.
- This investment directly addresses Strategy 3: Building statewide support systems.

# Strategy 2 Outcomes:

- **Key Outcome on Achievement Compacts:**
  - Student learning outcomes on the Achievement Compacts are dependent to a great degree on teachers.
- **Annual data used to measure improvement would include:**
  - The OEIB Scorecard is using the TELL Survey to monitor educator satisfaction with professional support.
  - In addition, more extensive use of the Tripod Survey (Ferguson, 2009) could provide a sustainable means of measuring impacts of Network investments on students' school experiences.
- **A substantial investment would support** increased student learning outcomes as a result of substantial improvements in teacher and leader effectiveness

# Theory of Action

Regional Capacity Building



Logic Model Used by the Council of Chief State School Officers

# Strategy 2 Equity

Regional Capacity Building

## Considerations:

- **How will the strategy improve outcomes for underserved and at risk populations?**
  - The MET Project found that *Tripod* surveys are predictive of student achievement gains and are a stable, reliable measure of effective teaching.
- **What evidence do you have the strategy will be successful?**
  - A 2009 meta-analysis on the effects of teacher professional development on improvement of student learning showed that professional development for teachers can result in changes in teacher behavior and student achievement when the PD is characterized by collective participation, when continuing learning reinforcement activities are offered after the initial period of teacher training, and when there is extensive use of strategies including coaching, mentoring, internship, professional networks, and study groups (Blank & de las Alas, 2009).
- **How does the strategy align to Equity Lens?**
  - **We believe** in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.

# Strategy 2 Other Considerations:

- In a meta analysis conducted by Council of Chief State School Officers (CCSSO), 14 of the 18 most effective mathematics and science professional development activities that resulted in improved student achievement continued for six months or more with a mean contact time with teachers in program activities of 91 hours (Blank & de las Alas, 2009).
- Some school districts will need to re-examine the role of one-day workshops within a full spectrum of a comprehensive professional learning program that includes embedded time for coaching and collaboration.
- Escalated development and implementation of an accessible Network website/portal will maximize and document impact of the investments. External providers may be able to provide a more nimble platform and interactive tools responsive to educators' needs.
- Escalated development and implementation of an accessible Network website/portal will maximize and document impact of the investments. External providers may be able to provide a more nimble platform and interactive tools responsive to educators' needs.

# Strategy Three

- Strategy 3: School District Collaboration Grants
  - Continued funding to expand a proven practice to new districts that are interested and show a readiness to:
    - align and integrate the many elements of building a next generation career model
    - leverage funds to create a systemic and sustainable process of shared leadership
- This investment directly addresses Strategy 3: Building statewide support systems.

# Strategy 3 Outcomes:

- **Key Outcome on Achievement Compacts:**
  - 3<sup>rd</sup> Grade Reading Proficiency
  - 5<sup>th</sup> Grade Math Proficiency
  - 6<sup>th</sup> Grade Not Chronically Absent
  - 8<sup>th</sup> Grade Math Proficiency
  - 9<sup>th</sup> Grade Credits Earned
  - 9<sup>th</sup> Grade Not Chronically Absent
  - 4 Year Graduation Rate
  - 5 Year Completion Rate
- **Annual data used to measure improvement would include:**
  - Student outcome data
  - Teacher retention and satisfaction with professional development
- **A substantial investment would support:** Oregon could reach 40-40-20 almost three years earlier than the current goal. SDCF districts move students to proficiency on state tests faster than the statewide average.

# Strategy 3 Equity

## Considerations:

School District Collaboration Grants

- **How will strategy improve outcomes for underserved and at risk populations?**
  - CLASS districts close the achievement gaps between traditionally underperforming student groups and the rest of Oregon students.
- **What evidence do you have strategy will be successful?**
  - Strong evidence linking collaboration in School District Collaboration Fund districts to improved student outcomes. Movement of students towards proficiency on state tests
- **How does strategy align to Equity Lens?**
  - **We believe** in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.

# Strategy Four

- Strategy 3: Educator Preparation
  - Continued district/university educator preparation partnerships
  - Educator recruitment and retention projects targeting Oregon's Minority Teacher Act goals,
  - Maintenance of a statewide recruitment website
- This investment directly addresses Strategy 3: Building statewide support systems.

# Strategy 4 Outcomes:

- **Key Outcome on Achievement Compacts:**
  - Student learning outcomes on the Achievement Compacts are dependent to a great degree on teachers.
- **Annual data used to measure improvement would include:**
  - # and % of teacher candidates graduating from Oregon educator preparation programs who are culturally and linguistically diverse
  - Employer satisfaction rates with newly hired educators prepared in Oregon programs.
- **A substantial investment would support:**
  - Expansion of new models of teacher preparation, creation of strong leadership pipeline, and significant improvements in recruitment & retention of minority educators

# Strategy 4 Equity

Educator Preparation

## Considerations:

- **How will strategy improve outcomes for underserved and at risk populations?**
  - "Grow your Own" and Early Cadet programs are an important part of a recruitment strategy that will develop educators who are grounded in their communities and committed to long-term careers in schools.
- **What evidence do you have strategy will be successful?**
  - Studies of effective educator preparation programs point repeatedly to the powerful learning that occurs when candidates learn to teach or lead in well-designed and carefully-selected clinical settings under the direct guidance of expert practitioners while taking coursework that is practice-focused and tightly aligned.
- **How does strategy align to Equity Lens?**
  - **We believe** in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.

# Strategy 4 Other Considerations:

Additional focus is also needed to strengthen administrator preparation programs to ensure that graduates can:

1. Coach and facilitate strong classroom instruction and use of culturally responsive practices,
2. Plan and support effective models of professional development based on teacher needs, and
3. Provide strong leadership that result in improved student outcomes.

# Strategy Five

- Strategy 5: Culturally Responsive Teaching Pedagogy and Practices
  - Expanding and replicating culturally responsive teaching practices already shown to:
    1. Improve student achievement for Oregon's students of color and second language, and
    2. Combat the impact of poverty on students' success in school
- This investment directly addresses Strategy 3: Building statewide support systems.

# Strategy 5 Outcomes:

- **Key Outcome on Achievement Compacts:**
  - 3<sup>rd</sup> Grade Reading Proficiency
  - 5<sup>th</sup> Grade Math Proficiency
  - 6<sup>th</sup> Grade Not Chronically Absent
  - 8<sup>th</sup> Grade Math Proficiency
  - 9<sup>th</sup> Grade Credits Earned
  - 9<sup>th</sup> Grade Not Chronically Absent
  - 4 Year and 5 year Graduation Rate
- **Annual data used to measure improvement would include:**
  - Achievement gaps between populations of students
  - TELL Survey items
- **A substantial investment would support:** Closing of the achievement gap and resulting improvements statewide to key student outcomes such as 3<sup>rd</sup> grade reading & graduation

# Strategy 5 Equity

## Considerations: Culturally Responsive Teaching Practices

- **How will strategy improve outcomes for underserved and at risk populations?**
  - Student learning outcomes on the Achievement Compacts are dependent to a great degree on teachers.
- **What evidence do you have strategy will be successful?**
  - Professional Development--A 2009 meta-analysis on the effects of teacher professional development on improvement of student learning showed that professional development for teachers can result in changes in teacher behavior and student achievement when the PD is characterized by collective participation, when continuing learning reinforcement activities are offered after the initial period of teacher training, and when there is extensive use of strategies including coaching, mentoring, internship, professional networks, and study groups (Blank & de las Alas, 2009).
- **How does strategy align to Equity Lens?**
  - **We believe** that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school.

## Strategy 5 Other Considerations:

In addition to OEIB identified metrics, more extensive use of the Tripod Survey (Ferguson, 2009) as an outcome measure during the 2015-17 biennium would provide a sustainable means of measuring impacts of Network investments on students' school experiences.



Oregon Education Investment Board

## OUTCOMES & INVESTMENTS SUBCOMITTEE 2015-17 BUDGET RECOMMENDATIONS

*“You can’t improve a school’s performance or the performance of any teacher or student in it, without increasing the investment in teachers’ knowledge, pedagogical skills, and understanding of students. This work can be influenced by an external accountability system, but it cannot be done [solely] by that system... Test-based accountability without substantial investments in capacity–internal accountability and instructional improvement in schools–is unlikely to elicit better performance from low-performing students and schools.”*

*Richard Elmore, Senior Research Fellow Consortium for  
Policy Research in Education*

With the passage of HB 3233, the 2013 Legislature established the Network of Quality Teaching and Learning and provided \$45 M in funds for a comprehensive system of support for educators to create a culture of leadership, professionalism, continuous improvement and excellence for teachers and leaders across the P-20 system. Furthermore, HB 2506 stipulated that roughly \$33 M be transferred biennially from the State School Fund to the Network of Quality Teaching and Learning. These actions clearly reflect Oregon’s policymakers’ priorities for investing in the education profession to impact student achievement.

The Oregon Department of Education (ODE) was directed to support the network, disseminate best practices and distribute grant and contract funds to school districts, community colleges, post-secondary institutions, providers of early learning services and nonprofit organizations. With an aggressive timeline for distribution, the ODE has awarded close to 100% of the strategic investment funds as of June 2014.

The Oregon Education Investment Board (OEIB) was directed to support the network and establish accountability systems for the network. A Network Advisory made up of educators, Oregon Education Association representatives, representatives from the Chalkboard Project, the Confederation of Oregon School Administrators (COSA), a legislator and other experts in teacher and leader development have been assisting ODE and OEIB in:

- Promoting the scaling up of the most effective practices through the Network,
- Developing infrastructure needed to maximize the network (e.g. portal),
- Elevating educators’ role in shaping and contributing to the Network,
- Linking the Network to other community-based efforts such as Regional

- Achievement Collaboratives, Early Learning Hubs, and STEM Networks, and
- Developing stronger connections between the Network and postsecondary partners preparing educators and conducting research on related issues.

Mapping of HB3233 and HB 3232 investments by districts can be better understood via an [interactive map](#) now on the ODE website.

Feedback from stakeholders affirms that it is still too early to gauge the full impact of the Network investments on educator quality and ultimately student outcomes. They have emphasized the need to “stay the course” with the work that is still getting underway. They support continued tracking of progress, expansion and scaling up of effective practices shown to make a difference for students, and more investments in time for teachers to implement what works.

Based on feedback from a number of stakeholders and from results of the first statewide survey of teaching conditions, there are several key priority areas being called out for enhanced funding during the 2015-17 biennium.

1. Full State Access to Mentoring to scale up mentoring to reach 100% of all new teachers and administrators employed in Oregon and ensuring program fidelity based upon the state’s mentoring standards
2. Regional Capacity Building to engage educators to plan their local use of Network funds to implement Common Core State Standards and Educator Effectiveness models to improve student outcomes and address needs identified from Teaching, Empowering, Leading and Learning (TELL) survey results and Professional Learning Team (PLT) plans
3. Expansion of School District Collaboration grants for districts that can demonstrate readiness for culture shifts and the collaborative building of next generation career models for the professional in their districts
4. Educator Preparation to sustain efforts to strengthen teacher and administrator preparation and to recruit and retain a more culturally and linguistically diverse educator workforce with specific focus on addressing challenges faced by rural and frontier districts
5. Culturally Responsive Teaching Practices to expand and replicate culturally responsive teaching practices already shown to: 1) improve student achievement for Oregon’s students of color and second language, and 2) combat the impact of poverty on students’ success in school

Key to all of the strategic investments in the Network is further development of a Network website/portal to connect educators and attention to clear and measurable outcomes appropriate to the investments. Each continued investment should include the necessary infrastructure to gather, analyze, and disseminate outcome data and proven practices to support further statewide implementation.

### **Strategies 1-4:**

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- (1) How do the strategies align with the OEIB’s 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?**

These investments directly address Strategy 3: Building statewide support systems.

#### Mentoring

In 2013-15, this was a competitive RFP with 85% of the applicants who requested funds receiving awards. However, many districts, particularly small and rural, did not apply due to the grant process and timeline. In 2015-17, using projections from ODE, COSA, and Oregon School Personnel Association, an increase in funding and reallocation of current funding would enable all remaining unfunded districts to be able to mentor newly hired teachers and administrators. Districts who are funded should be required to provide a match of district funds (to be determined) and all districts would be required to meet standards for high-quality mentoring. (Additional funding and reallocation of funding)

#### Common Core State Standards (CCSS) and Educator Effectiveness Grants

In 2013-15, each district received funding based on Average Daily Membership to participate in CCSS and Educator Effectiveness implementation. The work on both of these important initiatives is far from over and will need to continue. What lies ahead in the 2015-17 biennium are the tasks of “regionalizing expertise” within regions of the state, scaling up networking efforts, and funding sufficient time needed by teachers and administrators to coach each other’s learning, develop and share useful resources, and support continued implementation. Districts will need to continue implementing systems of calibrated observations, feedback for educator growth, and aligned professional learning for all evaluators of educators. (Continued funding)

#### School District Collaboration Fund Grants

The School District Collaboration Fund grants, which have strong evidence of improving student outcomes, need continued funding to expand a proven practice to new districts that are interested and show a readiness for implementation. The nature of the work undertaken by participating districts provides them the opportunity to align and integrate the many elements of building a next generation career model, leveraging funds to create a systemic and sustainable process of shared leadership. This work also helps build the expertise needed for the regionalization described below that is necessary to build a statewide system of supports.

#### Educator Preparation

In 2013-15, \$1 million was awarded to two additional projects to strengthen collaboration between educator preparation programs and partnering school districts. This work is showing great promise and warrants continued funding.

During the 2013-15 biennium, the Network also supported: 1) recruitment and retention of culturally and linguistically diverse educators, 2) hiring/retention data systems, and 3) professional development for Educator Preparation Programs (EPP) on the TSPC adopted national Teacher Performance Assessment (edTPA) and high leverage CCSS teaching practices.

For the 2015-17 biennium, funds are still needed for continued district/university educator preparation activities as well as educator recruitment and retention projects targeting Oregon’s Minority Teacher Act goals and maintenance of a statewide

recruitment website. However, some of the Educator Preparation funds could be reallocated to support efforts to strengthen administrator preparation, including development of a cadre of “turnaround leaders” for focus and priority schools, and to support implementation of English Learner standards for all new educator programs. Some funding should also be designed for rural and remote districts’ access to build retention supports for educators of color. (Reallocating funding)

Additional focus is also needed to strengthen administrator preparation programs to ensure that graduates can: 1) coach and facilitate strong classroom instruction and use of culturally responsive practices, 2) plan and support effective models of professional development based on teacher needs, and 3) provide strong leadership that result in improved student outcomes. Specifically, school building leaders must be able to develop a learning organization focused on the needs of all students, create strong relationships with parents and communities, address inequities, facilitate high expectations for all personnel, and manage change. (Additional funding)

#### Culturally Responsive Practices

Teachers not only need a thorough knowledge of the content areas they teach and how to align instruction to CCSS, they also need to know how children learn so they can design a productive curriculum that builds on students’ strengths, prior knowledge and experiences. They need to know how to adapt instruction for the needs of English language learners and students with special needs; how to assess learning continuously so they can diagnose students’ needs and respond with effective teaching strategies; and how to work collectively with parents and colleagues to improve student outcomes.<sup>1</sup>

During the 2013-15 biennium the Network supported a number of initiatives focused on closing the achievement gap. What was lacking were Oregon-specific examples of culturally responsive practices that have resulted in improved student outcomes and engagement of students typically underserved. Using outcome measures that include attendance, 3rd grade literacy, 9th grade on track, achievement scores, and graduation from schools serving high percentages of students of color, second language learners and student from poverty backgrounds, the investments in 2015-17 should focus on identifying specific culturally responsive practices that have shown improvement in student outcomes. These should become the guiding criteria for supporting other schools to improve practice and be eligible for additional funding to turn around their outcomes.

### **(2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?**

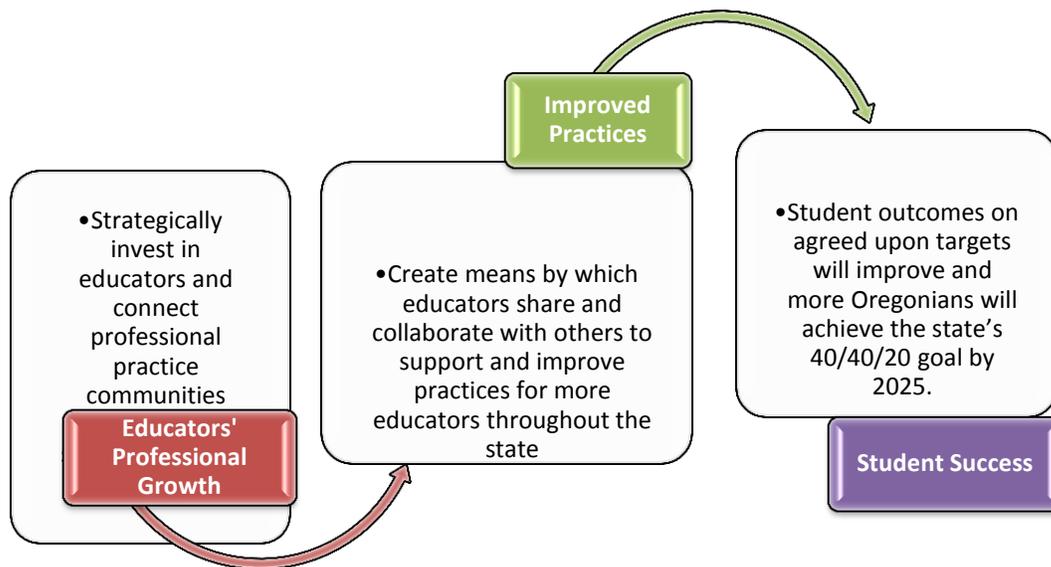
The OEIB scorecard includes two specific educator outcomes: 1) increase in non-white, Hispanic or non-Native English educators and 2) increased educator satisfaction with professional support. A third outcome being monitored this biennium includes 3) employer satisfaction rates with newly hired educators prepared in Oregon programs. All

<sup>1</sup> L. Darling-Hammond. (2012). *Supporting Educator Quality in Oregon*. A report commissioned by Governor John Kitzhaber and the Oregon Education Investment Board.

three of these outcomes will be retained in the 2015-17 biennium along with key items from the 2014 TELL survey results and the Educator Preparation graduate follow up and employer surveys.

In the 2015-17 biennium, additional outcomes linking investments in educators to student outcomes should be introduced including the use of the TRIPOD survey that gauges perceptions from students about school climate, classroom conditions, teaching qualities, and student engagement.

The initial theory of action undergirding the Network is still applicable:



By creating opportunities and supporting districts in closing opportunity gaps through culturally responsive pedagogy and practices, we ensure educators are able to provide culturally relevant, effective instruction that motivate and engage students who traditionally achieve at lower rates.<sup>2</sup> These opportunities can have a direct effort on increasing academic achievement, retention, and graduation rates of students of color and ultimately closing opportunity gaps for students who are culturally and linguistically diverse in Oregon schools.

**(3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?**

In addition to OEIB identified metrics, more extensive use of the Tripod Survey (Ferguson, 2009) as an outcome measure during the 2015-17 biennium would provide a sustainable means of measuring impacts of Network investments on students' school experiences. The MET Project found that *Tripod* surveys are predictive of student achievement gains and are a stable, reliable measure of effective teaching. The Tripod

<sup>2</sup> Geneva Gay. (2001) *Culturally Responsive Teaching: Theory, Research and Practice*

survey has the ability to measure student perceptions in the following areas:

1. Teaching Effectiveness: Measures deliver specific feedback about teaching practices and classroom learning conditions.
2. Student Engagement: Data concerning social and academic engagement indicate how students judge their own attitudes, behaviors and effort in each classroom.
3. Student Satisfaction: Data indicate whether each classroom, building and district is a place where students feel safe, welcome and satisfied with their progress.
4. Whole- school Climate: Data from individual classrooms can be aggregated up to measures of whole school climate. In addition, surveys include questions that pertain to the school as a whole.

#### **(4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?**

Although all four of the strategies connect to the Equity Lens, two strategies have very direct connections to the Equity Lens:

1. Increasing the diversity of Oregon educator workforce
2. Supporting educators' use of culturally responsive pedagogy and teaching practices

#### **(5) What evidence indicates these strategies will result in improvement?**

A 2007 study of 25 of the world's school systems, including ten of the top performers, found that investments in teachers and teaching are central to improving student outcomes. They found that the top school systems emphasize 1) getting the right people to become teachers; 2) developing them into effective instructors and; 3) ensuring that the system is able to deliver the best possible instruction for every child.<sup>3</sup>

Mentoring--Studies show that teachers who receive high-quality induction programs stay in the profession at significantly higher rates, accelerate new teachers' professional growth, and improve student learning. In a review of 15 empirical studies regarding the impact of induction programs, Ingersoll and Strong (2011) describe having a mentor teacher, common planning time with teachers in the same subject, and regularly scheduled collaboration with other teachers as some of the most important features of successful induction.<sup>4</sup> Teacher turnover also contributes to significant loss of student achievement, because of the instability it creates and the revolving door of beginning teachers.

Collaboration—There is strong evidence linking collaboration in School District Collaboration Fund districts to improving student outcomes. CLASS districts continue to move students to proficiency on state tests faster than the rest of the state. CLASS districts also continue the promising result of closing the achievement gaps between traditionally underperforming student groups and the rest of Oregon students.

<sup>3</sup> M. Barber & M. Mourshed (2007). *How the world's best-performing school systems come out on top*. London: McKinsey and Company.

<sup>4</sup> Ingersoll, R. and Strong, M. (2011). The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research. *Review of Education Research*. Vol. 81(2), 201-233.

Professional Development--A 2009 meta-analysis on the effects of teacher professional development on improvement of student learning showed that professional development for teachers can result in changes in teacher behavior and student achievement when the PD is characterized by collective participation, when continuing learning reinforcement activities are offered after the initial period of teacher training, and when there is extensive use of strategies including coaching, mentoring, internship, professional networks, and study groups (Blank & de las Alas, 2009).

In 2013, Shaha & Ellsworth<sup>5</sup> found that educators learn about what they are most interested in, or most in need of, at the time of interest or need, rather than when it fits sequentially into any prescriptive curriculum. They found that higher levels of utilization, engagement, and active use were correlated with higher student achievement and successes for educators and schools.

Educator Preparation—"Grow your Own" programs are an important part of a recruitment strategy that will develop educators who are grounded in their communities and committed to long-term careers in schools.<sup>6</sup> Studies of effective educator preparation programs point repeatedly to the powerful learning that occurs when candidates learn to teach or lead in well-designed and carefully-selected clinical settings under the direct guidance of expert practitioners while taking coursework that is practice-focused and tightly aligned.<sup>7</sup>

**(6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?**

	Modest	Moderate	Substantial
Mentoring	Provide support to a limited number of new teachers & administrators – lower quality, significant risk of lower student outcomes & higher teacher turnover	Continue to provide support to a majority, but not all, new teachers & administrators	Statewide coverage of high-quality mentoring – significant ROI in retention savings
Capacity Building Funding for	Slower progress on implementing	Continuation of current progress	Most likely to increase student

<sup>5</sup> Shaha SH, Ellsworth H (2013). Predictors of Success for Professional Development: Linking Student Achievement to School and Educator Successes through On-Demand, Online Professional Learning. *Journal of Instructional Psychology*. (Accepted for publication Sept, 2013)

<sup>6</sup> E.A. Skinner, M.T. Garretton, B.D. Schultz (2011). *Grow Your Own Teachers: Grassroots Change for Teacher Education*. Teaching for Social Justice. NY: Teachers College Press.

<sup>7</sup> Boyd, D.J., Grossman, P.L., Lankford, H., Loeb, S., & Wyckoff, J. (2009). Teacher Preparation and Student Achievement. *Educational Evaluation and Policy Analysis*. 31(4), 416-440. Retrieved August 7, 2012, from <http://epa.sagepub.com/content/31/4/416.short>; Darling Hammond, L., Bransford, J., LePage, P., & Hammerness, K. (2007). *Powerful Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*. San Francisco: Jossey-Bass; S.L.Davis & L. Darling-Hammond (2012). The Impact of Principal Preparation Programs: What Works and How We Know, *Planning and Changing*, 41 (1-2); Darling-Hammond, LaPointe et al. (2007)

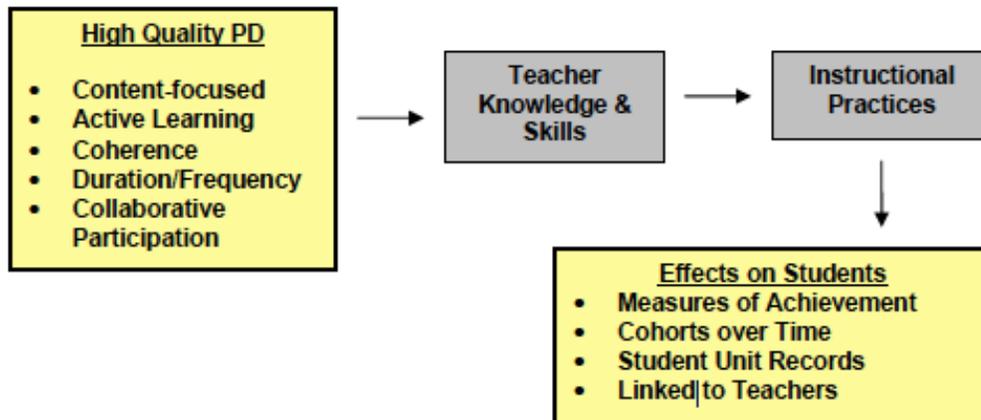
Common Core State Standards and Educator Effectiveness	CCSS, high-quality teacher evaluations systems -minimal improvement in student outcomes	implementing CCSS and high-quality teacher evaluation systems -increased teacher & leader effectiveness	learning outcomes as a result of substantial improvements in teacher and leader effectiveness
School District Collaboration Fund Grants	Implement in current districts without adding significant numbers of new districts; student achievement gains limited to current districts	Gradually move beyond the current 40% of students in SDCF districts with increased student achievement gain across subgroups and corresponding teacher attitude shifts	If the SDCF were scaled statewide, current student results would support Oregon reaching 40-40-20 almost three years earlier than the current goal. SDCF districts move students to proficiency on state tests faster than the statewide average.
Educator Preparation	Potential lack of alignment between school district needs & educator preparation leading to less effective teaching, lack of leadership and increased costs to school districts	Continued progress in transforming teacher preparation progress to produce effective and more diverse cadre of teachers & leaders	Expansion of new models of teacher preparation, creation of strong leadership pipeline, and significant improvements in recruitment & retention of minority educators
Culturally Responsive Teaching Practices	Unlikely to improve statewide outcomes as a result of lack of progress for students of color & English language learners	Progress on closing the achievement gap through more effective instruction and engagement of families	Closing of the achievement gap and resulting improvements statewide to key student outcomes such as 3 <sup>rd</sup> grade reading & graduation

**(7) What other conditions, supports and/or changes are needed for the strategy to be successful?**

Professional Development Models The amount of time needed for effective professional development cannot be underestimated. In a meta analysis conducted by Council of Chief State School Officers (CCSSO), 14 of the 18 most effective mathematics and science professional development activities that resulted in improved student

achievement continued for six months or more with a mean contact time with teachers in program activities of 91 hours (Blank & de las Alas, 2009). Figure 2 shows a CCSSO logic model used to evaluate professional development that can guide ongoing research design on the impact of the Network.

Figure 2 Logic Model Used by the Council of Chief State School Officers



For this to occur in Oregon, some school districts will need to re-examine the role of one-day workshops within a full spectrum of a comprehensive professional learning program that includes embedded time for coaching and collaboration.

Teacher Leadership Changes in teacher practices do not occur as a result of top down actions. The changes we need in schools are more likely to occur when teachers are supported in becoming leaders of change and provided with the necessary resources of time and instructional supports. This supports an increased involvement of teacher leaders in shaping, providing, and sharing instructional practices across classrooms and school sites. SDCF grants provide participating districts a locally adaptable process that is specifically designed to address the changes to long-held beliefs needed to enable teachers to become leaders of their peers.

Resources and Access to PD Escalated development and implementation of an accessible Network website/portal will maximize and document impact of the investments. External providers may be able to provide a more nimble platform and interactive tools responsive to educators' needs.

Data and Research Capacity The creation of the Longitudinal Database System will also assist in tracking results and connecting investments in teachers to student outcomes.

**(8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?**

Overly prescriptive and unpredictable federal policy through the ESEA (and through the Department of Education's waiver requirements) continues to present a barrier to

building a system of support for educators that is empowering, authentic and comprehensive. It also continues to impact the ability of the Oregon Department of Education as significant capacity is devoted to monitoring & compliance, as well as the burden of annual submissions to extend or update the state's ESEA waiver.

## **PART 2: Describe Conditions, Processes & Partners (No more than 2 pages)**

### **(1) What do you need from other agencies / boards / groups to enable you to be most effective?**

The success of the Network calls upon an unprecedented collaboration among partners and stakeholders including OEIB, ODE, TSPC, COSA, OEA, OSBA, OACTE, OSPA, OPTA, OAESD, the Chalkboard Project, EdNorthwest, and community organizations. Participation from these entities on the Network Advisory and the Coalition for Quality Teaching and Learning are two mechanisms by which collective action can support the intended outcomes of the Network.

### **(2) What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?**

The Network Advisory will continue to serve in a capacity of:

- Guiding development of Network outcomes
- Providing insights on local Network implementation and connections to other efforts
- Helping scale up effective practices
- Mobilizing the untapped potential of teachers as leaders of innovation
- Helping create efficient and effective use of the resources, and
- Applying known lessons from existing efforts in Oregon and elsewhere

### **(3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?**

These recommendations mirror needs raised in weekly meetings with the ODE Strategic Investment Leadership Team, priorities outlined by the Oregon TELL Advisory Team, the Chalkboard Project, COSA, OAESD, OEA, and TSPC. Each of these groups are already working on initiatives that align with and can be leveraged to further the impact of these strategies.

### **(4) Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.**

Increasing investments in Oregon's Mentoring program can reduce the cost of teacher turnover, sometimes estimated as high as \$40 million a year in Oregon.

### **(5) Who are your key partners, stakeholders, and community groups?**

A Network Advisory was established with membership that includes school educators, district and ESD administrators, educator preparation programs, as well as staff from OEIB, TSPC, ODE, COSA, OAESD, OEA, OSSA, the Chalkboard Project, Business Education Compact, and community organizations. In addition, data from teachers involved in the Oregon Mentoring project, the CCSS and Ed Effectiveness Professional Learning Teams, and recipients of all Network funded projects provide an ongoing source of input and engagement from various stakeholders.

**(6) What processes were used for public input in developing the strategies?**

Interviews were conducted with the majority of Network Advisory members to identify most pressing strategies. Focus meetings were held with OEA members regarding professional development needs. Recommendations were also drawn from the Oregon Coalition for Quality Teaching and Learning monthly meetings. Some of the recommendations were drawn from a yearlong discussion of educator quality engaging members of the OEIB Best Practices and Student Transitions Subcommittee. In addition, the results of the first TELL Survey were used to craft recommendations that further meet the needs of Oregon educators related to professional development and mentoring.



OUTCOMES & INVESTMENTS SUBCOMITTEE

2015-17 BUDGET RECOMMENDATIONS **TEMPLATE**

PART 1 – Identify Your Highest Priority Strategies (no more than 8 pages)

**Strategy 1: Create an aligned High School Equivalency System, such as the GED, that includes programs and services delivered by the Oregon Department of Education and the Community Colleges. This system should be designed to be more comprehensible for students, serve a larger number of students than are currently served, and interact more formally with community based preparation and testing services. The best outcome for students may be to have these services housed in one level of the P-20 system.**

- (1) How does the strategy align with the OEIB’s 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

**This strategy aligns with OEIB’s goal of providing a seamless system for students. Differing programs administered by different agencies and hundreds of institutions raises barriers to student success.**

- (2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

**Systemic alignment between the Oregon Department of Education and the Community College and Workforce Development agency will allow for more common practices and communications to students. In order to increase students’ knowledge of alternative options, this system will include communications that reflect a concerted outreach to community providers. These changes will result in more students receiving actionable information, enrolling in preparation programs, and passing high school equivalence examinations.**

- (3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What

metrics will be used to measure improvement?

**Key Outcome from March 2014 Achievement Compact:**

The five-year cohort completion rate. This rate is calculated by following students from their first high school enrollment, through five school years. The percentage represents the number of those students who earned a regular, modified, extended, or adult high school diploma, or a high school equivalent such as the GED, during that time period, divided by the total number of those students, adjusted for students who transfer in or out.

**Key Outcome from Community College Compacts:**

Adult HS diplomas/High school equivalency such as GED. The total number of adult high school diplomas as reported to Oregon Community Colleges Data Warehouse for each community college added to the total number of Oregon GEDs awarded at each of the Oregon GED testing centers associated with the specific community college.

- (4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

**Differing agency approaches to high school equivalence create barriers and confusion for students. The unintended consequence is layering of more barriers for students most affected by the achievement gap.**

**As expressed in the equity lens, families, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Therefore, outreach to community providers aligns with this core belief.**

- (5) What evidence indicates this strategy will result in improvement?

**A refocus of high school equivalence that is student-centered (rather than schools, institutions, or organizations) gives more knowledge and power to the aspiring student. Students with more information, options, and control over the process are more engaged, empowered and find success at higher rates.**

- (6) At various levels of investment (modest, medium, substantial), what will the state be “buying”? What impact will this have on measurable results described above?

**This is a modest investment. To accomplish this alignment and outreach, the OEIB recommends funding staff to lead the work, meet with stakeholders and providers, research best practices, and make recommendations to the leadership of the OEIB and the HECC.**

- (7) What other conditions, supports and/or changes are needed for the strategy to be successful?

**There is a need to partner this initiative with the on-going work at the ODE, the CCWD, high schools, alternative schools, community colleges, local HEP programs, and others to discuss how they are changing methods of preparation, so that we can find ways to support their initiatives.**

- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

**No.**

### **Strategy 2: Create Community Based High School Equivalency Training and/or Testing Centers.**

**Create successful culturally responsive high school equivalency wrap-around support to incentivize stronger partnerships and best practices.**

**Identify and fund successful organizations who provide wrap-around services and enter into partnerships to either begin providing or continue to provide high school equivalency preparation, such as GED, for Opportunity Youth.**

- (1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

**This strategy aligns with *OEIB's 2015-17 Focus state investment on achieving key student outcomes - subsection through "Transformational, Innovative and Effective Strategic Investments"* because it will require we create high school equivalency preparation with the realization that the test is not the end in and of itself.**

- (2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

**Preparation for the new high school equivalency exams such as the GED will foster career and college readiness skills *in addition* to subject matter mastery. People who earn a high school diploma have demonstrated not just subject matter mastery but also other skills and traits that are valued in the workplace and are beneficial in both secondary and post-secondary education. For example, completing four years of high school requires perseverance and in most cases at**

**least some social competencies that enable one to interact well with others.**

**The high school equivalency exams, such as the GED, do not measure those soft traits. Indeed, it is structured as a test of knowledge and academic skills, not as an explicit test of soft skills. One can pass the exams in considerably less time than completing high school and without socially interacting with peers, though most students do interact with instructors and peers as they prepare.**

**What this strategy can do is create preparatory classes that do both: demonstrate mastery while developing career and college ready skills in a culturally responsive setting so that we don't fall back into the pattern of students who receive their high school equivalent and then drop out of community college within their first year.**

- (3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

**The metrics and difference will be the same as those listed in the first strategy.**

- (4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

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

- (5) What evidence indicates this strategy will result in improvement?

**High performing community based organizations have demonstrated the capacity to serve Opportunity Youth. These programs offer culturally responsive programs within an existing, trustworthy environment and support system. Leveraging their existing local relationships and placing high school equivalency preparation in a context that is meaningful maximizes the effect of this expenditure.**

- (6) At various levels of investment (modest, medium, substantial), what will the state be "buying"? What impact will this have on measurable results described above?

**This is a modest investment. The OEIB will submit a Request for Qualifications in order to determine community partners who already have the critical capacities to serve students. This investment will consist of start-up materials and training for**

**a first phase of community-based providers and these providers will be chosen to best represent all of Oregon.**

- (7) What other conditions, supports and/or changes are needed for the strategy to be successful?

**As stated in the first strategy, there is a need to partner this initiative with the on-going work at the ODE, the CCWD, high schools, alternative schools, community colleges, local HEP programs, and others to discuss how they are changing methods of preparation, so that we can find ways to support their initiatives.**

**A 2006 study funded by the Bill & Melinda Gates Foundation suggested that, while there are many reasons students drop out of school, some of the main ones are that they find school boring, they are uninspired or personal, real-life challenges arise. To succeed at engaging such students, a high school equivalency preparation program such as GED must address the underlying issues that caused the initial disengagement. Generally speaking, however, community colleges find that the wraparound services many high school equivalency seekers need to be successful are beyond the scope of what they are able to offer, particularly given their funding constraints. Students must look to other public assistance. A non-profit workforce or community college partner can provide such services. Wraparound services are essential because students' basic needs must be met in order for them to be able to focus on the program.**

**Therefore: High school equivalency preparation is more than just preparing students to demonstrate knowledge on an exam - it is about providing the tools necessary to be successful students, be it bus passes, mental health referrals, childcare and more.**

- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

**Not at this time.**

**Strategy 3: Defraying the cost of high school equivalency testing, such as the GED exam for Opportunity Youth by subsidizing the cost for those with demonstrable need.**

- (1) How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?

**This strategy aligns with OEIB's 2015-17 Budget Strategies & Priorities 1: Coordinated, student-centered education system, from birth through college and career readiness because it supports out-of-school youth and youth at risk.**

**This strategy aligns with and mimics existing efforts to subsidize the cost of Advanced Placement and International Baccalaureate tests for high school students.**

- (2) How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?

**The metrics and difference will be the same as those listed in the first strategy.**

- (3) What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?

**This strategy can improve the percentages mentioned as key outcomes in the Achievement Compacts because they can increase the number of students accessing high school equivalency options like GED by providing them the financial means to take the exams.**

**According to the U.S. Census Bureau, 336,000 adult Oregonians (11 percent) lack a high school diploma or alternative credential. One-quarter of Oregon students fail to complete high school within five years. The population of Opportunity Youth are represented in the following metrics:**

Graduation and Dropout

Oregon Graduation Rate by Race, 2013-2014

Average = 75%

Asian = 83%

White = 78%

Multi-Racial = 76%

Native Pacific = 71%

Native Amer/Alaska = 60%

Black = 62%

Hispanic = 65%

Incarceration

2013 Oregon Department of Corrections, Inmate Demographics

Race	% of Total Population	% of Incarcerated Population
White	78.1%	73.6%
Hispanic	12%	13.3%
Black	2%	9.4%
Native Amer	1.8%	2.5%

In addition, youth data show greater racial disparities.

## Employment

2011 Oregon Unemployment Rate (Bureau of Labor Statistics)

Asian 5.8%

White 9.1%

Hispanic/Latino 13.5%

Black/African American 21.3%

**Unlike the previous exam, people who take the new Oregon state endorsed high school equivalency exam, the GED, can earn one of two certificates depending on how well they perform. A “GED Score” indicates high school equivalence. A higher “GED Score with Honors” serves as a college and career readiness indicator. The 2014 revision also includes an overhaul of how students interact with the exam and the sorts of information available to students, states and test preparation providers. GED Testing Service chose to offer a more service-oriented experience in order to engage better with students and to offer information and feedback that would not only help them pass the exam but also provide planning tools to assist students as they prepare to pursue further education or career.**

## **METRICS:**

**Please keep in mind that though metrics are important, the high school equivalency credential is not an end in itself. Rather, its value lies in what follows and the doors that it opens.**

## **Potential Measures:**

- **Percentage of students enrolled in GED preparation programs/classes, etc**
- **Percentages of students who pass the GED tests with a “GED Score” indicating high school proficiency and those who earn a “GED Score with Honors” indicating college and career readiness**
- **Percentages of students who pass and then within the same year, enroll in a post-secondary option**
- **Percentages of students who complete a post-secondary program**

(4) How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?

**A core belief outlined in the equity lens is that resource allocation demonstrates our priorities and our values. This investment will directly affect underserved students by providing the means for them to achieve a high school credential, which has a tangible value. It is a recognition that even though students have left**

**the traditional system, they still have equal access to fruits of educational attainment.**

**In Oregon, sixty-six percent of GED test-takers are white, though 88 percent of Oregonians are. Oregonians of Asian descent also are underrepresented. Correspondingly, African American, Hispanic and Native American Oregonians are overrepresented. This investment therefore directly affects under served communities.**

(5) What evidence indicates this strategy will result in improvement?

**This strategy will increase access for students to high school equivalency testing. The financial barrier limits students' ability to improve themselves for their next steps in college and career. The population of Opportunity Youth are a key area where the state of Oregon needs to make progress in order to reach the goal of 40/40/20 by 2025 and this strategy directly removes a key barrier for students.**

(6) At various levels of investment (modest, medium, substantial), what will the state be "buying"? What impact will this have on measurable results described above?

**The cost to individual test takers under the new revision is \$155 for the full suite of tests. The GED Testing Service assesses \$120 and the Oregon Department of Education charges a \$35 administrative fee. That is a significant increase over the previous cost to take the paper-based test. It also does not include secondary costs for practice tests and other preparation material.**

**To address these costs for Opportunity Youth would be a modest cost to the state.**

(7) What other conditions, supports and/or changes are needed for the strategy to be successful?

**It would behoove us to make the application process for financial assistance a smooth transition so that potential test takers are not daunted by process. We will need to work with entities whose process of proving "demonstrable need" is seamless.**

**A broader and more locally-centered network of community-based providers needs to be created, ideally providers who already have the mission and capacity to serve Opportunity Youth. A related Strategic Investment strategy describes the investment needed to help stand-up these community providers to be Oregon high school equivalency Centers. In addition, the state agencies and institutions who currently provide training and testing need to be aligned and to better**

**communicate their programs to local schools and community groups.**

- (8) Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

**Current rules and policies at the Oregon Department of Education, Community College and Workforce Development, and other agencies need to be evaluated for potential barriers. That work is currently underway, lead by the Youth Development Division at ODE.**

### **PART 3: Describe Conditions, Processes & Partners (No more than 2 pages)**

- (1) What do you need from other agencies / boards / groups to enable you to be most effective?

**The OEIB Equity and Partnerships will present these proposals in conjunction with overall policy recommendations to support the success of Opportunity Youth.**

**Successful implementation of these two strategies requires completion of alignment efforts currently underway between the ODE, the Department of Human Services, Community College and Workforce Development, the Oregon Youth Authority, County Commissions and others.**

- **A willingness to create a partnerships**
- **A commitment to the OEIB strategies for success**
- **An understanding of the new shifts in the high school equivalency arena**

- (2) What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?

**The Oregon Education Investment Board will provide support to the Oregon Youth Council and Division to complete audits of existing services and leadership to ensure that the partnerships and alignment are fostered among public and community based services.**

- (3) Which strategies that you know are priorities for other agencies/boards/groups would enable you to achieve your results (better, faster, etc.), if any?

**The Community College and Workforce Development is launching a statewide conference in an effort to build coalitions and envision next steps for the future of high school equivalency programs.**

- (4) Please identify at least one strategy for reducing costs or repurposing resources

in your agency or policy area.

**The analysis of overlapping services among agencies currently serving Out of School Youth will provide the data required to determine where services can be consolidated or coordinated to reduce cost or provide new efficiencies.**

(5) Who are your key partners, stakeholders, and community groups?

**Oregon community colleges, local school districts, the business community, nonprofit groups, workforce development groups, state offices responsible for monitoring and certifying the high school equivalency exams in Oregon, and students and families themselves.**

(6) What processes were used for public input in developing the strategies?

**The research committee, composed of members with diverse backgrounds, expertise and skills, met for the first time on July 15, 2013. At weekly meetings, committee members interviewed witnesses and discussed the value of the GED as well as its role in the context of Oregon's 40-40-20 educational goals. It focused on systemic challenges with the GED, how state and community partners can better re-engage disconnected young Oregonians without a high school diploma and help them move on to career or college, and how Oregon can best take advantage of the 2014 GED program.**

**More than two-dozen witnesses spoke with the committee. They represented a wide array of stakeholders, including representatives from the national GED Testing Service, Oregon community colleges, local school districts, the business community, nonprofit groups, workforce development groups, state offices responsible for monitoring and certifying the GED in Oregon, and GED students themselves.**

**Committee members also reviewed relevant reports and research, and assembled data from multiple sources to better understand the scope of the challenge and potential solutions.**

	Concept	From	Brief Description	Scale	Key Outcomes Addressed	Equity Analysis	Combine or Leveraged with Another Investment	Discussion Notes:
1	<b>3rd Grade Reading</b>	ODE	Large-scale literacy package: dollars distributed through formula to districts who agree to: implement full-day K, use proven curriculum & intervention practices (RTI), engage community organizations to deliver culturally responsive programs/practices aimed at literacy (summer, extended day, bridge to K, etc.)	Significant new & continuing investment supporting all kids K-3: potentially delivered statewide through a formula, but could be focused on particular schools, districts or populations	3rd Grade Reading	Strengths: Focuses on critical predictive outcomes for ensuring equitable attainment of 40-40-20 Goal; success in this area will significantly close the achievement gap; Incent best practices in literacy instruction and fidelity of implementation in all districts across state; builds on local social capital to support students and families; high level of culturally specific community participation in the design of the investment; some funding directed specifically to community programs that already demonstrate success. Weaknesses: An RTI model is not a culturally responsive practice without the additional equity focus; too narrow of a focus on literacy can lead to lack of student engagement.	Could be combined with early learning literacy support through hubs (5) / leverages regional investment in teacher PD	
2	<b>ELL Funding Formula Change</b>	ODE	Adjusts ELL formula: (1) increases weight per student; (2) requires districts to use 90% of extra weight on ELL services; (3) provides ELL funding for set amount of years to incent successful language attainment; (4) provides a bonus for ELL graduates	Formula change: statewide impact reaching all EL students	EL reading proficiency; graduation	Strengths: Increases resources to a population that evidence shows are poised to succeed; proposal is based on research; incents successful completion over years of service; based on Oregon data re EL student graduation rate; still allows districts to use local strategies that fit best in their context. Weaknesses: without help, districts may struggle providing successful, culturally responsive instructional program; could incent schools to exit students using less rigorous criteria; difficult to track how districts expend funds	Could be combined with Best Practices EL assessment proposal; leverages NQTL investment in culturally responsive teaching	

3	<b>Bonus for 9th Grade On Track</b>	ODE	Incentive payment provided to districts on basis of (1) providing proven programs to support 9th grade success; and (2) students successfully meeting 9th grade on track benchmark	Statewide impact reaching all underserved 8th, 9th, 10th graders (economically disadvantaged, EL, racial/ethnic minorities)	9th Grade on-track; graduation	Strengths: Tied directly to a key predictor of high school graduation; Incent a district strategy that will close the achievement gap and free up resources that would otherwise be spent on remediation in high school & beyond. Weaknesses: Does not call for a specific culturally responsive counseling and guidance program; broad in targeting economically disadvantaged as well as racial/ethnic & EL.	Leverages HECC's affordability investment	
4	<b>Supports for Chronically Underperforming Schools &amp; Districts</b>	ODE	Provide support to additional struggling schools that do not have the federal focus and priority schools designation; support implementation of district accountability framework	Reaching additional 112 schools (majority are middle and high schools) and lowest performing districts	6th grade chronic absenteeism; 8th grade math; 9th grade on track; Graduation	Strengths: Aligns with Achievement Compacts and based on high levels of success in improving schools in 2012-14; projected to result in a 2% increase statewide in 3rd grade reading by 2016. Weaknesses: The total number of students of color attending the lowest performing non-title schools is 22%; school coaches may not have skill in culturally responsive instructional practices; doesn't address system issues, resulting in improvements in buildings that are not sustained longer term	Leverages federal funds through waiver	
5	<b>Early Years to Kindergarten: System &amp; Service</b>	ELC	Provide funding through Early Learning Hub system to support stable & attached families, kindergarten readiness and family engagement in early literacy	Statewide age 0-6 through established Early Learning Hubs	Stable & attached families; K readiness; 3rd grade reading	Strengths: Starts before kindergarten to close the gap. Targets most at risk, including children of color, English language learners and children living in poverty Weakness: proposal should include technical assistance and professional development to hubs on using strength-based language and culturally proficient practices to ensure hubs are effective in supporting all children	Could be combined / leveraged with 3rd Grade Reading investment (1)	

6	<b>Quality Early Childcare</b>	ELC	Continued implementation of Quality Rating and Improvement System (QRIS) and funding to support increased provider quality in underserved and rural communities	Statewide with focus on underserved and rural communities	Stable & attached families; K readiness; 3rd grade reading	Strengths: Focuses on increasing access to high quality learning environments, which evidence shows as critical to addressing early gaps; does note importance of increasing pool of quality early learning settings that are culturally specific and appropriate in communities of color and low-income communities; Weaknesses: risk that highest quality environments will not be available to those communities most in need; risk of quality rating driving up cost of care in a way that further challenges access for underserved communities	Leverages federal Race to the Top funds / could leverage regional dollars for educator PD	
7	<b>Birth to Three</b>	ELC	Improved coordination of services (especially with CCOs and other health services); revised home visiting programs and increased childhood screenings	Statewide with focus on underserved and rural communities	Stable & attached families; K readiness	Strengths: Starts before kindergarten to close the gap; Targets most at risk, including children of color, EL and poverty; timelines are very immediate; cross sector opportunities leveraging health care can build capacity at lower cost; Weaknesses: health care workers and those conducting home visits may not be trained in delivering services in culturally appropriate ways; mainstream health services can pathologize or marginalize families	Leverages substantial federal and state investments in health transformation, as well as hub funding (5)	

	<b>8 Post-Secondary Productivity</b>	HECC	Increased funding for post-secondary, distributed to institutions based on allocation model that incents productivity	Statewide across all public 2- and 4- year institutions	2 year and 4 year completion	<p>Strengths: Allocation model weights completion for underserved students more heavily; funding for student completion incents institutions to focus on student success and provide services such as mentoring, counseling and guidance, which are beneficial to first generation college goers; formula phased in over time to support institutional transformation without harming students; allows for local solutions that meet the needs of individual institutions and communities. Weaknesses: uneven ability to provide specific culturally responsive counseling and guidance program across institutions; no requirement to partner with culturally specific organizations; effectiveness of this incentive could be compromised by putting too little weight on completion</p>	Leverages affordability investment (9), as well as Accelerated learning investments	
9	<b>Affordability</b>	HECC	Increase funding for Oregon Opportunity Grant and implement changes to OOG to (1) focus on highest need students; (2) implement rolling application deadline; and (3) focus on first 2 years of certificate or degree	Potentially covering all students with greatest need, but can be scaled back	Graduation; 2 year and 4 year completion	<p>Strengths: Will directly support those students most in need of financial aid; removes a time barrier that disproportionately impacts first generation college goers; targets affordability in 40-40; Weakness: Federal law governing the distribution of this funding does not permit application of a racial/ethnic equity allocation, resulting in possible misalignment with state strategies focused on racial/ethnic gaps, question whether focusing aid on first 2 years could deter OOG recipients from achieving bachelors or higher</p>	Leverages 9th grade on track formula (3) and productivity investment (8)	