



## OREGON EDUCATION INVESTMENT BOARD Outcomes and Investments Subcommittee

Thursday, June 12, 2014

9:00am – 11:00am

506 SW Mill Street, Room 710  
Meyer Memorial Board Room  
Portland, 97201

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

Public call in information:  
Dial (888) 204 5984, Code 992939

### AGENDA

- 1.0 Subcommittee Welcome & Roll Call**  
Dick Withnell, Chair
- 2.0 Process Review & Follow-Up**  
Whitney Grubbs, Chief of Staff, OEIB
- 3.0 Presentation on Network for Quality Teaching & Learning**  
Hilda Rosselli, Director, College and Career Readiness, OEIB  
Johnna Timmes, ODE
- 4.0 Presentation on Accelerated Learning Concepts**  
Hilda Rosselli, College and Career Readiness, OEIB
- 5.0 Presentation from Early Learning Council**  
Jada Rupley, Early Learning Director, ODE  
Megan Irwin, Policy and Programs Director, Early Learning Division  
Karen Twain, Literacy Development Director, ODE  
Dana Hargunani, Child Health Director, Oregon Health Authority  
Early Learning Council member
- 6.0 Public testimony**

JOHN KITZHABER  
Governor of Oregon  
OEIB Chair

JULIA BRIM-  
EDWARDS

YVONNE CURTIS

MATTHEW DONEGAN

SAMUEL HENRY

NICHOLE JUNE  
MAHER

MARK MULVIHILL

DAVID RIVES

RON SAXTON

MARY SPILDE  
Chair-Designee

KAY TORAN

JOHANNA  
VAANDERING

DICK WITHNELL

Chief Education Officer  
NANCY GOLDEN

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# 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

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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.

# 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**

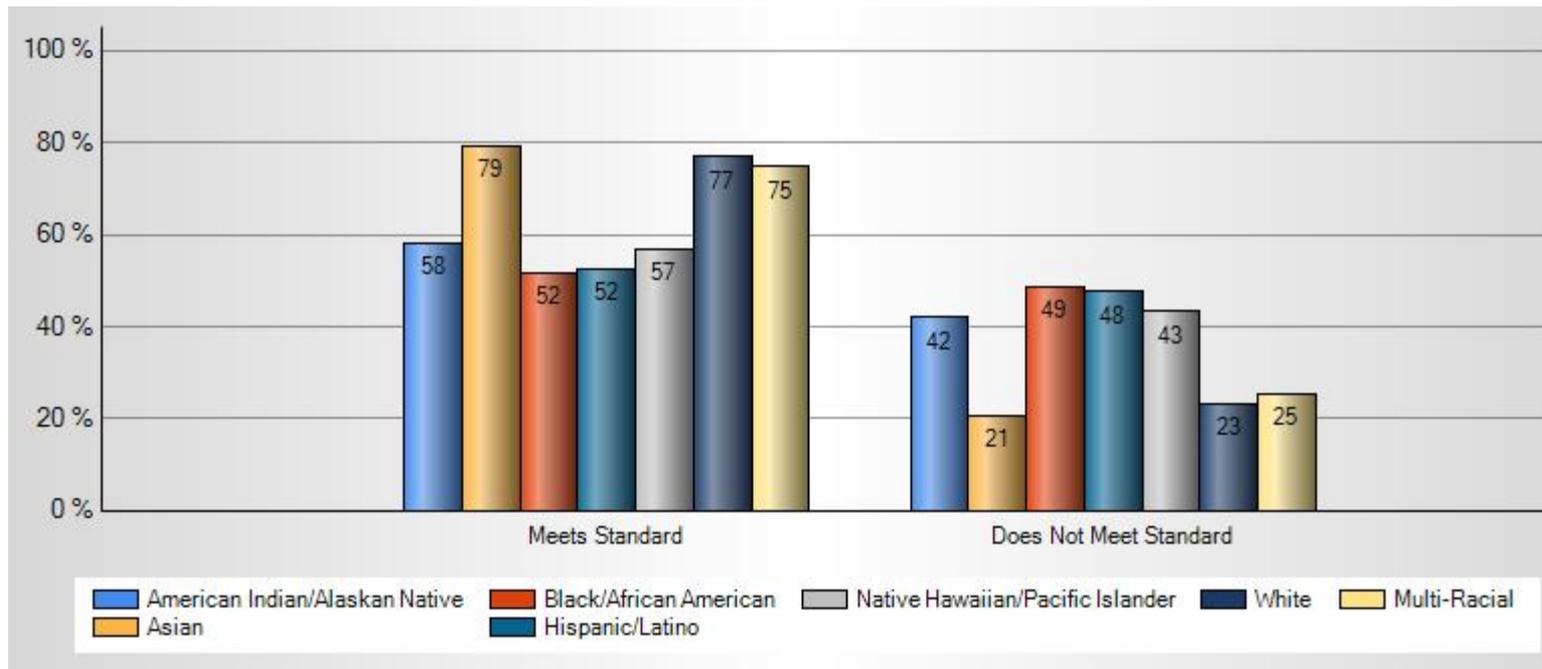
# Today in Oregon

- 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

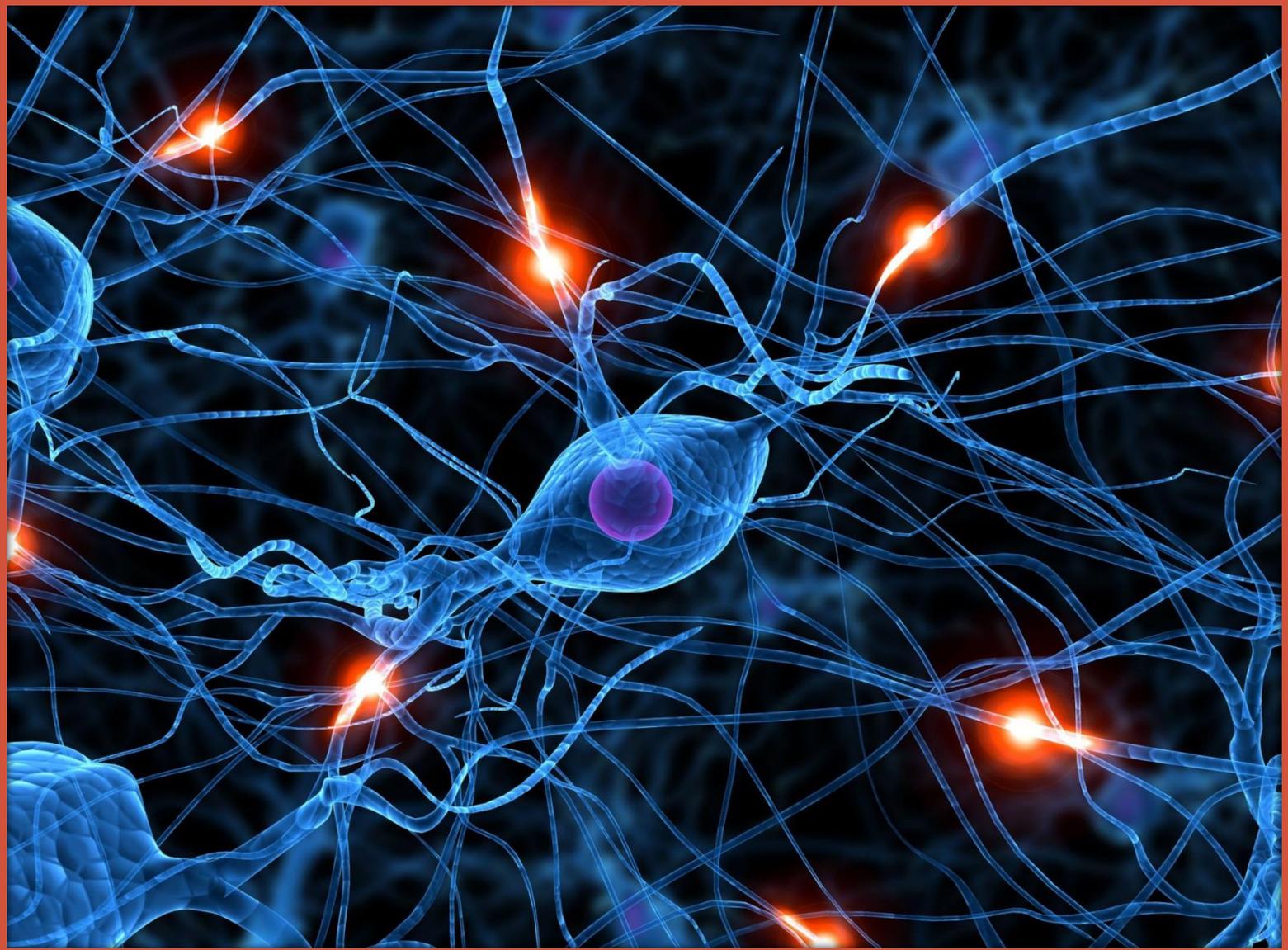
## **Evidence:**

- 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.



Alignment with Oregon Education Investment Board  
June 12, 2014

## **Education Priorities**

### Integrated Early Learning Programs

- Early Learning Council & “Accountability Hubs” – overlap with Oregon Environmental Literacy Plan (OELP) Regional Network Structure

### Achievement Compacts - 40/40/20

- OELP enhances student engagement and promotes improved graduation rates
- OELP aligns with Academic Standards & Diploma Requirements
- Framework to support a learning continuum PK-20
- Career related learning, college credits for students
- Resources and professional development for teachers
- Outcomes based assessment – academic achievement, civic engagement, community assets/resources (STEM common measures)
- Coordinated network – providers, internships, service and project-based learning
- Authentic, innovative local learning application – “real world” experience
- Showcase “best” practices
- Local businesses and communities sustain schools – expertise, volunteers, materials & equipment, funding – mutually beneficial partnerships
- Long-term impact: “All Oregonians will be prepared for rewarding work, lifelong learning and contributing to the community.”
- See the National Environmental Education Foundation’s *The Benefits of Environmental Education*<sup>1</sup>
- See National Wildlife Federation’s *Back to School: Back Outside Create High Performing Students*<sup>2</sup>

## **Healthcare**

- Environmental education is preventative health care – obesity, ADD, ADHD, etc.
- OELP promotes a healthy population of Oregonians

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<sup>1</sup> [http://eeweek.org/pdf/EE\\_Benefits.pdf](http://eeweek.org/pdf/EE_Benefits.pdf)

<sup>2</sup> <http://www.nwf.org/~media/PDFs/Be%20Out%20There/Back%20to%20School%20full%20report.ashx>

- Contributes to decreases in long-term health care expenses for Oregon
- Farm to School
- Healthy Kids Learn Better
- Healthy Kids Outdoors Act
- See *Connecting Kids and Families to the West's Great Outdoors*<sup>3</sup>
- See Children & Nature Network's *Health Benefits To Children From Contact With The Outdoors & Nature*<sup>4</sup>
- See National Environmental Education Foundation's *Fact Sheet Children's Health and Nature*<sup>5</sup>
- See National Wildlife Federation's *Whole Child: Developing Mind, Body and Spirit Through Outdoor Play*<sup>6</sup>

### **Jobs & Innovation**

- OELP prepares students for jobs through<sup>7</sup>:
  - Investigation and issue orientation
  - Real world and complex problems
  - Community projects and service learning
  - Teamwork orientation
  - Leadership and character development
  - College and career ready

### **Natural Resources**

- OELP included as a state adopted natural resource plan in the "10 Year Plan for Oregon Project: *Healthy Environment Policy Vision*"<sup>8</sup>
- OELP included in "Oregon's Integrated Water Resources Strategy" with related Action 8.A to "Support funding for the Oregon Environmental Literacy Plan"<sup>9</sup>
- Measure 76 – explore support for OELP implementation
- OELP partners involved in West Coast Governor's Agreement on Ocean Health
- Environmental Justice Task Force – OELP representation
- Regional Solutions Teams – OELP representation

<sup>3</sup> Western Governor's Association <http://www.westgov.org/reports>

<sup>4</sup> <http://www.childrenandnature.org/downloads/C&NNHealthBenefits.pdf>

<sup>5</sup> <http://www.neefusa.org/assets/files/NIFactSheet.pdf>

<sup>6</sup> [http://www.nwf.org/Get-Outside/Be-Out-There/Why-Be-Out-There/-/media/PDFs/Be%20Out%20There/BeOutThere\\_WholeChild\\_V2.ashx](http://www.nwf.org/Get-Outside/Be-Out-There/Why-Be-Out-There/-/media/PDFs/Be%20Out%20There/BeOutThere_WholeChild_V2.ashx),

[http://www.nwf.org/-/media/PDFs/Be%20Out%20There/MindBodySpirit\\_FactSheet\\_May2010.ashx](http://www.nwf.org/-/media/PDFs/Be%20Out%20There/MindBodySpirit_FactSheet_May2010.ashx)

<sup>7</sup> <http://www.neefusa.org/pdf/EnviroEdReport.pdf>

<sup>8</sup> <http://www.oregon.gov/COO/TEN/docs/Environment.pdf?ga=t>, April 2012, pg.12

<sup>9</sup> [http://www.wrd.state.or.us/OWRD/LAW/docs/IWRS/2011\\_December\\_Discussion\\_Draft.pdf?ga=t](http://www.wrd.state.or.us/OWRD/LAW/docs/IWRS/2011_December_Discussion_Draft.pdf?ga=t), pg.88-92

# Education We Need for the Oregon We Want.



2014



## Imagine if all schools...

Grew their own food or sourced it from local farmers.

Monitored local restoration projects.

Spent a week in the woods studying ecology while satisfying educational requirements.

Used nature for inspiration in reading, writing and art.

Learned from community mentors, elders and experts.

Graduated students prepared for college, career and citizenship.

## Oregon Environmental Literacy Plan

In 2009, the Oregon Legislature passed the No Oregon Child Left Inside (NOCLI) Act that established an eleven-member task force charged with developing *The Oregon Environmental Literacy Plan: Toward a Sustainable Future* (OELP). The OELP, accepted by the Oregon Legislature in 2010, articulates a vision for education in Oregon where every student experiences a continuum of place-based, outdoor learning opportunities and becomes a lifelong steward of his or her environment and community, prepared to address challenges with sound decisions for our future.

This collaborative project, in transition to Oregon State University Extension, represents partnership, leadership and commitment to reconnecting Oregon youth with the natural world. Join partners across Oregon building on the successes of NOCLI and the OELP to insure the cultivation of all Oregonians as lifelong stewards of our environment and community working together to preserve our vibrant natural resource legacy.



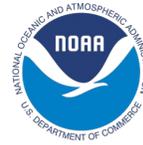
Good for students. Good for schools. Good for Oregon.

Kennedy High School students in Cottage Grove spend 60 percent of their school day outside working on local issues related to economic vitality, social justice and environmental integrity. Attendance rates increased 91 percent in the first year of the program. Tests scores in reading and math are also on the rise.



# Our growing list of partners:

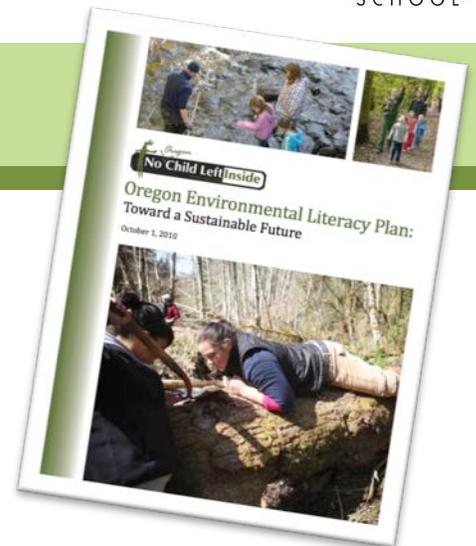
Working together to cultivate an environmentally literate citizenry of Oregon



## Recent News & Updates

The Oregon Environmental Literacy Plan:

- Aligns with academic standards & diploma requirements
- Supports meaningful, real-world STEM education
- Offers educators relevant professional development
- Advances research and dissemination of best practices & models
- Enriches our culture and advances civic life
- Bridges gaps between classrooms and community
- Can leverage federal No Child Left Inside funding through reauthorization of the Elementary & Secondary Education Act





June 12, 2014

## OEIB Outcomes and Investment Board

### Re: the critical importance of place-based, science education to our children and our future

You will hear from others of the incredible history and effectiveness of Oregon's 60 year experience with outdoor school, once a premier place-based, science education program that took every Oregonian 6<sup>th</sup> grade student into the real world for a whole week. Today fewer than half of Oregon students get this experience, and many of those who do get a truncated, 3 day program that can't impart either the full science or the full social benefits of a week-long immersion in the real world.

I want to tell you why I think restoring outdoor school for all Oregonians, and integrating place-based education into the full PreK-12 experience, is so critical.

Jared Diamond, author of *Collapse* and *Guns, Germs and Steel*, tells us that there are twelve threats to the survival of human civilization.<sup>1</sup> Each and every one is rooted in our ignorance of the natural world and our utter dependence upon it. I won't read you this list but it is a sobering one. All of these challenges face us today, not tomorrow, and our citizens need the knowledge, the understanding and the skills if we are to make the wise personal, societal and political decisions required to keep our civilization intact and our world livable.

Neil Degrasse Tyson, famed astrophysicist and philosopher of science lays out our obligation clearly:

“You have not fully expressed your power as a voter until you have a scientific literacy in topics that matter for future political issues. This requires a base level of science literacy that I don't think we have achieved yet.”

I think he understates the challenge. When over 40% of Americans tell pollsters that they believe God created humans in our present form 10,000 years ago we are facing a crisis of scientific illiteracy. Is it any wonder that people fall prey to manipulation by climate change deniers or feel helpless in the face of drastic, even catastrophic changes occurring in our world?

Restoring outdoor school is the first step in creating citizens who can act responsibly in response to the tough work ahead. This popular program deserves your support.<sup>2</sup> Please include full funding of outdoor school in your budget request to the Governor. And work with us to integrate place-based education into Oregon's core curriculum. Thank you.

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#### <sup>1</sup> Jared Diamond's "12 Threats to Survival"

1. Deforestation and habitat destruction
2. Soil problems (erosion, salinization, and soil fertility losses)
3. Water management problems
4. Overhunting
5. Overfishing
6. Effects of introduced species on native species
7. Overpopulation
8. Increased per-capita impact of people
9. Anthropogenic climate change
10. Buildup of toxins in the environment
11. Energy shortages
12. Full human use of the Earth's photosynthetic capacity

#### <sup>2</sup> When asked this question:

Outdoor School, an Oregon tradition of hands-on science education for over 60 years, is currently available to less than half of Oregon middle school students. Would you support spending \$20 million a year--or less than one-tenth of one percent of the state budget--to ensure all Oregon students get a chance to attend Outdoor School?

64% of 400 registered Oregon voters said they would support funding outdoor school. (22% said No, 14% said not sure ) DHM Research, May 2014



June 12, 2014

OEIB Outcomes and Investments Subcommittee Members,

Thanks for the opportunity to speak with you today. My name is Dan Prince, and I live in Corbett, Oregon, in far eastern Multnomah County. I am also the coordinator of Outdoor School programming for Multnomah ESD.

Outdoor School is, as you probably know, a residential science experience for sixth grade students. This program also has a high school leadership component in which high schoolers teach science lessons and lead living groups of students under the guidance and support of Outdoor School staff.

I'm excited for the role Outdoor School is playing in helping the OEIB attain its goals for prepared students for a prosperous Oregon. I'd like to take two minutes to share how I see this happening, and where we will need some help to reach our full potential.

First, to educational equity: MESD's model for participation helps ensure equitable opportunities for students to access this often transformative learning experience. Multnomah County's school districts and others around the state participate at the district level, with all classrooms in all schools attending Outdoor School. Unfortunately, due to limited financial resources, all districts do not participate for the same length of time, and some cannot participate at all. Sustainable funding will even up access, helping to restore the full-week level of programming for the state.

Second, to educator outcomes: Outdoor School is the beginning of a pipeline to a teaching career for many of our high school student leaders. Outdoor School has worked hard to recruit a diverse corps of high school students. The most recent data indicate that the race and ethnicity of the high school student volunteer population matches that of the county as a whole. Not only do I anticipate this will help increase the number of non-white, Hispanic or non-native English educators, but it also provides sixth grade students with inspiring and diverse role models who demonstrate a love for learning and a love of science.

Third, to STEM outcomes: Last month's STEM summit in Eugene called out the incredible multi-sector participation in efforts to improve STEM learning in Oregon. Outdoor School has provided hands-on science education within the context of nature for over 50 years in Oregon. One great aspect of learning science in nature is that nature provides unscripted and unexpected experiences. Surprises drive curiosity, and curiosity generates inquiry. Inquiry is the engine of authentic science.

I'm thrilled to engage in the conversation about how Outdoor School can continue to support a future prosperous Oregon, and how we may restore Outdoor School statewide.

Thanks for listening.  
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