



OREGON EDUCATION INVESTMENT BOARD Outcomes and Investments Subcommittee

Thursday, May 29, 2014

2:00pm – 4:00pm

OEIB Somerville Building

775 Court Street NE

Large Conference Room

Salem, OR 97301

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

Public call in information:

Dial (888) 204 5984, Code 992939

JOHN KITZHABER
Governor of Oregon
OEIB Chair

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EDWARDS

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VAANDERING

DICK WITHNELL

Chief Education Officer
NANCY GOLDEN

AGENDA

- 1.0 Subcommittee Welcome & Roll Call**
Dick Withnell, Chair
- 2.0 Review of Schedule and Template**
Whitney Grubbs, Chief of Staff, Oregon Education Investment Board
- 3.0 ODE Key Budget Strategies**
Rob Saxton, Deputy Superintendent of Public Instruction, Oregon
Department of Education
Karen Twain, Director of Literacy Development, Oregon
Department of Education
- 4.0 YDC Key Budget Strategies**
Iris Bell, Executive Director, Youth Development Division
Oregon Department of Education
- 5.0 QEC Best Practices and Findings**
Doug Wells, Chair, Quality Education Commission
Brian Reeder, Assistant Superintendent, Oregon Department of Education
- 6.0 Public testimony**

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



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

Strategy 1: Youth and Community Investment

- (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.

Youth Development Council 2014-15 Fiscal Year Indicators of Need	<i>Statewide Average</i>
Minority student population as a percent of all students above the statewide rate	
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 - http://www.ode.state.or.us/search/results/?id=116	
Free and reduced price lunch eligible students as a percent of all students above the statewide rate	
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 - http://www.ode.state.or.us/search/results/?id=116	
Number of homeless students (in the district) as a percent of district enrollment above the statewide rate	
	3.22%
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Students with disabilities as a percent of all students above the statewide rate	
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 - http://www.ode.state.or.us/search/results/?id=116	
Limited English proficient students as a percent of all students above the statewide rate	
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 - http://www.ode.state.or.us/search/results/?id=116	
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	
	Compare Respective Rate
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Juvenile referral rate in the juvenile justice system as a percent of all youth above the statewide rate	
	1.74%
Source: Oregon Youth Authority Referrals (http://www.oregon.gov/oya/reports/jjis/2013/2013_Youth_Referrals.pdf) divided by Portland State University Population Research Center 0-17 population estimates (http://www.pdx.edu/prc/sites/www.pdx.edu/prc/files/Population%20Report%202013_Web2.xls)	

Disparities in juvenile referral rates between all youth and those who are economically disadvantaged, limited English proficient, or underserved races/ethnicities	Compare Respective Rate
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Four-year graduation rate or five-year graduation rate below the statewide rate	
Four-year graduation rate	68%
Five-year graduation rate	72%
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Attendance rates of students below the statewide rate (<i>measured by the percent not chronically absent</i>)	
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 - http://www.ode.state.or.us/search/results/?id=116	
Drop-out rate above the statewide rate	3.4%
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Percent of students meeting or exceeding on statewide assessments in reading below the statewide rate	
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 - http://www.ode.state.or.us/search/results/?id=116	
Percent of students meeting or exceeding on statewide assessments in math below the statewide rate	
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 - http://www.ode.state.or.us/search/results/?id=116	
Percent of students meeting or exceeding on statewide assessments in science below the statewide rate	
Grade 5	67%
Grade 8	66%
Grade 11	63%
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Opportunity Youth rates above the statewide rate	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: http://opportunityindex.org/#5.00/43.804/-120.554/-/Oregon) 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

- (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

Minority student population as a percent of all students above the statewide rate	
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 - http://www.ode.state.or.us/search/results/?id=116	
Free and reduced price lunch eligible students as a percent of all students above the statewide rate	
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 - http://www.ode.state.or.us/search/results/?id=116	
Number of homeless students (in the district) as a percent of district enrollment above the statewide rate	3.22%
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Students with disabilities as a percent of all students above the statewide rate	
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 - http://www.ode.state.or.us/search/results/?id=116	

Limited English proficient students as a percent of all students above the statewide rate	
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 - http://www.ode.state.or.us/search/results/?id=116	
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	Compare Respective Rate
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Juvenile referral rate in the juvenile justice system as a percent of all youth above the statewide rate	1.74%
Source: Oregon Youth Authority Referrals (http://www.oregon.gov/oia/reports/jjis/2013/2013_Youth_Referrals.pdf) divided by Portland State University Population Research Center 0-17 population estimates (http://www.pdx.edu/prc/sites/www.pdx.edu/prc/files/Population%20Report%202013_Web2.xls)	
Disparities in juvenile referral rates between all youth and those who are economically disadvantaged, limited English proficient, or underserved races/ethnicities	Compare Respective Rate
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Four-year graduation rate or five-year graduation rate below the statewide rate	
Four-year graduation rate	68%
Five-year graduation rate	72%
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Attendance rates of students below the statewide rate (<i>measured by the percent not chronically absent</i>)	
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 - http://www.ode.state.or.us/search/results/?id=116	
Drop-out rate above the statewide rate	
	3.4%
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Percent of students meeting or exceeding on statewide assessments in reading below the statewide rate	
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 - http://www.ode.state.or.us/search/results/?id=116	
Percent of students meeting or exceeding on statewide assessments in math below the statewide rate	
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 - http://www.ode.state.or.us/search/results/?id=116	
Percent of students meeting or exceeding on statewide assessments in science below the statewide rate	
Grade 5	67%
Grade 8	66%
Grade 11	63%
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Opportunity Youth rates above the statewide rate	
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: http://opportunityindex.org/#5.00/43.804/-/120.554/-/Oregon) 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

- (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

- (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.

K-3 Reading

Description:

The K-3 reading proposal lines out a plan to maximize efforts in getting all the students in the state to read at grade level by third grade. There is a particular emphasis on addressing the opportunity gap for students of color by adding time and intensity to instruction as well as engaging families and children at a young age. The proposal focuses on evidence based practices starting before kindergarten in order to close the gap before it even begins.

PART 1 –

Please identify the 2-4 highest priority strategies for your board / agency / group. For each strategy, please identify:

The four key strategies are: 1. Full Day Kindergarten, 2. Increased time and intensity to CORE and intervention programs, 3. Focused professional development with support from instructional coaches, and 4. Engagement between schools and families/community based organizations. It is difficult to talk about them in isolation because they come together as a package to have the biggest impact.

- How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? This initiative aligns perfectly with creating a seamless public education system from birth to college and career ready, focusing investments on achieving student outcomes, and building state systems of support and accountability. This initiative has already been aligned with Early Learning efforts and will yield results throughout the P-20 system.
- How will the strategy lead to improvement on the key outcomes identified in the Achievement Compact? If students are reading at grade level by third grade, they are four times more likely to graduate. This statistic alone will help us realize 40-40-20.
- What measurable difference will the strategy make for students, specifically underserved students? By when? What metrics will be used to measure improvement? The initiative would begin with Full Day Kindergarten in 2015 and be scaled up each year. With that in mind, we will see immediate results year to year by grade level (kinder, first, and second) with DIBELS, EZCBM or whatever measure is agreed up on. Then in 2019-20, there should be a measurable bump in state test scores at the third grade level. We will see the largest growth recorded for our students of color because we will be working with those students at a much earlier time in their lives than ever before.
- How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens? The target population for these strategies will be our students of color. It is clear that these are the children that are the most "at-risk" for underperforming and they represent Oregon's best opportunity to improve overall educational outcomes. Embedded in these strategies are culturally relevant practices which will engage wrap around services from teachers, parents/families and community based organizations. These types of partnerships are the best way to address persistent educational disparities for children of color.

- What evidence supports the belief this strategy will result in improvement? We have begun to see positive outcomes coming out of some of the state initiatives that have implemented similar strategies. Many school districts that have focused on equity along with more time (full day kindergarten, summer school, or after-school programs) and better instruction for kids of color have seen marked improvement. Those districts who have done all of that plus community and parent involvement are the closest to closing the achievement gap. In discussion with several superintendents, they have all said that if they utilized all these strategies, they believe that they could get all of their third graders to read and save costs down the road with fewer interventions.
- At various levels of investment (modest, medium, substantial), what will the state be “buying”? This is a substantial investment but will also yield a huge return on that same investment. By identifying students who are struggling at an early age and immediately getting the support they need, we will have fewer students identified in to Special Education. We’ll also have fewer kids in interventions throughout their entire school career. When a similar plan was tried in the Tigard-Tualatin School District, we saw fewer students of color identified in special education and the overall percentage of special education dropped by approximately 10%. The costs that are saved through lower numbers in special education also mean more money saved on fewer interventions and this results in an enormous return on investment.
- What other conditions, supports and/or changes are needed for the strategy to be successful? Is there state or federal legislation that could impact costs and/or success of strategy if not passed or waived? Full Day Kindergarten legislation has already passed and will be funded for all in 2015. This is a great step but districts are asking that it be funded beyond the existing K-12 budget. This decision will need to be made as part of this initiative. Beyond that, there should be no other need for the legislature except to pass the Governor’s budget that includes this initiative.

PART 2 –

Please answer the following:

- What do you need from other agencies / boards / groups to enable you to be most effective? ODE and OEIB will have to align efforts in order for this to be carried off well. In other words, the message should go out from ODE and OEIB that getting Oregon students to read by third grade will help us get to 40-40-20. Additionally, there needs to be a lot of coordination with the Early Learning Council to ensure that we’re replicating rather than duplicating good efforts.
- What can your agency / board / group offer to other parts of the system to aid in alignment & transformation? ODE is happy to lead the way and coordinate efforts in terms of lining out the plan that includes Early Learning, quality Full Day Kindergarten implementation, curriculum and instruction, training/professional development, and community involvement.
- Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area. As mentioned, the return on investment for getting

students to read by third grade should allow us to reduce funding for interventions and special education services over time.

- Who are your key partners, stakeholders, and community groups? We will be working closely with schools and school districts to make sure that they have plans in place that use all the strategies and then monitor outcomes. There will be a lot of work with families and community based organizations that will go along with the school based efforts.
- What processes were used for public input? We have presented to OEIB, Early Learning Council and have met with several community based organizations. There is a work group being formed to look at 3-3 efforts that will fold in to this initiative.

Equity Lense Questions:

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?

Every racial group, with the exception of Asians, is performing well below the White population of students in Oregon. They are also making far less growth each year. All racial subgroups will feel a positive impact from the K-3 reading initiative because we will have targeted time and instruction starting at an early age before this achievement gap arises.

- All students that passed the benchmark in 3rd-5th, 6th-8th, 11th grades in 2012-13

<i>Reading</i>	Percent Meeting or Exceeding ¹		
	Elementary (Grades 3-5)	Middle (Grades 6-8)	High (Grade 11)
Student Subgroup			
All Students	71.9%	69.7%	85.4%
Economically Disadvantaged	61.5%	58.3%	77.4%
English Learners ²	48.0%	45.2%	60.8%
Students with Disabilities	44.1%	32.2%	50.8%
Underserved Races/Ethnicities	54.3%	51.8%	72.8%
American Indian/Alaska Native	59.7%	56.4%	78.9%
Native Hawaiian/Pacific Islander	60.3%	54.6%	73.7%
Black/African American	55.4%	51.0%	66.9%
Hispanic/Latino	53.6%	51.4%	73.0%
Asian	80.3%	78.5%	85.4%
White	78.5%	75.9%	89.5%
Multi-Racial ³	77.0%	74.2%	87.6%

- Grade 3 reading for 2011-13

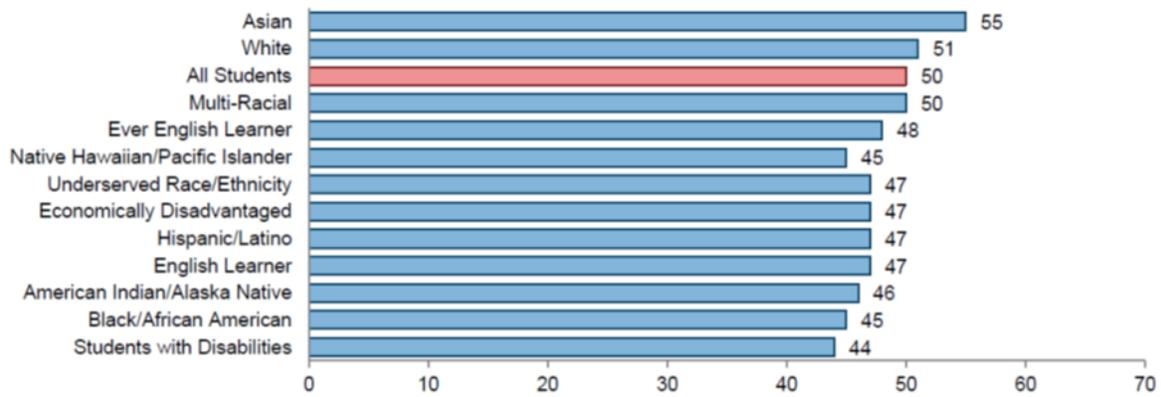
Grade 3 Reading

Percent of Students Meeting or Exceeding Standard 2011 - 2013

	2010-11	2010-11 (on 11-12 standards)	2011-12	2012-13
All Students	83%	60%	70%	66%
Students with Disabilities	52%	30%	36%	33%
Asian/Pacific Islander	89%	68%	78%	74%
Asian	90%	71%	81%	78%
Native Hawaiian/Pacific Islander	79%	47%	61%	56%
Black (not of Hispanic origin)	74%	46%	53%	50%
Hispanic origin	72%	40%	50%	45%
American Indian/Alaskan Native	75%	45%	58%	55%
White (not of Hispanic origin)	88%	67%	77%	74%
Multi-racial	86%	67%	76%	72%

- Growth by subgroup: The growth model expresses a student’s achievement growth as a percentile which reflects a student’s achievement growth relative to his or her academic peers (i.e., students in the same grade who have similar past achievement scores for the same subject).

Median Reading Growth Percentile By Subgroup



Note: “Ever English Learner” includes students who were ever eligible for or participating in a program to acquire academic English. “English Learner” includes students who have been eligible for or participated in a program to acquire academic English in the current or prior two years.

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?

The only unintended consequences will be a positive; other subgroups such as students in Special Education should have a rise in their reading scores as better instruction at an earlier age becomes the practice. This initiative will eliminate the opportunity gap starting before school begins by working with children and families to get them ready for kindergarten.

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

The achievement gap in third grade translates directly in to graduation rates. All of the racial subgroups (except for Asians) do not graduate at the same rate as their white counterparts. If Oregon data for graduation continues along this path, 40-40-20 simply won't happen. It's critical to catch students of color in their primary years of school before the achievement gap widens or continues.

- Graduation rates for 2012-13

Graduation Details Student Subgroup	Four-year Cohort Graduation Rate	Five-year Cohort Graduation Rate
All Students	68.4%	72.4%
Economically Disadvantaged	61.1%	67.0%
English Learners ²	49.2%	59.8%
Students with Disabilities	38.2%	47.2%
Underserved Races/Ethnicities	58.2%	63.7%
American Indian/Alaska Native	50.8%	55.7%
Native Hawaiian/Pacific Islander	66.2%	78.0%
Black/African American	53.3%	60.4%
Hispanic/Latino	59.5%	64.9%
Asian	80.7%	82.5%
White	71.2%	74.5%

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

The barriers vary depending on certain races and cultures and geographical areas of the state. In general, more time and intensity is needed for racial subgroups to make early gains. We must find these students and then get them to school before kindergarten begins. Additionally, we must make sure that their families are engaged and welcomed to schools at the same time. Barriers include working with schools to have a program that begins before kindergarten; linking schools to Early Learning and Community Based Organizations, and making sure that strong evidence based instructional practices that are culturally relevant are in place at K-3. All of this takes support and finances.

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)?

ODE has been working closely with Early Learning to have a continuum that basically goes from Birth-3rd grade, Early years to Early Grades. In doing so, we have engaged a variety of Community Based organizations, Educational policy groups, Early Learning Council, COSA, Race to the Top, and organizations focused on equity through the Equity Summit.

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

We will continue to work through key stakeholders in each of the cultural and racial communities throughout the state. Also, a conference is being planned for the fall where the Early Years to Early Grades initiative will be launched. We hope to get feedback at that conference and through the upcoming Equity summits.

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

We have data from the Oregon Department of Education, Kindergarten Readiness Assessment, OEIB, Education Commission of the States, Council of Chief State School Officers, National Governor's Association, and other local organizations.

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

By starting with students of color at a very early age, this initiative will enhance the whole P-20 system. Part of the plan is to have regional coaches throughout the state that work with schools and school districts to have culturally responsive instruction.

OREGON DEPARTMENT OF EDUCATION: 2015-17 BUDGET RECOMMENDATIONS

Presentation to OEIB Outcomes & Investment
Subcommittee

Thursday, May 29th, 2014

Highest Priority Strategies

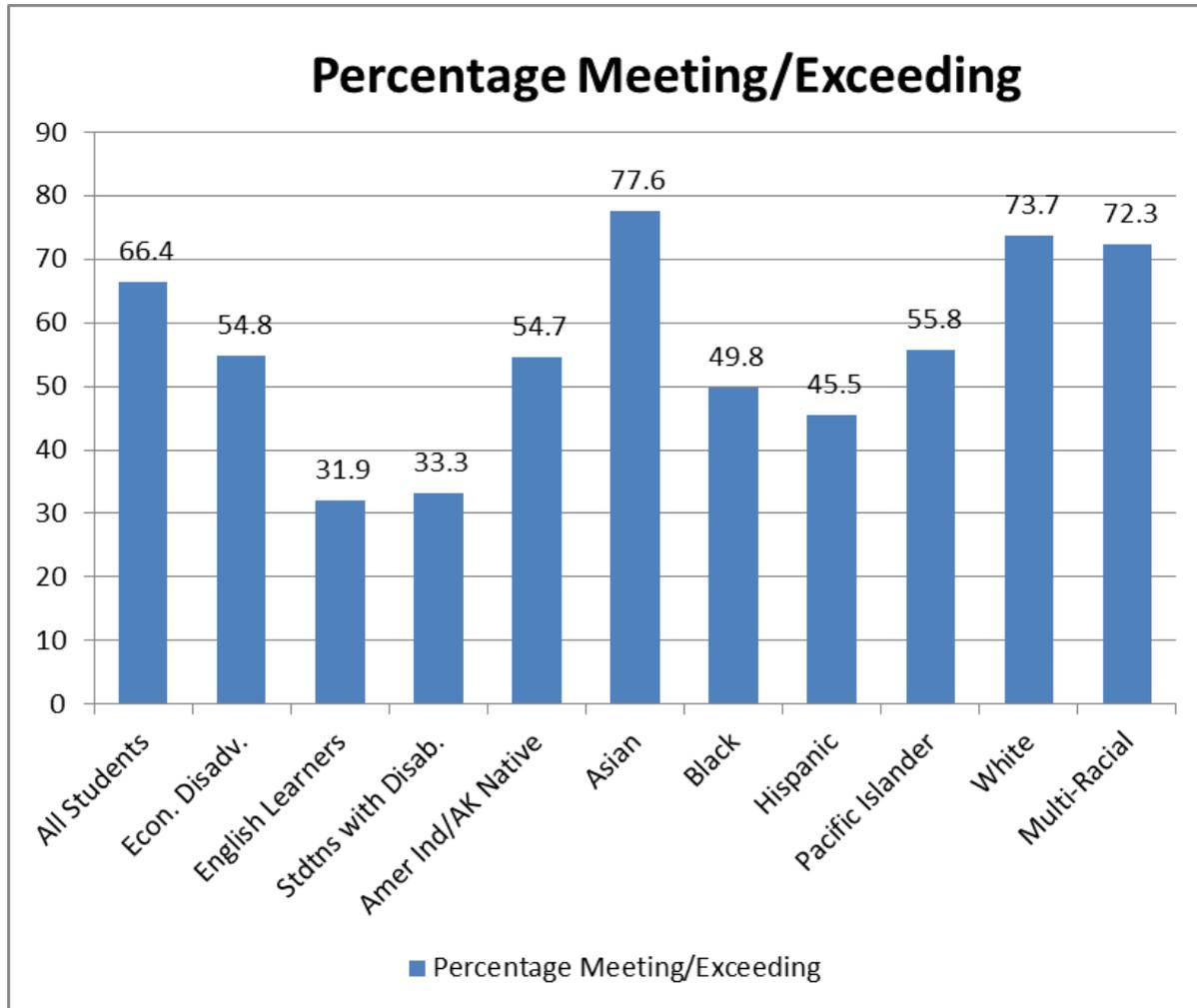
- Strategy 1: K-3 Reading
- Strategy 2: School & District Turnaround
- Strategy 3: 9th Grade on Track
- Strategy 4: Equity for ELL's

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 3rd grade, then they are four times more likely to graduate from HS.
- How We Will Measure Impact:
 - Statewide 3rd 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 3rd 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 3rd 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

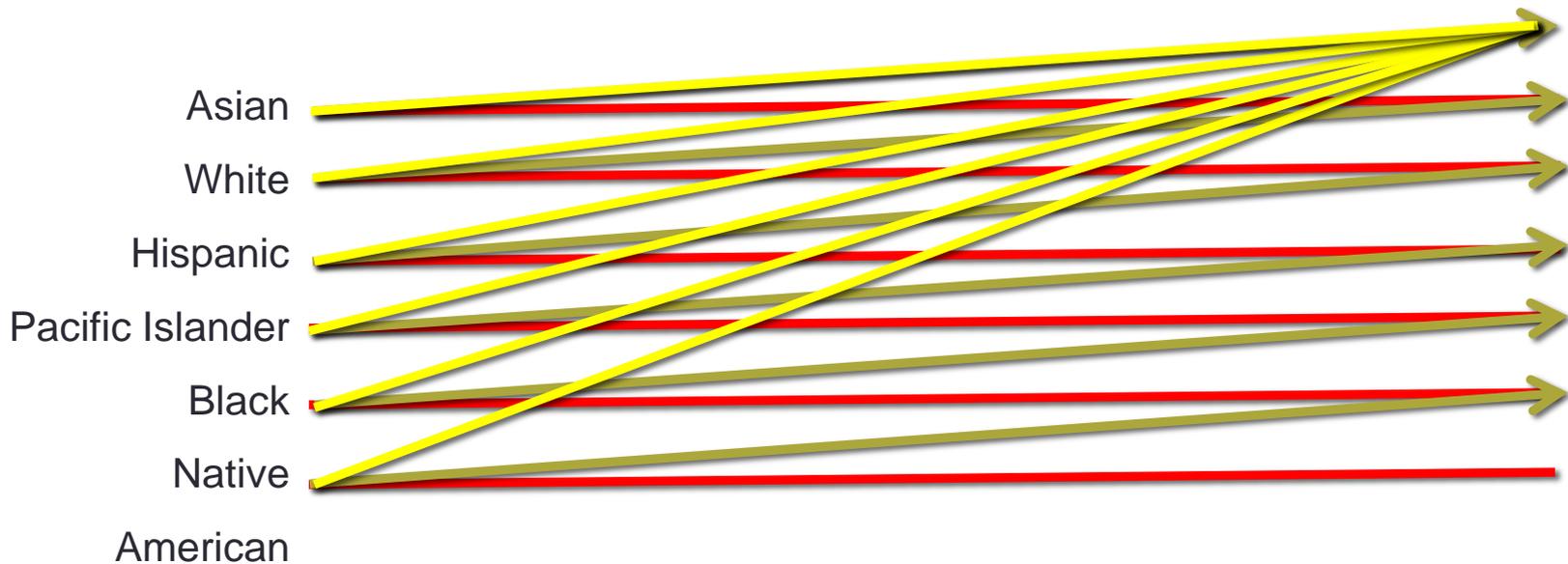
K-3 Reading, Equity Considerations

- 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 rd Grade Reading		5-year Graduation		
				% of ALL students meeting and exceeding on 3 rd grade reading	% of students of color meeting and exceeding on 3 rd 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.

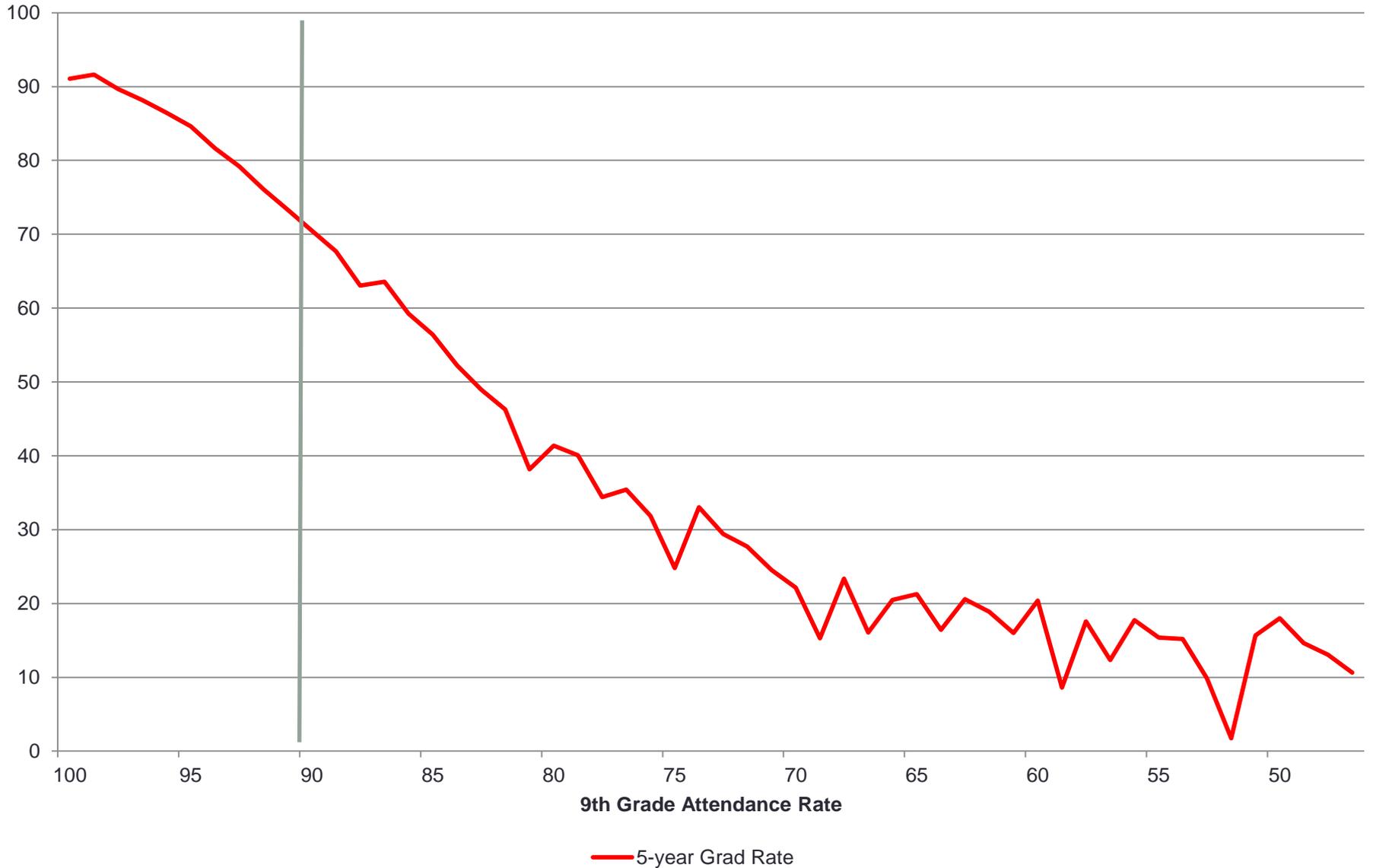
Strategy 3: 9th Grade on Track

- 9th grade on track=6 credits prior to beginning 10th 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 9th 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.

9th 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 9th graders are on track.
- How We Will Measure Impact
 - 9th 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)



9th 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 9th 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.

9th 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%
Total Intact Cohort	1,714		1,169		1,549	

39% of the students who were in ELL status as 5th 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 and Investments Budget Priority 9th Grade on Track for Graduation

One of the targets in the K-12 Achievement Compacts is to ensure 9th graders are on track for graduation. The accepted definition of 9th grade on track is that the students have earned 6 credits, the equivalent of ¼ of the 24 credits required for graduation, prior to beginning their 10th grade year. This investment strategy would allocate funds differently within the school funding formula by providing additional resources to districts when 9th graders are identified as successfully meeting the 9th grade on track designation.

There are multiple options which could alter the funding formula to incentivize our desired outcomes. One is offered here, with the understanding it could be improved upon with additional input and review.

Basic Plan:

1. Identify underserved students who could be predicted to be less likely to graduate from high school at the end of 8th grade. Include – Students eligible for Free or Reduced lunch – or – Students of Color – or – Students eligible for Special Education – or – Limited English Proficiency students.
2. To qualify, districts must deliver these students programs meeting specific requirements such as summer school, community based organization support programs, high quality mentoring programs, extended day programs, or some combination of these.
3. These students must earn at least six credits prior to 10th grade.
4. Then, the district is awarded additional resources for each of these students at the rate of .045 ADMw.
5. This is approximately \$290 per student.
6. If the student also attends school more than 90% of the days, the district is awarded an additional .005 ADMw. Approximately \$50 per student.
7. Small districts (< 10 in the graduating class) would receive a minimum of \$2,000 for offering the program.

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 OEIB Budget Strategies and Initial Priorities document is rife with verbiage and rationale to support this proposal. Data contained within the document indicates that in

2012 only 68% of Oregon students graduated on-time in four years, and only a total of 72% within five years. This proposal supports improved graduation outcomes by ensuring more 9th graders are on track.

The identification and targeted support of specific students fits within the equity imperative described in the budget priorities. Equity on achievement rates for low-income learners, English language learners, special education students and students of color are identified is perhaps the most pressing issue Oregon faces. This plan directly supports these very same students in one of the key transition years of our system. The outcomes adopted by OEIB include: More 9th graders finishing on track with credits and strong attendance records. Again, this offers a specific outcome-based approach to achieve this goal.

Currently school districts are allocated funds on a per student basis through money provided for each student as “one weight.” Additional weights are allocated for students who may require increased support to improve their opportunity for success. For example, districts receive one additional weight for each student identified with a learning disability.

This investment strategy would allocate funds differently within the school funding formula. No additional resources are required. School districts would receive an additional funding bonus for each 9th grader successfully meeting the 9th grade on track designation.

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

9th grade on track is one of the metrics identified on the Achievement Compact and this strategy is designed to directly increase the percentage of students who earn six or more credits prior to beginning their 10th grade year.

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?

This strategy assumes school districts will place additional emphasis on ensuring 9th graders earn at least six credits prior to beginning their 10th grade year. Currently most districts take few small actions, if any, within their program to improve the likelihood 9th graders will be on track. Students move through the school system between their middle school and high school years with relatively little program change that would be remarkable between one year and the next. Some efforts are typically made as students transition into the high school, such as ensuring care is taken as students create their class subject schedules for 9th grade, as well as some transition activities involving introduction

to the high school environment. But few schools or districts take actions which directly target credit earning for first year high school students.

Few districts allow students to earn high school credit prior to entering 9th grade even when these students are clearly learning high school level content. The most obvious examples exist in mathematics where many middle school students master the content in Algebra 1, Geometry, or even Algebra 2 courses, yet are not awarded high school credit even though their learning matches that of students in high school.

Some schools districts have successfully implemented summer school programs for students between their 8th and 9th grade year who are identified as needing additional support in order to succeed in high school. Students take a variety of classes including “high school success” courses for which they are awarded high school credit. This provides the student with credits in advance of their 9th grade year. Others have offered significant supports for 9th grade students within the typical school year with mentoring, after school programs and community wrap around services. In some districts, students who have fallen short of earning six credits over the course of the typical school year are again offered summer school with the opportunity to get on track with credit earning prior to starting their 10th grade year.

Districts can quickly create program and policy change which would improve the likelihood more 9th graders are on track for graduation. It only makes sense they would focus these efforts and changes on students who are at risk and otherwise not likely to be on track. Within the first year of implementation, districts could create policy and program which would significantly improve the percent of 9th graders on track. It is reasonable to expect all programs, including those such as summer school, would be in place by year two. Our estimates cannot be based on any reliable data as we do not have a current baseline for 9th graders earning six credits. Predictions of 87% on track in year one and 92% on track in year two do not seem unreasonable.

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

Districts would need to focus their resources on specific student populations who otherwise are predictably less likely to earn six credits prior to starting 10th grade. This effort targets an equitable outcome for all students at the conclusion of their 9th grade year by providing additional resources for specific students who earn six credits or attend for greater than 90% of the days. These additional resources should cover the costs of providing additional supports for the students receiving them.

The reallocation identified provides a system requiring action and outcomes consistent with the belief that everyone has the ability to learn and that we have an ethical and moral responsibility to set out a system providing optimal learning opportunities for all students. It specifically allocates resources and requires outcomes for students receiving special education services, ELL students, and students of color, all of whom are specifically supported in the Equity Lens.

Certainly this change to our funding formula will challenge and change our current educational program to be more culturally responsive. The inclusion of CBOs as an expectation of the program is intended to ensure this is not simply an expansion of current services, but a recognition that we need to provide services in a way that best meets the needs of our diverse student population.

5. What evidence indicates this strategy will result in improvement?

Currently, regression analysis for Oregon students indicates 9th graders who attend more than 90% of the time graduate within 5 years at a rate of 72% or higher, roughly the Oregon average. Students who attend 95% of the days graduate within 5 years approximately at an 86% rate, while those with 85% attendance rates graduate within 5 years only 53% of the time (see attached chart).

Unfortunately, we do not have statewide graduation rate data for 9th graders who earn 6 credits. We will not have this data for a cohort for another 5 years (class of 2019). However, PPS did conduct a cohort study in 2005. PPS superintendent Carole Smith has relayed that their study indicated 9th graders who earned 6 credits were “five times more likely to graduate from high school than those who did not.”

6. At various levels of investment what will the state be “buying”? What impact will this have on measurable results described above.

This strategy would not require any additional resource from the state. Instead, it would reallocate current resources within the school funding formula. Approximately 59% of our 9th grade students meet the criteria identified as Students eligible for Free or Reduced lunch – or – Student of Color – or – Student eligible for Special Education – or – Limited English Proficiency students. This year, 44,020 students are enrolled in 9th grade.

If all students were served with a required program, earned 6 credits, and attended more than 90% of the days, approximately 1,320 students would be added into state ADMw. This level would account for a maximum redistribution of funds of approximately \$9.1 million.

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

This plan would require school districts to conduct and report at least one additional data set on which students participated in programs meeting the specified criteria of support. ODE would need to build an allocation process to ensure districts received their funding. Typically, with these types of allocations, districts predict their outcomes and receive the funding up front (i.e. high cost disability). A reconciliation is then conducted in the future to account for the actual outcome.

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

None

Equity Lens Considerations:

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?

Students eligible for Free or Reduced Lunch, Student of color, Student eligible for special education, and limited English Proficiency (LEP) students.

Funds of up to approximately 1,320 ADMw could be redistributed accounting for nearly \$9.1 million.

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?

This plan does “thin the soup” of the ADMw allocation by about \$15 per student by adding additional weights into the formula. As usual, this change in the funding formula will create winners and losers. Districts with fewer typical weights (Lake Oswego, Sherwood, and Riverdale) will be losers and districts with more typical weights (Salem/Keizer, Springfield, South Coast districts) will be in position to gain funding.

We would like to reduce the percentage of students in the state who are identified as qualifying for special education and this plan would do the opposite.

Districts eligible for extended ADMw funding might offer these programs yet not realize any additional funds in the first year. If their enrollment continued to decline they would receive the additional funds in the second year.

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

Students earning 6 credits prior to 10th grade and attending more than 90% of the days are more likely to graduate from high school.

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

We could decide to increase the redistribution of funds created by this program. Instead of an additional possible resource of .05 ADMw (approximately \$340 per eligible student: \$290 for 6 credits, \$50 for > 90% attendance), we could offer more. There really are no restrictions. These amounts were chosen because they seemed reasonable for offering the kind of program identified. Greater amounts might allow for more robust support.

Certainly districts with few additional weights would not like the proposed change to the formula and would be in opposition. The new data collection required would be negatively received by all districts. Finally, we might want to consider removing free and reduced lunch from the plan. This would allow us to focus more specifically on students facing greater predictive challenges.

Perhaps the greatest challenge from districts is contained within the expectation that districts include CBOs in the supports for students. Because there are no new funds included in the proposal, only a redistribution, districts and the traditional education advocates are likely to balk at the thought money would go outside of the K-12 system.

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)?

At this point, no stakeholders have been involved in this planning or resource allocation. We have not vetted this plan with anyone to date.

To qualify for the resources, districts would need to deliver underserved students programs meeting specific requirements such as summer school, community based organization support programs, high quality mentoring programs, extended day programs, or some combination of these. It would be important to emphasize or require CBOs in at least some locations if we hope to involve communities in a meaningful way.

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

To earn the additional funding, students would need to reach the intended outcomes. The likelihood of reaching these outcomes would be enhanced by individualizing for learners

and including culturally relevant programming. Inclusion and/or requirement of CBOs also play an important role.

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

Districts would need to provide this data in order to allow students to participate in the program. Disaggregated data would be available for all students and districts/schools.

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

No resources have been allocated specifically for this purpose within the proposal. Districts would be motivated to offer strong programs and would enhance their outcomes and resource return with culturally responsive practices.

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 3rd 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

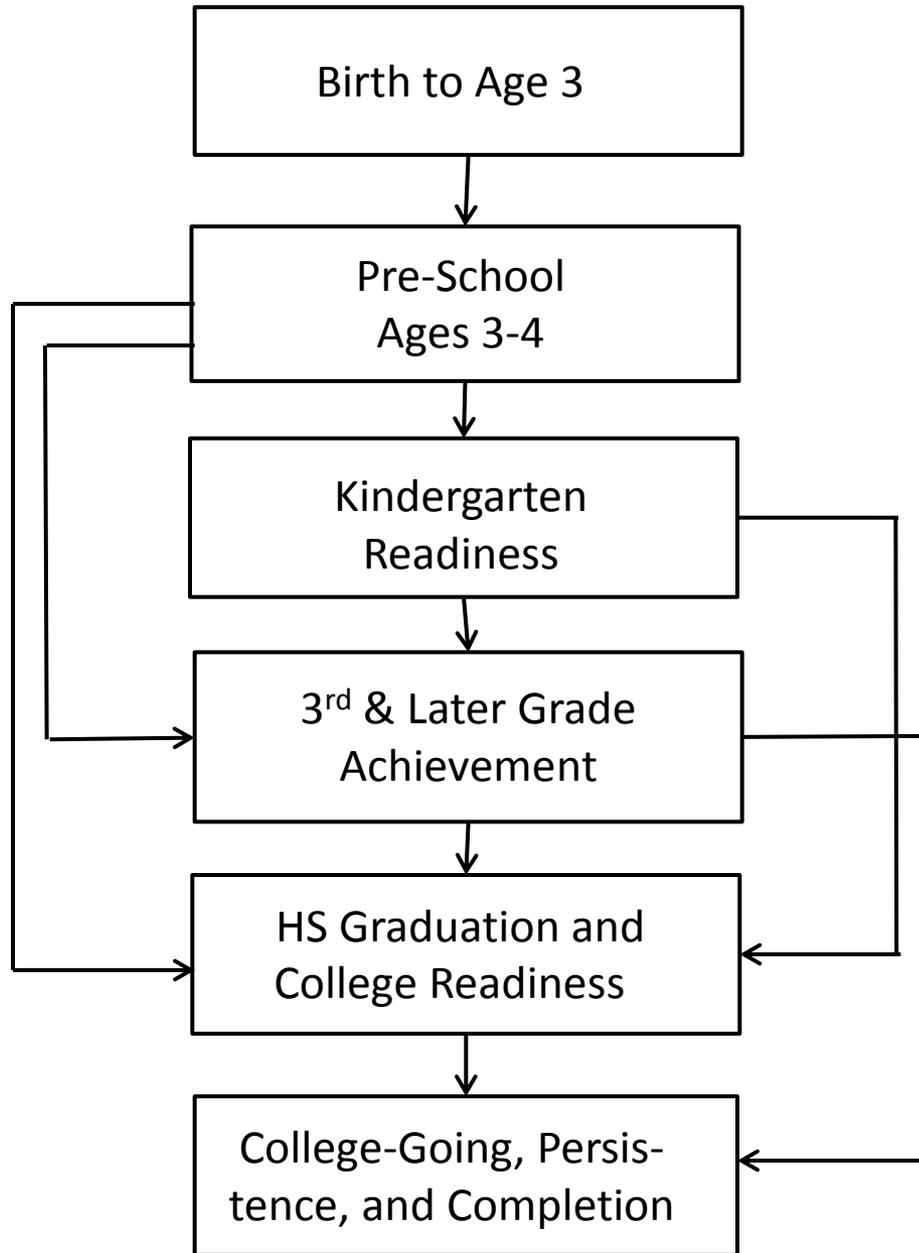


- Incorporates characteristics of high school graduates from the K-12 component into the post-secondary component
- Leverages the work done by the Higher Education Quality Education Commission in building the Post-Secondary Quality Education Model (PSQEM)
- Enhances the PSQEM with additional financial 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 3rd grade and, in turn, how reading in 3rd 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.



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 **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 3rd 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.	Completing 3+ College Level Courses¹
4.	Post-Secondary Enrollment
5.	Kinder Assessment Participation
6.	3 rd Grade Reading Proficiency
7.	5 th Grade Math Proficiency
8.	6 th Grade Not Chronically Absent
9.	8 th Grade Math Proficiency
10.	9th Grade Credits Earned²
11.	9 th 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 rd Grade Reading		5-year Graduation		
				% of ALL students meeting and exceeding on 3 rd grade reading	% of students of color meeting and exceeding on 3 rd 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%

- 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 3rd 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.

YOUTH & YOU

Oregon Youth Development Council

	<i>Statewide Average</i>
Youth Development Council 2014-15 Fiscal Year Indicators of Need	
Minority student population as a percent of all students above the statewide average	
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 - http://www.ode.state.or.us/search/results/?id=116	
Free and reduced price lunch eligible students as a percent of all students above the statewide average	
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 - http://www.ode.state.or.us/search/results/?id=116	
Number of homeless students (in the district) as a percent of district enrollment above the statewide average	
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Students with disabilities as a percent of all students above the statewide average	
Grades K-12	3.22%
Grades K-5	14%
Grades 6-8	14%
Grades 9-12	15%
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Limited English proficient students as a percent of all students above the statewide average	
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 - http://www.ode.state.or.us/search/results/?id=116	
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	
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Juvenile referral rate in the juvenile justice system as a percent of all youth above the statewide average	
Source: Oregon Youth Authority Referrals (http://www.oregon.gov/oya/reports/fjjs/2013/2013_Youth_Referrals.pdf) divided by Portland State University Population Research Center 0-17 population estimates (http://www.pdx.edu/prc/sites/www.pdx.edu/prc/files/Population%20Report%202013_Web2.xls)	
	1.74%
Disparities in juvenile referral rates between all youth and those who are economically disadvantaged, limited English proficient, or underserved races/ethnicities	
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	
Four-year graduation rate or five-year graduation rate below the statewide average	
Four-year graduation rate	68%
Five-year graduation rate	72%
Source: Oregon Department of Education Statewide, School and District Report Cards - http://www.ode.state.or.us/search/results/?id=116	

Attendance rates of students below the statewide average (measured by the percent not chronically absent)

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 - <http://www.ode.state.or.us/search/results/?id=116>

Drop-out rate above the statewide average

Source: Oregon Department of Education Statewide, School and District Report Cards - <http://www.ode.state.or.us/search/results/?id=116>

Percent of students meeting or exceeding on statewide assessments in reading below the statewide average

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 - <http://www.ode.state.or.us/search/results/?id=116>

Percent of students meeting or exceeding on statewide assessments in math below the statewide average

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 - <http://www.ode.state.or.us/search/results/?id=116>

Percent of students meeting or exceeding on statewide assessments in science below the statewide average

Grade 5	67%
Grade 8	66%
Grade 11	63%

Source: Oregon Department of Education Statewide, School and District Report Cards - <http://www.ode.state.or.us/search/results/?id=116>

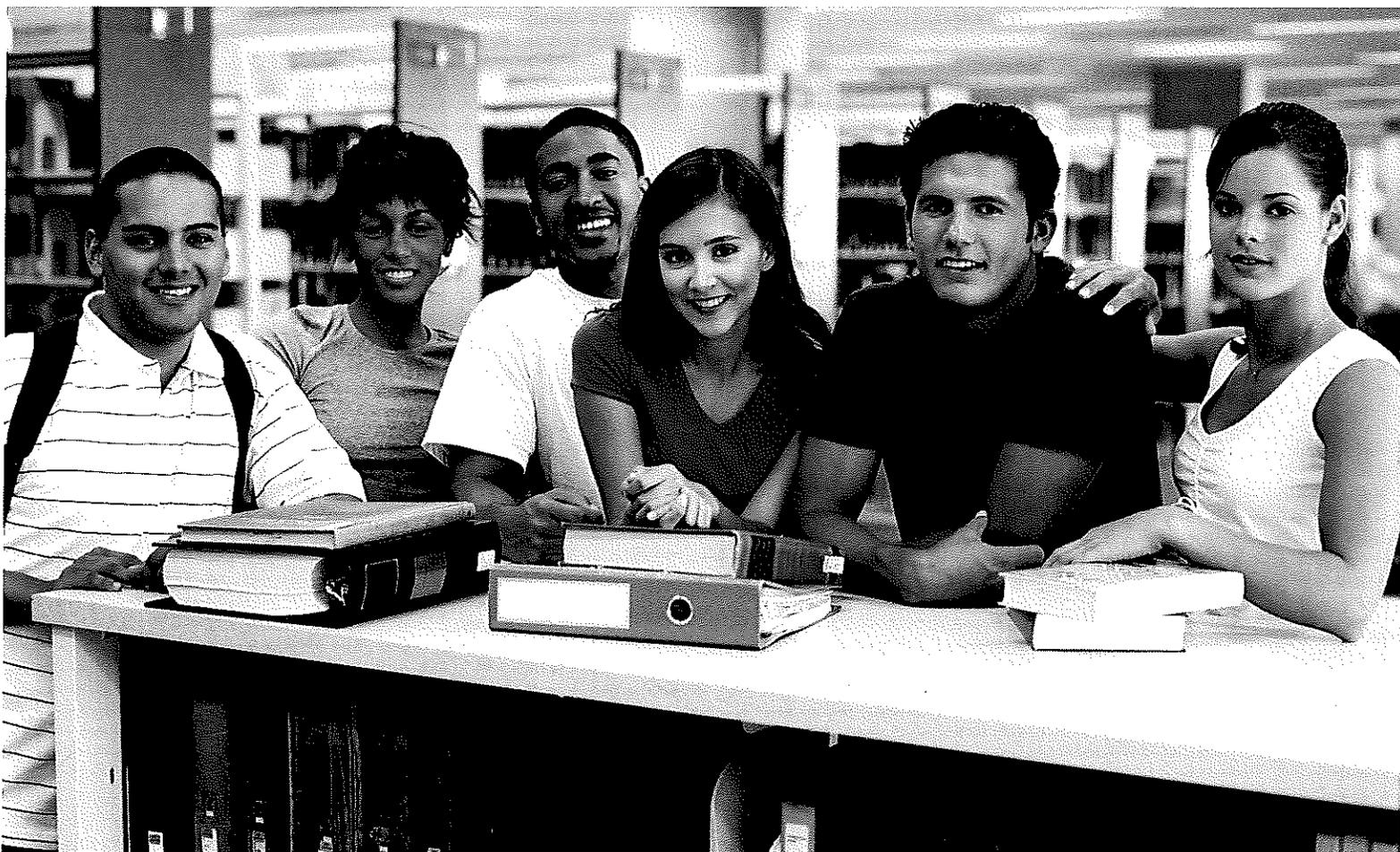
Opportunity Youth rates above the statewide average

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: <http://opportunityindex.org/#5.00/43.804/-120.554/-Oregon>) and analysis and the 2012 Census Bureau ACE Population Estimates. 1.4%

YOUTH & YOU

Oregon Youth Development Council

A Community Investment Strategy
for Opportunity and Priority Youth



Foundational Principles

A Community is Self-Determined

Regardless of existing city, county, school district, educational service district, special service district, or other governmental jurisdictional boundaries, the development and existence of a community is a largely independently occurring process. To design a policy and funding model that supports community-based policy interventions, it must include a mechanism that allows communities to self-identify and deliver services in a manner that the community determines is culturally appropriate.

Resources Should Target Those Most in Need

With limited resources available to support communities, mechanisms must be built into the policy and funding model to identify and select funding applications that are focused on serving youth who are most in need. These youth are usually those from low-income, immigrant, English language learner, single parent, and rural households, youth of color, LGBT, and youth with disabilities.

Economic and Social Advancement is the Long-term Goal

Transformational change is what will enable upward economic and social mobility as well as long-term sustainability. This can be accomplished by supporting community efforts designed to aid youth in developing their own human capital, or accumulating labor market skills in the workforce. Community-based policy interventions must be wrapped around goals associated with education and career advancement, crime prevention, and breaking down barriers to school and work success.

Progress is Essential

In the end, when grants are distributed to communities, demonstrated outcomes will be necessary to illustrate progress toward education and career development goals. The policy and funding model must contain monitoring and evaluative mechanisms that track improvement and hold recipients responsible for reasonable and realistic results.

The Community Investment Strategy

With the passage of HB3231 during the 2013 Legislative Session, the Youth Development Council began a six-month process to design and develop a community investment strategy. This investment plan would need to support the strategic direction and efforts of the Oregon Education Investment Board, align with the education system being developed for the Early Learning Council, the Oregon Department of Education, Community Colleges and Workforce Development, as well as Post-Secondary Education Institutions through the Higher Education Coordinating Commission. More importantly, this investment plan would need to support community efforts in a manner that embraces community decision making, while maintaining a statewide vision and direction. This is a delicate equilibrium — one that has been recognized as important by individuals at all levels of government, and in all categories of organizations. To accomplish this task, the Youth Development Council identified three independent, but interconnected components of work — a community engagement process, a data and research analysis, and a review of community-based methodological approaches to solving social issues.

The council first embarked on a process of community engagement with stakeholders across the state. Council members and staff held over 100 meetings in over 30 communities in under four months. Regardless of where the meetings were held, who was participating, or what role the participants held, the process yielded a series of common themes. These themes have been presented as the foundational principles of the community investment strategy — that a community is self-determined, that resources should target those most in need, that economic and social advancement is the long-term goal, and that progress is essential. The conversations were at times difficult, which is unavoidable, considering the reform and restructure efforts that are underway, and the council is grateful for all who took the considerable time and effort needed to participate. The feedback received has been used to structure a model that will strengthen and enhance many of the successful efforts already occurring in communities to support the education and career goals of the Governor, and the Oregon Education Investment Board.

The second component of work was a data and research analysis on current policy and indicator trends as they relate to youth disconnecting from school and work. There has been an extensive amount of research undertaken over the past several decades to understand why some youth struggle in the education process and what factors are contributory. This research is critical, as it was used to identify and then reconcile what data indicators are currently available to the council, and how they could be used to identify communities most in need. There are definite shortfalls that need to be acknowledged and addressed. Data availability and quality is considerably poorer for Native American youth,

homeless youth, and LGBT 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.

Finally, a review of various community-based methodological approaches to solving social issues was conducted to determine what approach would best fit the work of the Youth Development Council. In the end, the Collective Impact methodology that is being used by other institutions in the education system, and is already quite widespread and successful in communities, was determined to be the approach that would best align with and support the work.

The result of the three components of work of the Youth Development Council has led to the formation of four recommendations:

1. The population focus of the Youth Development Council should be Opportunity Youth and Priority Youth.
2. The goals of the Youth Development Council should be reconnecting Opportunity Youth with education and career, and establishing a secure connection for Priority Youth with education and career, and addressing youth violence and crime.
3. These goals should be accomplished by developing state policy and funding community-based efforts that address barriers to education and career success.
4. The funding that supports community-based efforts should be administered through the Youth Development Council in four need based grant funds.
 - i. The Youth and Community Grant Fund (*Federal Funds*)
 - ii. The Youth and Gangs Grant Fund (*State Funds*)
 - iii. The Youth and Innovation Grant Fund (*State Funds*)
 - iv. The Youth and Crime Prevention Fund (*Federal Funds*)

What follows is an overview of the grant funds. It is the recommendation of the Youth Development Council that these funds be used as the mechanism with which the Council supports community-based efforts to address barriers to education and career success for Oregon's Opportunity and Priority Youth.

Youth Development Council Indicators of Need

- Minority student population as a percent of all students above the statewide average
- Free and reduced price lunch eligible students as a percent of all students above the statewide average
- Number of homeless students (in the district) as a percent of district enrollment above the statewide average
- Students with disabilities as a percent of all students above the statewide average
- Limited English proficient students as a percent of all students above the statewide average
- 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
- Juvenile referral rate in the juvenile justice system as a percent of all youth above the statewide average
- Disparities in juvenile referral rates between all youth and those who are economically disadvantaged, limited English proficient, or underserved races/ethnicities
- Four-year graduation rate or five-year graduation rate below the statewide average
- Attendance rates of students below the statewide average
- Drop-out rate above the statewide average
- Percent of students meeting or exceeding on statewide assessments in reading below the statewide average
- Percent of students meeting or exceeding on statewide assessments in math below the statewide average
- Percent of students meeting or exceeding on statewide assessments in science below the statewide average
- Opportunity Youth rates above the statewide average

Youth Development Council Outcome Expectations

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

The Youth and Community Grant Fund

The Youth and Community Grant is a community-based grant designed to assist existing efforts in improving education and workforce success for youth who are disconnected from, or are at risk of disconnecting from the education system and labor market. The efforts funded through this grant must be effective evidence-based, research-based, and practice-based prevention and intervention approaches. These approaches are required to be culturally appropriate, sexual orientation specific, and gender-identity specific and address various barriers to educational and workforce success.

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.

To be eligible to apply for a Youth and Community Grant, the following two criteria must be met:

1. **The community must have a demonstrated need:** A community must have a minimum threshold of indicators of need as outlined below.
 - i. Tier I Grant applicants must have at least 2 required and at least 3 additional indicators of need.
 - ii. Tier II Grant applicants must have at least 2 required and at least 2 additional indicators of need.
 - iii. Tier III Grant applicants must have at least 3 indicators of need.
2. **The community must be planning and/or implementing a Collective Impact Model:** Applicants must be able to demonstrate that the community has met the five conditions of a Collective Impact approach to addressing community issues.

The Youth and Innovation Grant Fund

The Youth and Innovation Grant 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 efforts funded through this grant must be based on effective evidence-based, research-based, and practice-based prevention and intervention approaches. These approaches are required to be culturally appropriate, and sexual orientation specific and gender-identity specific and address various barriers to educational and workforce success.

Youth and Innovation Grants are not to exceed \$100,000 with a total of \$1,600,000 annually available for disbursement.

The Youth and Innovation Grant is a non-recurrent competitive grant 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.

To be eligible to apply for a Youth and Innovation Grant, the following two criteria must be met:

1. The community must have a demonstrated need

- i. *Youth Innovation in Oregon* applicants must have at least 5 indicators of need.
- ii. *Emergent and Urgent Need* applicants must be able to quantifiably define the social problem, demonstrate that it is emergent and urgent, and connect the social problem to adverse impacts on education and workforce success.
- iii. *Program to Scale* applicants must have at least 5 Indicators of Need.

2. The community must be planning and/or implementing a Collective Impact Model: Applicants must be able to demonstrate that the community has met the five conditions of a Collective Impact approach to addressing community issues.

The Youth and Gangs Grant Fund

The Youth and Gangs Grant is a community-based grant designed to assist existing efforts in addressing youth gang violence through the implementation of effective evidence-based, research-based, and practice-based prevention and intervention approaches. These approaches are required to be culturally appropriate, sexual orientation specific and gender-identity specific and address various risk and protective factors associated with gang involvement and gang violence. Communities are required to implement strategies of the federal Office of Juvenile Justice and Delinquency Prevention (OJJDP) Comprehensive Gang Model. This model is a 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.

Youth and Gangs grants range between \$25,000 to \$100,000 per biennium with a total of \$750,000 available for disbursement.

To be eligible to apply for a Youth and Gangs grant, the following two criteria must be met:

1. **The community must have a demonstrated gang problem** as identified in OJJDP's *Guide to Assessing Youth Community's Youth Gang Problem*. This data should include, but is not limited to, the following information:
 1. *Gang Intelligence Information*
 - i. What gangs are active?
 - ii. How many members are in each gang?
 - iii. What are their ages, races, and genders?
 2. *Police Incident Reports*
 - i. What crimes are gangs/gang members committing and how has this changed over time?
 - ii. Where/when are gang crimes being committed?
 - iii. Who is committing gang crimes?
 - iv. Who are the victims of gang crimes?
2. **The community must be planning and/or implementing the OJJDP Comprehensive Gang Model:** Applicants must be able to demonstrate that the community has identified activities within each of the five *OJJDP Comprehensive Gang Model* strategies for local implementation.

The Youth and Crime Prevention Grant Fund

The Youth and Crime Prevention Grant Fund 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 through the implementation of effective evidence-based, research-based, and practice-based prevention and intervention approaches. These approaches are required to be culturally appropriate, sexual orientation specific and gender-identity specific and address various risk and protective factors associated with criminal involvement.

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 US Department of Justice.

The remainder of 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).

To be eligible to apply for JABG grant, the following criteria must be met:

1. The community must provide a statement of need supported by school discipline and juvenile justice decision points data
2. The community must reference the OJJDP Model Programs Guide: <http://www.ojjdp.gov/mpg/>
3. The community must collect performance measures data required by the OJJDP: <https://www.ojjdp-dctat.org/help/Grids/PDF/JABGGrids.pdf>
4. Applications must be submitted by a local unit of government, i.e., city, county or federally recognized Tribe with law enforcement functions on behalf of the organization(s) proposing a project for funding.

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.

To be eligible to apply for **Title II Formula Grant – DMC** award, the following criteria must be met:

1. The community must demonstrate that existing data support the need for the DMC reduction efforts at one or more decision points in the Juvenile Justice System.
2. The community should address: a) systems' change, policy and practice, and/or b) direct services on a program level and reference OJJDP Model DMC Best Practices Database:
<http://www2.dsgonline.com/dmc/Default.aspx>
3. The community must collect performance data required by the OJJDP:
https://www.ojjdp-dctat.org/help/program_logic_model.cfm?grantID=3
4. Eligible applicants are units of general local government, federally recognized Tribes, local private agencies or faith based organizations.

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.

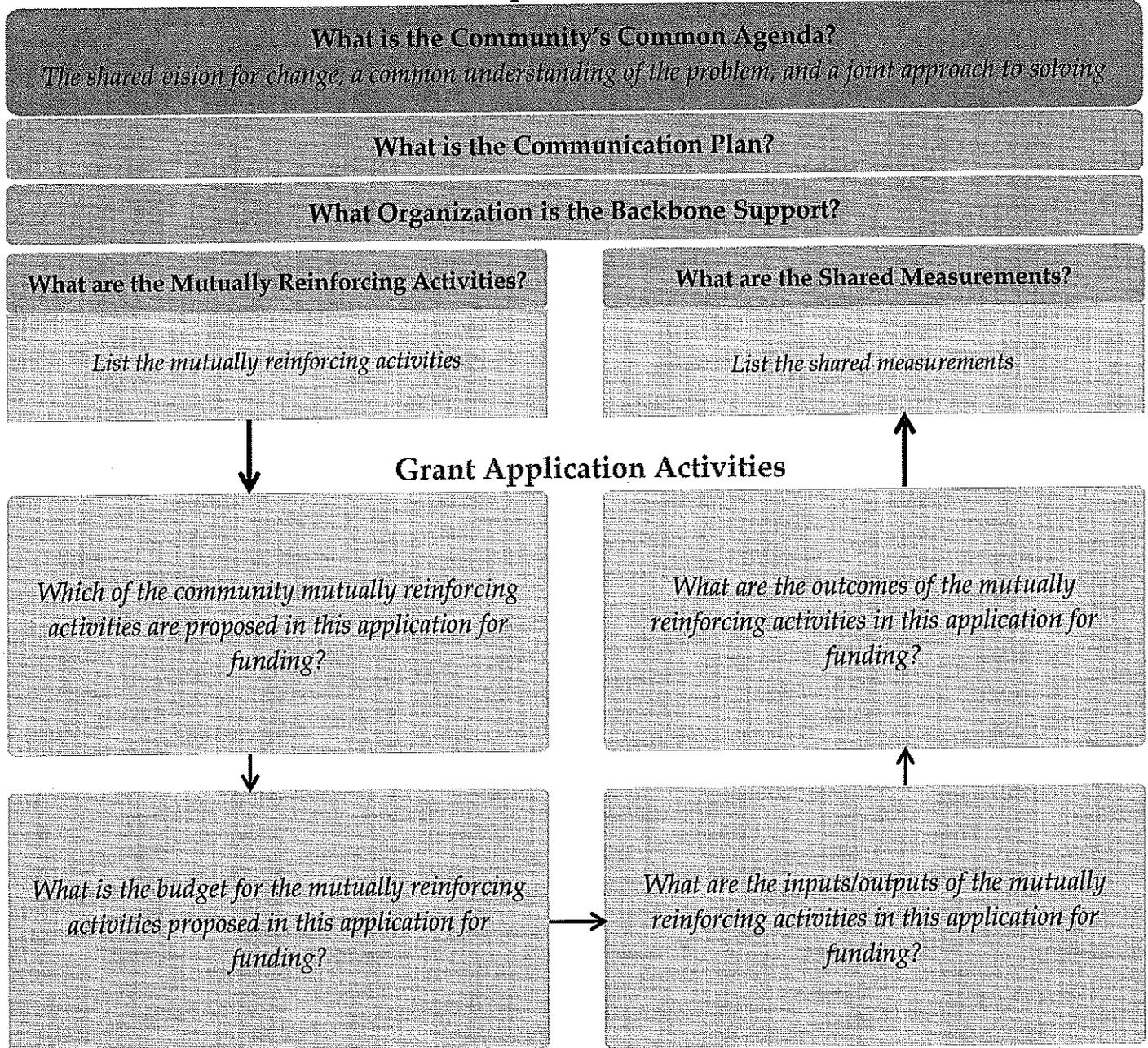
To be eligible to apply for **Title II Formula Grant – Gangs** award, the following criteria must be met:

1. The community must demonstrate that existing data support the need for the gang reduction efforts.
2. The community should address: a) systems' change, policy and practice, and/or b) direct services on a program level and reference OJJDP Model Programs Guide – Gangs reduction best practices
<http://www.ojjdp.gov/mpg/Topic/Details/139> and OJJDP Comprehensive Gang Model <http://www.nationalgangcenter.gov/Comprehensive-Gang-Model>
3. The community must collect performance data required by the OJJDP
https://www.ojjdp-dctat.org/help/program_logic_model.cfm?grantID=3
4. Eligible applicants are units of general local government, federally recognized Tribes, local private agencies or faith based organizations.

Application Logic Model

The logic model seen below is the template logic model for each grant application administered by the Youth Development Council.

Collective Impact Community Effort



Application Timeframe

March 2014

Week of March 17 Training and Information Sessions Begin

April 2014

Week of April 28 Training and Information Sessions End

May 2014

Week of May 5 Request for Applications Opens

June 2014

Week of June 16 Application Deadline

Week of June 23 Application Review Begins

Week of June 30 Current JCP IGAs Extended One Fiscal Year
Current Youth Investment IGAs Extended Three Months

July 2014

Week of July 14 Application Review Ends
Tentative Award Announcement

Week of July 21 Appeal Period Opens
Appeal Period Closes

Week of July 28 Appeals Heard
Final Award Announcement

August 2014

Week of August 4 Grant Awardee Training Sessions Begin

Week of August 11 Grant Awardee Training Sessions End

September 2014

Week of September 1 Grants in Communities

Application Scoring

The scoring categories outlined below will establish the scoring framework for each grant application administered by the Youth Development Council.

Category One: Level of Community Need

1. *Indicators of Need*

The degree to which the community need exists, demonstrated by the number of Indicators of Need that are present in the community profile.

Category Two: Equity

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?

Category Three: Collective Impact Approach

1. *Common Agenda*

Is there a demonstrated shared vision for change, common understanding of the problem, a joint approach to solving the problem, agreed upon actions, and true collection of community partners?

2. *Shared Measurement*

Are all participants consistently collecting data and measuring results in a manner that ensures all efforts remain aligned?

3. *Mutually Reinforcing Activities*
Are participant activities differentiated, yet coordinated through a mutually reinforcing plan of action?
4. *Continuous Communication*
Are there mechanisms established to ensure consistent and open communication designed to build trust, assure mutual objectives, and create common motivation?
5. *Backbone Support*
Is there a backbone organization with the capacity and experience to coordinate participating organization and agencies, as well as manage the financial and reporting requirements of the grant?

Category Four: Logic Model

1. *Evidence-based Nature of Funded Activities*
Are the efforts that would be funded effective evidence-based, research-based, and practice-based prevention and intervention approaches, as well as culturally appropriate, and sexual orientation specific and gender-identity specific?
2. *Budget of Funded Activities*
Is budget for the efforts that would be funded reasonable? Is the budget cost-effective in consideration of the outputs and outcomes identified in the logic model? Does the budget follow appropriate rules and regulations on expenditures and reporting?
3. *Inputs/Outputs of Funded Activities*
Are the input/output measures for the efforts that would be funded quality indicators? Do the input/output measures accurately reflect the budget plan and anticipated intermediate and long-term outcomes?
4. *Intermediate Outcomes of Funded Activities*
Are the outcome measures for the efforts that would be funded quality indicators? Do they support improved results in education, work, and crime prevention?
5. *Long-term Outcomes of Funded Activities*
Do the long-term Collective Impact shared metrics support efforts to improve results in education, work, and crime prevention?

Oregon Conservation Education Coalition

For more information:
coalition@friendsofoutdoorschool.org
 503-257-1774



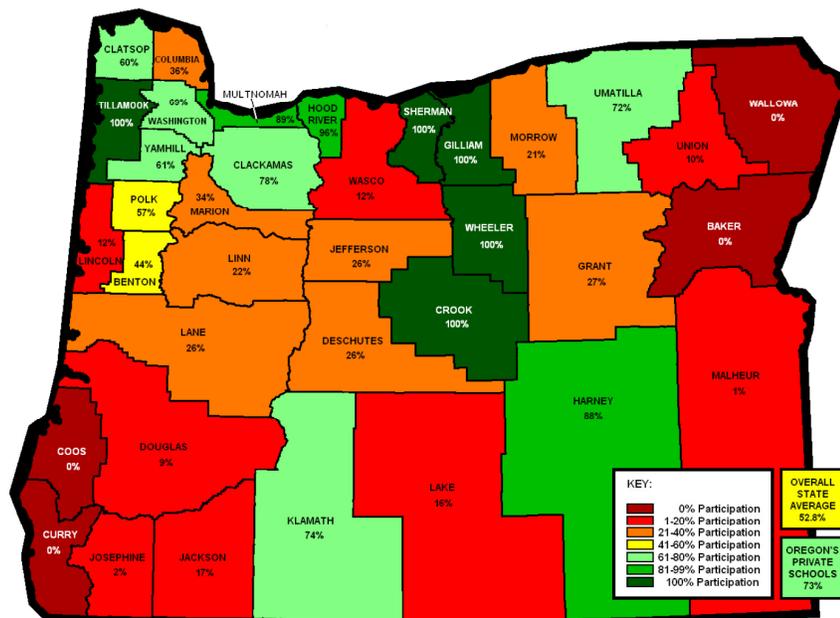
It's Time to Restore Outdoor School for Everyone!

Since 1957, Outdoor School programs throughout Oregon have taken hundreds of thousands of diverse middle and high school students into the field to learn, experience, and discover natural science, their community, and themselves. Currently, 45% of Oregon's middle school children have the opportunity to participate in this transformative program, but every Oregon child should have the opportunity to participate. Now is the time to secure this program for our children today, and leave a legacy of Outdoor School for the future. This investment will benefit not just the children, but our entire state by increasing children's access to math and science, improving school retention, and fostering a generation of civic-minded citizens who have a greater appreciation for Oregon's natural treasures.

Ten Reasons to Fund Outdoor School

1. Outdoor School engages students, outdoors, in real-world science.
2. Prepares high school students to become college and career ready with affordable and effective leadership opportunities.
3. Is currently only available to 45% of Oregon's students, but when funded is an equitable and accessible experience that all students deserve.
4. Builds deep connections to Oregon and local communities, inspiring students to connect to where they live.
5. Builds the next generation of teachers, scientists, farmers, and citizens who understand conservation.
6. Outdoor School reinforces the federal "No child left inside" initiative and the Oregon initiative created by the Legislature and signed by the Governor: "No Oregon Child Left Inside."
7. Is supported by communities of parents, educators, nonprofits, funders, agencies, and businesses throughout the state.
8. Creates an engaging educational experience that is aligned with the Next Generation Science Standards, improves student test scores, increases retention, and leads to a desire for higher education.
9. Began in 1958 and is part of Oregon's heritage.
10. Outdoor School changes kids' lives for the better!

Outdoor School Participation by County



Outdoor School for Everyone

Parents, Teachers, and Students Love Outdoor School

- *Outdoor School is the finest program to have come out of education in my [32 year] professional career. The program and its delivery are so well conceived that it is unmatched by any other program in any area of our curriculum. We strive in education to truly have a lifelong impact on our students and their families. Outdoor School does a better job of this than probably anything else.*
- 6th Grade Teacher
- *We are a city with great environmental, science, and natural resource education programs and opportunities. Many, many of these educators, like myself, are Outdoor School trained. The nation looks to us when they want to know how to run a phenomenal science education program. And, while we all believe very strongly in the programs we run, I think I can speak for most of my colleagues in saying that THERE IS SIMPLY NO REPLACEMENT FOR OUTDOOR SCHOOL. Period.*
- Parent and City Of Portland Staff Member
- *My [high school volunteer] Student Leader made lessons fun and easy to learn. She made me excited about soil and rocks!*
- 6th grade student
- *On my AP environmental test, I actually used a lot of what I had learned from Outdoor School to answer questions. It felt good to be able to connect school work, a good experience and the outdoors.*
- High School Student Volunteer
- *At the end of the day, you start to think it is okay to be yourself.*
- 6th Grade Student
- *I feel so connected to the natural world because the knowledge that I've learned at Outdoor School has reminded me that we are all a part of the same environment and community, so we need to respect each other and nature.*
- High School Student Volunteer
- *[Outdoor School] is just the vehicle for so many other life skills that this program addresses: leadership, community, and a sense of wonder and respect for this world we have been given!*
- 6th Grade Student
- *I am stunned by what I saw at Outdoor School. The students were connecting to knowledge, each other, and the world around them. This comes about as close to perfection as anything I have seen in the Oregon school system.*
- Parent
- *I have been so impressed with the growth of my students, but even more impressed by what I have seen in the leadership, service, and devotion of the high school students who make great personal sacrifices to take on the role of parenting a cabin of kids from very diverse backgrounds.*
- 6th Grade Student
- *I learned things about myself, like the fact that if you're confident in yourself enough, you can do anything. I will remember [Outdoor School] for the rest of my life.*
- 6th Grade Student
- *I feel more confident in myself and am more honest about my feelings on things. Outdoor School changed my life.*
- High School Student Volunteer

May 28, 2014

Testimony to the Outcomes and Investment Subcommittee of the
Oregon Education Investment Board

My name is Rex Burkholder. I represent a broad coalition of concerned Oregonians—educators, parents, natural resource industries, STEM leaders, high tech and outdoor businesses—who want to see conservation education integrated into the Oregon PreK-12 curriculum, beginning with restoring Outdoor School for all Oregon students. We recognize that these are difficult times but we are in danger of losing a unique and valuable educational opportunity which is why we are appealing to you.

Outdoor School has provided high quality, place-based, science education to Oregon youth for over 60 years. ODS has a proven track record of encouraging young people to pursue careers in science, natural resources, and education as well as giving these eager learners a chance to learn about and care for this special place--Oregon. Outdoor school has been shown to promote students staying in school, reduced absenteeism, and encourages students to enter early into careers, especially careers that promote economic development and the green economy. Outdoor school curriculum is aligned closely with Oregon's educational outcomes as well as integrating STEM objectives.

As a school based program, ODS was historically available to every Oregon child: urban, rural, eastern, western, able-bodied and disabled. Yet today, only about 45% of Oregon youth attend Outdoor School. This number is dropping every year as school districts struggle to find funding for this exceptional program. We can't afford to lose this Oregon tradition.

We ask that you work with us to find sufficient and stable funding for Outdoor School for Everyone.

Thank you.