



Investing in Students and Teachers Now, and For the Future

Education Subcommittee, Ways & Means • May 1, 2013

In 2011, the Legislature charged the OEIB with:

“Recommending strategic investments in order to ensure that the public education budget is integrated and is targeted to achieve the education outcomes established for the state.”

- **SB 909**

OEIB-adopted outcomes and indicators



Strategic Investment Criteria (Section 1)

- (a) Advance the educational goals of this state, as described in ORS 351.009 (40-40-20 Goal)
- (b) Improve the employability of graduates from Oregon public schools
- (c) Close the achievement gap that exists between historically underserved student groups, as defined by the board by rule
- (d) Assist public education in all regions of this state;
- (e) Promote collaboration and alignment among early childhood service providers, school districts, community colleges, public universities and employers;
- (f) Leverage private, public and community resources;
- (g) Engage parents and child care providers, support families and motivate students;
- (h) Develop and disseminate evidence-based models and best practices that are likely to improve student outcomes;
- (i) Collect data to monitor student progress; and
- (j) Establish networks that allow for the replication of successful practices across this state.

Role of OEIB and Chief Education Officer

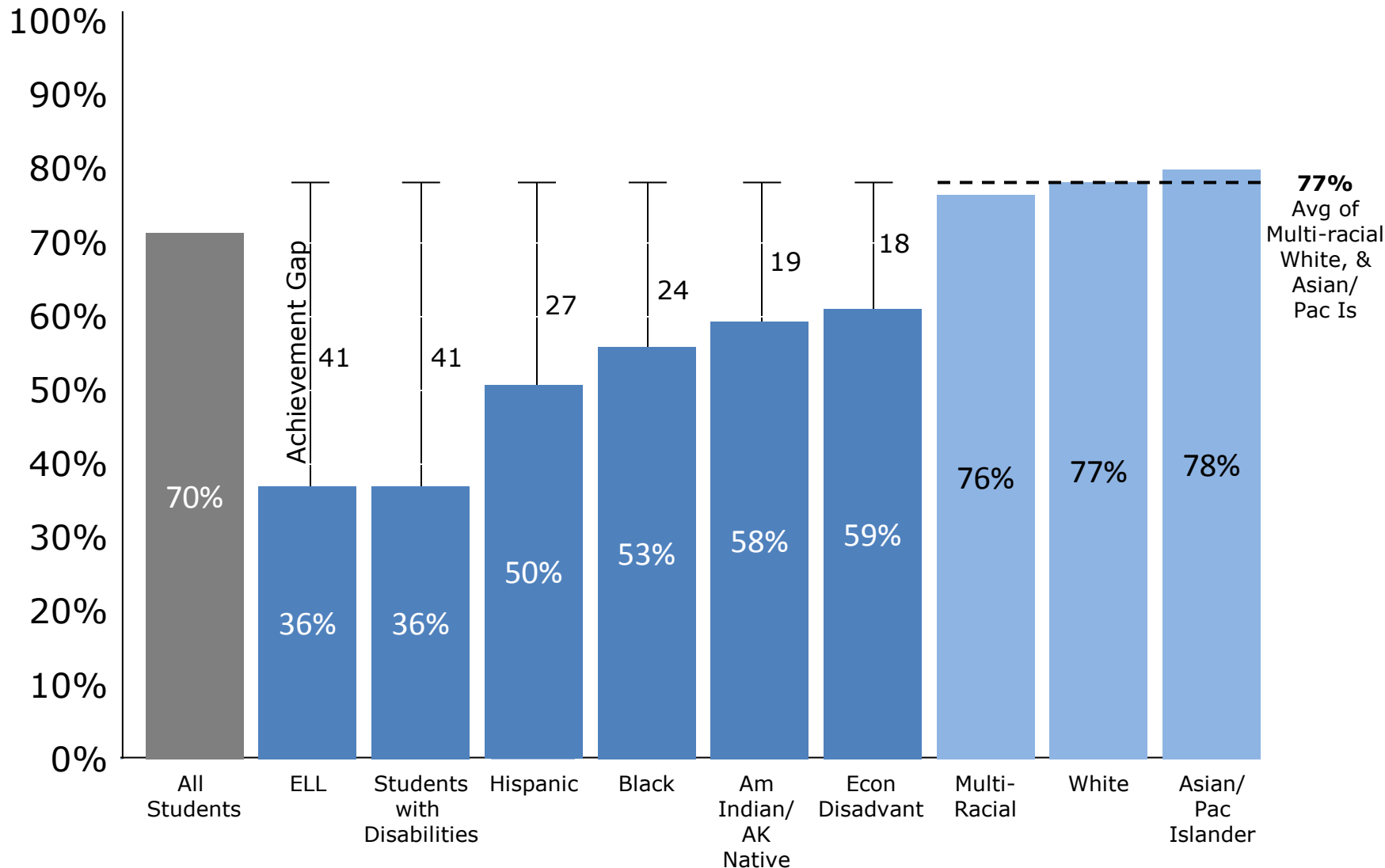
- Establish timelines and performance measures, including progress toward the 40-40-20 Goal
- Direct all administering agencies and recipients to accumulate, evaluate and publish data on each measure in order to evaluate the impact of the strategic initiatives on student outcomes.
- Establish requirements for the programs that are consistent with the articulated goals
- Ensure alignment across agencies and seamless P-20 system

Investments in Students, not in Silos

- All investments span across more than one education agency and beyond traditional recipients of funding
- More than **95% of these strategic investments will flow out to providers** of education (early learning providers, K-12 districts/schools, community colleges, public universities, nonprofit organizations)

Oregon Early Reading Program (Section 2)

Percent of students who met/exceeded benchmark (3rd Grade Reading, 2011-12)



Why Early Literacy Matters

- ***Third grade students who are not reading at grade level are four times less likely to earn a high school diploma, and for students living in poverty, failing to meet this crucial benchmark makes them 12 times less likely to graduate.***

» Hernandez, Donald J. (2011). Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation.

High Stakes, Great Return

- If we are to reach the 40-40-20 Goal, our state must invest in strategies that will provide the differentiated instructions necessary for every Oregon student to read in the primary grades.
- Nationally, well-designed early interventions have been found to generate a return ranging from \$1.80 to \$17.07 for each dollar spent on the program.
- In Oregon, we know that financial return is coupled with significant societal returns for our citizens – lower unemployment, less poverty, decreased crime rates, and increased levels of civic engagement.

Key Strategies to Increase 3rd Grade Proficiency

- **Start early** in children's lives and **involve parents**, childcare providers and the community in ensuring all children have an early start at reading;
- **Expand the amount of time**, adult support, materials, cultural relevance and sense of joy that literacy brings; and
- Provide the **differentiated instruction** necessary for every Oregon student to read in the primary grades.

Recommended Investment of \$9.2 million

Department of Education (\$7 million)

- Support for 45 Struggling Elementary Schools (Priority and Focus Schools)
 - \$5 million to support 40-60 struggling Title I elementary schools, (federally-designated as Priority or Focus) to implement plans for increasing 3rd grade reading proficiency through extended or expanded reading opportunities, such as using summer breaks, intersessions, afterschool, weekends and technology in innovative and powerful ways.
- Expand Response to Intervention Network to serve 75 Districts
 - \$2 million to expand Oregon's Response to Intervention (RTI) Network, which will be distributed by RFP to 1-2 lead organizations, currently Tigard Tualatin School District, for the training/support of 25-30 additional school districts to join the existing 60 districts.

Continued ...

Early Learning Council (\$1.8 million)

- Online and Print Materials & Curriculum to Support Early Literacy
- Expanded Access to School and Public Libraries
- Family Engagement, and Professional Development Opportunities for Early Educators

Oregon Education Investment Board (\$200,000)

- Working with the Governor's office and other agencies, developing a statewide approach to early reading awareness
- Creating actionable opportunities for business, nonprofits, local governments and other state agencies to organize around improving early reading and 3rd grade reading outcomes

Oregon State Library (\$200,000)

- Initiative to expand Ready to Read program to 14-17 year olds – building literacy skills, access to books/computers, and supporting teen parents and future parents in understanding importance of early literacy.

Reading Outcomes by 2015

- Improve the percentage of students entering Kindergarten ready for school by 20%
- Increase the percentage of students reading at grade level by 15%, and decrease achievement gaps by 5%

Guidance & Support for Post-Secondary Aspirations (Section 3)

Oregon's Graduation Crisis

- The most recent data shows only 69 percent of Oregon students graduating on time in 4 years.
- For many underserved groups, the number is closer to 50 percent.
- The loss of earning from students who did not graduate from Oregon high schools in 2010 is estimated at **\$3.1 billion**.
- Of those who graduate, only about 60 percent enroll in post-secondary education within 18 months.
- More than a quarter of first-generation college students leave after their first year and 89% **do not** complete college within a six-year period.

Why Guidance & Support for Post-Secondary?

- Evidence shows that the transition between 8th and 9th grade is a **critical time** to provide additional supports for students who are not on target to graduate. The vast majority of students who do not graduate had already fallen behind by the time they entered 10th grade.
- The disparity between aspirations and expectations is dramatic for underserved and first-generation college-going students. In order to reach the 40-40-20 goal, focus must be placed on developing school, family and community cultures that support pathways to post-secondary for ALL students.

Guidance & Support: Key Strategies

- Supporting comprehensive systems of monitoring and support for struggling students
- Ensuring that middle and high school students who have never thought of themselves as college-going know about and can access post-secondary and career and technical opportunities that match their interests.

Recommended Investment of \$10.4 million

Oregon Department of Education (\$3 million)

- **Monitoring and Support for Ensuring Students are On-Track to Graduate**
 - Mentoring, monitoring and acceleration (credit recovery, catching up) for at risk middle & high school students; transition support and "on track" programs for grades 8-9

Oregon Student Access Commission (\$4.9 million)

- **Expansion of ASPIRE Program**
 - \$1.9 million to support an expansion of the ASPIRE program, which operates in public middle, high school and nonprofit sites across Oregon providing mentoring and support to build college-going culture in underserved students.
- **Dual Credit, AP/IB, and First College Courses for Underserved Students**
 - \$3 million will provide approximately 4000 underserved student access to accelerated or initial college opportunities

Community College and Workforce Development (\$2.5 million)

- **Parent Advocacy/Education to Build College-Going Aspirations**
 - 15-20 programs will provide college & career counselors; parent institutes; college-success initiatives; and other evidence-based programs to build college-going culture

Post-Secondary Outcomes by 2015

- 85% of students on-track for graduation at end of 9th Grade
- Increase 5-year cohort graduation rate by 5%, and decrease achievement gap by 5%
- Post-secondary enrollment of underserved students increases by 10%

Connecting to the World of Work

(Section 4)

Science, Technology, Engineering, Arts & Math

- There are 1.7 STEM jobs for every unemployed Oregonian, and there are 4.3 unemployed people vying for every one non-STEM job.
- Fewer than 10 percent of college degrees awarded in Oregon are in STEM fields
- Available jobs in Oregon require an increasing amount of skill and training in Science, Technology, Engineering, and Math (STEM), as well as specific training tied to industry needs, but schools are limited in their ability to provide the essential STEM education.

Rethinking Our Secondary Schools (Innovations in 11-14)

The fix, which will need to be shaped by Oregonians over time, will include instruction delivered via technology; learning outside school walls; credits earned by experiences instead of hours of classroom instruction; and learning time after school and during the summer.

*Dr. Rudy Crew, Oregonian
February 10, 2013*

Recommended Investment of \$13.5 million

Oregon Department of Education (\$13 million)

- **4-6 STEM Network Sites**
 - \$2.5 million in grants to consortiums of K-12 districts, post-secondary, private industry and/or nonprofit organizations for the creation of a regional network that will centralize and expand existing regional work around STEM and Career and Technical Education (CTE), including business, community and cross-institutional partnerships.
- **3-4 STEM or STEAM Model Schools**
 - Fund costs for "lab" schools to promote integrated STEM/STEAM opportunities through funding of (1) curriculum and assessment design; (2) educator professional development; (3) technology and infrastructure.
- **STEM / CTE Opportunities Targeting Underserved Students and Girls**
 - \$2.5 million for 25-30 grants to K-12 school districts or public schools, post-secondary institutions and/or nonprofit organizations to increase STEM and CTE learning opportunities for underserved students and girls through program development, technology and equipment purchases, and transportation.

Continued ...

Department of Education, cont.

- Innovative & Flexible Delivery Models for Grades 11-14
 - \$5 million for Eastern Promise to scale up and disseminate to 2-3 consortiums of district(s), ESDs, community college(s) and 4-year institutions to design more individualized and innovative ways of delivering content, awarding credit, and reducing the need for post-secondary developmental education.

Oregon Arts Commission (\$500,000)

- Grants to connect students with experiences in arts-related industries

World of Work Outcomes by 2015

- Number of students who demonstrate proficiency in math and science in middle school increases 15%, and achievement gap decreases 5%
- At least 65% of students who graduate high school earn nine or more college credits
- At least 90% of students who graduate from OR education system are employed within 12 months