

Summary of HB 3232

CONTEXT: Whereas the Legislative Assembly has adopted the Oregon 40-40-20 goal,

Whereas purpose of OEIB ensuring equitable outcomes for all public school students of this state and recommending strategic investments in order to ensure integrated, outcome-based budgets for public education; and

Whereas performance on key student outcomes and outcomes for historically underserved populations must improve rapidly for this state to meet the 40-40-20 goal; and

Whereas the Oregon Education Investment Board has identified several key measures of progress, including kindergarten readiness, third grade reading proficiency, ninth grade progress toward graduation, high school completion and college enrollment,

The OEIB is to use these goals to guide distribution and administration of funds

- (a) Advance the educational goals of this state
- (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 childcare 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.

OEIB proposes establishing the following programs to encourage and monitor strategic investments:

The Oregon Early Reading Program

- Funds to the Early Learning Council for purposes of:
 - Creating materials and curriculum that promote early literacy.
 - Distributing funds to libraries, early childhood service providers, nonprofit corporations, school districts or individual schools to provide families and childcare providers with the re-sources necessary to encourage reading at home or to expand access to libraries
- Funds to the Oregon Department of Education for purposes of:

- Extending or expanding reading opportunities in federally-designated Focus and Priority Title I schools through adult support, programs offered during non-school hours, or increased use of technology.
- Increasing the number of school districts that participate in an Oregon network designed to support districts in implementing high-quality reading instruction and protocols to identify, support and serve students who are at risk for not reading at grade level early and effectively.
- Funds to the Oregon Education Investment Board to develop a statewide approach to early reading awareness.
- Funds to the Oregon State Library to expand the Ready to Read program.

The Guidance and Support for Post-Secondary Aspirations Program

- Increase number of students in ninth grade making satisfactory progress toward a high school diploma, a modified diploma or an extended diploma; and
- Increase number of students earning a high school diploma, a modified diploma or an extended diploma and who enroll in a post-secondary institution of higher education.
- Funds to the Oregon Student Access Commission for purposes of:
 - Supporting an expansion of (ASPIRE) to additional public middle school, public high school and community-based sites
 - Creating a scholarship fund aimed at increasing access for underserved students to post-secondary institutions by paying for first college courses or accelerated college program opportunities offered in high school for students meeting particular criteria.
- Funds to the ODE for purposes of distributing funds to school districts or non-profit organizations to implement comprehensive systems for monitoring progress and providing individualized planning, mentoring, tutoring or other support services to students in grades 6 through 10 who are not making satisfactory progress toward a high school diploma, a modified diploma or an extended diploma.
- Funds to CCWD for purposes of distributing funds to school districts, public schools, post-secondary institutions, or nonprofit organizations to educate and engage underserved or first-generation college-bound students and their families through counseling programs, parent advocacy, parent education, college visits, college initiatives and assistance with obtaining financial aid.

The Connecting to the World of Work Program

- Increase students' proficiency in science and math; and
- Connect students to the world of work.

Provide funding that advances:

Develop and implement, in conjunction with the STEM Investment Council established in Oregon Laws 2013 Chapter ___ (HB 2636), a long-term strategy that advances state educational goals related to science, technology, engineering and mathematics

Provide investments in programs that engage underserved students in science, technology, engineering, mathematics and career and technical education.☐

Develop consortiums of school districts and post-secondary institutions of higher education committed to developing innovative and flexible pathways for students in grades 6 through 12 and in community colleges.

- Funds to the Oregon Department of Education for purposes of:
 - Distributing funds to school districts, post-secondary institutions, non-profit organizations to create or expand upon existing regional networks to support science, technology, engineering, mathematics and career and technical education, to support teacher preparation in those areas, and to build and encourage relationships with businesses, the community and other public and private entities;
 - Distributing funds to schools districts, public schools, post-secondary institutions, non-profit organizations or a statewide STEM Council to develop schools focused on science, technology, engineering, math or arts-related industry serving students at the middle school, high school or community college levels.
 - Distributing funds to school districts, public schools, post-secondary institutions, non-profit organizations or a statewide STEM Council to increase learning opportunities in science, technology, engineering, mathematics, arts, and career and technical education and ensure access for underserved students to STEM opportunities.
 - Distributing funds to consortiums of at least three school districts, one or more ESD, one or more community college and one or more public or private post-secondary institution to design and deliver individualized, innovative and flexible ways of delivering content, awarding high school and college credit and providing developmental education for students in high school or in the first two years of post-secondary.

- Funds to the Oregon Arts Commission for purposes of distributing funds to nonprofit organizations, school districts or post-secondary institutions to increase opportunities for students to connect with arts-related industries.

Update on HB 3233 Network of Quality Teaching and Learning

Defines the Network make up: Oregon Education Investment Board, the Oregon Department of Education, and public and private entities receiving funding.

Purposes of the Network:

- (a) Develop a culture of leadership and collaborative responsibility for advancing the profession of teaching among providers of early learning services, teachers and administrators in kindergarten through grade 12, education service districts and teacher education institutions“
- (b) Strengthen and enhance existing evidence-based practices that improve student achievement
- (c) Improve recruitment, preparation, induction, career advancement opportunities and support of educators.

Defines role of Department of Education in distributing the funding and describes types of recipients of funding for activities including school districts, schools, nonprofits, post secondary institutions, early learning providers, or consortiums related to:

1. Implementation of the Common Core State Standards (\$5M)
2. Educator Evaluation and Effectiveness (\$5M)
3. School District Collaboration Grant program (\$12M)
4. Mentoring for new teachers and leaders (\$10M)
5. Development of professional development plans to address school improvement plans (\$5M)
6. Closing achievement gaps by providing and improving the effectiveness of professional development including state EL plan (\$8M)
7. Development of proficiency-based or student-centered learning practices & assessments (\$3M) and
8. Development and implementation of P-20 partnerships to strengthen educator preparation (\$7M)

Clarifies role of OEIB including:

- Conducting and coordinating research to determine best practices and evidence-based models
- Ensuring ongoing collaboration of educator prep programs and education providers
- Helping programs achieve goals of the Minority Teach Act and
- Developing a statewide plan for increasing recruitment of high-ability and culturally diverse candidates to work in high-need communities and fields.

- Ensuring a common and reliable scoring process is used to document teacher candidate impact on student learning

Clarifies role of ODE to include:

1. Developing a system that ensures statewide dissemination of best practices and evidence-based models
2. Supporting the development and implementation of standards-based curriculum, high-leverage practices and assessments that promote student learning and improve outcomes for students learning English as a second language and for students with disabilities and
3. Administering the distribution of funding

Clarifies OEIB 's responsibility to establish and ensure accountability of the network such that:

- Funded entities have demonstrated success in improving student outcomes;
- Delivers services for the benefit of all regions of this state;
- Is accountable for improving education outcomes identified by the Oregon Education Investment Board, contained in achievement compacts, or set forth in (40-40-20 Goal statute); and
- Includes and connects education providers and leaders from [pre-] kindergarten through post-secondary education.

No more than 2% of all moneys received can be expended by ODE or OEIB for administrative costs separate from technical assistant or direct services.

Requested: Statement declaring an emergency was added to assure that current services were not interrupted.

Biennium Costs:

Programs	\$55M
ODE staffing	\$5M
TOTAL	\$60M

A Proposal for a Regional Achievement Compact Pilot

March 12, 2013

OEIB is proposing a pilot of a new regional achievement compact that aims to bring together institutions and partners in a region to share ideas, pool resources and ensure all institutions and partners, recognize and contribute to the development of a P-20 continuum with strong learning foundations that will prepare students for a successful post-secondary experience.

The intent of the regional compacts is to help institutions and other partners within a region share the accountability for improving specific outcomes and metrics for student success. From the standpoint of state government, shared regional accountability is intended to drive improvement along traditional performance metrics (such as those depicted in stage one of this document) as well as other locally defined priority outcomes (e.g. birth weight, nutrition, drug use, etc.)

There are three distinct purposes driving the changes in this proposed regional achievement compact:

1. To engage Oregon's P-20 institutions and other partners in ongoing problem solving dialogue leading to a culture of statewide, continuous improvement.
2. To focus, align and measure the value of state resources against models designed specifically to increase student success while decreasing historical gaps in student outcomes.
3. To transition away from institutional silos, isolation of best practice such that parents, students, teachers and leaders share knowledge, collaborate and build a statewide culture of collaboration over competition.

Desired outcomes of the Pilot:

The proposed achievement compacts will be implemented through a pilot academic year in 2013-2014, whereby Oregon's P-20 institutions will have the option to pilot the regional compact and participate in a collaborative process, in addition to completing the existing individual achievement compact.

Defining regions: Regions, while presently defined as the generally accepted feeder areas for a community college, will ultimately be defined by the regions themselves in a way that makes the most sense for the successful collaboration of the regional compact.

Establishing protocols and procedures: OEIB provides examples of how the collaboration might look at a conceptual level, but the actual processes of gathering, sharing, speaking, presenting, reporting and challenging will be left to the regions to dictate.

Fine-tuning reporting processes: Participants of the pilot will be invited to report back to OEIB the trials and tribulations of the pilot, including recommendations to the process and documentation, to help ensure future efforts are directed accordingly. Furthermore, the pilot program will establish working, short-term milestones to ensure progress is being made towards desired students outcomes.

Structure and Process:

Each region will complete a compact that presents two stages of performance. *Stage One* will consist of analyzing metrics provided by the Oregon Department of Education (ODE) on traditional student academic growth targets within a region. *Stage Two* will be a collaborative process by which institutions in a given region analyze data with an eye towards ways in which the region can work together in a community effort to address challenges that exist beyond the classroom and help change the culture of its schools and colleges.

The OEIB is anticipating approximately \$1 million, identified in the Governor's Recommended Budget, to develop the program and assist regions in off-setting costs associated with participation. Institutions participating in the pilot will assign leadership teams, representing various levels and areas of expertise from within an institution, including faculty, classified and administration, to attend the annual state connections conference. At the conference community and state agencies, foundations, districts and colleges will gather to partake in what is currently being envisioned as a two-day active learning lab that models ways to read data for deeper social underpinnings as well as exemplary programming strategies that enhance student success.

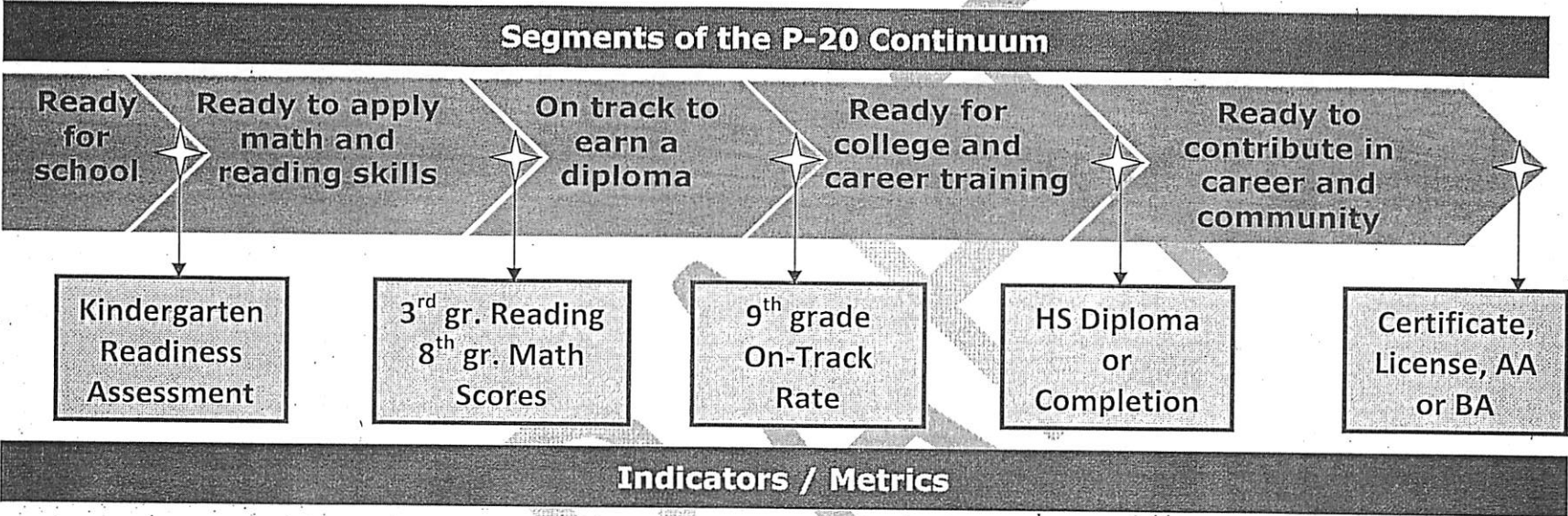
The conference will enable constructive dialogue between and among partner agencies and educational institutions working in the same space towards the same goals. Foundations, cultural groups and other state agencies with similar capacity, will offer support to regional institutions per their unique needs. It is recommended that regions ensure groups demonstrate a diverse representation of membership, roles and players.

Stage One - Student Growth Targets

Stage One will present a high-level snapshot of a region's critical data points, disaggregated by subgroup. It is important to note that the process of collaboratively looking at data in a region will progressively shape the specific data points regions desire to see. At the outset OEIB may potentially add or subtract metrics, specifically those connected most closely to Education Service Districts (ESD) and the Oregon University System (OUS). Definitions will be provided at a later date.

The following page shows the most current P-20 data metrics.

Stage One Metrics



All indicators will be disaggregated into the following subgroups:

- All Students
- White
- Asian
- Pacific Islander
- Black
- Hispanic
- Native American
- Multi-Ethnic
- Students with Disabilities
- English Language Learners
- Females
- Males

Stage Two - Community Connections

Stage Two of the regional achievement compact address regional and local issues as they relate to community building and institutional and cultural transformation. Completed in collaboration with leaders and leadership designees representing various levels of the institutions in a region, the teams will work to respond to and share the following information:

1. Explain the various social and cultural challenges that affect your region's ability to be more effective (e.g. Parent engagement, gangs, drugs, truancy, foster care support, Kindergarten Readiness Assessment (KRA) indicators, etc.)
2. Identify resources in neighboring institutions, businesses, agencies and other partners to support targeted initiatives prioritized through the regional partnership. (e.g. Native American Tribal Council, National Association for the Advancement of Colored People (NAACP), Community assistance agencies, etc.)

Coordination with Governor's Office and Regional Solutions Program

In 2012, Governor Kitzhaber's office began the Intergovernmental / Regional Solutions Program to bring a Collaborative approach to problem solving by maximizing opportunities at state, regional and local levels. This effort has laid groundwork and established a corps of collaborative practices and protocols which will inform the Regional Achievement Compact Pilot Program.

Regional Accountability

This approach to regional continuous improvement will both guide and incentivize schools to begin working within the new partnership paradigm and encourage innovative thinking around program development and school organization. With a lesser emphasis placed on student performance metrics, OEIB's expectation is that regions will be empowered and incentivized to experiment and think differently about how to respond to the needs of their students and families. A region's progress in establishing shared ownership will be measured using a developmental rubric informed by the national Strive Cradle to Career Partnership.

Progress will be measured along a continuum that is organized around four pillars that define the scope of work: Developing a shared vision, making decisions based upon evidence, taking action in a collaborative manner, and investing to ensure sustainability. Each pillar is rated along four stages of implementation: Exploring, Emerging, Sustaining and Systems Change. In coordination with its partners, OEIB will develop a rubric for guiding and charting the progress of regions participating in the pilot to help establish and calibrate expectations for implementation. Strive's ongoing work and research in this area will contribute to the development of this rubric in a way that is most appropriate to Oregon.

	Exploring	Emerging	Sustaining	Systems Change
1. Shared Community vision				
2. Evidence-based decision making				
3. Collaborative action				
4. Investment and sustainability				

Critical Dates

Jan – March: OEIB reviews pilot design and collects feedback from stakeholders.

March 12, 2013: OEIB finalizes regional compact metrics and pilot outline

June 2013: OEIB issues RFP for pilot participation

July: Selection of pilot sites by OEIB

August 1, 2013: Funding delivered to selected sites

August 2013: Launch of the P-20 State Connections Conference.

August / September 2013 – Regions and institutions establish relationships and partnerships with community partners with whom they connect at the conference.

October 2013 – Districts submit completed achievement compacts to OEIB.