Initiative	Metric	Bill Section	Purpose	Goals	Agency / Board	Outcomes	Target Group	Funding Mechanism	Eligible recipients	Selection Criteria	GRB
Early Reading	K Readiness increases 20%	2(a)(A)	Distribute print resources, books, and web-based resources through common touch points (healthcare, libraries, early childcare centers) to ensure children are introduced to books at an early age	Develop web-based resources; distribute print resources and books to families and caregivers	ODE (Early Learning Director) / ELC	50,000 families / caregivers will receive print resources or access web-based resources	Children birth-8 with identified risk factors (poverty, adverse childhood experiences, unstable families, health problems, non-Native English speakers)	Agency staff; contracts	ODE (Early Learning Division) staff will create materials; distribution through Early Learning Hubs / CCOs / Social Service Providers	For distribution sites: demonstrated success at reaching target group	250,000
		2(a)(B)	Ensure parents and caregivers are provided with training and guidance in pre-literacy skills; support programs and opportunities that bring cultural relevance and sense of joy to early literacy	Conduct training in early literacy for families / caregivers; support programs that engage families in literacy in culturally relevant ways	ODE (Early Learning Director) / ELC	7500 families / caregiver will receive training and support in early literacy	Children birth-8 with identified risk factors (poverty, adverse childhood experiences, unstable families, health problems, non-Native English speakers)	Competitive Grants	To nonprofits, public libraries, early education providers or schools districts by competitive grant	See bill section 1(1)	750,000
		2(a)(B)	Expand the amount of time children and families spend reading, increase adult support for reading (librarians, resource aids, teachers), and improve the availability of books, curriculum, resources and computers	Support programs to expand and encourage access to public and school libraries (extended hours, summer programs, transportation, book-mobiles)	ODE (Early Learning Director) / ELC	15000 children will engage in summer programs, have access to librarians, instructors or media specialists, and/or have access to books, resources & curriculums	15-20 grants to programs serving children and families living in communities with substantial poverty (Title I schools), diverse populations or lack of access to libraries / resources	Competitive Grants	To school districts, early learning providers, nonprofits or public libraries by competitive grant	Cost-effectiveness; innovation & use of technology; community partners; and see bill section 1(1)	800,000
		2(d)	Expand the Ready to Read program to provide teenagers ages 14-17 increased access to books, curriculum, resources and computers	Support programs to expanded access to public and school libraries (extended hours, summer programs, transportation, book-mobiles)	State Library (Director)	Approx. 30,000 14-17 year olds will access public library services; teen parents and future parents will understand importance of early literacy	Statewide	Noncompetitive grants	To public libraries through Ready to Read statutory funding formula	All public libraries based on population and geographic area served	196,979
Early Reading	Increases 15% / gaps decrease 5%	2(b)(A)	Support high-quality, cost effective expanded or individualized learning time for students who are not proficient in reading (e.g., tutoring or small group instruction during or outside of school day, longer day or year, high-quality and engaging "anytime, anywhere" learning opportunities (summer, weekends, afterschool, virtual)	Extended time / individualized support	ODE (Dept. Supt)	40-60 focus / priority schools receive funding; 90% of those will achieve growth rates higher than state average in 3rd grade reading	Title I elementary schools with low rates of proficiency in 3rd grade reading and/or with large achievement gaps	Non-competitive Grants	Schools identified as "Focus" or "Priority" under the ESEA Flexibility	ODE-approved comprehensive achievement plan addresses need and strategy for improving reading proficiency by 3rd grade	4,000,000
		2(b)(A)		Summer, afterschool, virtual literacy opportunities	ODE / State Board	2000-2500 students will have extended opportunities for reading instruction and joyful reading	20-25 grants to programs serving struggling readers in grades K-5	Competitive Grants	To school districts or nonprofits by competitive grant	Innovative, engaging, effective programs; use of technology & community partners; and see bill section 1(1)	1,000,000

Initiative	Metric	Bill Section	Purpose	Goals	Agency / Board	Outcomes	Target Group	Funding Mechanism	Eligible recipients	Selection Criteria	GRB
3rd Grade Reading ini		2(c)	Creating actionable opportunities for business, nonprofits, local governments and other state agencies to organize around improving early reading and 3rd grade reading outcomes	High-profile awareness campaign	OEIB (Chief Education Officer)	Community, business, local government support importance of early reading	Statewide	Agency staff; contracts	OEIB; cooperation with Governor's office	N/A	250,000
		2(b)(B)	Expand training, mentoring and support to Oregon districts to implement multi-tiered approaches to instruction and support for struggling readers.	Scale up Response to Intervention	ODE (Dept. Supt)	Curriculum and instruction designed to meet individual needs; decreased rates of students referred to SPED	30-40 new districts	Competitive Grants	Districts not currently participating in RTI	By application to ODE establishing readiness	2,000,000
											9,246,979
		Bill Section	**Purpose**	**Goals**	**Agency / Board**	**Outcomes**	**Target Group**	**Funding Mechanism**	**Eligible recipients**	**Selection Criteria**	**GRB**
Guidance & Support for Post-Secondary Aspirations	Increase 9th graders on track to graduate	3(b)	Supporting comprehensive systems of monitoring and support for struggling students	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	ODE / State Board	25-30 programs implement systems for monitoring and supporting students; 1500-2000 students will be served by 9th grade transition programs	Students grades 6-10 who display risk factors (chronic absenteeism, discipline, not proficient in reading/math); or are not on track for graduation in 9th grade	Competitive Grants	Districts or nonprofits	Innovative, engaging, effective programs; use of technology & community partners; and see bill section 1(1)	4,000,000
	Increase college enrollment for underserved students	3(a)(A)	Ensuring that middle and high school students who have never thought of themselves as college-going (and their parents / families) are directed toward, and able to access, post-secondary and career and technical opportunities that match their interests.	Expand ASPIRE volunteer mentoring program	OSAC / HECC	Approximately 250 sites will serve students grades 6-12; college enrollment rates for underserved students will increase;	Underserved or first-generation college going students and their families	Agency Staff; competitive grants / volunteers	Districts, public schools, post-secondary institutions or nonprofits	Demonstrated need; plan for student involvement; plan for volunteer recruitment and management	1,892,325
Guidance & Support for Post-Secondary Aspirations		3(c)		Supporting effective counseling, college culture-building & college-going initiatives	CCWD / HECC	15-20 programs will provide college & career counselors; parent institutes; college-success initiatives; and other evidence-based programs to build college-going culture	Underserved or first-generation college going students and their families	Competitive Grants	Districts, public schools, post-secondary institutions or nonprofits	Innovative, engaging, effective programs; use of technology & community partners; and see bill section 1(1)	2,500,000
Guidance & Support for Post-Secondary Aspirations		3(a)(B); SB 222	Increasing college enrollment and affordability by supporting accelerated college opportunities (AP, IB, dual credit, early college) and "first course free" scholarships.	Dual credit, early college credit & first-class free scholarships	OSAC / HECC	Approximately 4000 students will receive "first course free" scholarships or accelerated learning opportunities	Underserved or first-generation college going students	Scholarships; formula	Underserved or first-generation college-going students; districts	OSAC will develop criteria for first-class free scholarships; districts will be awarded funds for accelerated learning based on enrollment in programs	3,000,000
											11,392,325

Initiative	Metric	Bill Section	Purpose	Goals	Agency / Board	Outcomes	Target Group	Funding Mechanism	Eligible recipients	Selection Criteria	GRB
Connecting to the World of Work	5% 8th grade math and science proficiency increases 15%, and achievement gap decreases	4(3)(a)(B)	Greatly increase learning opportunities in Career and Technical Education and/or Science, Technology, Engineering, Arts and Math to increase proficiency in science and math, better connect students to the world of work, thus improving employability of Oregon students	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.	OEIB / Stem Council Recommendation; ODE / State Board Selection	Provide start-up / expansion funding (grants will range from $300,000 to $1 million) to 3-5 existing or new school sites; support integrated STEM or STEAM education for 500-1000 students; serve as training site for 1500 teachers	Underserved student groups; rural populations	IGA or grants	Public school (charter, magnet, traditional or alternative) serving any configuration of grades 6-14	See bill section 1(1); and proven STEM curriculum; pedagogy engages higher order thinking; 0problem / project-based learning and discovery; access to "hands-on" opportunities through electronics, robotics, programming and computer-aided design (CAD) labs; culture of ongoing learning and engagement for teachers & students	3,000,000
		4(3)(a)(A)		To create regional networks, or expand upon existing regional networks, to support science, technology, engineering and mathematics and career and technical education.	OEIB / Stem Council Recommendation; ODE / State Board Selection	Create 3-5 STEM hubs that will operate a clearinghouse of STEM / CTE resources and opportunities, curriculum, or opportunities for hands-on application; connect schools and institutions with business partnerships and Internships	Statewide	Competitive Grants	By grant to districts, nonprofits and/or post-secondary institutions	Innovative, engaging, effective programs; use of technology & community partners; and see bill section 1(1)	2,500,000
				To increase access for underserved students, rural populations and girls to STEM and STEAM program opportunities and 21st Century CTE Programming	OEIB / Stem Council Recommendation; ODE / State Board Selection	10-15 initiatives will support 21st Century CTE programming; 20-25 initiatives will support afterschool / summer programs to increase interest and knowledge in STEM	Underserved student groups; rural populations; girls	Competitive Grants	By grant to districts and/or post-secondary institutions	Innovative, engaging, effective programs; use of technology & community partners; and see bill section 1(1)	2,500,000
		4(3)(b)		Expose students grades 6-12 to arts-related industries (such as product or software design, film-making, creative industries) in their communities	Oregon Arts Commission	10-15 programs will provide internships, residencies or other programming designed to educate students in arts-related industries	Underserved student groups	Competitive Grants	By grant through Arts Commission	Innovative, engaging, effective programs; use of technology & community partners; and see bill section 1(1)	500,000

Initiative	Metric	Bill Section	Purpose	Goals	Agency / Board	Outcomes	Target Group	Funding Mechanism	Eligible recipients	Selection Criteria	GRB
	65% of students earn nine or more college credits in high school	4(3)(a)(D)	Create more flexible pathways to increase the efficiency and effectiveness of secondary schooling and bridge the transitions between high school and college	To design and deliver individualized, innovative and flexible ways of delivering content, awarding high school and college credit and providing development education for students in high school or in the first two years of post-secondary education.	ODE (Deputy Superintendent)	Fund Eastern Promise & 2-3 other regions for large-scale dissemination projects: (1) redesigning credit recovery / developmental education; (2) cross-sector professional learning communities; (3) removal of licensure or other barriers to serving students in 11-14; (4) using technology and other innovations to redesign high school / post-secondary institutions and (5) removing barriers in funding formulas.	Consortiums of school districts, ESDs, community colleges and 4-year institutions	Intergovernmental agreement	IGA to Eastern Promise	Eastern Promise partnership will work with OEIB to develop criteria for selecting expansion sites in conjunction with regional achievement compact pilot	5,000,000
											13,500,000

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