



### OUTCOMES-BASED STRATEGIES TO MEET 40-40-20

#### 2013-15 STRATEGIC INITIATIVES

##### HB 3232 (2013)

###### EARLY READING

Early Literacy  
Response to Intervention

**2013-15**  
**\$8.2 million**

##### HB 3232 (2013)

###### POSTSECONDARY ASPIRATIONS

ASPIRE  
Student Mentoring  
AP/IB exam fees

**2013-15**  
**\$7.4 million**

\$1.4 million  
\$3.0 million  
\$3.0 million

##### HB 3232 (2013)

###### CONNECTING TO THE WORLD OF WORK

STEM-CTE Networks  
STEM-CTE Programming  
STEM/STEAM Lab Schools  
Arts related industry programming

**2013-15**  
**\$8.5 million**

\$2.5 million  
\$2.5 million  
\$3 million  
\$500K

#### 2015-17 STRATEGIC INITIATIVES

##### PATHWAY TO KINDERGARTEN READINESS AND 3RD GRADE READING

###### AGE 3 TO GRADE 3

Early Literacy  
Early Learning  
Full Day Kindergarten

**2015-17**  
**\$440 million**

\$85 million  
\$135 million  
\$220 million

Response to Intervention

\$1.2 million

##### PATHWAY TO HIGH SCHOOL & POSTSECONDARY COMPLETION

###### STATE SCHOOL FUNDING FORMULA

English Language Learners  
9th Grade on Track  
Career Technical Education

**2015-17**

##### PATHWAY CONNECTING EDUCATION TO CAREERS

###### CTE-STEM

CTE Revitalization  
STEM-CTE Networks  
STEM & CTE Programming  
STEM/STEAM Lab Schools

**2015-17**  
**\$40 million**

\$25 million  
\$7.9 million  
\$7.1 million  
\$0



### OUTCOMES-BASED STRATEGIES TO MEET 40-40-20

#### 2013-15 STRATEGIC INITIATIVES

**HB 3232 (2013)**

**2013-15**

**HB 3232 (2013)**

**SEAMLESS TRANSITIONS**

**2013-15**

\$3.6 million

Eastern Promise Replication

#### 2015-17 STRATEGIC INITIATIVES

**PATHWAY TO HIGH SCHOOL & POSTSECONDARY COMPLETION**

**2015-17**

**\$167 million**

**EQUITY INVESTMENTS**

Oregon Opportunity Grant Expansion

\$143 million

High-School Equivalency

\$2 million

Equity in Collective Impact

\$2.5 million

Free/Reduced Lunch Expansion

\$3 million

Tribal Attendance Grants

\$1.5 million

Youth Employment

\$15 million

**PATHWAY TO HIGH SCHOOL & POSTSECONDARY COMPLETION**

**2015-17**

**\$15 million**

**ACCELERATED LEARNING**

Accelerated Learning (Dual Credit)

\$10 million

Eastern Promise Replication

\$3 million

Math & English Alignment

\$2 million



**OUTCOMES-BASED STRATEGIES TO MEET 40-40-20**

**2013-15 STRATEGIC INITIATIVES**

**2015-17 STRATEGIC INITIATIVES**

**HB 3233 (2013)**

**NETWORK FOR QUALITY TEACHING & LEARNING**

**2013-15**

**2015-17**

**New General Fund Investment**

**Total**

**EDUCATOR EFFECTIVENESS**

**\$26.9 million**

**\$23 million**

**\$5 million**

\$28 million

Mentoring

\$9.6 million

\$11 million

Collaboration Grants

\$12.3 million

\$12 million

\$5 million

\$17 million

Educator Evaluation & Support

\$5 million

\$0

**COMMON CORE IMPLEMENTATION**

\$5 million

\$3.075 million

\$0

\$3.075 million

Implementation & Best Practice

**CLOSING THE OPPORTUNITY GAP**

\$5.5 million

\$3.6 million

\$400,000

\$4 million

Culturally Responsive Teaching

Dual Language and ELP standards

**STUDENT CENTERED LEARNING**

\$1.9 million

\$0

\$0

\$0

Proficiency-Based Teaching & Learning

Models and CCR Assessments

**EDUCATOR PREPARATION & RECRUITMENT**

\$2.5 million

\$0

\$0

\$0

**ALIGNING PROFESSIONAL DEVELOPMENT PLANS TO SCHOOL IMPROVEMENT**

\$2.7 million

\$0

\$0

\$0

**EARLY EDUCATOR TRAINING**

\$500,000

\$0

\$412,000

\$412,000

Professional development for early childhood educators

**SUPPORT FOR LOW PERFORMING SCHOOLS**

\$0

\$5.4 million

\$5.4 million

**\$45 million**

**\$35.08 million**

**\$11.21 million**

**\$52.55 million**



## Equity Lens Beliefs

This tool was vetted by more than 60 organizations and individuals throughout the state, including high school students. Feedback from the organizations added clarity and guided the development of our core beliefs which we've summarized below.

- Every student has the ability to learn
- Speaking a language other than English is an asset
- Special Education Services are an educational responsibility
- Students previously described as "at risk" are the best opportunity to improve outcomes
- Intentional, proven practices must be implemented to return out of school youth to an educational setting
- Supporting great teachers is important
- Ending disparities and gaps in achievement begin in quality delivery
- Resource allocation demonstrates priorities and values
- Shared decision making with communities will improve outcomes
- All students should have access to information about future opportunities
- Community colleges and universities play a critical role in serving diverse, rural and ELL communities
- Rich history and culture is an asset to celebrate

## Equity Lens Guiding Questions

Objective: By utilizing the Equity Lens, we aim to provide a common vocabulary and a guide for decision making. These core questions can guide your work and strategic planning.

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?
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?
3. How does the investment or resource allocation advance the 40/40/20 goal?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
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)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on 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?

Building a culture of equity requires asking questions through an equity lens and creating meaningful space for dialogue to ensure that programs, policies and systems built are done so in a manner in which each learner's needs are met.



## Targeted Investments to Close the Opportunity Gap

- Increasing Diversity in Community Collaborations
  - Amount: **\$2.5 million**
  - Aimed at better integrating communities of color into Early Learning Hubs, STEM Hubs and Regional Achievement Collaboratives.
- Free/Reduced Lunch Expansion
  - Amount: **\$3 million**
  - Makes lunch free for students who qualify for reduced-price lunch.
- High School Equivalency
  - Amount: **\$2 million**
  - Designed to provide pathways for the disproportionate number of students of color who do not finish high school and who do not currently see the GED as the right choice for them. The investment will support three activities: (1) a statewide systemic coordination and elevation of the GED to make it part of the seamless P-20 education system; (2) direct funding to a pilot set of community based organizations with a track record of serving students of color to initiate or expand GED training programs; and (3) cost defrayment for GED testing and training.
- Opportunity Grant Expansion
  - Amount: **\$143.3 million**
  - Support the re-design of the Oregon Opportunity Grant program to align eligibility with federal Pell Grants, prioritize making awards to students with the highest needs, eliminate the first-come-first served awarding, and guarantee second-year awards to first year students who meet academic benchmarks.
  - Pathway to HS and Post-Secondary Completion
- Tribal Attendance Grants
  - Amount: **\$1.5 million**
  - Chronic absenteeism plagues tribal communities at a much higher rate than other populations of students. In conjunction with Oregon's tribes and other partners, the Oregon Education Investment Board will lead a tribal attendance pilot to support native students through stronger connections between schools, families and tribal communities.
- Expanding Youth Employment Opportunities
  - Amount: **\$15 million**
  - Provides work opportunities for Oregonians ages 16 to 24 who are experiencing particularly high levels of unemployment.
- Community Leverage Fund
  - Amount: **\$25 million**
  - Supports innovation, collective impact and responses to regional needs that will leverage resources and create solutions that address multiple outcome areas.



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### AGE 3-GRADE 3: PATHWAY TO KINDERGARTEN READINESS AND THIRD GRADE READING

The future prosperity of Oregon is predicated on how effectively we support the next generation from the time they are born. The most effective and efficient return on investment Oregon can make in the future is to prioritize resources to ensure that our young children and families thrive. Investing early begins with a commitment to healthy babies, stable and attached families, and high quality early learning and childcare environments that prepare children socially and emotionally to start school. Oregon’s investment in early intervention, increased access to high quality early learning environments and the building of an integrated pathway from early learning to kindergarten, puts our youngest Oregonians on track to reading proficiently by third grade, one of the single greatest predictors of lifelong success. Students reading above proficiency in the third grade, are twice as likely to graduate high school and three times as likely to go on to college.

#### THE OUTCOMES:

**Stable and attached families**

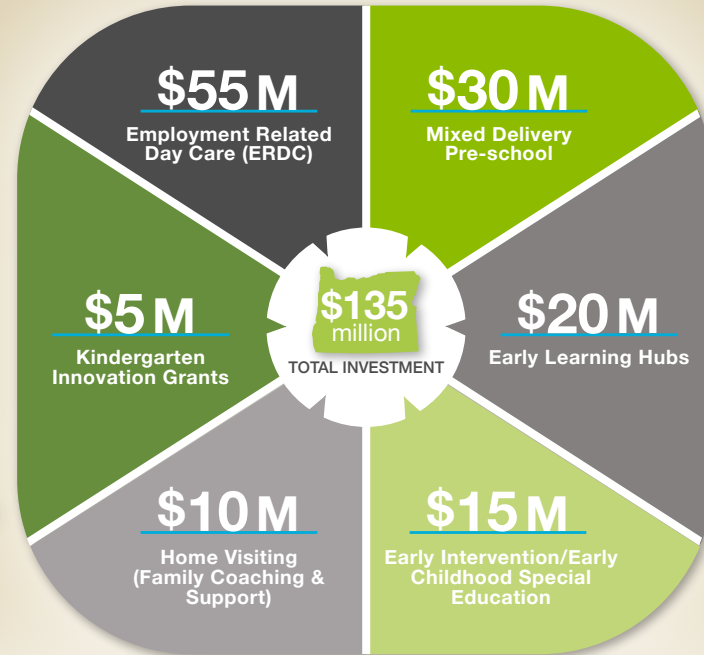
**All students ready to succeed in Kindergarten**

**95% of students proficient in third grade reading in five years**





Oregon Education Investment Board  
**ALIGNING SYSTEMS**  
**SMOOTHING TRANSITIONS**  
**AGE 3-GRADE 3**



Early Learning Investments

Early Literacy Investments

Kindergarten Investment

