

Dave Porter
1113 SE Cora Street
Portland, OR 97202
palabras@easystreet.net

For public hearing 4/4/17

To: Ways and Means Subcommittee on Education on Education

From: Dave Porter

Subject: SB 5524: Questions on “Completion Funding

Please ask the Higher Education Coordinating Commission to submit written data on the effect of “Completion Funding” to date in increasing the numbers of bilingual educators. Please ask for data by school, by foreign language, and over a series of years. What numbers of bilingual educators are “completing?” Are the numbers increasing? Does Oregon need to do more to get the bilingual educators it needs?

(1) The current Student Success and Completion Model (SSCM) seeks to increase the numbers of bilingual educators by allocating additional resources to schools that graduate bilingual educators.

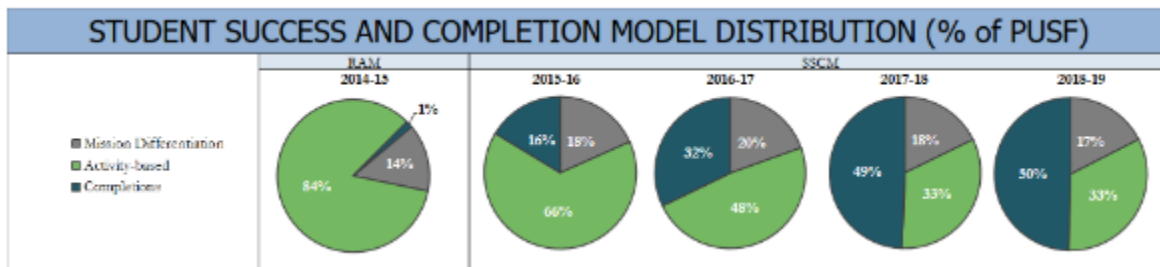
From pages 479-480 of “HECC Governor’s Budget 2017-19”

The SSCM is comprised of three funding categories:

- **Mission Differentiation (MD) Funding** supports the regional, research and public service missions and activities of each university, and is “line item” funding for services, programs or general operations. This funding is set at a level based on historical funding, which is adjusted for the lesser of inflation or the percentage change in PUSF.
- **Activity-Based Funding** distributes resources based on student credit hour (SCH) completions of Oregon resident students at undergraduate and graduate levels.
- **Completion Funding** rewards degree and certificate completions by Oregon resident students. Completions by underrepresented students (underrepresented minority, low-income, rural and veteran status) and those in academic disciplines in high-demand and high-reward fields (STEM, Health, Bilingual Education) earn additional resources through the allocation formula.

As the SSCM is implemented, the relative amount of PUSF allocated based on degree and certificate completions (**Completion Funding**) is expected to increase from approximately 16% in 2015-16 to approximately 50% in 2018-19. For comparison, in 2014-15, only 1% of PUSF allocated by the RAM allocation formula was earned through degree and certificate completions, as demonstrated in the illustration below:

The percentage of “completion funding” is expected to increase in 2017-19:



Each of these areas are based on the following data and resulting calculations:

Funding Category	Data	Calculation
Mission Differentiation (MD) Funding	<ul style="list-style-type: none"> Historical funding levels for MD items Dual Credit completions 	<ul style="list-style-type: none"> Allocation is "off the top" Based on historical funding levels adjusted for inflation Includes new line item funding related to governance transition, funding model and definitional changes Includes resources for Dual Credit completions
Activity-Based Funding ¹	<ul style="list-style-type: none"> SCH completions by program and student level 	<ul style="list-style-type: none"> A defined percentage of non-MD funding is distributed for SCH completions (40% of non-MD funding at full implementation) Distributes resources based on SCH completions at each institution utilizing program- and course level-specific cost weighting system
Completion Funding ¹	<ul style="list-style-type: none"> Degree and graduate certificate completions by level and program Completions by transfer status (Bachelor degrees only) Completions by underrepresented students <ul style="list-style-type: none"> Low income student (Pell Grant recipient) Underrepresented minority student Rural student Veteran student Completions in priority degree areas <ul style="list-style-type: none"> STEM Healthcare Bilingual Education 	<ul style="list-style-type: none"> Degrees at all levels are funded: Bachelor through PhDs², including graduate certificates Cost-weighting adjustments are made to reflect program duration and field of study Additional allocation awarded for Bachelor degrees earned by underrepresented students and degrees in high-demand and high-reward fields Allocations for transfer students are discounted relative to non-transfer students

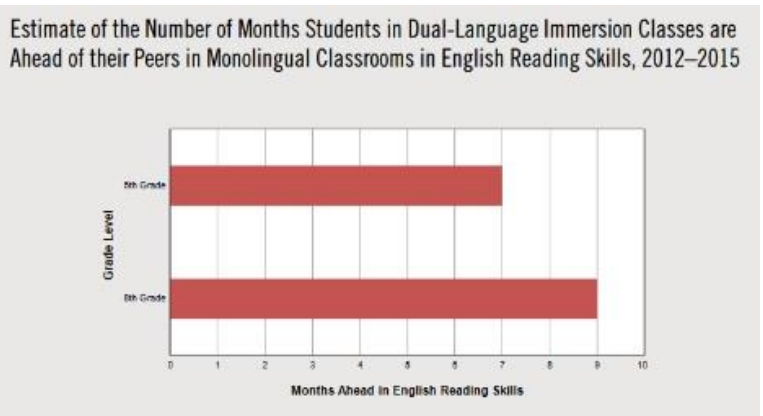
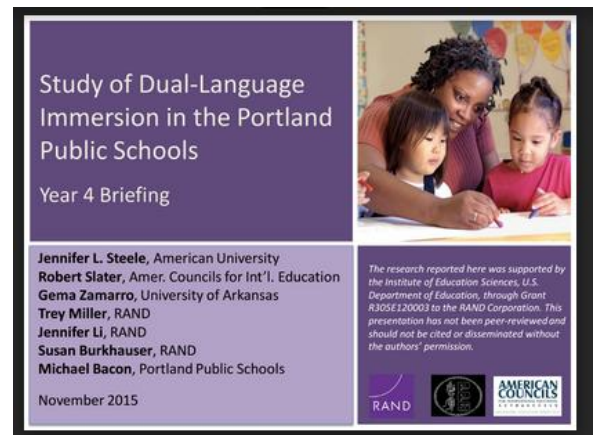
¹All data is three-year rolline average. ²PhDs awarded to non-resident students are treated as resident students.

(2) Dual Language Immersion programs not only teach significant second language skills but raise English reading skills for both English-native and foreign-language-native students and, therefore, should over time become the dominant model of public education in Oregon.

The 2012-15 "Study of Dual-Language Immersion in the Portland Public Schools" by RAND, the American Councils for International Education, and Portland Public Schools found that **"Immersion programs as implemented in Portland appear to be a cost-effective strategy for raising English reading performance of both native English speakers and native speakers of other languages."**

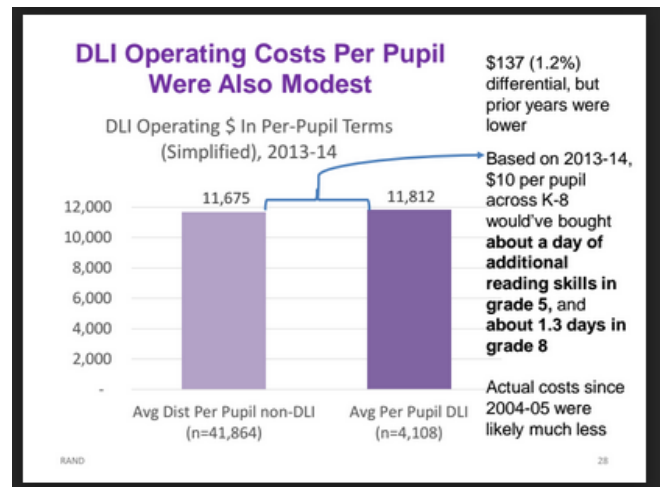
The study included 27,741 students who enrolled in kindergarten in Portland Public Schools in 2004-05 through 2010-11. These students' academic performance on the Oregon Assessment of Knowledge and Skills (OAKS) was tracked in reading, mathematics, and science through 2013-14, meaning that the youngest cohort was tracked through grade 3, and the oldest two cohorts through grade 8.

Within the sample, the main focus was on 1,625 students who were randomized to immersion or a control group via Portland's immersion pre-K and Kindergarten immersion lotteries in 2004-05 through 2010-11. Through collaboration with the Oregon Department of Education, the study was able to include 200 randomized students (about 10.3%) who never enrolled in Portland after entering a pre-K or kindergarten immersion lottery. This left a similarly modest levels of sample attrition for students who won the lottery (13%) versus those who did not (19.3%).



The study found that students randomly assigned to immersion outperformed their peers in English reading by about 7 months in grade 5, and about 9 months in grade 8.

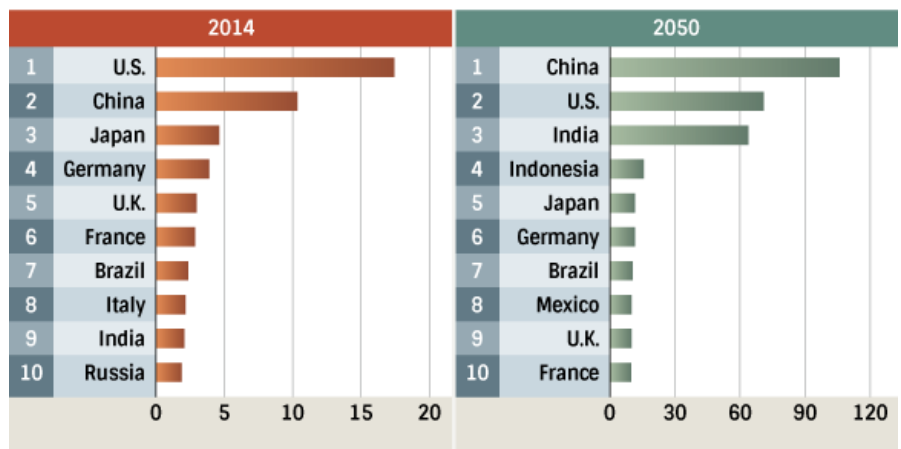
Further, DLI program costs about the same as non-DLI programs. The study found no evidence that observable peer, teacher, and class size characteristics were driving the effects of immersion on achievement. Class sizes appeared similar for immersion lottery winners and those who did not win immersion slots. Based on interviews in 2013-14 with 14 of 19 immersion school principals, they found that school-level resources for DLI and non-DLI Programs were proportional to immersion enrollments. DLI operating costs were concentrated at the district level. In 2013-14, they represented about 0.1% of the district's operating budget (excluding grant dollars), though this represented a considerable increase in DLI costs from prior years. These expenditures, which were applied toward teacher professional development and curriculum support, amounted to \$137 per immersion student in 2013-14 (n=4,108).



(3) Oregon needs a more multilingual workforce both to be more economically competitive in the Asia-Pacific region and to increase our national security through engagement in the Asia-Pacific region.

Elsewhere I have proposed that Oregon needs an additional educational goal as follows: **“To prepare the next generations of adults for the global economic and national security challenges they will face over their lifetimes.”** And, in seeking to meet that goal, Oregon should ensure that 10 percent of each cohort of Oregon high school graduates is fluent (ACTFL level “Intermediate High” or better) in Mandarin, 5 percent in Hindi, 5 percent in Indonesian, and 5 percent in Japanese.

World's top 10 economies in 2050 at market exchange rates, nominal GDP; in trillions of U.S. dollars



Source: The Economist Intelligence Unit

Trade relations and the geo-politics of the Asia-Pacific region are in turmoil. By 2050, the five largest economies in the world are forecast to be in the Asian-Pacific region. China continues to grow its economy and military. North Korea may soon be able to hit Portland with a nuclear missile. Much of the Asian-Pacific region felt snubbed as President Trump rejected the Trans-Pacific Partnership. It is difficult to foresee the long-term future of the region. But the region will be important.

Oregon education needs to prepare its next generation for the opportunities and challenges the Asia-Pacific region will present over their lifetimes. Preparation should include a new emphasis on teaching the important languages of the region and for sending Oregon high school students for high school years abroad in the countries of the region. None of this needs to cost more than the current system. Dual language immersion

programs cost the same as non-immersion programs. Here is my 2013-14 count of kindergarteners in Oregon dual language immersion programs. These are not the statistics of a state engaged in the Asia-Pacific region.

Kindergarteners in Dual Language Immersion Oregon, Statewide, 2013-14		
Spanish	2,384	5.6%
Japanese	165	0.4%
Mandarin	76	0.2%
French	100	0.2%
Russian	90	0.2%
Total	2,815	6.6%
All Kinders	42,728	100.0%

Utah has many more Mandarin immersion programs. Here is a Fall 2016 comparison with Oregon.

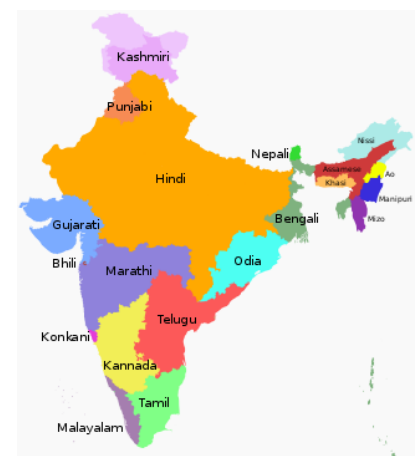
Dual Language Immersion Programs Elementary school level				
	Oregon Fall 2014	Utah Fall 2014	Utah Fall 2016	Utah Growth
Spanish	66	54	59	5
Mandarin	3	31	34	3
French	2	13	13	
Portuguese	0	6	6	
German	0	2	2	
Japanese	2	0	0	
Russian	2	0	0	
Vietnamese	1	0	0	
Total	76	106	114	8
Total Statewide				
Enrollment 2013	567,100	595,799		

Mandarin: Oregon currently has three public Mandarin immersion programs: Two in Portland Public Schools (Woodstock, King) and one in Beaverton (Hope Chinese Charter School). Portland Public Schools and the Eugene School District may each add a Mandarin immersion in 2017-18. Many more are needed.

Japanese: Portland Public Schools and the Eugene School District each have Japanese immersion programs.

There are now no Hindi or Indonesian immersion programs in Oregon.

Hindi: Hindi is the fourth most-spoken first language in the world, after Standard Mandarin Chinese, Spanish and English. Apart from specialized vocabulary, Hindi is mutually intelligible with Standard Urdu, another recognized register of Hindustani. Along with the English language, extinction. The largest local language is Javanese.



Indonesian is a standardized register of Malay, an Austronesian language that has been used as a lingua franca in the multilingual Indonesian archipelago for centuries. Of Indonesia's large population, the majority speak Indonesian, making it one of the most widely spoken languages in the world.



Most Indonesians, aside from speaking the national language, are fluent in any of more than 700 indigenous local languages; examples include Javanese, Sundanese and Madurese, which are commonly used at home and within the local community. However, most formal education, and nearly all national mass media, governance, administration, judiciary, and other forms of communication, are conducted in Indonesian.

The Indonesian name for the language is *Bahasa Indonesia* (literally "the language of Indonesia") or sometimes simplified as *Bahasa*.

(4) There is an enormous need for more Spanish dual language immersion in Oregon.

Consider the following from the 3/1/17 follow up memo from Salem Noor, Superintendent of Public Instruction to Senator Rod Monroe, Co-Chair of the Joint Ways and Means Subcommittee on Education:

What percentage of the 230,000 children less than 5 years of age is identified as having English as a second language? (Senator Monroe).

Based on information from the 2015-16 National Institute for Early Education Research (NIEER) data report, 32 percent of the children served by the Oregon Prekindergarten/Early Head Start Program report their home language as language other than English. The report also provides that 25 percent of the kids served by the program report Spanish as their home language.

Note that in a typical Spanish dual language immersion (DLI) program, only half the students are native Spanish speakers. So, to serve all native Spanish speakers (25% of students) with DLI programs, 50% of the Oregon Prekindergarten Early Head Start Program should be Spanish DLI programs, with continuations to K-5 Spanish DLI programs.

Further, my 2014 survey of statewide immersion programs found 11 Oregon school districts with more than 1,000 Hispanic students and no Spanish DLI program. There has been little change since. Ask the Department of Education to do an update.

Within those eleven school districts, there were fifteen schools each with a majority of Hispanic students (and no Spanish dual language immersion program), as follows:

11 Oregon School Districts With <u>No</u> Spanish immersion programs By numbers of Hispanics: 2013-14		
	Percent Hispanic	Number of Hispanics
Reynolds	38.7%	4,576
Gresham-Barlow	25.8%	3,114
Medford	22.6%	3,067
David Douglas	24.4%	2,655
McMinnville	33.1%	2,187
Hermiston	47.7%	2,500
Centennial	25.2%	1,552
Central Polk	43.1%	1,320
Morrow	54.8%	1,161
Milton-Freewater	55.7%	1,048
Jefferson County	34.8%	1,010

Oregon Elementary Schools by School District				
2013-14, Oregon Department of Education, Rpt. #67				
> 50% Hispanic				
		Percent	Number	Total
		Hispanic	Hispanic	Students
Reynolds				
	Davis	58.4%	281	481
	Hartley	57.0%	304	533
	Woodland	51.9%	257	495
Gresham-Barlow				
	East Gresham	50.3%	227	451
	Highland	51.4%	247	481
Medford				
	Jackson	54.9%	228	415
David Douglas				
McMinnville				
	Sue Buel	51.6%	260	504
Hermiston				
	Sunset	61.8%	392	624
	West Park	62.5%	346	554
Centennial				
Central Polk				
	Ash Creek	52.3%	263	503
	Independence	56.9%	242	425
Morrow				
	Sam Boardman	81.6%	271	332
	Windy River	78.4%	160	204
Milton-Freewater				
	Freewater	67.0%	191	285
	Grove	67.7%	199	294
Jefferson County				

Thank you.

Asia Pacific

Main Countries and Territories

