



April 15, 2019

Co-Chair Arnie Roblan
Co-Chair Barbara Smith-Warner
Members of the Joint Committee on Student Success

RE: Support for Student Success Act

Chalkboard Project is a nonprofit organization founded by Oregon foundations to improve Oregon's public education system. For more than a decade, Chalkboard has amplified the voices of teachers and students, built greater accountability through data and research, advocated for better supports for our educator workforce, and improved student outcomes through innovative pilot projects.

We write today in support of the Student Success Act. For this historic investment in education to achieve real results for Oregon students, **we urge the committee to ensure the investments are targeted and sustained over time, to prioritize culturally responsive approaches, and to design accountability mechanisms that are supportive, flexible, inclusive and promote continuous improvement.**

Based on our extensive work in educator effectiveness, Chalkboard supports the Act's focus on ensuring teachers have sufficient time to collaborate, and the availability of funding for instructional practices to improve student-adult relationships, social-emotional, and well-rounded learning experiences, including CTE. We are pleased to see the critically important focus on reducing the unacceptable disparities experienced by historically underserved populations, in particular:

- the creation of an **early childhood equity fund** to invest in proven culturally specific supports for children and parents; and
- the adoption and increased funding for implementation of **statewide equity plans** (African American / Black Student Success, Latino Student Success, American Indian / Alaska Native Student Success).

We agree with the committee that accountability for progress on key disaggregated measures is necessary to translate investments into outcomes. However, past accountability efforts in Oregon and nationally have produced important learnings that could strengthen this legislation:

- Engaging the district and broader community in developing improvement targets (rather than mandating targets top-down)
- Providing sufficient support and technical assistance up front to assist with strategic planning, design processes and alignment of programs and resources
- Monitoring implementation with continuous improvement processes that allow districts to change course along the way based on interim measures rather than waiting until end of the year to learn targets have not been met
- Building a support structure that goes beyond ODE – through regional support structures, such as ESD's, educator networks, STEM hubs, and through proven technical assistance providers – to build sufficient capacity, honor localized expertise and spread learning
- Minimizing redundant or conflicting planning, reporting and grant processes that can overburden educators

Lastly, we join with the Governor in advocating for investments to support children and students across the continuum, including early childhood and post-secondary/career training.

Thank you for leading this important work on behalf of our state.

Sincerely,



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