

# STEM / CTE Systems & ESSA Integration Work Group



Afterschool  
Alliance



OREGON

OregonASK  
Expanded Learning Partnership

# Today's Agenda

- Welcome
- Introductions - Group Agreements
- Brief Overview of Every Student Succeeds Act (ESSA)
- Focus Area Discussions
- Group Visioning & Priorities
- Future Work

# Group Agreements

- **Show Respect**
  - For all perspectives and ideas
- **Use a “short runway”**
  - This is a rich conversation with many facets. Make your point, and engage in the conversation of all in your group.
  - Make sure your group is pointing out the “takeaways” to your table reporter -where common ground is evident. This will be the basis for next steps in our work.

# Background of Law

Passed in late 2015 w/bipartisan support, 2016-17 transition year

- More **state and local decision making**
- Emphasizes collaboration, consultation, and stakeholder engagement
- Emphasizes **well-rounded educational experiences**
  - STEM, Health & Wellness, Arts, etc.
- Various Accountability Measures
  - States will choose indicators of student success and/or school quality
- Many opportunities to boost student achievement by building and strengthening before, afterschool and summer learning opportunities



# Well-Rounded Education

**Well-rounded education** includes 17 subjects covering the commonly tested subjects of English and mathematics, as well as arts, sciences, economics, foreign languages, history, and geography.

ESSA opens up a well-rounded education to include both in-school and out-of-school learning opportunities in Title I, II, and IV:

- **Title I** includes that districts provide a ‘well-rounded program of instruction that meets the needs of all students’
- **Title II** allows funds to be used to help teachers integrate comprehensive literacy instruction into a well-rounded education
- **Title IV** encourages districts and local partners to provide ‘well-rounded education activities including activities that enable students to be eligible for credit recovery or retainment’

# Background Continued– What’s Familiar

- 21<sup>st</sup> CCLC remains a designated funding stream – with some updates
- Title I can still be used for afterschool and summer programming
- Academic Measures at regular intervals
- Struggling schools will still be identified for targeted and comprehensive improvement and support



**An #AfterschoolVictory!**



# ESSA Implementation Timeline

**April-June 2016:** ODE engaged stakeholder workgroups and the ESSA advisory committee to provide initial recommendations on key areas of the state plan

**July-Sept 2016:** ODE began drafting the state plan

**Oct-Dec 2016:** Continued stakeholder outreach for input on draft

**December 2016:** ODE receives USED final regulations on ESSA and finalizes the state plan

**January 2017:** State Board of Education hears state plan and invites public comment

**February 2017:** State Board of Education votes on approval

**March 2017:** ODE submits the state plan to USED for approval

# The Process Today

- **US Department of Education** Federal Guidelines to be released in December
- **Oregon Department of Education**
  - Launched regional community forum conversations
  - Established technical work groups to develop recommendations under key areas of federal flexibility
    - Standards & Assessment
    - Accountability
    - School Improvement
    - Educator Effectiveness
  - Reviewed and discussed work group recommendations with an external advisory committee

# Opportunities for Integration

- **Accountability:** States are tasked with picking one additional student success or school quality indicator – possible examples:
  - chronic absenteeism
  - school engagement
  - parent involvement
  - access to afterschool and summer programs
  - 21stcclc skills / employability skills
- Title IV Part B: Student Support & Academic Enrichment Grants
- STEM Strategic Plan Priorities

# Focus Areas

## Title I Potential Asks:

- Increasing Diversity & Closing Opportunity Gaps
- Educator/Specialist Training
- Equity in Access
  - For Urban and Rural communities

# Group Questions

- How can we best inspire curiosity and implement innovative programs so they are accessible to all?
- How do we best provide opportunities for students to develop necessary soft skills in an academically content focused setting?
- How can we partner with teacher preparation programs to help them adapt to the new requirements of ESSA?
- Where does STEM/CTE/Workforce Education overlap; where do clear boundaries exist?

# Integrating ESSA, STEM & CTE

- Where does STEM/CTE/Workforce Education overlap?
- Where does the STEM Strategic Plan overlap with CTE Initiatives?
- Where can we support ESSA with informal STEM & CTE opportunities?

# Additional Priorities & Next Steps

- What are your other priorities in the STEM/CTE/Workforce?

## Title I Potential Asks:

### Next Steps

- Connecting to Policy
- Common Vision Statement (from the common ground today)
- Define role for Informal STEM in the Oregon State ESSA Plan
- Focus on Equity, Quality & Capacity of Programs, and Common Evaluation

**Meeting on November 30th**

# Afterschool provides the building blocks kids need to succeed in life and school.

Students who regularly participate in quality afterschool programs...



**DEVELOP STRONG SOCIAL SKILLS**

PARENTS AGREE\*

**88%**  
say kids develop social skills

**MAKE BETTER DECISIONS**

PARENTS AGREE\*

**78%**  
say kids improve their behavior at school

**ARE EXCITED ABOUT LEARNING**

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**IMPROVE WORK HABITS & GRADES**

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**MAKE GAINS IN READING & MATH**

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**78%**  
say kids gain skills in science, math, technology, or engineering

**HAVE HIGHER GRADUATION RATES**

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Demand for afterschool is growing.  
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[afterschoolalliance.org/AA3PM](https://afterschoolalliance.org/AA3PM)

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