STEM / CTE Systems & ESSA Integration Work Group
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** 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\textsuperscript{st} 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
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

- **MAKE BETTER LEARNING**
  - Parents agree*
  - 82% say kids get excited about learning

- **ARE EXCITED ABOUT LEARNING**
  - Parents agree*
  - 82% say kids get help with homework

- **IMPROVE WORK HABITS & GRADES**
  - Parents agree*
  - 78% say kids gain skills in science, math, technology, or engineering

- **MAKE GAINS IN READING & MATH**
  - Parents agree*
  - 77% say kids gain workforce skills, like teamwork, leadership, and critical thinking

Demand for afterschool is growing. 19.4 million kids are left out. Help us change that.

afterschoolalliance.org/AA3PM
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- Make better decisions
  - PARENTS AGREE*
  - 88% say kids develop social skills
- Make learning exciting
  - PARENTS AGREE*
  - 82% say kids get excited about learning
- Develop strong social skills
  - PARENTS AGREE*
  - 78% say kids improve their behavior at school
- Improve work habits & grades
  - PARENTS AGREE*
  - 78% say kids gain skills in science, math, technology, or engineering
- Make gains in reading & math
  - PARENTS AGREE*
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