

PROSPECTUS



Accelerate Oregon

Introduction

Accelerate Oregon is bringing business and education leaders together with policymakers to ensure Oregon's success in creating citizens and workers prepared to take on the unique challenges of the 21st century. Technology plays an important role in developing the 21st century skills that have been identified as key to success in our increasingly competitive world; Accelerate Oregon is focused on bolstering Oregon's K–12 students' achievements by driving the use of technology to enhance teaching and learning. An effectively organized and thoughtfully developed public-private partnership is key to addressing these issues that affect both the public and private sectors.

Global Readiness

“As we push the frontiers of human knowledge, work at every level becomes more complex, requiring more pattern recognition and problem solving... on such a flat earth, the most important attribute you can have is creative imagination — the ability to be first on your block to figure out how all these enabling tools can be put together in new, exciting ways to create products, communities, opportunities, and profits.”¹

Vision

To help Oregon school districts meet more rigorous graduation requirements and prepare our students for life.

1. Source: The World Is Flat, Thomas Friedman, Pulitzer Prize Winner.

The State of Education in Oregon

Education is a basic building block of every society; a better-educated populace better understands and participates in public debate. Providing students with the skills to participate in the workforce is equally important. As the global economy becomes more tightly knit, developing the skills to stay competitive in a rapidly changing world is truly challenging.

Oregon's employers are reliant on a well-prepared workforce, armed with the skills to take on the 21st century challenges they will face in this increasingly competitive world. Unfortunately, Oregon's K-12 teachers and students aren't served at the same level as many other states' teachers and students in their efforts to prepare for public life. What makes this even more alarming is that U.S. students are testing behind most industrialized nations in those critical skill areas that have been identified by leading business owners and educators as keys to success in the new global economy. At the same time, Oregon's Department of Education is raising the bar for our teachers and students.

Crucial to students' success are teachers prepared to engage them with and about the advanced technologies that today's workplace requires. This means not just delivering technology to the classroom and allowing students access to technology, but training our teachers and providing them with the latest advances to put to use in our classrooms now. The levels of exposure and access to the most important technologies and their uses that Oregon educators currently have is crucial to Oregon students' ability to compete in the 21st century. That level of access is why Oregon students are currently trailing in the U.S. and why the U.S. is trailing in the world.

We need 21st century skills to be competitive in the global economy

Whether they are heading straight into the workforce or pursuing higher levels of education, students leaving Oregon's high schools need the skills to enter their adult lives prepared to compete in our rapidly evolving world. Successful adults in today's world must be highly adaptable and possess a high level of technology and information literacy.

“U.S. student performance on international tests (in science, technology, engineering, and math) is mediocre or low compared with other industrialized nations... Oregon ranks near the bottom in the nation in using and teaching technology in public schools.”²

A focus on creativity, critical thinking, communication, and collaboration is essential to preparing students for the future. These are the learning and innovation skills being recognized as those that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not.

The Partnership for 21st Century Skills is the organization leading the charge emphasizing the need for these skills to be developed in our schools. Their approach is to bring “together the business community, education leaders, and policymakers to define a powerful vision for 21st century education to ensure every child’s success as citizens and workers in the 21st century.”³

The 21st Century Partnership and Conference Board has identified the following skills required for students entering the workforce today:

Creativity And Innovation

- Demonstrating originality and inventiveness in work
- Developing, implementing, and communicating new ideas to others
- Being open and responsive to new and diverse perspectives
- Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs

Critical Thinking And Problem Solving

- Exercising sound reasoning in understanding
- Making complex choices and decisions
- Understanding the interconnections among systems
- Identifying and asking significant questions that clarify various points of view and lead to better solutions
- Framing, analyzing, and synthesizing information in order to solve problems and answer questions

Communication And Collaboration

- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Demonstrating an ability to work effectively with diverse teams
- Exercising flexibility and willingness to compromise to accomplish a common goal
- Assuming shared responsibility for collaborative work

Technology in Education

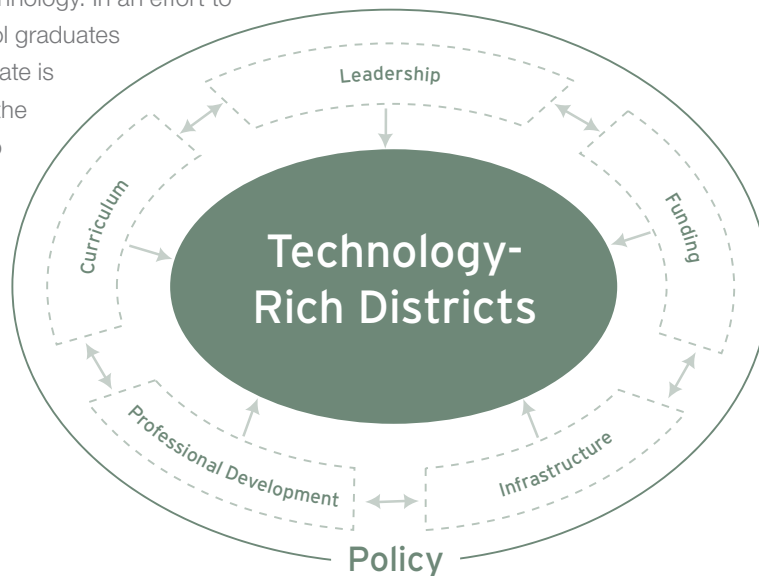
Technology plays an important role in developing 21st century skills.

A learning experience that makes use of the tools and skills required in the workplace is crucial to developing students ready to step into today's workforce. Technology is a driving force in global markets, and computer use for basic communication and performing essential tasks is an important skill. However, delivering computers to the school door is a single step on the path. Success requires a comprehensive approach; developing a complete ecosystem that integrates the networks and infrastructure, hardware and software, with the course content and is thoughtfully delivered by well-prepared teachers, supported by the larger plan and active leadership.

Some students will find a way to learn the ins and outs of complex technologies on their own—whether through exposure within their family, or seeking out access because of a driving interest. However, not every student who will need to learn technology has the opportunity to gain that important access without some help. The education system we provide for our students has the responsibility of not only providing access, but ensuring that each student gets the instruction they need to succeed.

Using technology to aid in meeting increasingly rigorous graduation standards

Oregon's education leaders see that 21st century jobs and careers require more education, more creativity, and more problem solving, and this can be directly attributed to increasingly rapid changes in communications and technology. In an effort to prepare Oregon high school graduates for work and college, the state is taking steps to strengthen the Oregon Diploma. Central to this effort, amongst others, are the requirements that students demonstrate that they can think critically and analytically, apply mathematics to everyday problems, demonstrate global literacy, and use technology.



Technology Counts Grading Breakdown

This table reports the detailed scoring behind the grades for the three major areas of state policy examined in Technology Counts.

Access to Technology		
Percent of students with ...	Oregon	U.S.
Access to computers (4th grade)	91%	95%
Access to computers (8th grade)	76%	83%
Number of students per ...	Oregon	U.S.
Instructional computer	4.5	3.8
High-speed Internet-connected computer	4.4	3.7

Use of Technology		
	Does state have policy?	Number of states with policy
State standards include technology	Yes	48
State tests students on technology	No	5
State has established a virtual school	No	25
State offers computer-based assessments	Yes	27

Grading Curve A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F (0-59)^a

Capacity to Use Technology

State includes technology in its ...	Does state have policy?	Number of states with policy
Teacher standards	No	44
Administrator standards	No	35
Initial teacher-license requirements	No	19
Initial administrator-license requirements	No	9
Teacher-recertification requirements	No	10
Administrator-recertification requirements	No	6

Overall Technology Score

	Oregon Points Awarded	Average State Points Awarded
Access to technology	59.0	75.3
Use of technology	79.5	80.1
Capacity to use technology	59.0	75.5
Total score (average of three categories)	65.8	76.9

Grading Curve A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F (0-59)⁴

4. www.edweek.org/ew/tc/2008/30stc.h27.html

The Public-Private Partnership

“There is a growing consensus that public-private partnerships can be extremely valuable for economic and social development.”⁵

Accelerate Oregon is addressing issues that affect both the public and private sectors. Joint action is essential to ensure all voices are heard and all solutions considered, which is why Accelerate Oregon is encouraging private companies to join public schools in a partnership that will:

- Influence the developing skills of your incoming workforce
- Build out technology partnerships and open sales channels
- Actively demonstrate corporate social responsibility
- Allow you to tell your company’s story via the Accelerate Oregon Web site

Put in practical terms, education directly affects our social environment. When we provide our students with the access to skills and knowledge they need to better encounter their world, we are developing the social behaviors that will carry over to the lives they lead in the community.

Program Goals

Mission

Accelerate Oregon is focused on bolstering Oregon’s K-12 students’ achievements by driving the use of technology to enhance teaching and learning.

The best work being done to seamlessly integrate technology into the core curriculum is happening now in a few classrooms around the state, and is driven by a few individuals motivated and inspired at the grassroots level. The skills and innovation being employed by these innovative teachers are effectively connecting with the students fortunate to be working in these exciting new learning environments; Accelerate Oregon believes these opportunities should be available and supported in every classroom, statewide.

Program Deliverables

To ensure success, planning and resource gathering must be carefully addressed, with the goal of developing sustainable solutions, resulting in tangible change.

Innovative Planning: Districts develop five-year plans to modernize teaching and learning.

Adequate Resourcing: education and private partners will assemble the resources to plan and implement 21st century teaching and learning.

- Education develops finance plans for the tools and training required to teach students to be successful in today’s world.
- New partnerships are formed to keep digital education viable.
- Teachers are given the training to integrate technology into the classroom.

5. Building Effective Public-Private Partnerships: Lessons Learnt from the Jordan Education Initiative, McKinsey and Company

Sustainable Solutions: Computers, digital content, group collaboration software and access to the Internet are budgeted for over five years.

Tangible Results: Guided by Program metrics and resources, districts and schools will accelerate the integration of technology to improve student learning.

- Students will learn in the style they live; digital-media enhanced reading, writing, and arithmetic.
- Schools will be better prepared to educate technology-savvy students who must be skilled in math, science, and the arts.
- Districts will teach with today's technology and plan for tomorrow's.

Initiative Evaluation Criteria

Over a district's five-year participation in Accelerate Oregon, success will be measured against the following criteria:

- Student achievement will continue to rise as dropout rates decrease.
- Students will meet 2012 Oregon Diploma requirements.
- Classrooms will transform into 21st Century learning environments, increasing student engagement.
- Students will graduate prepared for work, school, and life with 21st Century skills.
- Partnerships between business and education will expand and deepen.

Partner Expectations

Accelerate Oregon intends to establish an organization that will be accountable for its own success; however, this program is also expected to come from the grassroots level, growing support in the community. There will not be any positions created within the program; leadership and guidance will come from those serving in the public-private enterprises meant to lead the efforts. This approach ensures that all of the contributions of time, talent, products, services, and funds go directly to the purposes they are intended to serve.

Partner Roles

Investment in this partnership will come in three forms, including donations of:

- **Time and Talent**—those with expertise and the ability to contribute their skills and talents to the efforts
- **Products and Services**—as outright gifts or with a discount structure, making available the tools, services, and training support necessary
- **Funding**—which will go toward:
 - a. Assessment costs
 - b. Consultancy support of two types : (1) analysis of the strategic planning phase and drafting of the 5-year plans for each district and (2) analysis of district budgets and strategizing the re-allocation of funds for technology
 - c. Purchasing the solutions identified through the planning process

Sponsorship

Accelerate Oregon is building a true public-private partnership with oversight and leadership provided by business and education leaders. In that spirit, Accelerate Oregon is pursuing partnerships with corporate sponsors and technical partners who can provide leadership, or contribute resources. Private donations in the form of cash, services, equipment, and partnerships will be the key to the success of this effort.

Organization

Steering Committee

- Intel Members
- Oregon Department of Education Members
- Oregon Association of Education Service Districts Members
- Oregon University System – Oregon State University Members
- K-12 Districts Members
- Corporate Advisor Members
 - Sun Microsystems
 - Light Speed Networks

School District Responsibilities

Participating districts must understand the role they take on in this partnership requires them to maintain a level of access that supports the program as a whole. Each district must take an active role in the grassroots groundswell efforts, participating in the communications efforts, and opening up to scrutiny. Supporting the PR and communications efforts of the program at these initial stages will be key to the success of the longer-term efforts. In addition, each pilot district will be required to fund at least a half-time position, and possibly a full-time position, dependent on the district size, to direct this effort.

Accelerate Oregon's Role

The Accelerate Oregon Foundation is a 501(c)(3) tax-exempt organization created to facilitate the planning and implementation of technology plans for Oregon school districts. The fiscal agent for the Accelerate Oregon Foundation will be the Oregon Community Foundation and the initial board will be made up of three members, including the Superintendent of Public Instruction; the Board may expand after the initial/pilot phase of funding. Working as a public-private partnership, the Accelerate Oregon Foundation will provide school districts with the funding to assess technology needs, help create long-term plans based on the assessments, and seek funding and in-kind donations to meet district's needs.

Accelerate Oregon's intention is to deliver access to 21st century teaching and learning skills to all of Oregon's districts. The approach includes the initial pilot project, involving ten districts with a funding level of \$3 million; the Chief Technology Strategist at the Department of Education, business partner Intel, and the Accelerate Oregon advisory team will staff this phase. The project will be evaluated after the initial round of funding to determine the most viable options for continuing. The Board of Directors will:

- Select districts to participate
- Assess districts' readiness and need
- Assist districts in developing five-year strategic plans
- Tie solutions to the overall plan and vision
- Assist in the implementation, monitoring, and assessment
- Facilitate the public-private partnership
- Foster collaboration between districts

Funding

Finance Plan

- Will raise \$3M for initial 10 pilots in donated corporate funds, while securing significant product discounts to implement in phases.
- Accelerate Oregon Steering Committee members and chief corporate sponsors will secure additional discount prices predefined in the solution sets.
- The State of Oregon will provide professional development funds, the seed money for the Knowledge Community, and content resources and teaching tools through the Oregon Virtual School District (OVSD).
- Each district selected to participate must provide no less than 0.5 FTE staff support and \$25,000 in cash savings matching.

Longer term, the initiative will look to raise \$40M to implement statewide. The private sector will be the catalyst, with the intent being to increase the state's technology investment and local budget reprogramming.

Overview of the Program Process

Statewide support for programs is inadequate and funding decisions are primarily made at the district level, which makes a local approach the most sensible. Additionally, businesses are more likely to engage if they have a more immediate, local impact. We will start at the district level, intending to prove the concept with 10 participants. This approach enables us to build the program from the ground up and ensure that each district is capable of succeeding, while continuously assessing the process and developing strategies for delivering the program statewide.

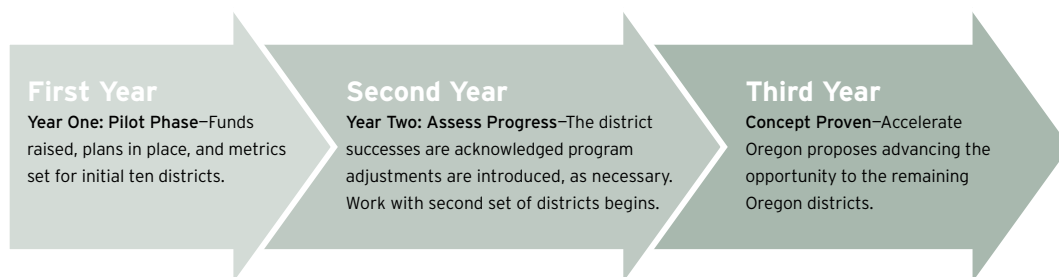
There will be an open selection process, launched with a notice sent to each of the 198 districts in the state, requesting their participation and describing the program in a prospectus. Because each district may be at a different starting place in their adoption of technology and related teaching practices, the selection process will start with a self-assessment intended to gauge readiness. Additionally, the application requires the district to declare its intention to participate if chosen.

Goals

The primary goals of this program are to:

- Lead the integration of technology in schools statewide, to meet strengthened graduation requirements
- Ensure that teachers are trained in the use of technology as a teaching tool
- Ensure that students are using technology to acquire 21st century skills
- Help districts establish a sustainable finance model
- Keep moving Oregon forward

Throughout the implementation process, all progress will be transparent and highly publicized, so that best practices can be adopted by any district, as quickly as they emerge.



Phase 1: Selection Process

An application process open to all districts that serves as a self-assessment for readiness to participate and requires the district to state its intent to participate if chosen. Selection criteria will seek a balance of districts between urban and rural, as well as economic and cultural. The Accelerate Oregon Steering Committee will make final selections.

Phase 2: District Assessment

Determine the climate for change-readiness, current district technology position, financial readiness for reprogramming through cost savings, and professional development maturity. Assessment will recommend appropriate solution resources available through Accelerate Oregon.

Phase 3: Strategic Planning

Develop a district authored, five-year strategic plan. Assistance is provided through consulting in four major areas:

- Leadership Support
 - Financial Modeling
 - Tools and Content
 - Network and Infrastructure
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Phase 4: Solutions Implementation

Districts will be required to provide predefined staff support and \$25,000 in cash savings matching:

- \$10,000 in professional development cash grants
 - \$75,000 in solutions implementation grants
 - Favorable vendor pricing for networking, content, teaching, and predefined management products
 - Access to the Knowledge Community Application
 - Access to ORVSD Content enhanced through Smart Corporation Instructional content for all grades
-

Next Steps

Contact Accelerate Oregon today to get involved in the capacity that best suits your abilities.

Leslie Golden—leslie.golden@wesd.org (971) 219.7405

Success Snapshot:

Schools Working to Keep Pace with Students' Worlds

Jeff Linman recognized early that the use of technology in Milwaukie High School's classrooms offers a direct connection to students' lives; drawing on the interests and the developing skills they bring to his classes. Additionally, integrating the use of technology into the learning environment, allowing students to choose what tools they use, and requiring them to evaluate their experiences provides for powerful exercises in critical thinking and problem solving.

And a Technologically-Savvy Child Shall Lead Them...

Speaking with Jeff, you'll quickly get caught up in his enthusiasm for what his students are doing, as much as you are touched by his humility about how he is helping them apply their technical knowledge to practical needs. Serving as the adviser to Pulse Media Productions and the MHS Tech Cadre, Jeff provides the guidance, support, and oversight for two student-run businesses providing products and services that include Web design, graphic design, print services, video editing and video production, music recording, and public service announcements. The business goals are to inform, educate, and entertain; with the students employing the technology they love in a creative, service-oriented enterprise. Jeff quickly gives the inspirational credit for the current program at his school to the students who approached him a few years ago with a desire to apply the technologies being used in today's businesses to their schoolwork. That led to what you now see in Jeff's classroom, learning driven by the environment the students

have created. Regarding the place of technology in learning, Jeff says it's about believing that the technology will help the learning process and then simply going with it and learning along the way. "That is what is so very cool about the integration of technology in learning. The experience is always new, never dull, and helps us help the kids as they prepare for whatever they choose to pursue in the future."

"Students these days have no fear of technology; they simply use it. As educators we must model ourselves as lifelong learners and in today's world that means embracing the use of technology in learning."

Jeff Linman
Science Dept. Chair
Adviser, Pulse Media Productions,
MHS Tech Cadre

Success Snapshot:

Rural ESD Persists in Providing Technology and Support to its Schools

The Umatilla-Morrow Education Service District (UMESD) very deliberately sat down with a group of instructional technology leaders in the fall of 2006 and worked out a model for basic, functional, high-potential classroom integration meant to serve its districts.

In December 2006, Michael Lasher, Chief Operations Officer for the UMESD, approached Sen. David Nelson with two white papers that described the uses and benefits of data projectors and document cameras in a classroom setting. Sen. Nelson was so impressed that he sponsored Senate Bill 607, in early 2007. This legislation would have sponsored a state matching grant for districts that wished to place a data projector and document camera in every classroom within their schools. Unfortunately the legislation did not become law.

Undeterred, the administration at Umatilla-Morrow ESD gave its Information Technology department the discretionary funds to subsidize local school districts' purchase of data projectors. The goal was to place data projectors in each classroom, provide professional development for teachers on their uses, and to support the use of the projectors over a two-year period; IT was nearly overwhelmed by the positive response and the large number of orders for both data projectors and document cameras.

School Districts Respond to Leadership and Support

There are no high-tech firms across the street from any of the schools in Umatilla and Morrow Counties. That hasn't stopped the people here from persisting in finding a way to advance the teaching and learning process, nor has it dampened their pursuit of the technology and the methods to apply it that they see as key to the advancement of their students. "We have a great healthy start," Cheri Rhinhart, UMESD Information Technology Director acknowledged when contacted about Accelerate Oregon's

vision. She responded enthusiastically when asked what an opportunity like Accelerate Oregon might mean to the school districts she serves, "Getting all of the technology in the hands of our teachers, with the professional development to support them, would be the ultimate solution."

In the first year of the Umatilla-Morrow ESD project all 12 districts were assisted in the installation of 344 data projectors and 173 document cameras in 511 classrooms. In July of 2008, the UMESD is expected to complete the project of outfitting every classroom in Umatilla and Morrow counties with data projectors and document cameras by subsidizing and coordinating another larger purchase on behalf of the schools.

UMESD's unique approach involves two professional teachers integrated with the Information Technology group, ensuring that the IT group is delivering solutions the teachers need and want, while providing all teachers with the professional development to use technology in their classrooms. UMESD's Information Technology team's plan to install and maintain the units, and to also train teachers ensured the project's success.

"Yes, the digital divide in our classrooms is wide. But it's amazing to watch how it recedes once you bring in the right kind of technology and teaching approach."

Eileen M. Lento, Ph.D.
Intel K-12 Strategist

Success Snapshot:

Public-Private Partnership Creates Technology Groundswell

The state of Oregon embarked upon an ambitious project in the fall of 2006—introducing 1:1 computing to four schools and six sixth-grade classrooms across the state; a project made possible through the innovative public-private partnership between the Oregon Department of Education (ODE), the Oregon Association of Education Service Districts (OAESD), and Intel Corporation.

Each partner made important contributions and each ESD was asked to contribute funds and personnel support. As one of the initial participants, tiny Powell Butte Elementary in Central Oregon achieved great success by quickly making a huge change, and demonstrating sustainable reform that has spread from a single grade level to an entire district.

Waves of Change on the High Desert

Powell Butte Elementary wasn't waiting around for opportunity, but instead, had already launched its own truly grassroots campaign to get technology into the school. In preparation for the 2005-6 school year, Powell Butte issued a Technology Challenge, asking local businesses to sponsor desktops, with the goal of building a computer lab. The response was immense from businesses such as Les Schwab, and in three months they had all 30 of the computers they sought.

The next year, the school was selected for the Intel 1:1 program and the awareness of the opportunity being presented to the local students, plus the desire to make the technological leap inspired the community even further. Eventually, the 138-student school secured a small grant, received money from

a parent club, and transferred some budget dollars in order to set up each K-6 teacher, including its Special Education teacher, with a tablet, a charging cart, a document camera, and an InFocus projector. In addition to the funding provided by the original Intel 1:1 grant, Powell Butte has invested \$106,000 in new technology, and the Crook County School District has committed an incredible \$930,500 to infuse all of its schools with new technology.

“The biggest surprise has been how the district moved forward financially. Crook County has spent a significant amount of money as a result of the success in our Intel 1:1 pilot program. Powell Butte might eventually have adopted technology on its own without the Intel initiative, but it would have been a slow process.”

D.C. Lundy
Principal at Powell Butte Elementary School