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KAY TORAN

JOHANNA  
VAANDERING

DICK WHITNELL

*Chief Education Officer*  
DR. NANCY GOLDEN

## OREGON EDUCATION INVESTMENT BOARD

### Equity and Partnerships Subcommittee

Members: Nichole June Maher; Chair, Gov. John Kitzhaber, Ramon Ramirez  
Julia Brim-Edwards, Mathew Donegan, Samuel Henry, Harriett Adair, Janet Dougherty-Smith

**Tuesday, January 14, 2014**

**8:15am – 10:15pm**

**Oregon State Fairgrounds**

**Cascade Hall, 2330 17th Street, NE, Salem, 97301**

Call-In Number (888) 204-5984

Participant Code: 992939

Video Streaming [HERE](#)

### AGENDA

- |                               |     |   |
|-------------------------------|-----|---|
| SAMUEL HENRY                  | 1.0 | Welcome & Review of Agenda<br>Nichole Maher, Sub-committee Chair                |
| NICHOLE JUNE<br>MAHER         | 2.0 | Review OEIB full calendar and budget / legislative deadlines                    |
| DAVID RIVES                   | 3.0 | Follow-up presentation on GED from Community College &<br>Workforce Development |
| RON SAXTON                    | 4.0 | Discuss draft Beliefs Statement and Policy Framework re:<br>Out-of-School Youth |
| MARY SPILDE<br>Chair-Designee | 5.0 | Ensuring Accountability for Equity in New Post-Secondary Governance Structure   |
| KAY TORAN                     | 6.0 | Public Testimony  |
| JOHANNA<br>VAANDERING         | 7.0 | Adjourn   |

All meetings of the Oregon Education Investment Board and its subcommittees are open to the public and will conform to Oregon public meetings laws. The upcoming meeting schedule and materials from past meetings are posted [online](#). Staff respectfully requests that you submit 25 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact board staff 24 hours prior to the meeting. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at [Seth.Allen@state.or.us](mailto:Seth.Allen@state.or.us). Requests for accommodation should be made at least 48 hours in advance.

Final 1/13/14

# **DRAFT: OEIB Equity & Partnerships Subcommittee**

## **Out-of-School Youth: Investment & Policy Recommendation Framework**

### **Introduction**

Oregon's 40-40-20 goal, adopted into law in 2011, has become shorthand for the efforts of the Legislature, Governor, Oregon Education Investment Board (OEIB), and other state education boards, commissions, and agencies to significantly improve the education achievement levels and prosperity of Oregonians by 2025. The 40-40-20 goal intends to provide a clear target – a “North Star” aligned with Oregonians’ economic, civic, and social aspirations – against which to generally gauge the state’s educational progress. The OEIB and Governor are united in the belief that in order for the 40-40-20 goal to be meaningful, it must be accompanied by the clear understanding that increased levels of attainment of diplomas, degrees and certificates must be achieved equitably -- across populations and across regions of the state.

Fundamentally, 40-40-20 says that *every Oregonian* is capable of earning at least a high school diploma or the equivalent thereof, and must have the opportunity to enter into the workforce in a meaningful way. Oregon’s youth who are not represented in the “traditional” pipeline – either because they have dropped out, are incarcerated, or are being served in an alternative setting – must be considered as part of the “each and every” to whom our goal applies. In the years leading up to 2025, we cannot afford to ignore our youth who have dropped out, who or are at risk for dropping or being pushed out, but rather must seize the opportunity these youth represent for improving our outcomes in both the short and long term.

### **Purpose and Scope**

The areas addressed in these recommendations fall, in many cases, within the charges of other agencies, boards and workgroups. The intention of the OEIB Equity & Partnerships Subcommittee is not to complicate or replicate these charges, but rather to provide high-level direction and alignment between those efforts. In addition, the OEIB’s responsibilities for creating a seamless “Birth to College and Career” system and managing student transitions for the purpose of ensuring outcomes are achieved provide OEIB with the responsibility for looking at those students who don’t fit neatly into one category or another. For this reason, the OEIB Equity & Partnerships Subcommittee opted to create this set of Policy & Investment Recommendations, aimed at ensuring the population of youth who have dropped out, or are at risk of dropping out, do not inadvertently fall through the cracks that heretofore may have existed between education agencies.

## **Core Beliefs Framing Recommendations**

**We believe** that the students who have previously been described as “at risk,” “underperforming,” “under-represented,” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our 40/40/20 goals.

**We believe** that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe, and responsive to the significant number of elementary, middle, and high school students who are currently out of school. We must make our schools safe for every learner.

**We believe** that communities, parents, teachers, and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision-making, control, and resources.

**We believe** every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

**We believe** that resource allocation demonstrates our priorities and our values and that we demonstrate our priorities and our commitment to rural communities, communities of color, English language learners, and out of school youth in the ways we allocate resources and make educational investments.

## **Policy and Investment Recommendations**

### **Focus Area One: Increase support for Oregonians seeking the General Educational Development (GED) credential**

Findings:

Policy and/or Investment Recommendations:

**Focus Area Two: Improving Alignment with Other Systems (Oregon Youth Authority, Department of Health and Human Services, etc.)**

Findings:

Policy and/or Investment Recommendations:

**Focus Area Three: Preventing Dropouts by Improving Systems and Services for Students in the Traditional System**

Findings:

Policy and/or Investment Recommendations:

**Focus Area Four: Supporting Positive and Successful Options for Students**

Findings:

Policy and/or Investment Recommendations:

## Draft

### OEIB Timeline for 15-17 Budget Development

#### *January 2014*

##### **OEIB: Outcomes & Investment Subcommittee**

- Review timeline & overview for high-level budget process
  - Brief presentation of strategic investment implementation to date (with focus on “lessons learned”)
  - Engage in discussion of driving questions critical to developing high-level Budget Strategy & Investment Priorities” document. *I.e.*,
    - What are the most critical leverage points?
    - How can we allocate across the continuum to ensure a mix of long and short-term return on investment (i.e. investments that take several budget cycles to impact students outcomes but reflect deep system change, vs. those that result in improved outcomes within a few years but may be less systemic)?
    - What is the intensity of focus (breadth and depth) necessary to impact outcomes within the short term?
    - What strategies should be considered inside of base funding?
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#### *February 2014*

##### **OEIB: Outcomes & Investment Subcommittee**

- Develop draft “Budget Strategy & Investment Priorities”

##### **OEIB: Full Board**

- O&I Subcommittee presents draft “Budget Strategy & Investment Priorities” to full board for discussion and feedback
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#### *March 2014*

##### **OEIB: Outcomes & Investments Subcommittee**

- Revise “Budget Strategy & Investment Priorities” per full Board discussion

##### **OEIB: Full Board**

- Adopt “Budget Strategy & Investment Priorities” & direct P-20 agencies / boards / councils to use it to guide budget development
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## ***April - May 2014***

### **OEIB: Best Practices & Equity Subcommittees**

- Prepare recommendations for strategic investments in best practices / equity

### **HECC / ELC / ODE / STEM Council**

- Prepare agency budgets and strategic investment recommendations
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## ***May - July 2014***

### **OEIB: Outcomes & Investments Subcommittee**

- Presentations from Best Practices & Equity Subcommittees
- Presentations from HECC / ELC / State Board / STEM Council re recommendations
- Public input
- Draft recommendations for full Board<sup>1</sup>

### **OEIB: Full Board**

- Adopt OEIB Agency Budget<sup>2</sup>
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## ***August – September 2014***

### **OEIB: Full Board**

- Receive recommendations from Outcomes & Investments
  - Public and invited input
  - Adopt recommendations to Governor
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## ***October – November 2014***

### **Governor's Recommended Budget completed**

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<sup>1</sup> The OEIB recommendations would be advisory to the Governor. The recommendations would not focus on dollar amounts or relative funding levels, but rather would express a sense of priority around (1) strategic investments, funding strategies and considerations (identified through the work of the OEIB subcommittees); (2) strategic investments (select POPs) that are brought forward in the agencies' budgets; and (3) cross-sector innovations arising out of the regional collaborative projects.

<sup>2</sup> This would be the discrete budget for OEIB Agency Staff and Research Unit.