



JOHN KITZHABER
Governor of Oregon
OEIB Chair

MARK MULVIHILL
Chair Designee

JULIA BRIM-
EDWARDS

YVONNE CURTIS

MATTHEW DONEGAN

SAMUEL HENRY

NICHOLE JUNE
MAHER

DAVID RIVES

RON SAXTON

MARY SPILDE
Chair-Designee

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

May 7, 2014

8:30am – 10:30am

NorthWest Health Foundation

221 NW 2nd Ave., #300

Portland, OR 97209

Call-In Number (888) 204-5984

Participant Code: 992939

AGENDA

- 1.0 Welcome & Review of Agenda**
Nichole Maher, Sub-committee Chair
- 2.0 Brief Updates:**
Early Learning Council
Higher Education Coordinating Commissioner
OEIB Staffing Changes
- 3.0 Outcomes and Investments Sub-committee Request to Provide Input on Funding Recommendations**
Peter Tromba, OEIB
- 4.0 Review of Existing OEIB-ODE Strategic Investments and Measures with an Equity Lens**
Peter Tromba, OEIB
- 5.0 Committee Work Plan**
Peter Tromba, OEIB
- 6.0 Out of School Youth: Investment and Policy Recommendation Framework**
Peter Tromba, OEIB
- 7.0 Public testimony**

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. Requests for accommodation should be made at least 48 hours in advance.

Rev. 1: 4/30/14

8.0 Adjournment

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. Requests for accommodation should be made at least 48 hours in advance.

Rev. 1: 4/30/14

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. Requests for accommodation should be made at least 48 hours in advance.

Rev. 1: 4/30/14

Outcomes & Investments Subcommittee Schedule 2014

May 29: Outcomes & Investments Subcommittee (Salem, 2-4 p.m.)

- Presentation from QEC
- Presentation from ODE / Supt. Saxton
- Presentation from Youth Development Division

June 12: Outcomes & Investments Subcommittee (Portland, 9-11 a.m.)

- Presentation from Network Advisory
- Presentation from Accelerated Learning Committee
- Presentation from Early Learning Council

July 24: Outcomes & Investments Subcommittee (Portland 2-4:30 p.m.)

- Presentation from HECC
- Presentation from STEM Council / CTE / ETIC
- Presentation from Best Practices Subcommittee

August 6, 2014: Outcomes & Investments Subcommittee (Portland 8:30 -10:30 a.m.)

- Outcomes and Investments Subcommittee will join the Equity and Partnerships Subcommittee

August 12: OEIB Full Board Retreat – Work Session on Budget

August 21: Outcomes & Investments Subcommittee

- Second Work Session

August – early September: Potential Public Outreach / Input Event(s)

September 9: Full Board adoption of Recommendations

PRESENTATION TEMPLATE & INSTRUCTIONS OUTCOMES & INVESTMENTS SUBCOMMITTEE

PART 1 –

Please identify the 2-4 highest priority strategies for your board / agency / group. For each strategy, please identify:

- How does the strategy align with the OEIB's 2015-17 Budget Strategies & Priorities? Is the strategy related to repurposing, reallocating or allocating funds differently?
- How will the strategy lead to improvement on the key outcomes identified by the OEIB, such as those identified in Achievement Compact or early learning hub requirements?
- What measurable difference will the strategy make for children, families & students, specifically those who are underserved or put at risk? By when? What metrics will be used to measure improvement?
- How does this strategy demonstrate the priorities and values expressed in the OEIB equity lens?
- What evidence indicates this strategy will result in improvement?
- At various levels of investment (modest, medium, substantial), what will the state be "buying"? What impact will this have on measurable results described above?
- What other conditions, supports and/or changes are needed for the strategy to be successful?
- Are there state or federal policy or activities that could impact costs and/or success of strategy? In what ways?

PART 2 –

Please answer the following:

- What do you need from other agencies / boards / groups to enable you to be most effective?
- What can your agency / board / group offer to other parts of the system to aid in alignment & transformation?
- What 2-4 strategies suggested by other agencies/board/groups would enable you to achieve your results (better, faster, etc.)?
- Please identify at least one strategy for reducing costs or repurposing resources in your agency or policy area.
- Who are your key partners, stakeholders, and community groups?
- What processes were used for public input?

Strategic Investments Planning Template

HB323_

ODE Grant Manager (Point of Contact):

Name of Initiative:

Evidence

1. What are the long term outcomes described in Bill that this initiative must impact (at least through 2015-16)?
2. Working with Brian Reeder and Peter Tromba, what are the interim metrics this initiative will impact?
3. What baseline data has either already been gathered via applications or needs to be gathered to provide compelling evidence of impact?
4. What is the plan to collect anecdotal information on change in culture or practice due to the initiative?

Technical Assistance/Support

Read through rubric options. Think about initiative and develop plan for TA/Support. Is it Universal? Targeted? Intensive?
Notes:

Reporting and Accountability

1. Read through rubric options. Describe reporting schedule:
3 reports (Universal)
Quarterly reports (Targeted)
Monthly (Intensive)
2. Describe any innovative practices that have been discovered to date.
3. Identify any unforeseen implementation issues the initiative has encountered that might lead to future policy implications.

Describe any other Implementation issues :

Provide the name and function of any networks or workgroups developing or developed as a result of initiative:

DRAFT

	Evidence SI are making a difference for educators and students	Technical Assistance/Support	Reporting and Accountability	Networking applicants "building a community"	Components of (soon-to-be built) Portal
<p>Universal (all initiatives will follow)</p>	<ul style="list-style-type: none"> Provide anecdotal examples of change in culture or practices. Define and collect <i>baseline, interim, long term</i>, (at least through 2015-16) student and/or educator outcome metrics that will be used in reporting to the legislature. <i>All data must be disaggregated.</i> You have to do those described below, but you are not limited to only those. (Peter Tromba and Brian Reeder to develop a list of interim metrics). <p>All early reading initiatives must collect:</p> <ul style="list-style-type: none"> # of children entering kindergarten who were ready to learn (Kinder Assessment data) # of students who were reading at grade level in grade three (OAKS/SBAC data) <p>All post-secondary aspirations initiatives must collect:</p> <ul style="list-style-type: none"> # of underserved students who enroll in post-secondary institutions # of students, who by the time they enroll in grade 10, are making sufficient progress toward earning a high school diploma, modified diploma, or extended diploma. <p>All Connecting to the World of Work initiatives must collect:</p> <ul style="list-style-type: none"> # of students who demonstrated proficiency in math and science in grade 8 changes in high school grad rates the closing of any gaps for underserved students <p>All Network for Quality Teaching and Learning Initiatives must collect:</p> <ul style="list-style-type: none"> changes in the # of minority teachers or teachers who speak more than one language who are currently teaching and are projected to teach by 2017-2018. changes in the levels of satisfaction by public education providers with the quality of new teachers who attended educator prep programs in OR. changes in the # of teachers in OR who report satisfaction with levels of professional support provided to the teachers. Provide reporting to show inclusion and connection of education providers Pre K through 20 	<ul style="list-style-type: none"> Host one in-person mtg or webinar for all awardees to go over the following.: <ol style="list-style-type: none"> Vision and purpose of grant Expectations of grantees, including reporting and data collection requirements Best practice research on initiative All communications to grant participants will include that funding is provided from Strategic Investments <p>Information from the mtg/webinar should be posted to the SI website</p>	<ul style="list-style-type: none"> Provide a point of contact at ODE. Interim reports are all due October 31st (aligned to the interim and long term data that will be collected in the final report). Collect Final report Report any unforeseen implementation issues Document future policy implications 1 page abstract on every initiative should be updated (this was produced for February 2014 report) For each funded project, a one paragraph abstract covering intent of project and how project will achieve stated goals. <p>Template for Oct. 31st and Final report will be provided.</p>	<ul style="list-style-type: none"> Name a contact from each project that both funded and unfunded projects can connect with to gather information/ask questions 	<ul style="list-style-type: none"> Maintain on-line community through the portal Identify and share information on evidence based on best practices and emerging best practices from reports that are collected. Identify and document challenges and opportunities for growth that may have an impact on all initiatives Interactive map to identify all strategic investments by regions

<p>Targeted (some initiatives will follow)</p>		<ul style="list-style-type: none"> • Respond to common need that is surfacing among multiple grantees. Delivered in group settings and work session, in person or over the phone. • Site visits by ODE staff 	<ul style="list-style-type: none"> • Quarterly reporting 	<ul style="list-style-type: none"> •Facilitate peer to peer learning •Share innovative ideas from funded and unfunded applicants •Access to tools and resources for both funded and unfunded projects 	<ul style="list-style-type: none"> •Create and maintain language dictionary of recurrent terms or themes that members from all initiatives could utilize to communicate across initiatives
<p>Intensive (very high priority and high leverage initiatives will include this level of support)</p>		<ul style="list-style-type: none"> • Coaches on site with frequent contact with ODE point person • Assigned contractors report frequently to ODE staff and frequently meet in-person with grantees. 	<ul style="list-style-type: none"> • Monthly reporting on very specific data 	<ul style="list-style-type: none"> • Deliver webinar(s) or host gathering(s) to share best practice between grantees and create a safe-space to discuss and learn from implementation. • Money available for supporting peer to peer TA 	<ul style="list-style-type: none"> • Create and maintain an on-line suite of professional learning for awardees to access at their convenience to build knowledge in core areas

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, the 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 fact, the success of these youth is fundamental to the overall achievement of the 40-40-20 goal.

In the years leading up to 2025, we cannot afford to ignore our youth who have (or are at risk for) dropping out or being pushed out of the pipeline, but rather must seize the opportunity these youth represent for improving our outcomes in both the short and long term. Instead of the traditional pipeline, a shoreline approach will better serve their needs. Out-of-school youth need multiple access point and multiple pathways, with no wrong door.

Vision

(insert here)

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 has opted to create this set of Policy & Investment Recommendations, and will bring them forward to the entire OEIB Board for adoption. This will ensure the population of youth who have, or are at risk of, dropping out do not inadvertently fall through the cracks that here to for 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.

We believe strongly that we have a shared responsibility to provide a high quality education to Foster Care Youth, Teen Parents, Oregon Youth Authority, and youth in systems of care .

We believe establishing a shoreline for Out-of-School Youth, with multiple access points, multiple pathways and no wrong door will better serve their needs.

We believe different paths and strategies for Out-of-School Youth must retain the high standards and be provided in an equitable manner.

Policy and Investment Recommendations

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

Findings:

1. *The GED is not the same as a high school diploma, but the 2014 GED revision has a chance to demonstrate that it accurately measures college and career readiness.*
2. *If the new GED leads to college and career readiness, Oregon would benefit from helping more 19 to 25 year olds who lack a high school diploma prepare for and earn the GED credential. (achieve 40-40-20 Goal)*
3. *State funding and coordination of GED services are inadequate.*
4. *GED preparation has to change in order to adequately prepare students to pass the revised GED.*

Policy and/or Investment Recommendations:

1. *There is a need to develop and implement a coordinated funding and strategic framework across departments for GED preparation, testing, soft-skill development programs and related wraparound services. Potentially, within that identify one point person/office for districts to contact with regard to GED preparation in order to eliminate the confusion and mixed messages about the new revisions.*
2. *There is a need to allocate dedicated funding to subsidize GED testing for qualified students with demonstrable need.*
3. *There is a need for Oregon's public universities to evaluate their admissions criteria to consider admissions for qualified recipients of the 2014 revision of the GED.*
4. *There is a need for officials to collect information about the GED as well as the college and career performance of people after they earn it, and report back to Oregonians regularly.*
5. *There is a need for the Department of Administrative Services to prepare an annual report that contains a clear accounting of state funds that are allocated for GED test preparation, testing and related support services.*
6. *Oregon should monitor the success of GED alternatives in other states, consider adopting them here and prepare for people who earn them to move here. (???)*

7. *There is a need to meet with the ODE, the CCWD, alternative schools, community colleges, local HEP programs, and more to discuss how they are changing methods of preparation, so that we can find ways to support their initiatives.*
8. *Identify one point person/office for districts to contact with regard to GED preparation in order to eliminate the confusion and mixed messages about the new revisions.*

****source City Club GED Report***

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

Findings:

1. *The alignment between educational programs that serve 19 – 25 year olds with Oregon Department of Education, Oregon Youth Authority, Department of Health and Human Services is not streamlined.*
2. *The needs for 19 – 25 year olds are different than the needs of 13-18 year olds.*

Policy and/or Investment Recommendations:

1. *Implement a public outreach program that targets diverse communities and stakeholders across the state and helps them develop a clear understanding of the 2014 GED program.*

Focus Area Three: Supporting Positive and Successful Options for Students

Note: How do you determine successful programs? Identify successful alternative schools, programs, and best practices state-wide. Suggested policy direction: develop report card for alternative schools.

Findings:

1. *There are many different reasons students access alternative programs.*
2. *Alternative schools, programs, etc across the state have do not have clearly articulated definitions of success.*
3. *GED is **an** option – what else are alternative schools doing to prepare 19- 25 year olds for 40-40-20?*

Policy and/or Investment Recommendations:

1. *Meet with alternative schools and programs to better articulate what Oregon has to offer students in this targeted age group. Learn their visions and goals for meeting 40-40-20.*
- 2.

