

October 8, 2013  
1-5pm,  
Oregon State Capitol,  
HR F, 900 Court St., NE, Salem

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[Meeting Audio](#)

Materials packet includes:

Meeting minutes

Agenda

September Update from Dr. Nancy Golden

OEIB Organizational Chart

OEIB Staff Roster and Contact

Administrative Rule documents

Public Records Presentation

Draft Brochure - Communicating Broadly

The Oregon Prosperity Initiative

OSAC - Annual Report

TSPC Update

Public testimony - Tom Olson

Public testimony - Rex Hagans

## **OREGON EDUCATION INVESTMENT BOARD**

Tuesday, October 8, 2013  
Oregon State Capitol, HR F  
900 Court Street, NE  
Salem, OR 97310  
1:00-5:00 pm

[LINK TO AUDIO](#)

### **OEIB Members Present**

Gov. John Kitzhaber; Mark Mulvihill, Johanna Vaandering; Kay Toran; Nichole June Maher; Dick Withnell; David Rives; Ron Saxton; Samuel Henry; Mary Spilde

### **Advisors Present**

Rob Saxton; Jada Rupley; Vikki Chamberlain; Gerald Hamilton; Melody Rose; Bob Brew

### **Members/Advisors Excused**

Julia Brim-Edwards; Yvonne Curtis; Matt Donegan; Iris Bell;

### **Staff/Other Participants**

Nancy Golden - Interim OEIB Chief Education Officer  
Ben Cannon -Governor's Office  
Whitney Grubbs – OEIB Staff  
Hilda Rosselli – OEIB Staff  
Dr. Doris McEwen – OEIB Staff  
Kristin Gimbel – OEIB Staff  
Mark Lewis – OEIB Staff  
Peter Tromba – OEIB Staff  
Seth Allen – OEIB Staff

### **Agenda**

#### **1. Welcome, Introductions and Roll Call**

Governor John Kitzhaber gavels in at 1:00pm.

The Governor congratulates Dr. Nancy Golden for her being hired as permanent Chief Education Officer.

The Governor congratulates Ben Cannon for his being hired as the Executive Director of HECC.

#### **2. Approval of Meeting Minutes, [September](#)**

MOTION: Dr. Samuel Henry moves to approve the meeting minutes from September.

Kay Toran seconds the motion. The motion passes unanimously

#### **3. Chief Education Officer Update**

Dr. Nancy Golden, Chief Education Officer

[September Update](#)

[OEIB Organizational Chart](#)

[Staff Roster and Contact](#)

4. Prosperity Initiative presentation  
Cylvia Hayes  
[Document](#)
5. **Adopt Achievement Compact Rule Language**  
Whitney Grubbs, OEIB Chief of Staff  
[Rule Documents](#)  
MOTION: Ron Saxton moves to approve the rule language. Dr. Mark Mulvihill seconds the motion.  
The motion passes unanimously.
6. **Subcommittee Update**  
Best Practices and Student Transition – Dr. Mark Mulvihill  
Equity and Partnerships – Nichole June Maher  
Outcomes and Investments – Dick Withnell
7. **Communicating Broadly**  
Anne Lipsitz  
Kristin Gimbel, OEIB Communications Director  
[Draft brochure](#)
8. **Higher Education Highlight**  
Benn Cannon, Executive Director, Higher Education Coordinating Commission
9. **Agency Update**  
Oregon Student Access Commission, Bob Brew  
[OSAC Annual Report](#)  
Teacher Standards and Practices Commission, Victoria Chamberlain  
[Report to OEIB](#)
10. **Public Records Training**  
Connor Edmonds, Oregon State Archives  
[Presentation](#)
11. **Public Testimony**  
[Tom Olson](#)  
Steve Buel  
[Rex Hagans](#)
12. Adjournment  
Chair-Designee Mary Spilde adjourns the meeting at 3:46 pm



## OREGON EDUCATION INVESTMENT BOARD

Tuesday, October 8, 2013

1pm – 5pm

Oregon State Capitol, HR F  
900 Court Street, NE  
Salem, OR 97301

Video Streaming [HERE](#)  
(Click on HR F)

JOHN KITZHABER  
Governor of Oregon  
OEIB Chair

JULIA BRIM-  
EDWARDS

YVONNE CURTIS

MATTHEW DONEGAN

SAMUEL HENRY

NICHOLE JUNE  
MAHER

MARK MULVIHILL

DAVID RIVES

RON SAXTON

MARY SPILDE  
Chair-Designee

KAY TORAN

JOHANNA  
VAANDERING

DICK WITHNELL

*Chief Education Officer*  
NANCY GOLDEN

### AGENDA

1. Board Welcome and Roll Call
2. Approval of Minutes from September board meeting  
*Action Item*
3. Chief Education Officer Update  
Dr. Nancy Golden, Chief Education Officer
4. Prosperity Initiative presentation  
Cylvia Hayes
5. Adopt Achievement Compact Rule Language  
*Action Item*
6. Subcommittee Update  
Best Practices and Student Transitions – Dr. Mark Mulvihill  
Equity and Partnerships – Nichole June Maher, Chair  
Outcomes and Investments – Dick Withnell, Chair
7. Communicating Broadly – Discussion of Draft Brochure  
Anne Lipsitz  
Dr. Nancy Golden  
Kristin Gimbel, OEIB Staff
8. Higher Education Highlight  
Ben Cannon, Governor's Office
9. Agency Update  
- Oregon Student Access Commission, Bob Brew  
- Teacher Standards and Practices Commission, Victoria Chaimberlain
10. Public Records Training  
Connor Edmonds, Oregon State Archives

11. Public testimony

12. Adjournment

***\*Times are approximate***

*All meetings of the Oregon Education Investment Board 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](#). 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@das.state.or.us](mailto:Seth.Allen@das.state.or.us). Requests for accommodation should be made at least 48 hours in advance.*

# SEPTEMBER UPDATE

## A Progress Report on 6-Month Outcomes for Nancy Golden

### OBJECTIVE #1

#### DESIGN & IMPLEMENTATION OF P-20 STRUCTURE

##### *OEIB Functions as Stand-Alone Agency*

- Hired key staff members that are currently in place and working toward assigned goals.
- Established meeting structures to work on key transitions and overcome barriers.

### OBJECTIVE #2

#### ADOPT STRONG POLICY FRAMEWORK

##### *OEIB Board Engaged, Formed and Focused*

- The subcommittee structure has been established and the subcommittees have started to meet.
- OEIB staff members are assigned to each subcommittee.
- Subcommittee reports have a prominent place on the agenda.

##### *Engage Regional Achievement Collaboratives in Identifying Policies to Support Student Success*

- Funds distributed to 12 Regional Achievement Collaboratives.
- Kick-off event scheduled for October 10.
- Learning Collaboratives and processes are being established. One member from each team will meet on a monthly basis to share best practices and eliminate barriers.

##### *Secure Adoption of Legislative/Administrative Policy Agenda*

- Engaged heavily during legislative days (Sept. 16, 17 & 18), addressing both the Senate Education Committee and the House Higher Education Committee. Emphasized the OEIB's focus on developing the P-20 system, managing transitions, and recommending investments.
- Had meetings with the following key education legislators to request feedback and input:
  - Sen. Whitsett & Rep. Whitsett** - Discussed needs of rural Oregon
  - Rep. Harker & Rep. Johnson** - Discussed STEM Initiative
  - Rep. Huffman** - Discussed overarching responsibilities of OEIB and solicited questions/concerns
  - Sen. Edwards** - Discussed coordination of P-20 system and value of OEIB
- Conversation with the following legislators:
  - Sen. Monroe** - Discussed the vision of OEIB
  - Sen. Hass** - Discussed Accelerated Learning Committee and 2 years of community college at no charge to qualified Oregon high school graduates.

### *Develop Strong Partnerships and Accountability Across P-20*

- Presented to the Youth Development Council.
- Presented at "Teachers Transforming Teachers," an Oregon Education Association sponsored teacher's leadership training.

### OBJECTIVE #3

#### CREATE OUTCOMES-BASED BUDGET, ALIGNED TO INITIATIVES

##### *Create recommendations for outcomes-based budget, specifically tied to strategic initiatives and key outcomes*

- Recommended task force members for high school and transition success for students with disabilities (HB 2743).
- Recommended nominees for the STEM Council.

### OBJECTIVE #4

#### WORK TO BUILD AN ENGAGED & MOTIVATED PUBLIC

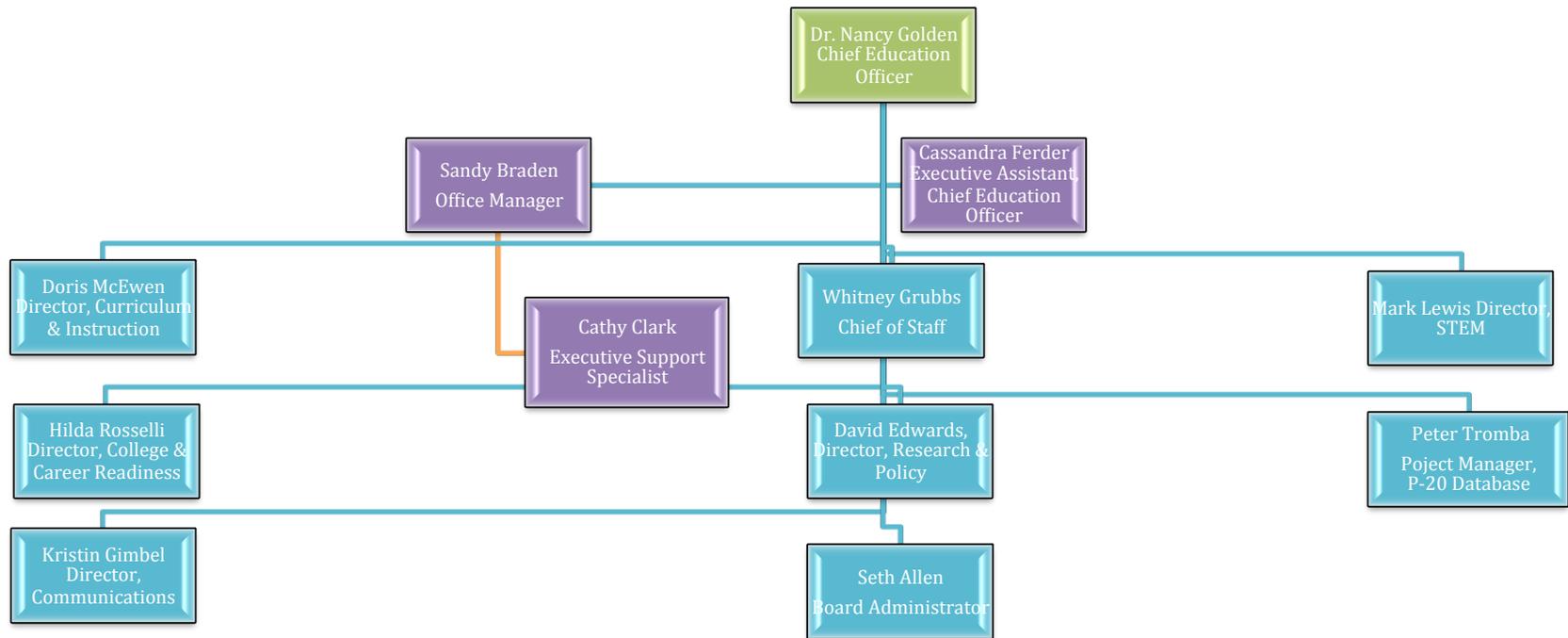
##### *Create strong, multi-faceted communication plan*

- Produced the first three OEIB Bulletins and weekly distributed to approximately 2,400 board members and key stakeholders.
- Created a pamphlet to effectively communicate the role and importance of OEIB to the public.
- Interviewed by KATU (ABC) television's *Your Voice, Your Vote* segment broadcast on Sunday September 15th.
- Met with Oregon Business Administration to share an overview of the work of the OEIB.
- Participated in 4 community forums regarding OEIB's vision.
- Taped Comcast News Makers message about OEIB.
- Delivered keynote to Lane Community College staff on the vision and possibilities for the OEIB and key initiatives.

##### *Engage and activate diverse communities, parents and students*

- Attended the Urban League's Annual Equal Opportunity Day Awards Dinner on September 24th.
- Created a network and process to recruit highly qualified and diverse workforce candidates for remaining positions.
- Attended "The African Community in Multnomah County: An Unsettling Profile," a board briefing providing an overview of the disparities felt by African Immigrants to Multnomah County.
- Participated in 2 community forums regarding OEIB's vision.
- Visited Grout Elementary (PPS) to learn about Playworks, a program to improve student health by increasing opportunities for physical activity and safe, meaningful play. Engaged key partnership such as PPS, NW Health Foundation & Kaiser Permanente.

Oregon Education Investment Board  
Organizational Chart



Organizational Chart

October 2, 2013



## OREGON EDUCATION INVESTMENT BOARD

### Staff Roster & Contact Information

Chief Education Officer, **Dr. Nancy Golden**

[nancy.l.golden@state.or.us](mailto:nancy.l.golden@state.or.us)

Serves as the Board's chief executive officer in the creation, implementation and management of an integrated and aligned public education system from pre-school through post-secondary education.

Executive Assistant to the Chief Education Officer, **Cassandra Ferder**

[Cassandra.l.ferder@state.or.us](mailto:Cassandra.l.ferder@state.or.us)

Supports Chief Education Officer and the OEIB team on scheduling, meeting coordination and community relations initiatives.

Chief of Staff, **Whitney Grubbs**

[whitney.grubbs@state.or.us](mailto:whitney.grubbs@state.or.us)

Acts as a deputy to the Chief Education Officer and serves as lead policy advisor. Often called on to speak on behalf of the CedO, the Chief of Staff has decision-making authority and plays an administrative leadership role with staff.

Director of Curriculum & Instruction, **Doris McEwen**

[doris.mcewen@state.or.us](mailto:doris.mcewen@state.or.us)

Staff lead on the adoption and use of the equity lens; family engagement and community partnerships; and alignment of standards & assessments. Staff to the OEIB Equity and Partnerships Subcommittee.

Director of College & Career Readiness, **Hilda Rosselli**

[hilda.rosselli@state.or.us](mailto:hilda.rosselli@state.or.us)

Staff lead on education preparation and post-secondary; Network for Quality Teaching; and college and career readiness. Staff to the OEIB Best Practices and Student Transitions Subcommittee.

Director of Research & Policy, **David Edwards**

[david.w.edwards@state.or.us](mailto:david.w.edwards@state.or.us)

Develops the P-20 research agenda in conjunction with consortium partners, various public and private entities; lead on assessing the use and effectiveness of the achievement compacts; responsible for building a resource allocation model to help prioritize strategic investments; staff to the OEIB Outcomes and Investments Subcommittee.

Director of Communications, **Kristin Gimbel**

[kristin.gimbel@state.or.us](mailto:kristin.gimbel@state.or.us)

Develops and implements strategic communication plans aimed at effectively engage stakeholders across the state in the work of OEIB; manages all media and community relations efforts and acts as a spokesperson as needed.



## OREGON EDUCATION INVESTMENT BOARD

Director of STEM, **Mark Lewis**

[mark.lewis@state.or.us](mailto:mark.lewis@state.or.us)

Staff lead on the STEM Investment Council; works with the Council, Oregon Dept. of Education, and post-secondary institutions to develop a statewide plan for improving science, technology, engineering, math and career/technical education outcomes through targeted investments and business/community partnerships.

Project Manager, P-20 Database, **Peter Tromba**

[peter.tromba@state.or.us](mailto:peter.tromba@state.or.us)

Charged with creating a business case to define and justify a longitudinal database system to measure the success of efforts to create a seamless P-20 education system.

Board Administrator, **Seth Allen**

[seth.allen@state.or.us](mailto:seth.allen@state.or.us)

Liaison between the OEIB staff team and the Oregon Education Investment Board; supports all aspects of board meeting coordination and ongoing communication to Board Members.

Officer Manager, **Sandy Braden**

[sandy.braden@state.or.us](mailto:sandy.braden@state.or.us)

Manages all aspects of the OEIB office including: technology; new staff hiring and orientation; budget and contract adherence; essential trainings and supports various meetings for the OEIB staff.

Executive Support Specialist, **Cathy Clark**

[cathy.clark@state.or.us](mailto:cathy.clark@state.or.us)

Supports Office Manager and provides administrative support to: Whitney Grubbs; Hilda Rosselli; Doris McEwen; and Mark Lewis.

TO: Oregon Education Investment Board  
FROM: Whitney Grubbs, OEIB Chief of Staff  
DATE: October 1, 2013  
RE: Amendments to Permanent Rules re Achievement Compacts

At the October 8 meeting, the OEIB will be asked to consider amendments to the rules governing Achievement Compacts. The amendments are necessary to bring the rules into alignment with legislation passed in the 2013 session. Particularly:

- HB 3075, which moved the annual submission deadlines for K-12 school district and ESD achievement compacts from July 1 to October 15.
- HB 3120, which added a requirement that community colleges and universities create achievement compact advisory committees to support completion of the compact.

The attached amendments do the following:

(1) Delete reference to specific dates in 2012 by which the OEIB would distribute compacts and instead indicate that the compacts will be distributed at least 120 days in advance of the date by which they must be completed. 705-010-0030 (1).

(2) Change the due date for K-12 district and ESD compacts to October 15, and acknowledge that completion is no longer much be aligned with these educational entities budget adoption processes. 705-010-0035(1); 705-010-0045.

(3) Specify that K-12 district and ESD compacts must be submitted through the ODE web-based portal created for that purpose, and substitute the requirement that OEIB “post” the compacts on its website with a requirement that it make them available (potentially through a link to the ODE website). 705-010-0035(6); 705-010-0055(2).

(4) Adjust the date by which K-12 and ESD Achievement Compact Advisory Committees must submit report to their board annually from February 1 to May 1. 705-010-0070.

(5) Create rules implementing HB 3120, achievement compact advisory committees for community colleges and public universities. 705-010-0072

Also attached are comments submitted during the public comment period, which closed on September 16, 2013.

# OEIB Draft Amendments and Rule Text

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## **705-010-0030 Distribution of Compacts to Education Entities**

(1) ~~For the 2012-13 fiscal year, I the Board shall distribute achievement compacts to all education entities no later than 120 days prior to the date by which the achievement compact must be completed as set forth in 705-010-0035.~~

~~by the following dates:~~

~~(a) For school districts, by 5:00 PM, April 5, 2012;~~

~~(b) For education service districts, by 5:00 PM, April 5, 2012;~~

~~(c) For community colleges, by 5:00 PM, April 12, 2012;~~

~~(d) For the Oregon University systems and its public universities, by 5:00 PM, April 6, 2012; and,~~

~~(e) For the Oregon Health and Science University, by 5:00 PM, April 12, 2012.~~

(2) Distribution may be done by electronic means.

*Stat. Auth.: Section 14, chapter 36, Oregon Laws 2012 (Enrolled Senate Bill 1581) Stats. Implemented: Section 14, chapter 36, Oregon Laws 2012 (Enrolled Senate Bill 1581)*

## **705-010-0035 Completion and Execution of Achievement Compacts**

(1) ~~I Prior to the beginning of each fiscal year, the governing body of each education entity must complete and execute its achievement compact with the Board annually by the following dates:~~

~~(a) For school districts and education service districts, by October 15.~~

~~(b) For community colleges, public universities and the Oregon Health and Science University, by June 30.~~

(2) Completion means that the governing body shall identify a target number and percentage of students for achievement of the outcomes, measures of progress and goals specified in the achievement compact for the fiscal year, as directed by the Board. The Board may waive the requirement to identify both a target number and percentage of students and require either a number or percentage for specific outcome measures, depending on the specifications of the compacts it approves.

(3) Education entities may provide a range of target numbers and percentages, but the Board shall use the lowest figure of any range provided.

(4) Education entities may provide target numbers and percentages for fiscal years beyond the next fiscal year.

(5) Execution of an achievement compact requires the signature of the chair or president of the governing board or that of its chief executive officer and its submission to the Board. Electronic signature is permitted.

~~(6) The deadline for the submission of achievement compacts for 2012-13 is 5:00 PM, July 2, 2012. Education entities Community colleges, public universities and the Oregon Health~~

Sciences Universities may submit executed achievement compacts by electronic means. School districts and education service districts must complete achievement compacts through the Oregon Department of Education's secure web-based portal designated for that purpose.

*Stat. Auth.: Section 14, chapter 36, Oregon Laws 2012 (Enrolled Senate Bill 1581) Stats. Implemented: Section 14, chapter 36, Oregon Laws 2012 (Enrolled Senate Bill 1581)*

#### **705-010-0045 Communications**

As part of the process of entering into an achievement compact, the governing body of an education entity shall ensure that open communications are provided to parents, students, teachers or faculty, employees, exclusive bargaining representatives and community representatives for the purposes of explaining and discussing the outcomes, measures of progress, goals and targets specified in the achievement compact for the fiscal year. ~~The open communications must be provided during each education entity's public budget process.~~

*Stat. Auth.: Section 14, chapter 36, Oregon Laws 2012 (Enrolled Senate Bill 1581) Stats. Implemented: Section 14, chapter 36, Oregon Laws 2012 (Enrolled Senate Bill 1581)*

#### **705-010-0055 Receipt and Acceptance of Achievement Compacts**

(1) The Chief Education Officer shall acknowledge receipt of each achievement compact and shall inform the education entity of the Board's acceptance of any local priorities within 30 days of receipt of the achievement compact.

(2) The Board shall ~~post~~ make available on its website the achievement compacts received and summary reports of the information contained in the achievement compacts.

*Stat. Auth.: Section 14, chapter 36, Oregon Laws 2012 (Enrolled Senate Bill 1581) Stats. Implemented: Section 14, chapter 36, Oregon Laws 2012 (Enrolled Senate Bill 1581)*

#### **705-010-0065 End-of-Year Reports**

(1) For terms of achievement compacts that are carried forward in identical form from one fiscal year to the next, an education entity's report of results in a subsequent year's achievement compact shall represent its report of final results for a given fiscal year.

(2) For terms of achievement compacts that are not carried forward in identical form from one fiscal year to the next, the education entity shall report its results in conjunction with its data reports for the Oregon Report Card or in separate reports within 120 days after the close of the fiscal year.

*Stat. Auth.: Section 14, chapter 36, Oregon Laws 2012 (Enrolled Senate Bill 1581) Stats. Implemented: Section 14, chapter 36, Oregon Laws 2012 (Enrolled Senate Bill 1581)*

### **705-010-0070 Achievement Compact Advisory Committees for School Districts and Education Service Districts**

(1) Each school district, as defined in ORS 332.022, and each education service district operated under ORS Chapter 334 shall form an achievement compact advisory committee ~~no later than September 30, 2012.~~

(2) An achievement compact advisory committee shall be responsible ~~for ensuring that the district's achievement compact is implemented for the 2012-13 school year and annually thereafter~~ and for ensuring that achievement compacts for subsequent school years are developed annually for each school year with input from educators, parents, community and staff of the district.

(3) An achievement compact advisory committee shall:

(a) Develop plans for achieving the district's outcomes, measures of progress, goals and targets expressed in an achievement compact, including methods of assessing and reporting progress toward the achievement of goals and targets; and

(b) Recommend outcomes, measures of progress, goals and targets to be contained in the district's achievement compact for the next fiscal year.

(4) Each achievement compact advisory committee shall present its recommendations in a report to the governing board of the district no later than May ~~February~~ 1 of each year. An achievement compact advisory committee's report and recommendations shall be considered by the governing board of the district when entering into an achievement compact for the next fiscal year. The governing board shall file the achievement compact advisory committee's report with each achievement compact it adopts and forwards to the Board.

(5) Parent engagement is an important component in the advancement of Achievement Compacts. Each district needs to ensure that they have a process for allowing a diverse group of parents to share their perspectives and their recommendations about:

(a)- District services that contribute to student success and instructional program quality;

(b)- Student, school, and district progress toward the state's 40-40-20 educational goals; and

(c)- The type of academic program they believe will help students in their district succeed and support the state in reaching the 40-40-20 goal.

(6) School districts and education service districts shall make A-all materials, not containing confidential student information, available to the Achievement Compact committee shall be available to parent and community members. The narrative that will accompany the district compact should include a brief description of the parent engagement strategy and a summary of the recommendations they received from parents and the community.

*Stat. Auth.: Sections 16-17, chapter 36, Oregon Laws 2012 (Enrolled Senate Bill 1581) Stats. Implemented: Sections 16-17, chapter 36, Oregon Laws 2012 (Enrolled Senate Bill 1581)*

### **705-010-0072 Achievement Compact Advisory Committees for Community College Districts and Public Universities**

(1)Each community college district shall form an achievement compact advisory committee that meets the requirements of section 202b, chapter \_\_\_\_, Oregon Laws 2013 (Enrolled House Bill 3120) no later than \_\_\_\_\_.

(2)An achievement compact advisory committee shall be responsible for ensuring that the college's or university's achievement compact is implemented for the 2013-14 fiscal year and subsequent fiscal years.

*Stat. Auth. Section 202b, chapter \_\_\_\_, Oregon Laws 2013 (Enrolled House Bill 3120)*

*Stat. Implemented: Section 202b, chapter \_\_\_\_, Oregon Laws 2013 (Enrolled House Bill 3120)*



To: Oregon Education Investment Board

From: Oregon Education Association, Center for Great Public Schools

Date: September 16, 2013

RE: Achievement Compacts – OEIB Draft Amendments and Rule Text

The Oregon Education Association (OEA) appreciates the opportunity to provide input on the Oregon Education Investment Board (OEIB) proposed amendments to the Achievement Compacts, Oregon Administrative Rules (OARs).

We have included proposed changes to OAR 705-010-0070 in this document. See below.

If you have questions about any of the proposed changes to the draft rules, please contact Colleen Mileham, Center for Great Public Schools, Oregon Education Association.

[colleen.mileham@oregoned.org](mailto:colleen.mileham@oregoned.org)

**Proposed Changes - Achievement Compact Advisory Committees for School Districts and Education Service Districts, OAR 705-010-0070**

**1. Create a new section 2 and insert the following language:**

The governing body of a district shall appoint the members of an achievement compact advisory committee. The members of an achievement compact advisory committee shall consist of teachers, administrators and other appropriate education personnel who are employed by the districts. When an employee organization represents educators of a district, the superintendent of the district shall collaborate with the local president of the employee organization to recommend the appointment of educators to the achievement compact advisory committee.

**2. Create a new section 3 with following language:**

The governing body of an education entity and the achievement compact advisory committee shall ensure that open communications are provided to parents, students, teachers or faculty, employees, exclusive bargaining representatives and community representatives for the purpose of explaining and discussing the annual achievement compact development and during the annual education entity's budget process.

**3. Remove the existing section 2 in the draft rules.**

Already covered in the proposed new section 3 above.

# Oregon Public Records Law for Retention and Disposition

*What it Really Means*

# Public Records Laws

## Oregon Public Records Laws (Access)

“**Public record**’ includes any writing containing information relating to the conduct of the public’s business, including but not limited to court records, mortgages, and deed records, prepared, owned, used or retained by a public body regardless of physical form or characteristics.” – ORS 192.410 (4)

# Records Retention - *What is it?*

Records retention is the **minimum and maximum** length of time that a public record must be kept to satisfy **administrative, legal, fiscal** and **historical** requirements of that public record.

Retention is applied to **ALL** public records.

A records retention schedule, approved by the State Archives, is your **legal authorization** to destroy public records.

Retention periods can be as short as 1 day or as long as forever (permanent).

Retention is determined by the **content** of the information and **not** by the **medium** that it is produced or transmitted in.

# Deciding what is a Public Record

Is the information **prepared, owned, used or retained** by you, your division or program?

Does the information **relate to an activity, transaction or function** performed by you, your division or program; and

Is the information **necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs** of your division or program?

If you answer **yes** to all three of these questions, then you have a public record.

# Oregon Public Records Laws (Retention)

ORS 192.005 (5) “Public record” (a) Means any information that:

- (A) Is **prepared, owned, used or retained** by a state agency or political subdivision;
- (B) **Relates to an activity, transaction or function** of a state agency or political subdivision; and
- (C) Is **necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs** of the state agency or political subdivision.

# Public Records are...

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Contracts, Leases, and Agreements,  
Annual Reports, Calendars and  
Scheduling Records, Mailing Lists,  
Press Releases

Board of Commissioners Meeting  
Records

Legal Opinions, Dispute Resolution  
Records, Tort Claim Notices

E-mail messages fitting the  
definition of a public record

Computer System Maintenance Records,  
Information Service Subscription  
Records, Software Management Records,  
User Support Records

Employee Benefits Records, Equal  
Employment Opportunity Compliance  
Records, Grievance and Complaint  
Records, Recruitment and Selection  
Records, Training Program Records,  
Volunteer Worker Records

# Public Records are not...

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Duplicates

Listserv Messages, Advertisements,  
junk mail/spam

General mailings such as County  
Food Drive, Charitable Fund Drive,  
timesheets ready to approve  
messages, etc.

Reference material such as articles,  
magazines and books

Voice mail

# Public Records – “The Gray Area”

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Drafts

Project Team Records – who is responsible?

Notifications

Message strings

Social Media Postings

For more information about Public Records  
please contact...

Connor Edmonds, CRM

Phone: (503) 378-5221

Email: [connor.f.edmonds@state.or.us](mailto:connor.f.edmonds@state.or.us)

The logo features the acronym 'OEIB' in a large, bold, blue, sans-serif font. The letters are centered within a white, irregularly shaped area that resembles a torn piece of paper. This white area is set against a solid, vibrant blue background.

# OEIB

## **OREGON EDUCATION INVESTMENT BOARD BROCHURE**

ROUND 3  
10.4.2013

[herenowcreative.com](http://herenowcreative.com)



# ALL PANELS

approx. 30" x 6"

## EXTERIOR



### HOW WILL OEIB DO THIS?

Together with our partners, we will:

!

#### ADVOCATE

We will be the constant voice of excellence in Oregon education, **advocating for more and better investments across the entire system.** We will work with political, educational and community institutions to create policies that promote better outcomes for students.

- We will ensure that Oregon has high standards for each one of our students.
- We will fund the things that matter by looking at every dollar spent on Oregon education, and ensuring it is going to the things that make the most difference.
- We will study the very best educational practices being used in the state, nation and world, and share them with parents, teachers, and institutions.
- We will call for clear definitions of educational achievement success for students, and hold districts, schools, colleges and universities accountable to provide the high level of education.

➔

### ACCELERATE

OEIB will look for ways to accelerate excellence, **removing barriers that stand in the way of achievement** for Oregon's students. In legislative, informational and policy arenas, we will be the voice of efficiency and effectiveness in reaching our educational goals as quickly as possible.

As we create a unified education system, we will "connect the dots" of students' experience, so that core outcomes are achieved, key transitions are focal points, and where there are gaps, we improve achievement for all.

- We will provide a linkage between all levels of education from birth through the highest levels of formal education, so that we can connect information about students throughout the system to serve them better.
- We will ensure teachers and administrators have high quality, on-the-job, collaborative professional development so that a supported and excellent teacher is in every classroom.
- We will have a special focus on freeing educators from paperwork, regulations and rules that currently stand between them and more time with students.

?

### ENGAGE

**Creating ongoing dialogue around educational excellence** is a key part of our role. OEIB will host community forums, public meetings, surveys and conversations to listen and get feedback from parents, students, educators and community members.

One of our priorities will be to listen to Oregonians whose voices have previously been underrepresented, such as communities of color and English language learners. We will create easy to use tools for educators to communicate their goals, their work and student progress towards core outcomes with the public statewide.

We hope to engage each and every Oregonian in this conversation.

### A NOTE FROM THE GOVERNOR



If, as I believe, it is the promise of equal opportunity that lies at the heart of the American Dream – the promise of upward mobility; the promise that if you work hard you can build a better life for yourself and your family; the promise that each subsequent generation will be better off than the last one – then public education is the vehicle through which the American Dream is most directly fulfilled today.

Oregon is on the right track. **We are implementing reforms to demand better results for students, provide more resources for teachers, and prepare Oregonians for the economy of the 21st century.** With the OEIB, we now have a seamless, unified system for investing in, and delivering, public education from birth through high school, college and career. The OEIB is committed to eliminating barriers to student progression and working at all levels of education to support students at points of transition.

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With the leadership of the OEIB – and by working together with educators, local communities, parents and staff – I believe we can deliver for Oregon's children, for Oregon's economy, and for Oregon's future.



**Because Oregon students should expect a better education.**

**Because education should be a priority for all of us statewide.**

**Because our economy grows when we have an educated and trained workforce.**

**Because Oregon should be rated at the top of education, not the bottom.**

**Because the jobs of tomorrow require new skills.**

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www.oeb.tbd

To create a promising future for all Oregon students, we must invest in high quality education that works to raise the level of achievement for each student, from birth through the highest levels of formal education.

We are the **Oregon Education Investment Board (OEIB)**, a state policy and investment board appointed by the Governor.

## OREGON IS STRONGER WHEN OUR STUDENTS ARE STRONGER.



## INTERIOR

### OUR VISION

OEIB's vision is to advise and support the building, implementation and investment in a unified public education system in Oregon that meets the diverse learning needs of our youngest Oregonians through post-secondary students and provides boundless opportunities that support success.

By doing so, we ensure 100% high school graduation by 2025 and that Oregon students are college and career ready. Specifically, we believe that by 2025 we can reach the state's 40-40-20 goals:

2010



2025



We believe that by doing so, we collectively create stronger individuals, stronger communities and a stronger Oregon economy.

### OUR PRIORITIES

Here are our priorities for education in the state of Oregon in 2013-2014. We hope you will join us in creating a promising future for each and every student in Oregon.

#### 1 MORE CHILDREN WILL BE READY FOR SCHOOL.

Oregon's best opportunity for success is to start from birth to prepare kids to learn the moment they enter school. We know that when children come to school with a few important skills (letters, sounds, counting, skills like listening and following directions) they are much more successful as they enter school. This advantage actually stays with children for years to come, and they are more successful at all future levels of school.

**BY JUNE 2014:**

- A statewide literacy campaign will ensure each family understands how they can help their child be ready for school through talking, playing and reading.
- A statewide Kindergarten test will help us understand what skills our youngest learners have so that we can improve the programs that serve them.
- A state registry will provide parents with easy to understand information about how to choose a high quality childcare provider who will also develop these early skills in children.

#### 2 MORE 3RD GRADERS WILL BE READING AT OR ABOVE GRADE LEVEL.

Being a confident reader is critical for success, not only in elementary school, but also throughout school. At the 3rd grade level, there is a transition from "learning to read" to "reading to learn". It's a big change.

If a student is reading at or above grade level by 3rd grade, he or she is more likely to be able to read to learn, more likely to enjoy and succeed in school, and significantly more likely to graduate from high school. Therefore, while all of elementary school is important, 3rd grade is an important time to make sure students get all the support they need at home and in school.

**BY JUNE 2014:**

- All districts will have high expectations - each student should be at or above grade level on 3rd grade reading tests.
- Teachers will receive more support and training to serve our increasingly diverse students.
- As needed, children struggling with reading will receive an individualized plan to get them back on track. This may involve more reading time, tutoring, or different types of teaching.

#### 3 MORE 9TH GRADERS WILL FINISH ON TRACK WITH CREDITS AND STRONG ATTENDANCE RECORDS.

We know that 9th grade is a critical transition year in a student's education. Finishing 9th grade strong is a great predictor of finishing high school college and/or career ready.

Falling behind on credits, or attendance, often signals that a student is on a path to dropping out.

**BY JUNE 2014:**

- All districts will have high expectations - each Oregon 9th grader should be on track to graduate from high school, and be college or career ready.
- Schools and community organizations will pay attention to how students are doing as they near the end of 9th grade, and quickly provide mentors, additional support and summer learning to get them back on track.
- Students who have already dropped out of high school will have more paths back into completion of their degree.

#### 4 HIGH SCHOOL GRADUATION AND COLLEGE COMPLETION RATES WILL INCREASE

Earning a high school diploma is directly related to an individual's future financial success, health and well-being, and level of civic engagement over a lifetime - and the more education an individual has beyond high school, the more those benefits increase.

We know that creating a college-going culture - by offering students many opportunities to earn college credits in high school and introducing families to the many different post-secondary college opportunities early - is key to improving graduation rates and boosting college enrollment.

**BY JUNE 2014:**

- Students and families will have more resources and support aimed at helping them see a clear path to college and career.
- More students will have access to engaging programs that build 21st-century skills and critical thinking, such as science, technology, engineering, math and arts.
- Students across the state will have the opportunity to earn college credit while in high school, through advanced placement, dual credit and other college opportunities.

#### 5 MORE OREGONIANS WILL EARN DEGREES AND CERTIFICATES THAT LEAD TO REWARDING JOBS

To revitalize Oregon's economy, the workforce needs higher levels of knowledge and skills than ever before, which is the cornerstone of Oregon's 40-40-20 Goals.

A critical role of OEIB is to ensure that a variety of career training, community college and four-year options are an option for more students, and that the number of students who persevere through to a certificate or degree increases.

To reach the ultimate goal of more Oregonians engaged in rewarding work, we must ensure that the education system is listening, and adapting, to the needs of Oregon's workforce.

**BY JUNE 2014:**

- Oregon's financial aid system will provide support to more students and families in need, and will evolve in ways that make it more effective and reliable.
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### Get involved.

Morbi leo risus, porta ac consectetur ac, vestibulum at eros. Sed posuere consectetur est at lobortis.

### More information:

www.oeb.tbd

# FRONT COVER

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# FIRST SPREAD

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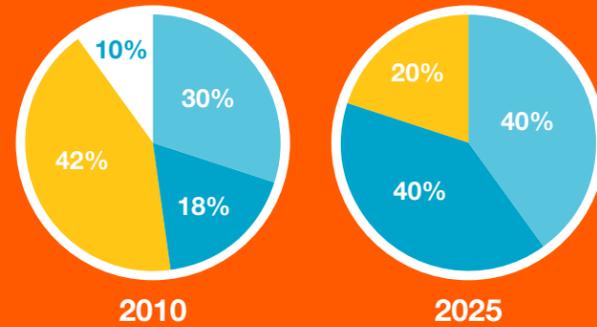
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- high school or less
- career ready
- completing 2-year degree
- completing 4-year degree

We believe that by doing so, we collectively create, stronger individuals, stronger communities and a stronger Oregon economy.



## WHAT WILL SUCCESS MEAN TO OUR STUDENTS, COMMUNITIES AND STATE?

- Education will be valued, and students, families & communities will all take part.
- All Oregon students will know that college is available to them if they choose it, and that they have a pathway to a successful career.
- Funding education at a high level will be a priority, statewide.
- Students, parents, educators and business leaders will rate Oregon education top in the nation.
- Oregon businesses will thrive, and our economy will grow.

## A NOTE FROM THE GOVERNOR



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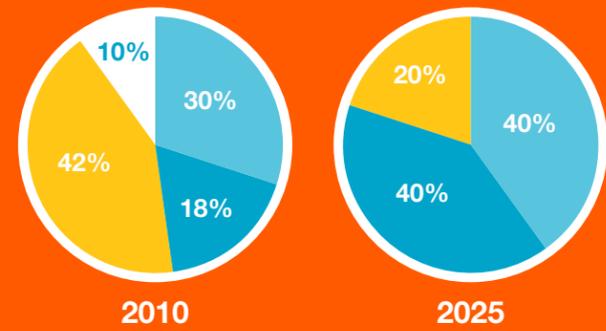
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## Get involved.

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## More information:

[www.oeib.tbd](http://www.oeib.tbd)

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More info

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[www.oeib.tbd](http://www.oeib.tbd)

# BACK PANELS

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## HOW WILL OEIB DO THIS?

Together with our partners, we will:



### ADVOCATE

We will be the constant voice of excellence in Oregon education, **advocating for more and better investments across the entire system**. We will work with political, educational and community institutions to create policies that promote better outcomes for students.

- We will insure that Oregon has high standards for each one of our students
- We will fund the things that matter by looking at every dollar spent on Oregon education, and ensuring it is going to the things that make the most difference.
- We will study the very best educational practices being used in the state, nation and world, and share them with parents, teachers, and institutions
- We will call for clear definitions of educational achievement success for students, and hold districts, schools, colleges and universities accountable to provide this high level of education

### ACCELERATE

OEIB will look for ways to accelerate excellence, **removing barriers that stand in the way of achievement** for Oregon's students. In legislative, informational and policy arenas, we will be the voice of efficiency and effectiveness in reaching our educational goals as quickly as possible.

As we create a unified education system, we will 'connect the dots' of students' experience, so that core outcomes are achieved, key transitions are focal points, and where there are gaps, we improve achievement for all.

- We will provide a linkage between all levels of education from birth through the highest levels of formal educations, so that we can connect information about students throughout the system to serve them better
- We will insure teachers and administrators have high quality, on the job, collaborative professional development so that a supported and excellent teacher is in every classroom
- We will have a special focus on freeing educators from paperwork, regulations and rules that currently stand between them and more time with students

### ENGAGE

**Creating ongoing dialogue around educational excellence** is a key part of our role. OEIB will host community forums, public meetings, surveys and conversations to listen and get feedback from parents, students, educators and community members.

One of our priorities will be to listen to Oregonians whose voices have previously been underrepresented, such as communities of color and English language learners. We will create easy to use tools for educators to communicate their goals, their work and student progress towards core outcomes with the public statewide.

We hope to engage each and every Oregonian in this conversation.

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503-222-5551



CYLVIA HAYES  
OFFICE OF THE FIRST LADY  
STATE OF OREGON



## The Oregon Prosperity Initiative

The Oregon Prosperity Initiative reflects the commitment of Governor Kitzhaber, First Lady Cylvia Hayes and the entire Administration to ensure that every Oregonian has a pathway to economic security, a healthy life and engaged citizenship. It recognizes that poverty is not just a human tragedy, but also an issue that is both critical to economic and workforce development and stems from a complex set of systemic factors all of which must be addressed as a whole.

The intent is to create conditions that empower all of us to meet our basic needs and be able to lean forward together to share our innovation, our sweat, our passion and our leadership with our communities.

### **Vision:**

Success for the Prosperity Initiative will mean that all Oregonians have access to adequate housing and enough to eat. All of our children, regardless of income levels, are getting a first-rate education. People in entry-level jobs have clear, navigable pathways to living-wage positions. Entrepreneurialism and innovation are thriving, and income inequality is shrinking. We all have enough. We all have dignity and respect. We all have dreams and aspirations and the belief that we can achieve them. Oregon is strong and vibrant because we have tapped the vast potential of all our people.

### **Components of the Prosperity Initiative:**

1. The Prosperity Plan – Oregon's 10-year outcomes-based budget plan;
2. Raising awareness about poverty and its causes and consequences;
3. Coordinated transformational changes in early childhood, education, workforce development, health care and public safety;
4. Strategies to ensure that our economy is producing living-wage jobs or jobs that are connected to pathways leading to such jobs;
5. Prosperity Impact Projects (see below):

focused on reducing poverty.

- ***Prosperity Economics Summit (pending)***

The Oregon Prosperity Initiative is exploring the value of convening a working session to learn from strategic best-practice projects across the country that are delivering concrete prosperity outcomes for low-income populations.

*“Martin Luther King once said that if we didn’t talk about race we would have racism. Similarly, poverty will not go away if we ignore it. The Oregon Prosperity Initiative is spotlighting these issues, with a goal of maximizing our potential and making Oregon a more prosperous place to live and do business.”*

*-First Lady of Oregon, Cylvia Hayes*

**For additional information:**

Cylvia Hayes, First Lady of Oregon: 503-373-7489 or [mary.e.rowinski@state.or.us](mailto:mary.e.rowinski@state.or.us)

Robert Lee, Prosperity Initiative Coordinator: 503-986-0983 or [Robert.lee@state.or.us](mailto:Robert.lee@state.or.us)

Therese Lang, Communications Director: (503) 913-9311

# Annual Report 2012-13

## Oregon Student Access Commission

*Helping students plan and pay for college*



# Vision

An organization of innovation and excellence in a leading college-going state.

# Mission

To create a college-going culture for all Oregonians by providing access through information, mentoring, and financial support.

# Values

Responsible risk taking  
Integrity  
Respect  
Partnership  
Stewardship  
Leadership  
Excellence  
Responsiveness

# Brief History

Established by the Oregon Legislature in 1959, the Oregon Student Access Commission (OSAC) is responsible for administering a variety of state, federal, and privately funded student financial aid programs, including grants and scholarships, for the benefit of Oregonians attending (or planning to attend) institutions of postsecondary education. Each year, the agency helps more than 50,000 Oregon students work toward their educational goals.

As an independent state agency, OSAC is unique in the nation for its public-private scholarship administration program to help make college more affordable for Oregon students. With partners such as The Oregon Community Foundation, The Ford Family Foundation, private individuals, employers, financial institutions, and membership organizations, more than 450 privately funded programs are available to students.

OSAC also administers the state's largest need-based grant, the Oregon Opportunity Grant, to help low- to middle-income students attend Oregon postsecondary institutions.

OSAC also manages ASPIRE (Access to Student assistance Programs In Reach of Everyone), the state's mentoring program to help students access education and training beyond high school. For more information about all OSAC programs, visit [www.OregonStudentAid.gov](http://www.OregonStudentAid.gov).

# Oregon Opportunity Grant



The Oregon Opportunity Grant (OOG) is Oregon's largest state-funded, need-based grant program for students planning to go to college. Opportunity Grants are funded primarily by Oregon taxpayers. Nearly 33,000 students received OOG awards totaling more than \$51.6 million in the 2012-13 academic year.

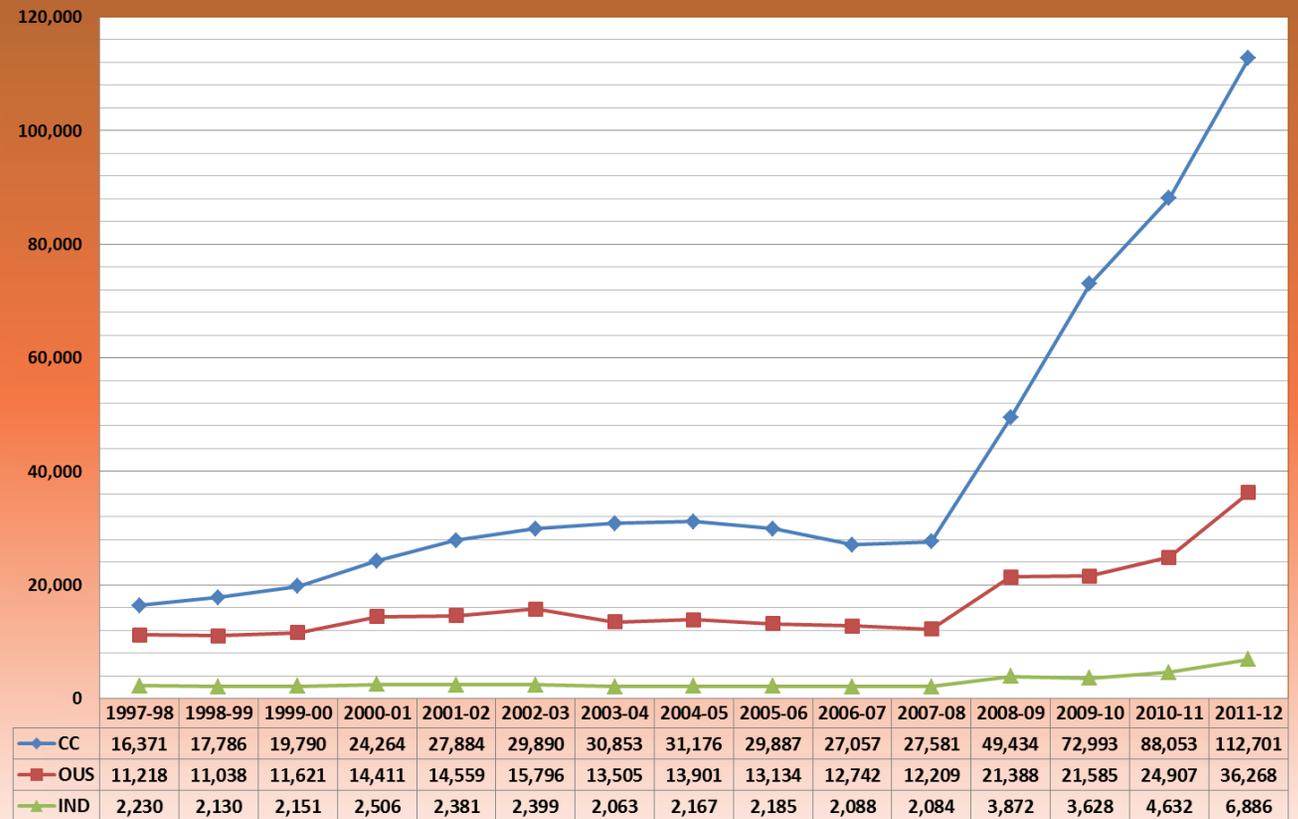


**Chart 1** shows the total number of financial aid applicants who met general eligibility criteria for the OOG from 1997-98 to 2012-13. To be eligible, students must meet all of the following requirements:

- Be an Oregon resident (including members on Native American tribe with traditional ties to Oregon) and a US citizen or eligible noncitizen.
- Be an undergraduate student with no prior baccalaureate degrees.
- Be enrolled at least half time at a participating Oregon-based postsecondary institution.
- Have financial need, based on the difference between cost of attendance, federal aid, and student's and family's financial resources.
- Have no defaults on federal student loans and owe no refunds on federal student grants.
- Not be incarcerated.

The chart illustrates the effect of the economic downturn that began in 2008, when the number of eligible aid applicants grew dramatically as unemployed adults went back to college.

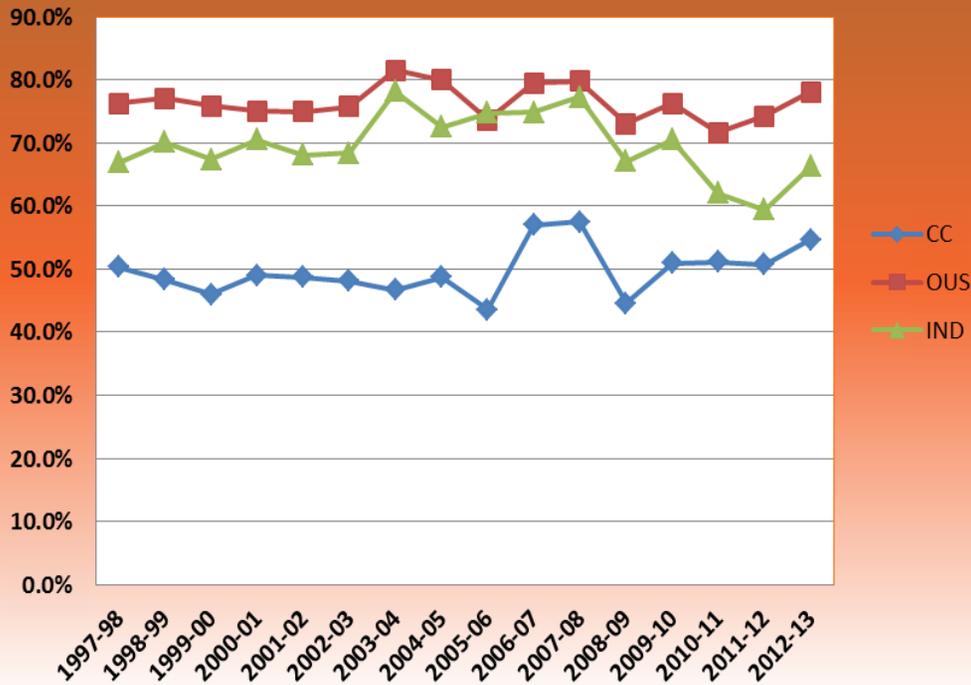
## Oregon Opportunity Grant Eligible Applicants



**Chart 1.**

The the 2008-09 academic year was the first year that OSAC used a new formula based on the Shared Responsibility Model to determine students' OOG eligibility and awards. The same year, the US Department of Education expanded income ranges for automatic \$0 Expected Family Contribution, making more students OOG eligible.

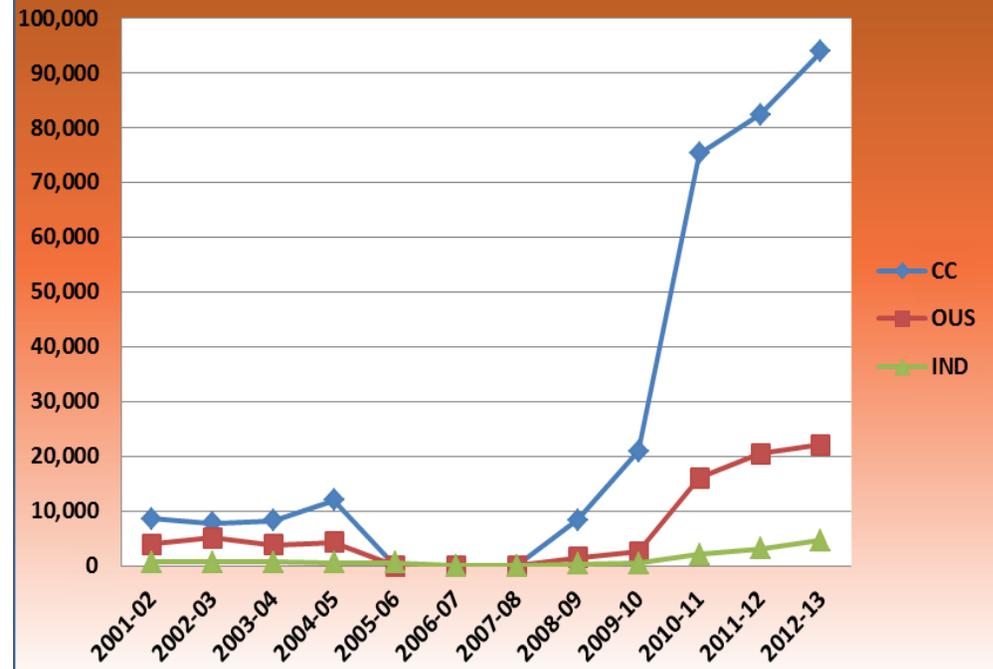
## Percentage of OOG Awardees Who Received OOG Funds at an Oregon College/University



**Chart 2.**

This chart tracks the percentage of OOG awardees who received OOG funds for enrollment at an eligible Oregon postsecondary institution. The highest percentages for all academic sectors occurred in the years when the program was fully funded by the Oregon legislature, making it possible to award grants throughout the year. Award amounts decreased for students at 4-year private independent institutions in 2008-09, which may have affected pickup rates.

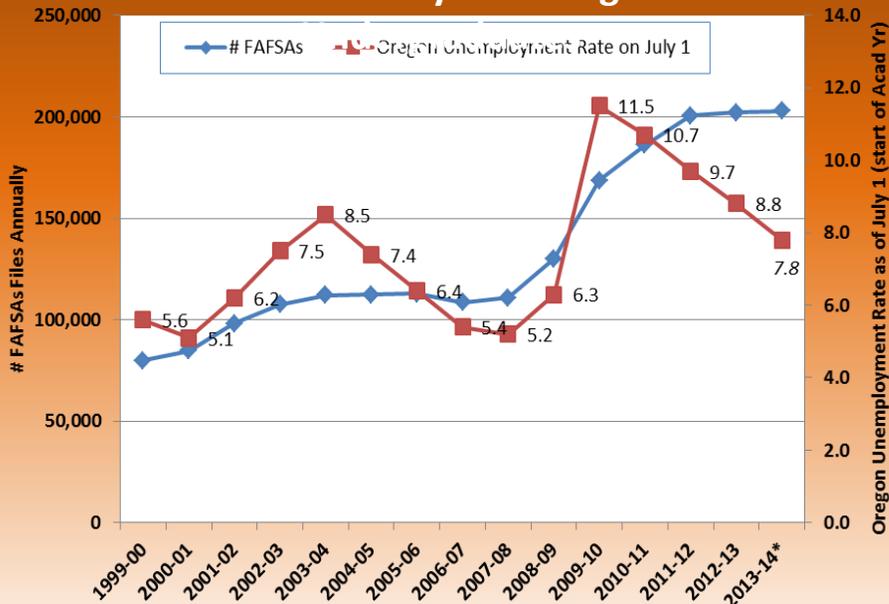
## OOG # “Late” Applicants 2001-02 to 2012-13



**Chart 3.**

This shows the number of students who filed a FAFSA after the application deadline for OOG eligibility. Students complete the FAFSA, or Free Application for Federal Student Aid, online to apply for federal student aid programs, such as Federal Pell Grants and Federal Direct Stafford Loans, and for the OOG. There were a small number of late applicants in 2005-06 and no late applicants in 2006-07 or 2007-08. In 2008-09, the recession began and OOG eligibility criteria changed with the implementation of the Shared Responsibility Model, established by the Legislative Assembly in 2007.

## Oregon Unemployment Rates Compared to FAFSA Filed by OOG-Eligible

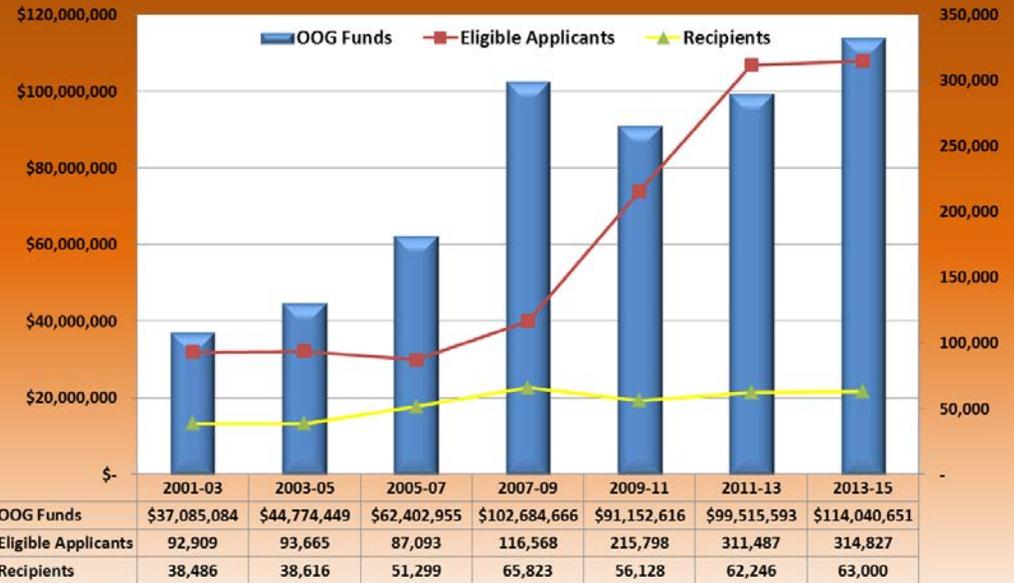


\*Current estimated total for 2013-14 = 202,840. Actual total through 6/20/13 = 142,331

**Chart 4.**

This illustrates the strong correlation between Oregon unemployment rates and the annual total number of students who applied for financial aid by filing a FAFSA over time. Financial aid applications tend to increase soon after the start of an economic downturn and level off after the end of a recessionary period. Despite the recent decrease in Oregon unemployment rates, however, FAFSA counts have yet to level off.

## OOG Dollars Disbursed vs. Number of Applicants & Recipients



**Chart 5.**

This shows biennial OOG funding levels, along with the number of eligible OOG applicants and OOG recipients over time. (Totals for 2013-15 are estimates.)

# Federal and State Grants



OSAC also administers grant programs for:

- Foster Youth
- Student-Parents

To apply for these special programs, students must complete the Free Application for Federal Student Aid (FAFSA) and a separate application.

## Chafee\* Grant Recipients and Dollars Awarded\*\*



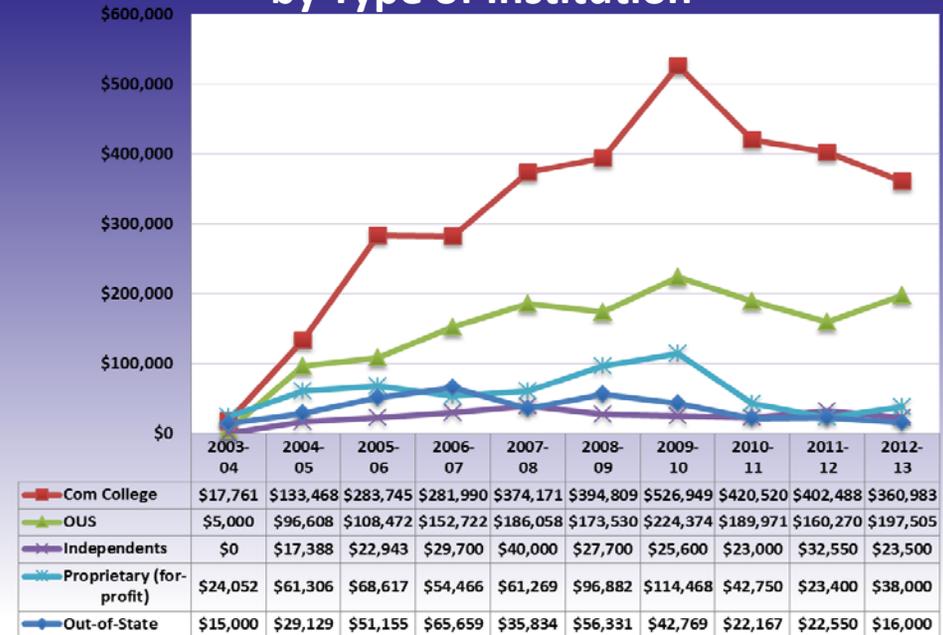
**Chart 1.**

This chart shows the total dollars awarded and number of recipients receiving awards per academic year.

\* The Chafee Education and Training Grant (ETG) is a Federal Grant awarded to the Oregon Department of Human Services Independent Living Program (DHS ILP) who contract with OSAC to provide an electronic application, awarding, and disbursement process. Chafee ETG applicants must have been in substitute (foster) care for the equivalent of 180 days after their 14<sup>th</sup> birthday, and not have exited care or been adopted prior to their 16<sup>th</sup> birthday. Applicants may receive up to \$3000 for the academic year as long as they apply and are receiving the grant until they turn 21. Applicants who were receiving the grant at age 21 may continue to apply and receive the grant until age 23. The grant may be used for undergraduate or graduate work, at any accredited, Title IV eligible college/university in the United States.

\*\* Award amount is the net amount that takes into account non-attendance.

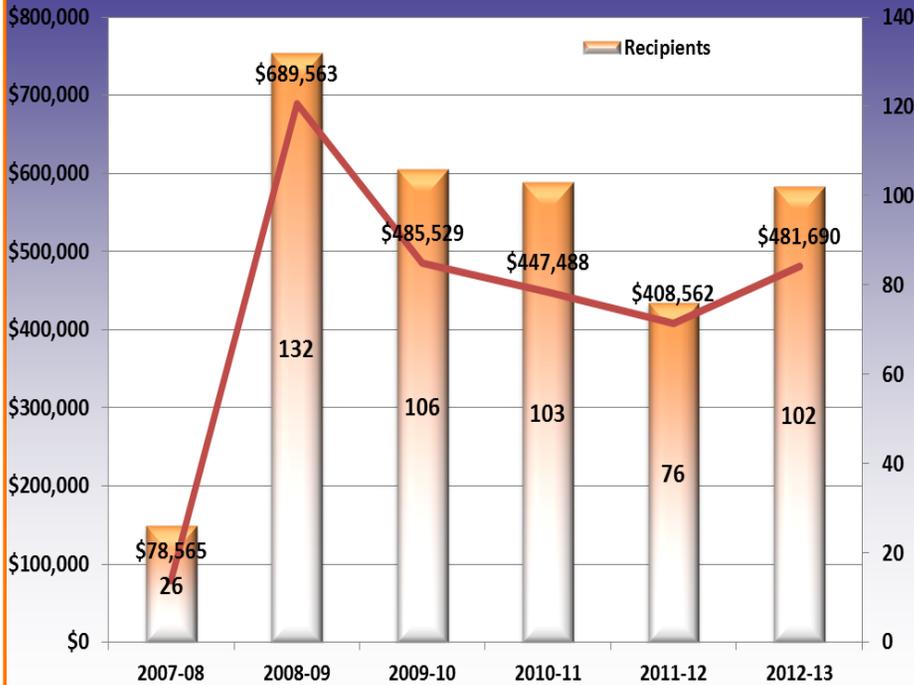
## Chafee Grant Awards\*\* by Type of Institution



**Chart 2.**

This shows the total dollars awarded by type of institution. Chafee ETG applicants may use their grant at any college in the United States that is eligible to participate in Title IV Financial Aid programs (Federal Pell Grant, etc).

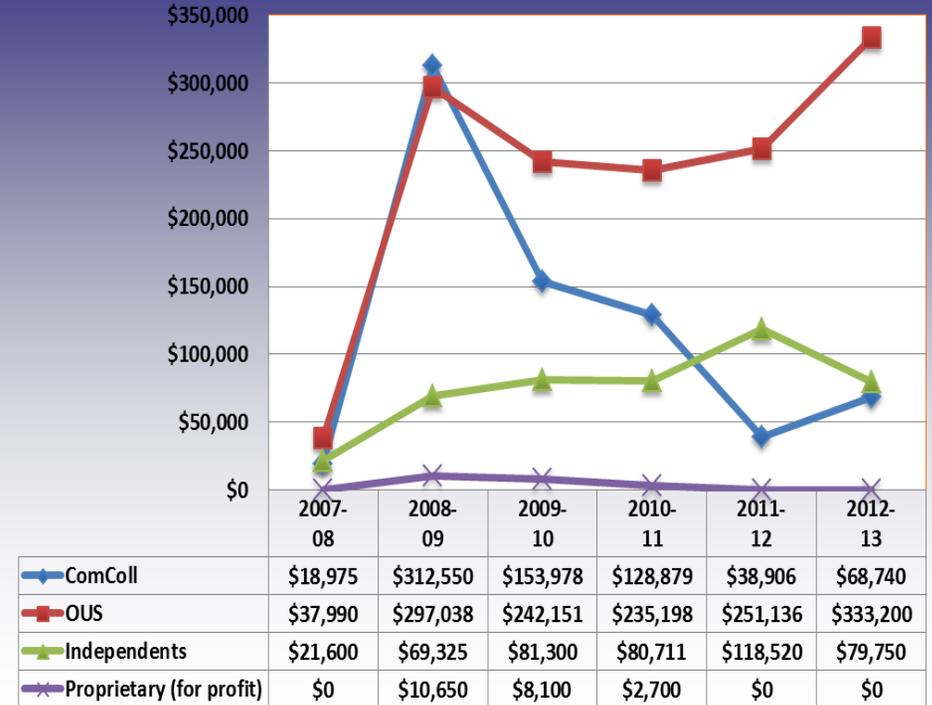
### Student Child Care Recipients and Awards\*



**Chart 3.**

This chart shows the total dollars awarded and number of recipients receiving awards per academic year. The number of recipients varies per year depending upon the total budget available and number of children in care. Award calculations include the number of children in need of care per recipient multiplied by the actual monthly child care cost or a pre-determined maximum cost by age group, whichever is lower.

### Student Child Care Grant Awards by Type of Institution



**Chart 4.**

This chart demonstrates the total dollars disbursed by type of institution. Oregon Student Child Care Grant recipients may only attend academic institutions based in Oregon (community college, private independent college/university, Oregon University System institution, or for-profit school incorporated in Oregon).

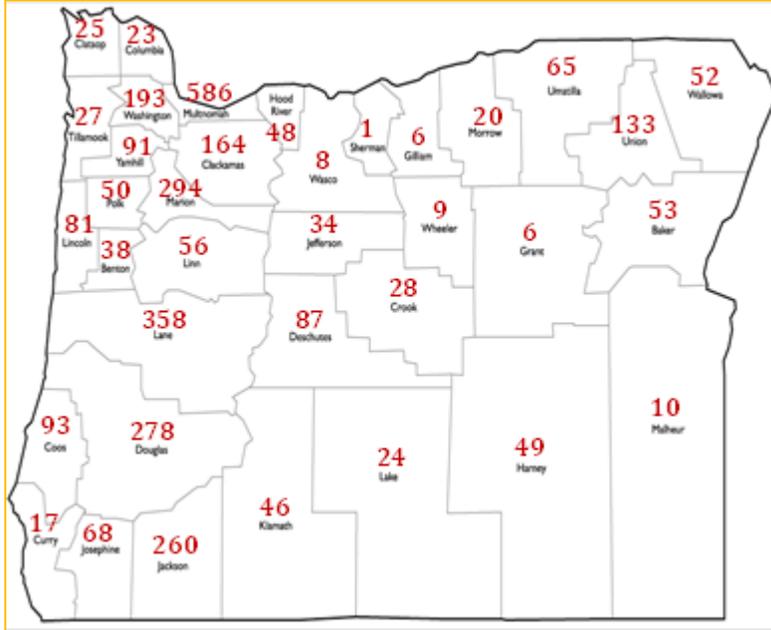
## Private Scholarships



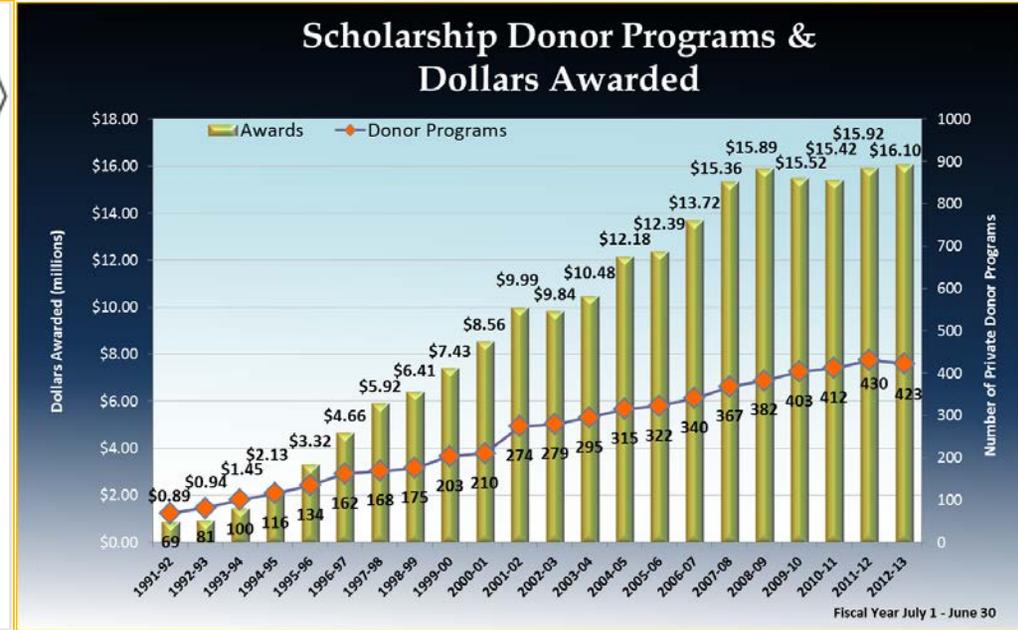
Students have access to more than 450 scholarship funds by using OSAC's single online application. These private scholarship programs are donor-funded and award more than 3,100 deserving students, annually. Eligibility includes criteria such as the high school attended, academic interests, school and community activities, career goals, and financial need. Some do not require a minimum GPA or financial need.

2012-13 Dollars Awarded	County
145,961	Baker
252,841	Benton
737,407	Clackamas
153,827	Clatsop
84,009	Columbia
543,588	Coos
42,400	Crook
46,664	Curry
458,759	Deschutes
1,549,549	Douglas
33,879	Gilliam
67,853	Grant
136,013	Harney
174,609	Hood River
1,150,874	Jackson
191,829	Jefferson
413,965	Josephine
265,757	Klamath
136,906	Lake
1,576,982	Lane
297,733	Lincoln
311,932	Linn
71,401	Malheur
1,490,554	Marion
46,046	Morrow
2,654,137	Multnomah
268,931	Polk
12,371	Sherman
138,298	Tillamook
292,844	Umatilla
133,933	Union
169,814	Wallowa
40,414	Wasco
919,414	Washington
34,534	Wheeler
462,564	Yamhill
<b>\$ 15,508,592</b>	<b>Awards to Oregon Students, only</b>

## 2012-13 Number of Scholarship Recipients and Dollars Awarded



**Figure 2.** Number of Scholarship Recipients by county. Total Awardees=3,289



**Chart 1.** Number of privately funded scholarships and dollars awarded. (Includes awards going to out-of-state students.)

**Figure 1.** Scholarship Dollars awarded listed by county. (Total dollars do not include dollars awarded to out-of-state students.)

# Scholarship Awards by Ethnic Group/Race

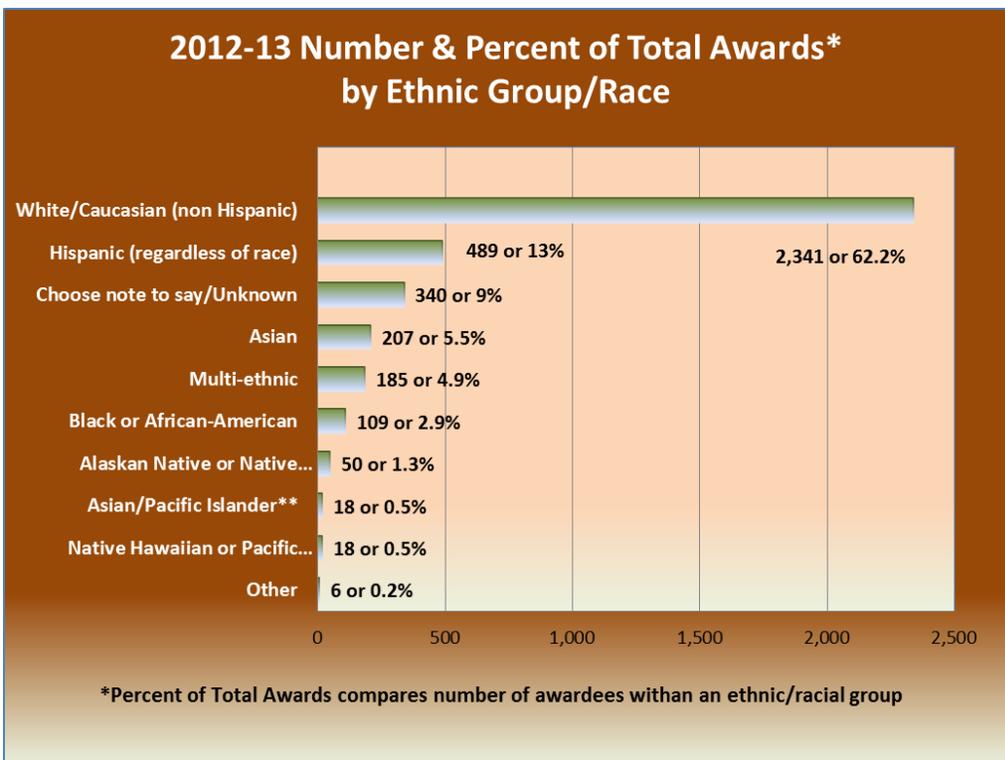
Scholarship Applicants, Awardees, Dollars Awarded by Ethnic Group/Race *				
Year	2012-13			
	Apps	Awardees	Pct. of Apps Awarded	Total Awarded
White/Caucasian (non Hispanic)	10,054	2,341	23.3%	11,965,557
Hispanic (regardless of race)	2,022	489	24.2%	2,907,428
Black or African-American	380	109	28.7%	528,396
Alaskan Native or Native American/American Indian	172	50	29.1%	293,688
Asian/Pacific Islander***	41	18	43.9%	183,887
Asian	773	207	26.8%	949,009
Native Hawaiian or Pacific Islander	67	18	26.9%	63,227
Multi-ethnic	839	185	22.1%	914,868
Other	8	6	75.0%	52,214
Choose note to say/Unknown	1,242	340	27.4%	1,293,892
<b>Totals</b>	<b>15,598</b>	<b>3,763</b>	<b>24.1%</b>	<b>\$19,152,166</b>

**Chart 3.**

This chart shows for each ethnic group the total number applications submitted, total number of recipients who received an award, the percent of awards within each ethnic group, and the total dollars awarded for each group.

Chart 3 & 4 include all privately funded and public programs and includes awards to non-Oregonians.

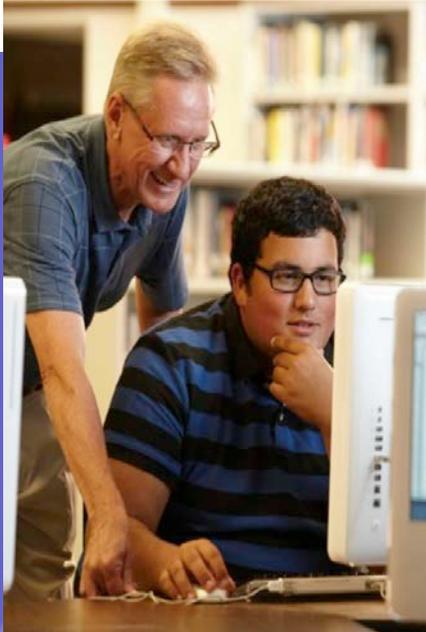
\*\*\*Starting 2010-11, U.S. Department of Education changed reporting requirements for schools; OSAC changed to match school reporting requirements. Numbers for the past two years also include applications that were automatically renewed where students did not have to complete a new application.



**Chart 4.**

This chart shows that out of the total pool of scholarship applicants, the percentage of recipients for each ethnic group who received scholarship awards in 2011-12.

# ASPIRE Mentoring Program



ASPIRE (**A**ccess to **S**tudent assistance **P**rograms **I**n **R**each of **E**veryone) helps middle and high school students access education and training beyond high school. Students receive information about college and career options, admissions, and financial aid from trained and supportive, ASPIRE volunteer mentors who work one-on-one with them throughout the year.

# Class of 2013 ASPIRE Students

**87%** applied to at least one college, university, or technical/vocational program

**87%** plan to continue their education next fall or sometime in the future

**78%** took the SAT

**49%** took the ACT

**83%** filed the Free Application for Federal Student Aid (FAFSA)

**51%** applied for at least one OSAC administered scholarship

**72%** applied for at least one other scholarship, not administered by OSAC



\*information collected via self-reported survey

# 2012-13 by the numbers

## Statewide: 137 ASPIRE sites

(high schools, community sites, and community colleges)

 8,000 students received one-on-one mentoring

 1,400 trained volunteer mentors helped students

 49,000 hours of volunteer service, worth an estimated \$947,170

 560 trainings provided by ASPIRE Coordinators & staff

 1,400 volunteers participated in trainings

 31 training sessions conducted at the ASPIRE Fall Conference

 180 coordinators & volunteers participated in the ASPIRE Fall Conference

 7 ASPIRE Region Meetings conducted by ASPIRE staff throughout the state

 73 ASPIRE Coordinators attended ASPIRE Region Meetings

## A snapshot of our students

Oregon Public Schools	ASPIRE Sites
51% eligible for Free & Reduced lunches	52% eligible for Free & Reduced lunches
33% minority students in high schools	31% minority students in high schools
57% rural secondary schools	60% rural sites

## OEIB TSPC REPORT

October 8, 2013

### **Licensure:**

#### ***Redesigning Teaching Licensure to do the following:***

- Place all teacher educators on one licensure system (rules, etc)
- Create Professional Teacher Designation
- Create Advanced Professional Teacher Designation for:
  - National Boards Certification
  - ASHA certification (speech language pathology)
  - Teacher Leader
  - Advanced contributions to the profession
- Eliminate grade level designations that are tied to buildings (gives districts more flexibility)
- Taking proficiency education into account
- Streamline content endorsements

***Working with Education Service Districts*** to provide professional development certification for licensure (five pilot sites)

### **Accreditation:**

#### ***Using Accreditation for Quality Assurances:***

Commission identified a program as being “at risk of low performing” which provided the impetus, through a stipulated settlement agreement to completely revamp the delivery of their licensure programs to retain their state accreditation. Revamp successfully completed.

#### ***Developing New Standards:***

- ESOL competency demonstration in preparation for all licensed educators
- Dual Language Immersion teacher program standards
- Overall Teacher Education Accountability Standards (drivers are)
  - Linked to federal Higher Education Act Reauthorization
  - Linked to federal Elementary Secondary Education Act Reauthorization
  - Linked to changes in national accreditation standards for preparation programs
  - Linked to more Website transparency as it relates to preparation programs
- Standards for adopting Teacher Performance Assessments as part of a candidate’s preparation completion requirements

***Working with Education Service Districts*** to potentially provide pedagogy training for Career and Technical Education Teachers coming in from the CTE professions

### **Two Budget Notes:**

- Bring plan to replace our IT system
- Raise our fees

Testimony  
Presented to Oregon Education Investment Board  
By  
Tom Olson  
Co-founder, Oregon Save Our Schools  
[tskiis@aol.com](mailto:tskiis@aol.com)  
October 7, 2013

Oregon Save Our Schools is very concerned about teachers' increasingly turbulent professional working conditions. This concern is especially apparent in our state's "focus" and "priority" schools. The state agreed in its NCLB waiver request to slap these labels on the 15% of our schools with the lowest performance on reading and math test scores.

Early in 2013, the State Department of Education appointed School Appraisal Teams to conduct 3-5 day site visits to each of these schools. The Appraisal Team was to prepare a report based on their findings, including "required interventions" to improve their school performance. This Appraisal process cost the state well over \$1 million.

We have reviewed these Appraisal reports. The required interventions were obviously written from a pre-arranged and prescribed script. We question whether the reports were even written by the Appraisal Team members. Absolutely nothing in the required interventions relates to any unique challenges in a particular school. Absolutely nothing is suggested to better engage families and community to help remove poverty's barriers to learning---in spite of the fact that virtually all these schools have unusually high levels of students living in poverty.

Strangely, even though there were different Appraisal Teams for different schools, exactly the same text for the required interventions (always appearing on the same page 25) is used in report after report. The single most frequently prescribed intervention that appears in the great majority of the schools' reports is stated, verbatim, as this *"active engagement and planning associated with implementation of the Common Core State Standards."*

So, as schools opened last month, we found teachers spending precious time pawing through various useless "toolkits" and "surveys" and "checklists" and "needs assessments" about the new Standards. They are admonished to accept, without evidence, that these new untried Standards are THE most important solution to their school's low performance. Oh, they're also now learning how student test scores will wrongly be used to evaluate their professional performance.

We ask you launch an independent investigation into the specific impacts of the state's blind acceptance of federally-imposed NCLB waiver conditions on our teachers' professional working lives.

Testimony  
Presented to Oregon Education Investment Board  
By  
Rex Hagans  
Co-founder, Oregon Save Our Schools  
rex@bctonline.com  
October 8, 2013

The need to worry about teachers' turbulent professional working conditions would seem to be something that this Board and our Governor should share with Oregon Save Our Schools. Instead, it fades almost completely into the background of the OEIB discussions even as Oregon plunges ahead with this misguided and poorly thought out "reform."

Why should these conditions be of concern? Simply because we all know that in the end any real success in improving education for all our kids will depend on teachers – motivated, enthusiastic teachers.

And what do we know about motivation in the teaching workplace?

More than 50 years ago, Frederick Herzberg believed that workers are motivated through feeling responsible for and having more authority over their work. His 1968 publication "One More Time, How Do You Motivate Employees?" had sold 1.2 million reprints by 1987 and was the most requested article from the *Harvard Business Review*, which re-published it in January of 2003.

More recently, in his 2010 book, **Drive**, Daniel Pink describes what he says is "the surprising truth" about what motivates us at work. Pink says that true motivation boils down to three elements: Autonomy, the desire to direct our own lives; mastery, the desire to continually improve at something that matters to us, and purpose, the desire to do things in service of something larger than ourselves.

Control over their jobs! Autonomy! How is that going for Oregon classroom teachers these days?

Two recent reports focus directly on how motivated teachers are feeling right now. Their findings about teacher satisfaction were quite similar. But unless you read well beyond the headlines differently their findings were "Headlined" when they were released.

MetLife's 2012 "Survey of The American Teacher was the first to hit the street. The Washington Post headlined their report on it "Teacher job satisfaction craters!"

This survey, conducted annually since 1984, has the great advantage of providing a "baseline" which can show changes over time. It says, "Teacher job satisfaction has

fallen by 15 percentage points since 2009, the last time MetLife queried teachers on this topic, from 59% to 44% responding they are very satisfied. This rapid decline in job satisfaction is coupled with a large increase in the number of teachers reporting they are likely to leave teaching for another occupation (17% in 2009 to 29% today)

Shortly thereafter, The Gallup-Healthway Well-Being Index released a report which compared 14 different occupations on six sub-indexes, which individually examine life evaluation, emotional health, work environment, physical health, healthy behaviors, and access to basic necessities. It also gives an overall score. Teachers ranked 2<sup>nd</sup> only to Doctors on the overall score.

The Gallup Blog, on March 27, 2013, posted this headline “Teaching May Be the Secret to a Good Life.”

On the very next day, the Gallup website officially released the report with the headline “U.S. Teachers Love Their Lives, but Struggle in the Workplace”

Quite a contrast – the message” picked up by headline readers can be expected to be really different, depending on their bias. And indeed it was.

The Gallup blog goes on in the same “happy talk” vein, saying: “Teachers are a happy bunch. They are the most likely of all professions to say they “smiled or laughed a lot yesterday,” and the most likely to report experiencing “happiness” and “enjoyment” yesterday. What’s more, teachers rank No. 2 in saying they “learn or do something new” each day.

This rosy tone was quickly seized on and trumpeted as “Good News” by a whole host of those really pushing the current reforms. Oregon Stand for Children immediately put it up on their website.

But deep in the full text, Gallup adds the statement below, clearly supporting the MetLife emphasis on what they found. More importantly and remarkably, it is also much more consistent their own web site headline!

“The only obstacle in our way, however, may be the workplace in schools themselves. **Despite enjoying top marks in overall wellbeing, teachers’ rank toward the bottom (eighth out of 14) of the professions surveyed on one very important element of wellbeing: work environment.** They rank sixth in saying their “supervisor treats me more like a partner than a boss.” And they are dead-last -- 14th, behind coal miners and truck drivers -- in saying their “supervisor always creates an environment that is trusting and open.” They are also dead last in saying they were “treated with respect all day yesterday,” and experience the second-highest stress level across all occupations. And according to Gallup’s workplace engagement surveys, only 31% of teachers are “engaged,” which ranks sixth overall behind farmers and fishermen, nurses, physicians, managers, and business owners.

Gallup then says, “We have to fix this,” and goes on to say:

“Our ambition should be to put a great teacher in every classroom. These data now point, not only to the societal benefits of teaching, but also the personal benefits for teachers themselves. And if we can turn this into a renewed sense of respect and admiration for teaching as a profession, we will undoubtedly send a shockwave of excitement and energy about teaching throughout the youth of America.”

Respect! Now there is the real heart of your problem. Hundreds, if not thousands of Oregon teachers feel the assumptions and entire process followed in the creation and early operation of the OEIB have been at best patronizing toward teachers. Most feel it has been much, much worse than that. These believe that the educational “wisdom” of policy analysts, politicians, advocacy groups and big business has essentially sneered at and ignored their own professional and craft knowledge, while at the same time grossly distorting and demeaning the quality and the results of their work over the past decade. Not to mention ignoring the preponderance of educational research,

Kevin G. Welner director of the [National Education Policy Center At the University of Colorado](#) writing in the Washington Post (03/07/2012) says:

“The trashing of teachers has been a bipartisan effort, led by groups that include *Democrats for Education Reform* and *Stand for Children*. In fact, President Obama is widely viewed as part of the problem. [Race to the Top](#) and related policies have continued the drive toward privatization and test-focused instruction.

Disingenuousness and hubris abound, including some of the rhetoric coming from this body. Teachers **are** unhappy and very angry. Not a great scenario for success in “reform.”

But don’t take my word for it. Ask a teacher! Preferably not one who has been “courted and groomed” as a part of this process.