Summary of Oregon Education Investment Board Strategies and Plan #2

Strategy	Advice	Next Steps	Leg.
1. Focus state funding for all educational institutions on defined outcomes.	Distinguish outcomes funding from proficiency funding? Take into account the challenges faced by different institutions with different student populations.	Begin with Achievement Compacts in 2012-13 – see #8. Address in further detail in 2013-15 budget plan – see #9 & #10.	2012 2013?
2. Develop a unified 0-20 system, from birth to post-secondary education, for all Oregon learners.	Also address in governance. Note national review of Head Start.	Early Childhood Plan – organization, streamlining and K readiness benchmarks eff. 6/30/12.	2012
3. Ensure success for all learners, incl. racial/ethnic, economically disadvantaged, limited English students and students with disabilities. Provide wraparound services beyond traditional educational programs.	Recognize impacts of poverty	Consider involvement of community service providers and use of community compacts. Note relevance of EC catchment areas. Invite presentations by ELL Collaborative, Donna Beegle and Oregon Leadership Network.	
4. Identify the stages of learning that equate to the most critical momentum points along the 0-20 continuum and use these to inform measures of progress toward the defined outcomes.	Reconcile differences. Clarify terminology. Change "ready to learn" to "ready for school."	Schedule report on focus groups for Dec. 1.	
5. Establish a tight-loose relationship between the state as investor and our educational institutions as providers of education.	Clarify no loss of local control. Make sure student needs are addressed when considering repeals, waivers and suspensions. Don't make things tighter for CCs.	Identify further relief from regulatory reporting and put into effect in 2011-12 and 2012-13. Schedule report from ODE work group at 12/7 meeting.	2012
6. Build out and support the 0-20 system over time. This will require new system-wide capacities, such as the longitudinal data base, establish common standards and	Proceed with initial phase of data base to inform investment decisions and build out to inform classroom instruction (e.g. formative ass'ts).	Data Base Plan: • System operative by 6/30/12, with ROI for early childhood and K-12 by that date • Develop long-term plan in 2012to inform teaching and learning.	2013?

assessments across the continuum, and support for innovation and best practices.	Address funding from Project Alder and SB 909. Address everything required to make it happen.		
7. Establish a learner-focus for the 0-20 system; encourage individualized learning and proficiency-based advancement.	Help build momentum and excitement, but don't impose on districts. Capture individual growth. Tap the intrinsic motivation of learners. Support job-embedded professional development. Revise terminology.	Tie into standards and ass'ts for advancement, e.g. Eastern Promise (scheduled for presentation on Dec. 7).	
8. Establish achievement compacts to create partnerships with our educational institutions and to focus state and local roles on our defined outcomes and measures of progress. Connect to 40/40/20 goals.	Explore community compacts with parents, local gov'ts and community service providers.	Establish as condition of receiving state funding in 2012-13 for all K-12 districts, ESDs, community colleges, OUS and OHSU professional schools. Discuss framework at 12/1 meeting. Testimony from ESDs at 12/1 meeting. Address OHSU piece. Continually refine and improve in later years.	2012
9. Stabilize a baseline of sustainable funding to create common capacity for all institutions.	Consider connection to QEM.	Address in budget design in 2012.	2013
10. Design and implement models for state funding to incentivize innovation and the adoption of best practices over time.	Consider resources for innovation and inter-district supports. Address greater flexibility in exchange for funding. Note differences by sector, e.g. CCs and funding for completion.	Invite presentation from ten-year budget group. Address in budget design in 2012.	2013
11. Develop a 40/40/20 plan that sets goals, builds on common capacity, incorporates best practices and adapts over time ~~as performance is assessed and rewarded~~.	Need more conversations with communities and educators. Build a culture of achievement.	Refine, develop next draft in 2012 Refine again based on results of 2012-13 Achievement Compacts and continually thereafter	

12. Consolidate and streamline governance structures to improve decision-making.	Form should follow function; will take time. Donegan/Spilde recommend: • Bd of Ed & OUS Bd remain intact • OUS moves forward with local board option Nesbitt recommends: • Info reports from Chancellor, CC Comm. & OSAC ED to the OEIB & CEdO • Look at QEC, PSQEC and OEIB • Look at OSAC and HECC in 13-15 Some members int'd in further actions now.	Governor will appoint Work Group at next mtg. Interest in more immediate discussion See Deliverables 3(d),(e), (f) & (g)	2012/ 2013?

Questions:

- Do we need additional strategies?

Issues that need more discussion:

- Role or the QEM.
- Relationship of funding to past decade's decline in achievement.
- Impacts of poverty and how best to address.
- Community compacts and wraparound strategies.

Deliverables in SB 909

Deliverable	SB 909 Reference	Next Steps	Leg.
1. Appoint a Chief Education Officer to perform duties determined by the OEIB;	Sect. 2	Take testimony on job description at Dec. 1 mtg. Approve job description and launch national search by Dec. 7	
2. Submit a report to the Legislature by 12/15/11.	Sect. 6	Task drafters, appoint reviewers, approve outline by Dec. 7	
3. May propose legislation for:	Sect. 6(2)		
3. a. allowing the OEIB to carry out its duties;:	Sect. 6(2)(a)	Establish Achievement Compacts in 12-13	2012
3. b. Merging, redesigning or improving early childhood services and aligning with child-centered outcomes;	Sect. 6(2)(b)	Early Learning Council will address in Dec. report	
3. c. Implementing early childhood services, including:	Sect. 6(2)(c)	" " " "	
• identification of at-risk children and families;		" " " "	
• establishment of family support managers;		" " " "	
• ensuring that contracts with providers require measured progress, goals and payments based on success;		" " " "	
• establishing kindergarten readiness assessm'ts;		" " " "	
• early learning benchmarks, and the collection and evaluation of data;		" " " "	
3. d. Merging State Board of Ed and State Board of Higher Ed and transferring their duties to OEIB by 6/30/12;	Sect. 6(2)(d)	To be informed by SB 909 Work Group members' (Donegan/Spilde) report	2013?
3. e. Transferring the duties of the State Commission on Children and Families to the OEIB by 6/30/12;	Sect. 6(2)(d)	Recommended to move to ELC, along with Child Care Commission	2012
3. f. Requiring the OUS Chancellor, Commissioner for Community College Services and the Executive Director of OSAC to function under the direction and control of the Chief Education Officer by 6/30/2; and,	Sect. 6(2)(e)	To be informed by SB 909 Work Group members' (Donegan/Spilde) report	2012/ 2013?
3. g. Consolidating, aligning and coordinating programs for youth development and training.	Sect. 6(2)(f)	Early Learning Council will address in Dec. report	2012?
4. Ensure that the statewide data system is operating on or before 6/30/12.	Sect. 7	Based on SB 909 Work Team report	