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Chief Education Officer
NANCY GOLDEN

OREGON EDUCATION INVESTMENT BOARD

January, 13 2015

1:00pm – 4:00pm

Oregon University System

Academic and Student Recreation Center, Suite 515

1800 SW 6th Avenue, Portland, OR

Call-In Information:

Dial (888) 204 5984

Code 992939

Video Streaming [HERE](#)

Members of the public wanting to give public testimony must sign in.

There will only be one speaker from each group.

Each individual speaker or group spokesperson will have 3 minutes.

AGENDA

- 1. Board Welcome and Roll Call**
- 2. Chief Education Officer Recommendations on Achievement Compacts**
Dr. Nancy Golden, Chief Education Officer
ACTION ITEM
- 3. Early Learning Hubs Update**
Megan Irwin, Director, Early Learning Division
- 4. OEIB Subcommittee Update**
 - **Best Practices and Student Transition Subcommittee**
Yvonne Curtis, Chair
 - **Equity and Partnerships Subcommittee**
Nichole June Maher, Chair
 - **Outcomes and Investments Subcommittee**
Dick Withnell, Chair
- 5. Consent Agenda**
ACTION ITEM
 - December Meeting Minutes
 - Engineering and Technology Industry Council (ETIC) Funds Allocation
- 6. Public testimony**
- 7. Adjournment**

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@state.or.us. Requests for accommodation should be made at least 48 hours in advance.

Version. 6, 1/5/15

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Version. 6, 1/5/15



Board Action Summary

January 13, 2015

AGENDA ITEM #2

Summary of Recommended Board Action

ACTION:

Board Adoption of Chief Education Officer Recommendations on Achievement Compacts.

ISSUE:

The Oregon Education Investment Board (OEIB) is statutorily charged with setting the terms of achievement compacts entered into between the governing body of each education entity and the OEIB.

BACKGROUND:

The Chief Education Report on Achievement Compacts contains recommendations on improvements to achievement compacts for Board approval, and includes:

- Key achievement compact policy recommendations and the reason(s) for each recommendation
- A timeline for OEIB's activities related to achievement compacts

ACTION PRECEDING RECOMMENDED BOARD ADOPTION:

The Chief Education Officer Recommendations on Achievement Compacts are revised from those previously presented to the Board.

In September 2013, the OEIB initiated a research process on achievement compact goal-setting process to understand the processes, uses and effectiveness of the achievement compacts. The research process included a series of in-depth interviews with key stakeholders from early learning, K-12, and higher education. An initial research report was presented to the OEIB at the April 8, 2014 Board meeting. Formal recommendations were presented and subsequently considered by the Board on August 12, September 9 and September 18, 2014.

BOARD MEMBER PRESENTING REPORT FOR ADOPTION:

Hon. John A. Kitzhaber, Governor and Chair, Oregon Education Investment Board

CONTACT: Dr. Nancy Golden, Chief Education Officer



Achievement Compact Recommendations

January 13, 2015

BACKGROUND INFORMATION

Senate Bill 1581 (2012) requires governing bodies of education entities to enter into achievement compacts with the Oregon Education Investment Board (OEIB). The law describes terms that must be included in achievement compacts and directs K-12 and postsecondary education entities to form achievement compact advisory committees to develop and implement achievement compacts.

In September 2013, the OEIB initiated a research process that included a series of in-depth interviews with a representative group of education professionals who participated in the achievement compact goal-setting process. This approach allowed for understanding the processes, uses and effectiveness of the achievement compacts. Additional interviews were conducted with individuals involved in the early development of the compacts, and included other key stakeholders from early learning, K-12, and higher education. This report was presented to the board at the April 8, 2014 meeting.

At the August 12, 2014 OEIB Board meeting, proposed achievement compact recommendations were formally presented, and subsequently considered by the Board on September 9 and September 18, 2014.

The Board identified two specific areas for further refinement and clarification within the recommendations: 1) Maintaining system-wide focus through achievement compacts on target setting and implementation of strategies to ensure student attendance and readiness for college and career; and 2) stronger alignment between achievement compacts developed by education entities and parallel decision-making processes for resource allocation, planning and improvement.

Chief Education Officer Recommendations

Based on Board consideration and feedback, the Chief Education Officer initiated further review and refinement of the achievement compact recommendations as presented. This report contains the Chief Education Officer's recommendations on improvements to achievement compacts for Board approval, and includes:

1. Key achievement compact policy recommendations and the reason(s) for each recommendation
2. A timeline for OEIB's activities related to achievement compacts

In preparing the recommendations, the Chief Education Officer drew upon initial analysis of achievement compacts submitted for the current 2014-15 academic year, input from multiple diverse stakeholders and a review of Board deliberation on achievement compacts.



Achievement Compact Policy Recommendations

January 2014

Recommendations	Reason for Recommendations
<p>Recommendation #1: All Education Entities Will Set Three-Year Goals, Not One-Year Goals, for All the Existing Metrics on the Achievement Compact and Leverage Key Partnerships to Reach Achievement Compact Goals.</p> <ul style="list-style-type: none"> a. Education entities will convene the achievement compact committee each year to affirm three-year goals or change them. b. A change in statute or administrative rules is not required. 	<p>Three-year goals will lead to longer-term strategic goals rather than predictive goals.</p> <p>Working collaboratively with key partners (e.g. Regional Achievement Collaboratives, Early Learning Hubs, community-based organizations, parents, and community members) will leverage the collective impact necessary to reach the achievement compact goals.</p>
<p>Recommendation #2: OEIB WILL Align Key K-12 Processes and Eliminate Unnecessary Duplication to Create a Comprehensive and Effective Educational Improvement System.</p>	<p>There are a number of processes that currently do not align and have duplication, such as the achievement compacts with the District Continuous Improvement Plans. In addition, these processes have not been integrated into an effective comprehensive educational improvement process.</p> <p>The Outcome and Investments Subcommittee requested clarification of the relationship between the achievement compacts and future budgets.</p>
<p>Recommendation #3: OEIB Will Engage with Practitioners, Parents, Community and Culturally Specific Groups Across the State. The Purpose will be to Review Progress on the K-12 Achievement Compact Metrics and Solicit Suggestions for Statewide Strategies and Focus Areas.</p> <ul style="list-style-type: none"> a. A community engagement protocol, developed by the Equity and Partnership Subcommittee, will be utilized b. Suggestions will be synthesized for use with OEIB’s subcommittees c. Subcommittee members will determine which suggestions to incorporate into their work plan d. Community input will be collected every other year, in alignment with the budgeting process, so the Outcomes & Investments Subcommittee can utilize the information as it determines strategic investments. 	<p>It is critical to collect feedback and work in partnership with diverse stakeholders. This input will provide valuable information for the OEIB subcommittee.</p> <p>The OEIB Equity and Partnerships Subcommittee are currently drafting a community engagement protocol. This model will reflect a culturally responsive approach and will begin the conversation from a strength-based model. The values that drive the model include transparency, equity, collaboration and humility. It will be a living document that will be regularly assessed.</p>

Recommendations	Reason for Recommendations
<p>Recommendation #4: OEIB Staff will Analyze Data From the K-12 Achievement Compacts and Seek Feedback in Three Areas.</p> <ul style="list-style-type: none"> a. They will identify educational entities that set high goals and those that set low goals and work with them to understand their goal setting process and their needs b. They will identify the education entities that have exemplary achievement compact committees to gain knowledge regarding their success, which can be shared with other educational entities c. They will bring together key educational organizations that supported the creation of the achievement compacts committees to highlight successes and determine additional professional development needs 	<p>These recommendations emerged from the input of board members on the Outcome and Investments Subcommittee.</p>
<p>Recommendation #5: Higher Education Coordinating Commission (HECC) Shall Evaluate Current Higher Education Achievement Compacts and Recommend any Changes to the OEIB. As part of this process the HECC should:</p> <ul style="list-style-type: none"> a. Determine if the current statutory submission timeline aligns with post-secondary instructional process (e.g. the budget process) b. Develop a timeline of all achievement compact activities similar to the one established for school districts and ESDs (see attached timeline) c. Advise the OEIB on how higher education achievement compacts should be utilized by the State and by higher education institutions. d. Establish a date that the HECC will present these recommendations to the OEIB 	<p>ORS 351.735 states that HECC shall advise the OEIB on the development of state goals and associated achievement compacts for the state post-secondary education system, including community colleges and public universities.</p> <p>Through meetings with representatives of post-secondary education entities, it was suggested that it would be beneficial to review the submission date for the achievement compacts.</p>



Timeline for Achievement Compact Activities

November

- OEIB completes analysis of the achievement compact data

January-March

- OEIB presents the final achievement compact analysis to full board
- The final analysis is released to the public
- Review trajectory assumptions
- Review progress toward trajectory

March – June (even years only*)

- Engage with partners, including practitioners, parents, community and culturally specific groups to review progress toward the achievement compact metrics and solicit suggestions for statewide strategies and focus areas



October 15

- Districts submit achievement compacts
- ODE begins data verification

October 31

- ODE finishes data verification

December

- OEIB Outcomes & Investment Subcommittee presents draft statewide aggregate data and progress on trajectory
- Staff gathers feedback from subcommittee on changes to the OEIB report

February-April

- OEIB identifies educational entities that set high goals and those that set low goals and:
- Works with them to understand the goal setting process and their needs
 - Identifies the education entities that have exemplary achievement compact committees to gain knowledge regarding their success
 - Brings together key educational organizations that supported the creation of the achievement compact committees to highlight successes and determine additional professional development needs

June – September (even years only*)

- Synthesize the results of the partners' input to provide information to the Outcome Investments Committee before it begins the strategic investment process

* Community input will be collected every other year, in alignment with the budgeting process, so the Outcomes & Investments Subcommittee can utilize the information as it determines strategic investments.



Summary of Presentation

January 13, 2015

Agenda Item #3

Early Learning Hubs Update

Megan Irwin, Director, Early Learning Division

Mark Mulvihill, OEIB, Superintendent – InterMountain ESD

Zeke Smith, Community Impact Officer , United Way of the Columbia Willamette

Heidi McGowan, Early Learning Consultant

Background

Early Learning Hubs support underserved children and families in their local region to learn and thrive by making resources and supports more available, more accessible and more effective. Hubs identify the underserved children in their community, evaluate the needs of those children and families, and then work to ensure that programs and services reach them and meet their needs.

Contact: Megan Irwin, Director, Early Learning Division



**OREGON** DEPARTMENT OF
EDUCATION
EARLY LEARNING DIVISION

EARLY LEARNING HUB UPDATE

Megan Irwin, January 13, 2015

Today we will cover...

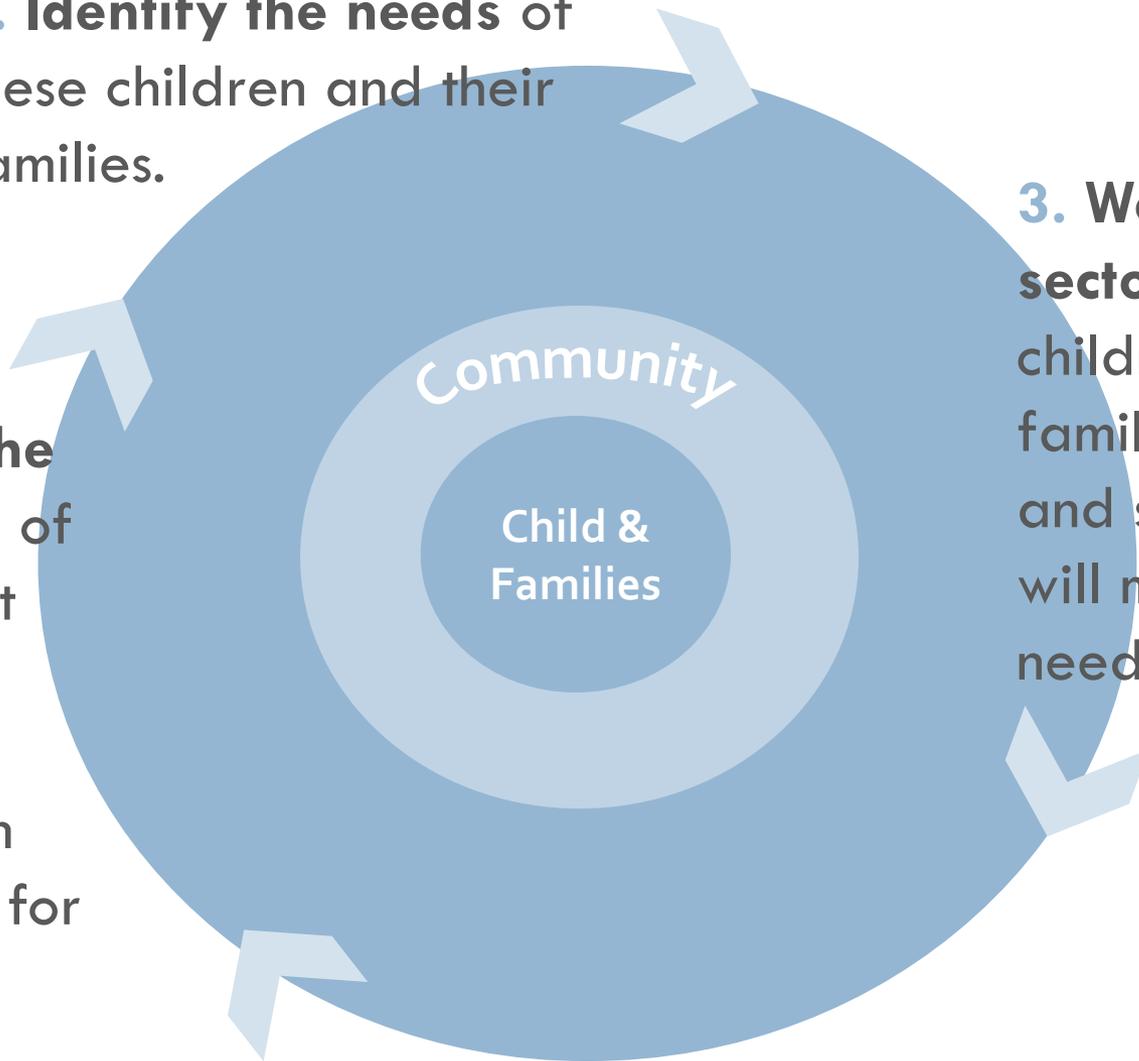
- Hub Basics
- Regional Overview
- What we've learned so far

1. Identify the populations of children most at risk of arriving at kindergarten unprepared for school.

2. Identify the needs of these children and their families.

3. Work across sectors to connect children and families to services and support that will meet their needs.

4. Account for Outcomes collectively across the system.



Outcomes

- Create an early childhood system that is aligned, coordinated and family-centered;
- Ensure children arrive ta school ready to succeed; and
- Ensure that Oregon's young children live in families that are healthy, stable and attached.

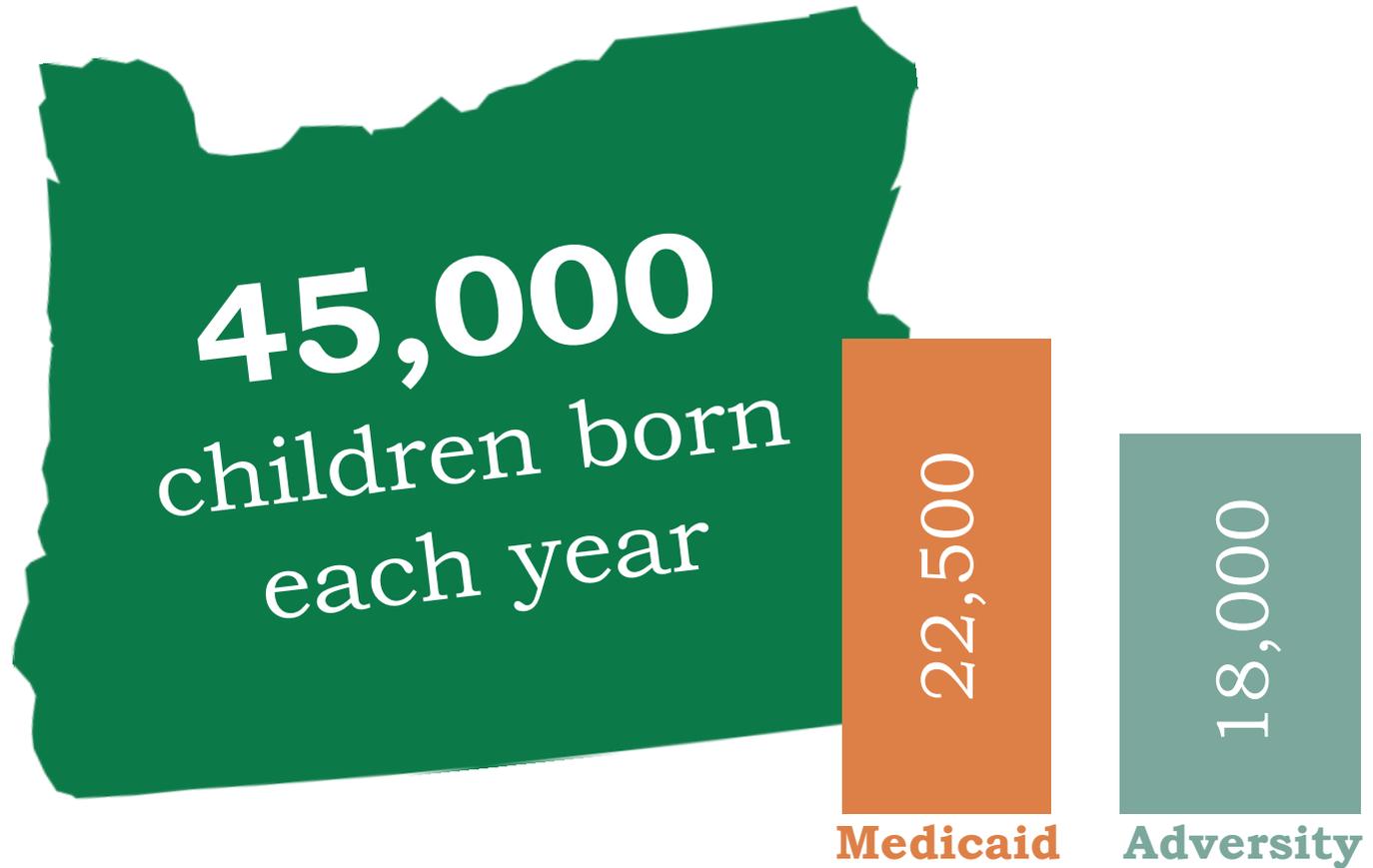
Children are supported to enter school ready to succeed

- Children arrive at Kindergarten with the social-emotional, language and cognitive skills that will support their success in school;
- Parents and caregivers are supported as their child's first and most important teacher;
- Early care and education programs and providers are equipped to promote positive child development; and
- Children and families experience aligned instructional practices and seamless transitions from early learning programs to kindergarten.

Families are healthy, stable and attached

- Children and their families have physical and mental health, supported by access to high-quality health services;
- Parents and caregivers have the confidence, knowledge and skills to support healthy attachment and the positive development of the children in their care; and
- Families have adequate financial resources to meet their needs and supports to strengthen their resilience to stress.

Context



Context

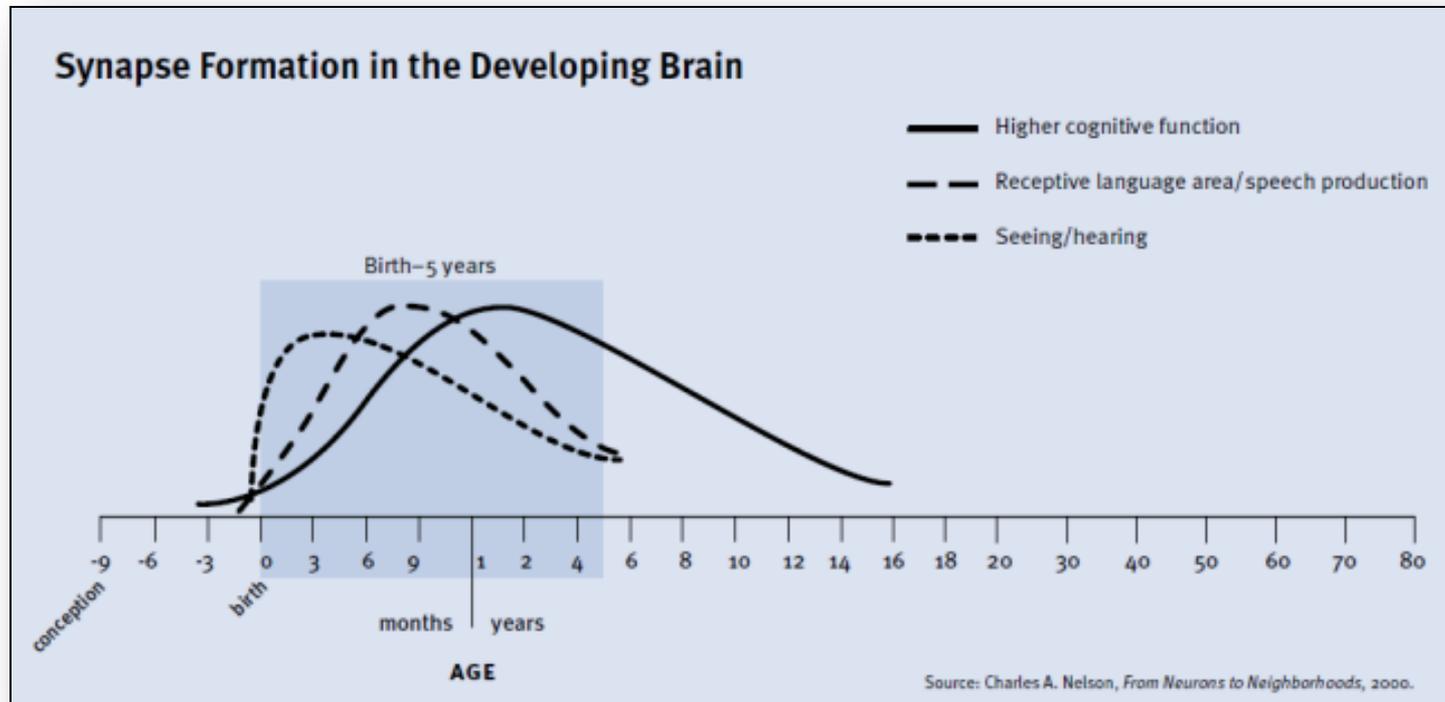


270,000
children ages
0-5

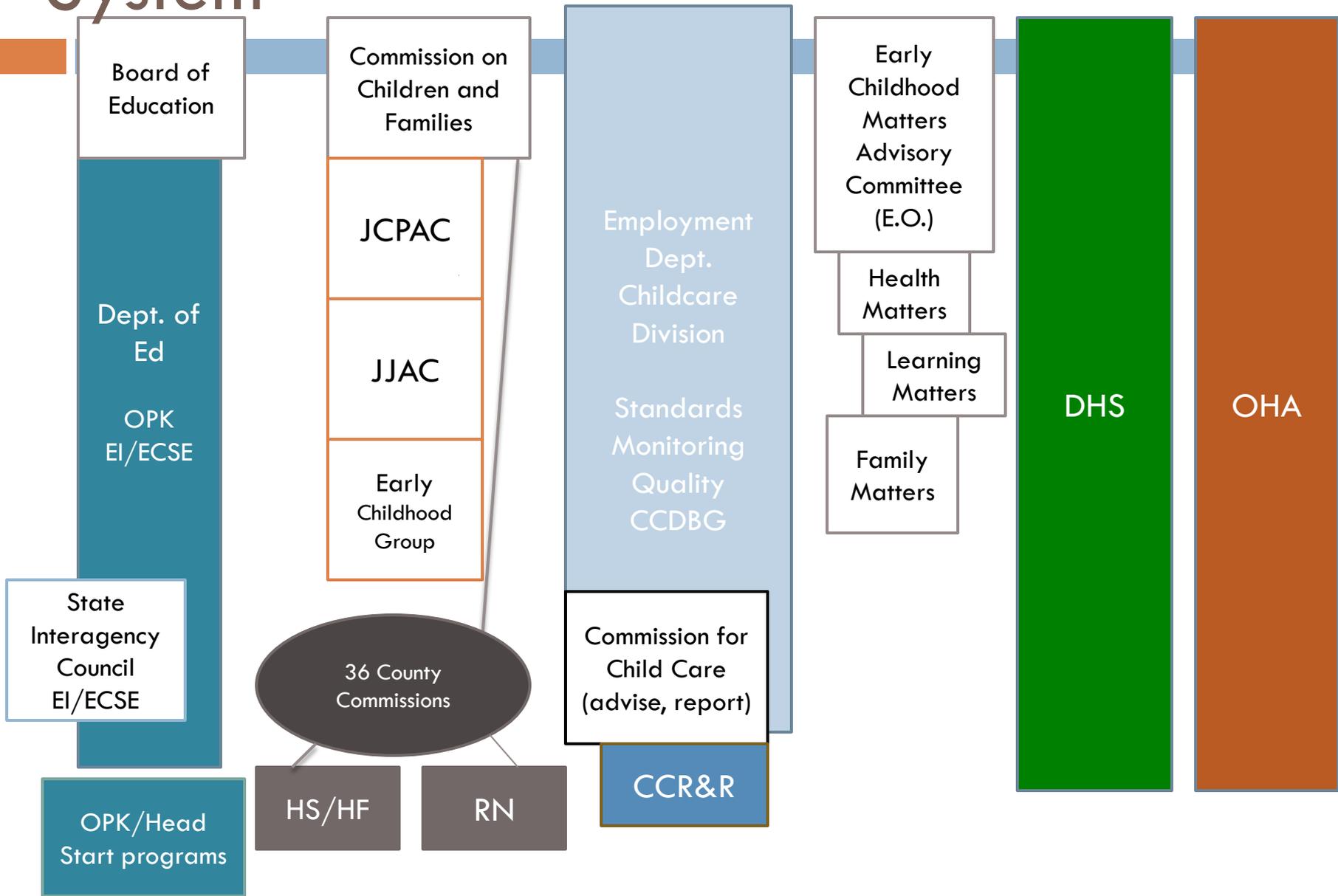


108,000
high-risk

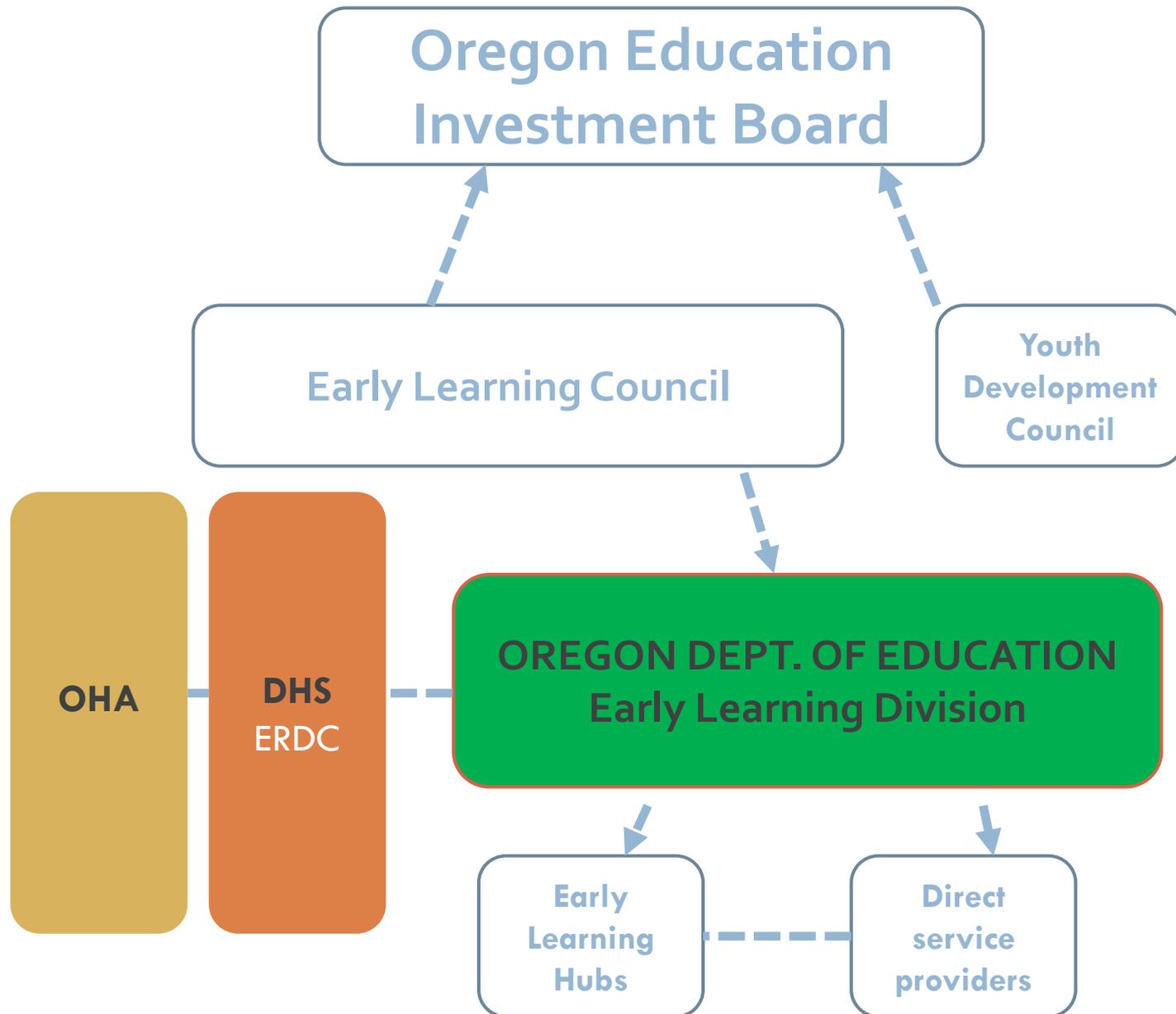
Context



Oregon's Historical Early Learning System



New Early Learning Structure





MORROW UMATILLA UNION COUNTIES

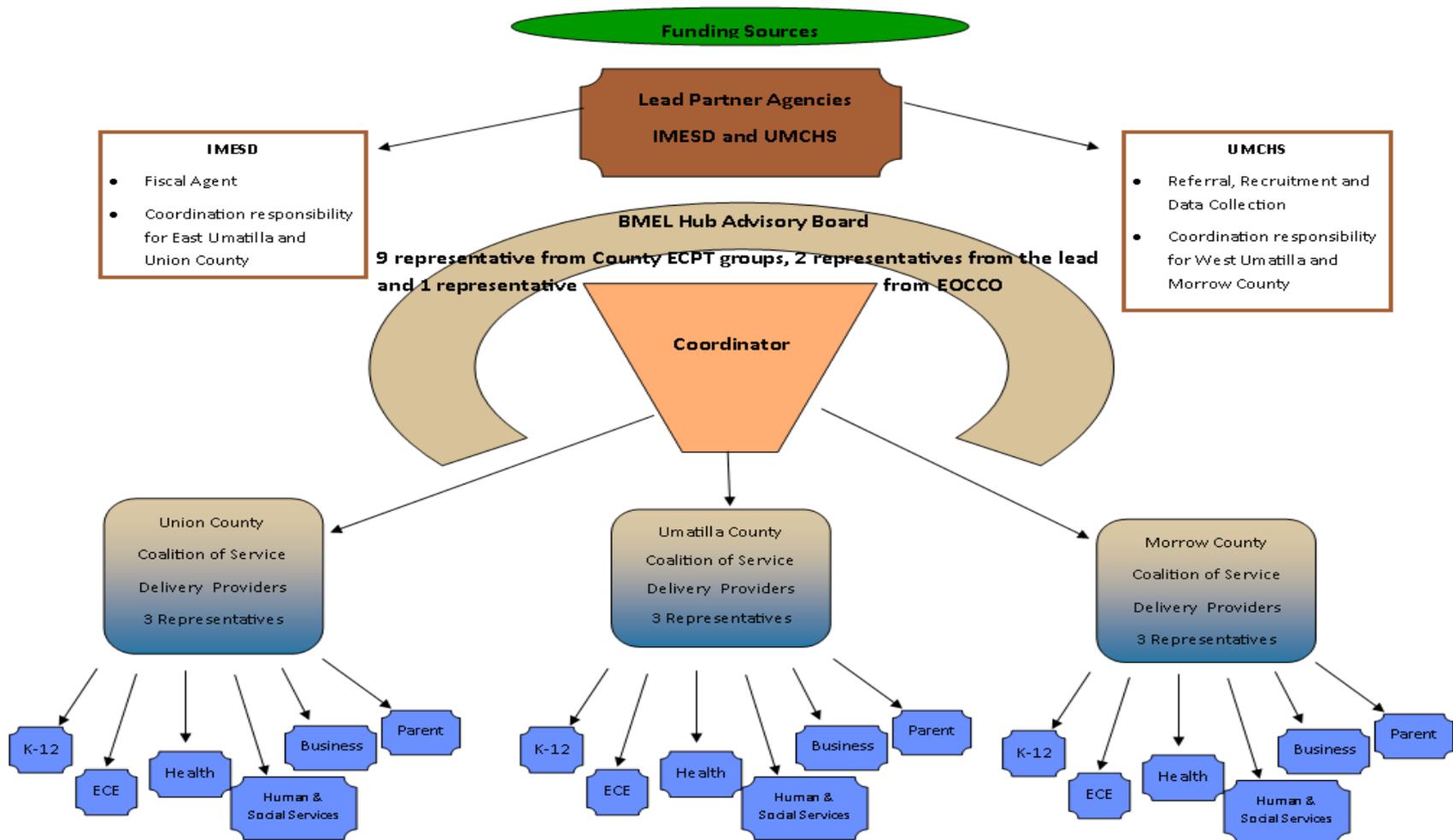
Blue Mountain Early Learning HUB

Service Area

- Serving children and families in Union, Umatilla, and Morrow counties
- An estimated 10,000 children reside in these three counties.
- 7,600 of these are considered at-risk
- Currently, an estimated 30% of these children receive some kind of Early Childhood services
- Our goal: to provide services to the other 70% or approximately 5300 children

Framework and Governance

Blue Mountain Early Learning HUB



Scope of Focus

- Parents
- Community Businesses
- Kindergarten through 3rd grade
- Early Childhood
- Health
- Human & Social Services

The Blue Mountain Early Learning hub seeks to increase services to children considered at-risk in order to promote Kindergarten Readiness and overall child and family well-being.

The P-20 System

Community Support for Education from **Gradle to Career**



- 3rd grade reading proficiency is a strong positive correlation with high school graduation rates
- An at-risk child who is not reading at grade level by 3rd grade is 13 times less likely to graduate on time from high school (American Educational Research Association, 2014)
- \$1 invested in early childhood saves taxpayers up to \$13 in future costs (Early Childhood Education for All: A Wise Investment, Calman & Tarr-Whelan, 2005)
- Investment in early childhood contributes to increased school readiness and greater number of children meeting or exceeding 3rd grade reading benchmarks which are associated with higher graduation rates, increased tax base, and increased tax revenue (Early Childhood Education for All: A Wise Investment, Calman & Tarr-Whelan, 2005)

Blue Mt. Early Learning Hub Priorities

	0 to 3	3 to 3		
	Prenatal to Age 3 Thriving	Ages 3 and 4 Inquisitive	Kindergarten Ready for School	3 rd Grade Reading to Learn
Health	<u>Outcomes:</u> Healthy Baby (Health Home, Dental Home, Developmental Screens)	<u>Outcomes:</u> Healthy Children (Health Home, Dental Home, Developmental Screens)	<u>Outcomes:</u> Healthy Development (Health Home, Dental Home)	<u>Outcomes:</u> Healthy Development (Health Home, Dental Home)
Safety	<u>Outcomes:</u> Reduction of child abuse & neglect rate	<u>Outcomes:</u> Reduction of child abuse & neglect rate.	<u>Outcomes:</u> Reduction of child abuse and neglect rate.	<u>Outcomes:</u> Reduction of child abuse and neglect rate.
Education	<u>Outcomes:</u> Increase in the amount of words and sentences babies and toddlers hear.	<u>Outcomes:</u> Increase in kindergarten assessment results.	<u>Outcomes:</u> Children attain KA proficiency by the end of kindergarten.	<u>Outcomes:</u> Increase in state reading assessment results.
HUB Foundations	HUB Systems Navigator	HUB Marketing Website, App., Messaging, Newsletter		

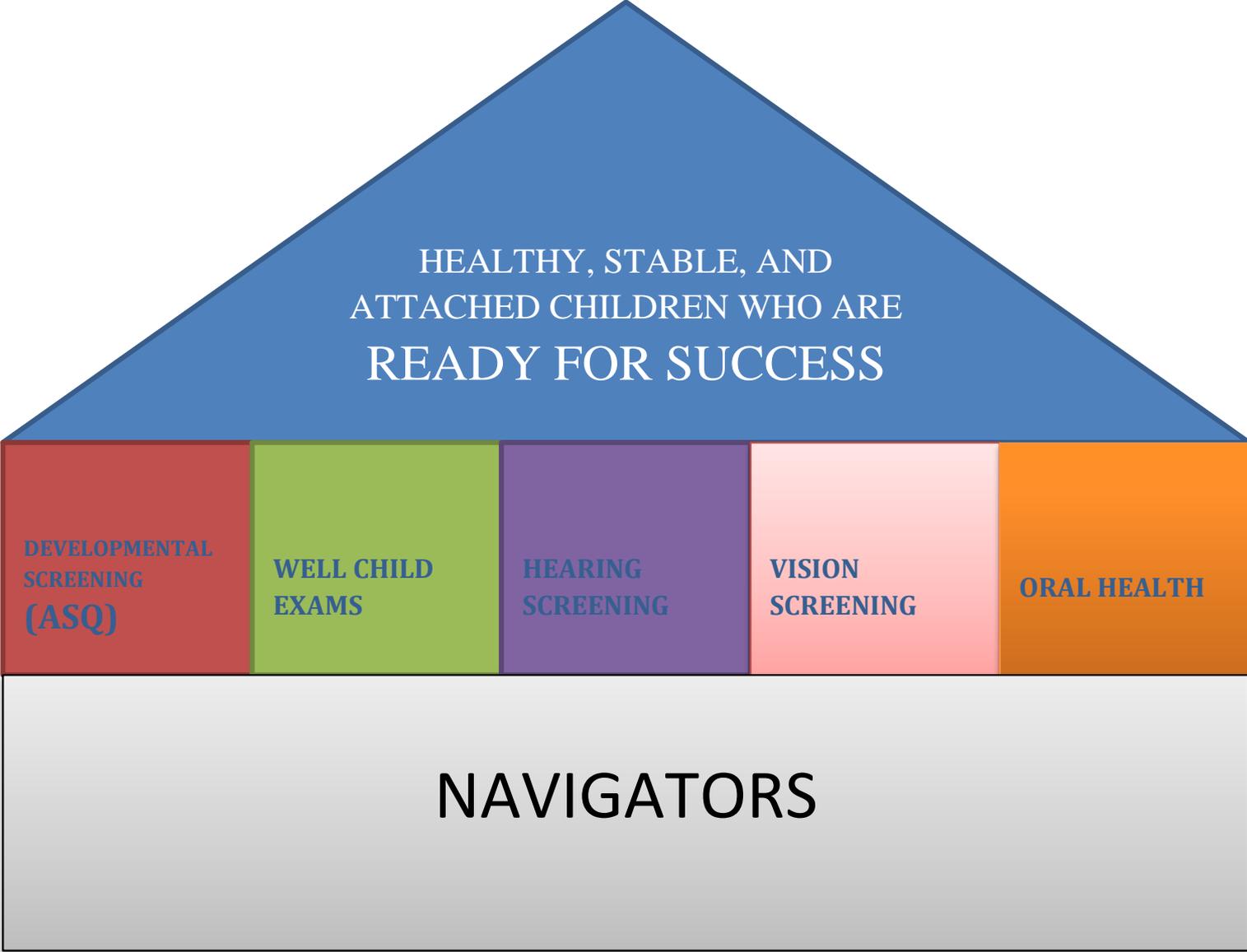
Primary Goals

- Healthy, stable, attached families
- Children ready for Kindergarten
- Children reading at grade level or above by 3rd grade
- Developmental screenings for all children
- Reduction in number of children in foster care
- Increase number of children receiving adequate dental care

Current Initiatives

- Professional Learning Teams
- Mini mailbox libraries
- Learning Picnics
- Parenting Education
- Developmental Screenings-ASQ
- Oral Health
- Ready for Kindergarten!

BLUE MOUNTAIN EARLY LEARNING HUB



It takes a community to support healthy, stable, and attached families.

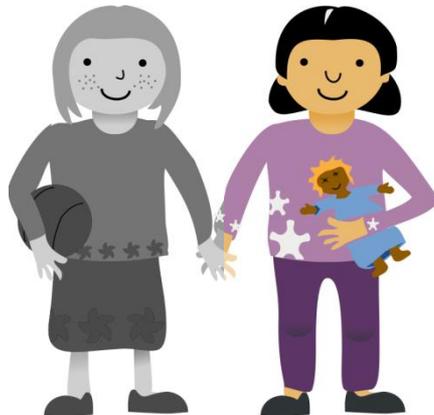


Early Learning Multnomah & Early Learning Washington County

Zeke Smith, Community Impact Officer, United Way of the Columbia-Willamette

Hub Formation Story – Equity, Disparities, and New Partnerships

- Multnomah County At-Risk Population
 - ▣ Just over 34,000 0-6 year olds in poverty and of color – **that's 1 out of every 2 children**
- Washington County At-Risk Population
 - ▣ Just under 30,000 – again **1 out of every 2 children**

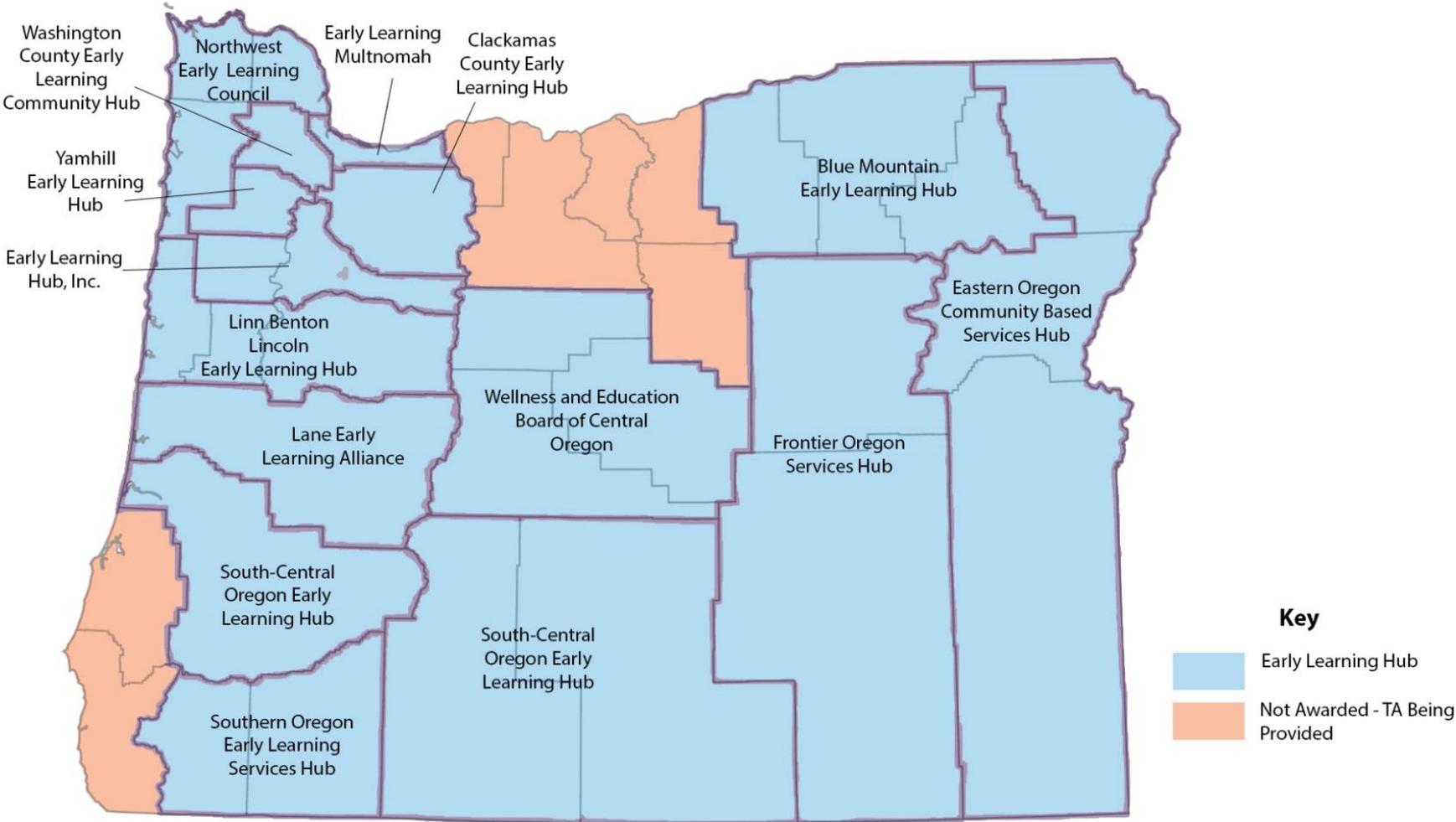


Progress to Date



- Right people and sectors at the table
- Progress for kids and families
 - ▣ ELM Early Literacy Kits
 - ▣ ELM Community Education Workers
 - ▣ ELWaCo Family Resource Managers

Regional Overview



Regional Overview

- Blue Mountain Early Learning Hub (Umatilla, Morrow & Union)
- Clackamas County Early Learning Hub (Clackamas)
- Early Learning Hub, Inc. (Marion & Polk)
- Early Learning Multnomah (Multnomah)
- Eastern Oregon Community Based Services Hub (Wallowa, Baker & Malheur)
- Frontier Oregon Services Hub (Harney & Grant)
- Lane Early Learning Alliance (Lane)
- Linn Benton Lincoln Early Learning Hub (Linn, Benton & Lincoln)
- Northwest Early Learning Council (Clatsop & Tillamook)
- South-Central Oregon Early Learning Hub (Douglas, Lake & Klamath)
- Southern Oregon Early Learning Services Hub (Josephine & Jackson)
- Early Learning Washington County (Washington)
- Wellness and Education Board of Central Oregon (Jefferson, Deschutes & Crook)
- Yamhill Early Learning Hub (Yamhill)

Legislation

- **SB 909 [2011]** Created the Early Learning Council, charged with developing an outcome plan.
- **HB 4165 [2012]** Directed improvements to early learning services, including creation of Early Learning Hubs and delegated ELC oversight of the Early Learning System.
- **HB 2013 [2013]** Further direction for implementing, strong focus on Early Learning Hubs.
- **HB 3234 [2013]** Creates Early Learning Division within Oregon Department of Education.

Lessons Learned: Metrics

□ Core Principles:

- Metrics should reflect the impact of Hubs across goals in a way that is focused, transformative, and clear about where the Hubs have true impact.
- Metrics should show a meaningful difference for children, families and the community.
- Metrics must reflect the necessity of collective action, fostering engagement from parents and Community Based Organizations, as well as the health, human services, K12, early education and the private sectors.
- Metrics should reflect the stages of development with a logical progression toward high level outcomes and goals.
- Metrics should reinforce a focus on reducing disparities for target populations.
- Metrics should support a strength based approach to the work.
- Metrics must have a data source that is readily accessible, reliable and valid.

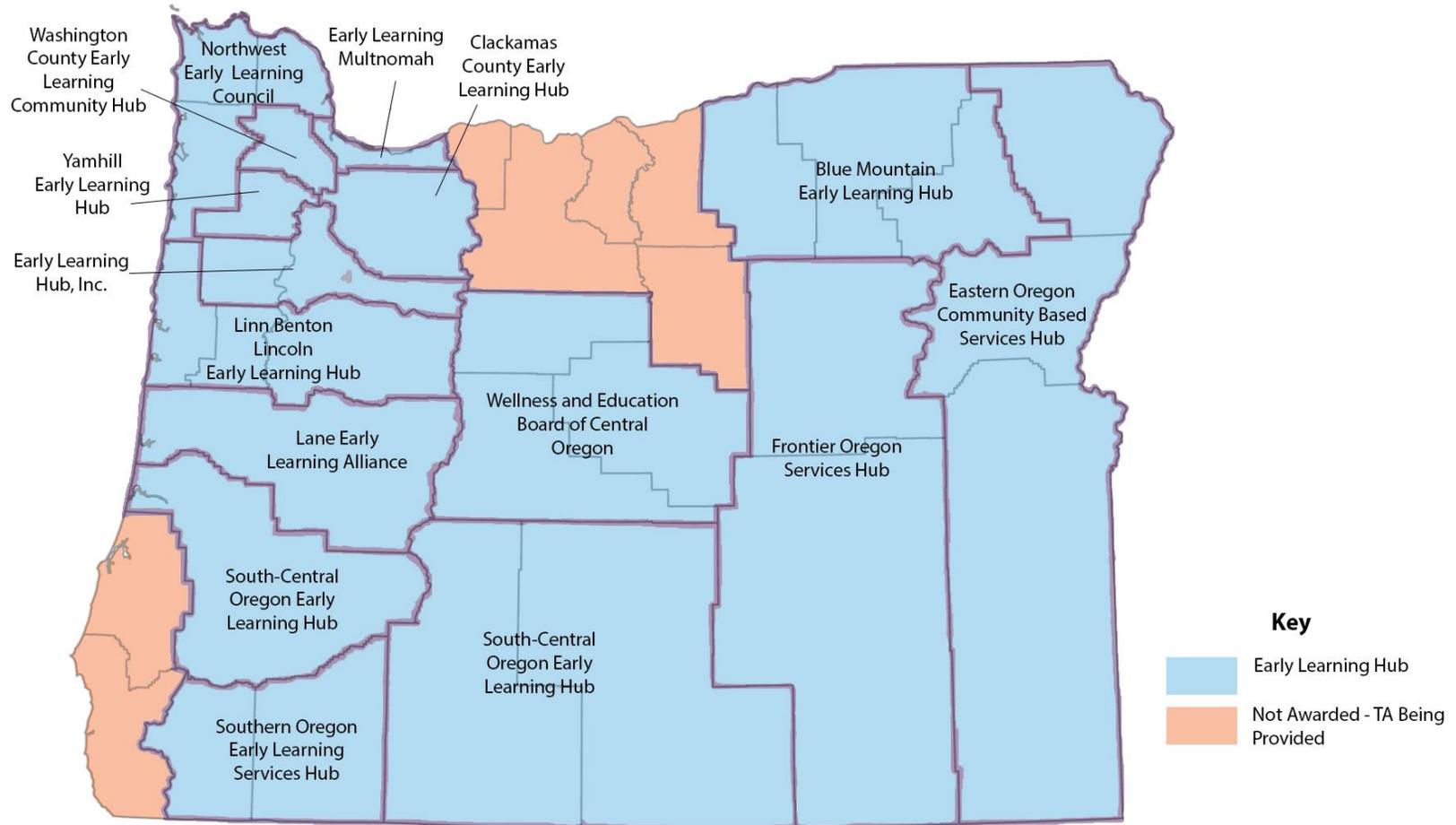
Lessons Learned: Collaboration

- Hubs have enthusiasm and pride
- Collaborative effectiveness needs:
 - ▣ leadership development
 - ▣ governance that define roles, structure, decision making
 - ▣ group communication and processes for shared decision making that is inclusive and engaging
- Understanding of the equity lens
 - ▣ building connections to support the work and target resources to traditionally overrepresented, underserved populations

Lessons Learned: Resources

- Hubs will need deeper resources to thrive – funding, time, strong state supports.
- Funds should be spent to support deeper engagement of families and community as well as coordination across mandated sectors.
- Majority of funding should be spent to activate those collaborative efforts to achieve outcomes.

Questions?



Hub	Contact	Title/Duties	Email	Phone	Backbone Organization	County Coverage
Early Learning Hub, Inc	Lisa Harnisch	Early Learning Executive Director	lharnisch@oregonearlylearninghub.org	503-967-1185	Early Learning Hub, Inc	Marion
Early Learning Hub, Inc	Margie Lowe	Operations Director	mloewe@earlylearninghub.org	503-559-9610	Early Learning Hub, Inc	Marion
Early Learning Multnomah	Pooja Bhatt	Early Learning Manager	poojab@unitedway-pdx.org	503-226-9324	United Way of Columbia-Willamette	Multnomah
Early Learning Multnomah	Molly Day	Early Learning Director	mollyd@unitedway-pdx.org	503-226-9364	United Way of Columbia-Willamette	Multnomah
Early Learning Multnomah	Zeke Smith	Chief Impact Officer	ZekeS@unitedway-pdx.org	503-228-9131	United Way of Columbia-Willamette	Multnomah
Lane Early Learning Alliance	Holly Mar	Director of Education	hmar@unitedwaylane.org	541-741-6000 x109	United Way of Lane County	Lane
South-Central Oregon Early Learning Hub	Gillian Wesenberg	Hub Director	Gillian.Wesenberg@douglasesd.k12.or.us	541-440-4774	Douglas ESD	Douglas, Lake, Klamath
South-Central Oregon Early Learning Hub	Michael Lasher	ESD Superintendent	Michael.Lasher@douglasesd.k12.or.us	541-440-4751	Douglas ESD	Douglas, Lake, Klamath
Yamhill Early Learning Hub	Jenn Richter	Early Learning Hub Coordinator	jrichter@yamhillcco.org	503-376-7421	Yamhill Community Care Organization	Yamhill
Frontier Oregon Services Hub	Donna Schnitker	Head Start of Harney County, Director	schnitkd@harneyesd.k12.or.us	541-573-6461	Harney ESD	Grant, Harney
Blue Mountain Early Learning Hub	Cade Burnett	Child and Family Services Director	cburnett@umchs.org	541-564-6878	InterMountain ESD	Umatilla, Morrow, Union
Blue Mountain Early Learning Hub	Lisa Hachquet	PK-3 Early Learning Coordinator	lisa.hachquet@imesd.k12.or.us	541-966-3165	InterMountain ESD	Umatilla, Morrow, Union
Blue Mountain Early Learning Hub	Mark Mulvihill	Intermountain ESD Superintendent	Mark.Mulvihill@imesd.k12.or.us	541-966-3102	InterMountain ESD	Umatilla, Morrow, Union
Southern Oregon Early Learning Hub	Mary Curtis-Gramley	Interim Early Childhood System Facilitator	mary-curtis_gramley@soesd.k12.or.us	541-858-6731	Southern Oregon ESD	Jackson, Josephine
Southern Oregon Early Learning Hub	Scott Perry	ESD Superintendent	scott_perry@soesd.k12.or.us	541-776-8590	Southern Oregon ESD	Jackson, Josephine
Early Learning Hub of Central Oregon	Hillary Saraceno	EL Hub Lead	hillary.saraceno@deschutes.org	541-317-3178	WEBCO	Crook, Deschutes, Jefferson
Early Learning Hub of Central Oregon	Brenda Comini	QRIS, K Readiness and Literacy, Budget	Brenda.Comini@co.crook.or.us	541-447-3260	WEBCO	Crook, Deschutes, Jefferson
Early Learning Washington County	Zeke Smith	Chief Impact Officer	ZekeS@unitedway-pdx.org	503-228-9131	United Way of Columbia-Willamette	Washington
Early Learning Washington County	Bill Thomas	Director of Health and Human Services	william_thomas@co.washington.or.us	503-380-1665	Washington County	Washington
Early Learning Washington County	Rebecca Collett	Senior Program Coordinator	Rebecca_Collett@co.washington.or.us	503-846-4918	Washington County	Washington
Eastern Oregon Hub	Kelly Poe	Director of Community Based Services	Kelly.Poe@malesd.k12.or.us	208-230-0648	Malheur ESD	Baker, Malheur, Wallowa
Eastern Oregon Hub	Steve Phillips	ESD Superintendent	Steve.phillips@malesd.k12.or.us	541-473-3138	Malheur ESD	Baker, Malheur, Wallowa
Linn-Benton-Lincoln Early Learning Hub	Jerri Wolfe	Parenting Education and Family Connections Depts	wolfej@linnbenton.edu	541-917-4891	Linn-Benton Community College	Linn, Benton, Lincoln

Hub Name	County Coverage	Contract Date	Type of Fical Agent	Kindergarten Readiness		Stable and Attached Families		System Coordination
				Early Literacy Grant	Kindergarten Partnership and Innovation Fund	Focused Child Care Networks	Developmental Screening	Family Resource Management Function
Early Learning Hub, Inc	Marion	2/4/2014	Non-profit	Partner with the Medical Foundation of Marion and Polk Counties (MFMP) to implement the Reach Out and Read (ROR) program among the ten community clinics serving 90% of the OHP-enrolled children age 0-6 in the County.	Partner with 15 elementary schools; Provide "P-3" professional development trainings for superintendents, elementary principals, and leadership of Pre-k and early learning service provider; Establish professional learning communities of Pre-K and K-3 educators; Create and distribute school readiness toolkits in English, Spanish, and Russian; Launch two staffed family child care networks; conduct 6-8 kindergarten transition events per school.	Identified the childcare providers offering services in the 15 elementary school catchment areas. The 15 catchment areas include 178 childcare providers with capacity to serve 2,770 children. The providers include 118 regulated family childcare (FCC) homes, with 42 of these providers identified as Spanish-speaking.	Targets: Increase screening by 287%.	Develop system for referral and coordination the builds on 211 and 211 Family Info referral. Identify and develop a community corps of cross-sector Family Resource Managers. Identify training resources for Family Resource Managers.
Early Learning Multnomah	Multnomah	5/29/2014	Non-profit	Develop literacy kits aligned with evidence-based literacy curriculum, such as Raising a Reader, and distribute to targeted neighborhoods.	Implement PBIS in four school catchment areas; provide parent engagement opportunities; provide home visits and case management via CEW model for families in specifid catchments; and cultivate community based leadership.	Partner with CCR&R to reach out to providers in identified priority schools catchments; host trainings in targeted neighborhoods; use DHS data and CCR&R data to identify potential providers, and reach the goal of 24% engagement in QRIS by the end of 2015.	Targets: 69% increase in year two, additional 10% increase in year three.	Utilize existing service providers as Family Resource Managers and convene stakeholder group to define, develop and implement a coordinated and universal family resource management strategy that includes a holistic screening to assess for need. Piloting of the strategy will begin in January of 2015.
Lane Early Learning Alliance	Lane	5/20/2014	Non-profit	Expand existing Raising a Reader capacity, targeting license exempt and Spanish speaking providers.	Pilot Supporting Early Engagement and Development in Science, Technology, Engineering and Mathematics - STEM (SEEDS) program in two schools; expand KITS (Kids in Transition to Kindergarten) program, focusing on rural communities.	Target western, rural Lane County family childcare providers; use CCR&R data and connections to ealry early learning providers to identify providers.	Targets: 25% screened in year two, 40% in year three, 60% in year four, and 85% in year five.	Convene Family Resource Management committee to define roles and repsonsibilities of Family Resource Managers; inventory existing family referral resources and current capacity; coordinate the home visiting network as a partner in Family Resource Management; and strengthen 211 as an early learning portal.

Hub Name	County Coverage	Contract Date	Type of Fical Agent	Kindergarten Readiness		Stable and Attached Families		System Coordination
				Early Literacy Grant	Kindergarten Partnership and Innovation Fund	Focused Child Care Networks	Developmental Screening	Family Resource Management Function
South-Central Oregon Early Learning Hub	Douglas, Lake	5/29/2014	Educational Service District	Train the trainer in dialogic reading; strengthen existing literacy programs; and distribute books to Spanish speaking families and members of the Cow Creek Tribe.	Create a P-3 alignment collaborative; provide related professional development; and provide multiple opportunities for engaging families in the work.	Target providers who serve children living in poverty, children with special needs and children in rural communities; use CCR&R data and current connections with early learning providers to identify providers; and partner with existing Ford Foundation funded child care network.	Targets: 50% increase in year two, and another 50% increase in year three.	Hire Family Resource Managers within the Early Learning Hub to field family needs and make appropriate referrals in partnership with other service providers already serving families.
Yamhill Early Learning Hub	Yamhill	5/20/2014	Coordinated Care Organization (CCO)	Implement the Reach Out and Read program in pediatric care settings.	Conduct monthly four hour collaborative professional development for public and private early learning providers and K-3 teachers focused on research-based curriculum, instruction, and assessment aligned with Common Core State Standards.	Develop three Family Child Care Networks.	Targets: Increase 50% in year 2 and 75% in year 3.	Partnering with the CCO's member engagement specialist, develop service integration teams that incorporates local providers, school districts, and health.
Frontier Oregon Services Hub	Grant, Harney	5/20/2014	Educational Service District	Expand Reach Out and Read to be offered through services that will reach high-risk families and children.	Conduct a series of three age-targeted Ready for Kindergarten child development workshops that feature child development instruction, modeling, coaching and resources for families.	Work with CCR&R staff to identify programs and encourage them to join Child Care Networks. Add .25 FTE to each of the CCR&R staff in Harney and Grant to support work.	Targets: Increase screening by 50%.	Hire a Family Resource Management Coordinator responsible for implementing strategies and coordinating work.
Blue Mountain Early Learning Hub	Umatilla, Morrow, Union	10/17/2014	Educational Service District	Utilize the Ready for Kindergarten Program (READY!)- 3 90 minute trainings, targets and tools for parents and caregivers. Includes materials and books that parents get to bring and use at home. Target: 230 kids and families.	Establish professional learning teams that meet monthly for professional development and to review student data; Provide joint training opportunities for Pre-K and K-3 staff; Align Pre-K and K-3 curricula; Establish common learning goals; Provide parent involvement training for PLTs.	N/A not funded	Targets: Increase screening by 200%.	Develop and provide access to Spanish translation support to improve referrals and service delivery.
Southern Oregon Early Learning Hub	Jackson, Josephine	In Process - With Southern Oregon ESD for Signature	Educational Service District	Provide early literacy trainings for parents, caregivers and providers; distribute library cards, books, and story time kits in English and Spanish as part of quarterly WIC visits; partner with SMART to provide additional literacy support to children in child care programs working on QRIS; Partner with the Josephine Community Libraries to conduct parent/child story time.	Conduct a four day Kindergarten Camp in the summer for incoming kindergarteners focused on the transition to school and learning the expectations, behaviors, and practices that will foster early school success.	N/A not funded	Target: Increase screening by 1475%	Hire two staff to coordinate all local Family Resource Managers in region and provide wrap around services.

Hub Name	County Coverage	Contract Date	Type of Fical Agent	Kindergarten Readiness		Stable and Attached Families		System Coordination
				Early Literacy Grant	Kindergarten Partnership and Innovation Fund	Focused Child Care Networks	Developmental Screening	Family Resource Management Function
Early Learning Hub of Central Oregon	Crook, Deschutes, Jefferson	10/9/2014	Intergovernmental Entity	Awarded April, 2014 (to Deschutes Public Library): Provide free books in English and Spanish to families at Healthy Beginnings, Head Start, Warm Springs Day Carr and other child care and pre K settings in six targeted catchments; Provide books and early literacy training to license exempt child care providers; and create and distribute a monthly early literacy newsletter.	Provide professional development for Pre-K and K-3 teachers on approaches to learning, social/emotional development, and early literacy; Create professional learning communities of early childhood and K-3 educators; Hire Pre-K-third grade coordinator; Provide family engagement activities, including activities targeted to fathers; Implement common transition tools across the Pre-K-third grade continuum.	N/A not funded	Target: Increase screening by 62%.	Map current Family Resource Managers. Hire coordinator to reduce duplication and provide more comprehensive services.
Clackamas Early Learning Hub	Clackamas	Not to contract	County	Awarded Oct 7th 2014 to Clackamas County, proposed backbone for Clackamas Early Learning Hub; A one day training for educators on the Reading for Healthy Families Curriculum, books will be given to each educator to distribute at each session, a professional learning community will be established across educators, and the libraries will be included in all activities	Community partners funded, hub not funded - Oregon City School District and NW Family Services	N/A not funded	Still under development per interim hub contract.	Still under development per interim hub contract.
Washington County EL Community Hub	Washington	11/26/2014	Non-profit	Support Ready to Read, traveling books, early literacy training and support to child care providers, connecting kids to libraries, and a literacy campaign.	Community partner funded, hub not funded - Neah-Kah-Nie School District	N/A not funded	Targets: 30% increase in year two, 50% increase in year three.	Developing three tiered approach: 1) early identification; 2) referral to resources; and 3) service coordination for highest risk in catchment areas. Each of the Hubs seven school districts will have Family Resource Coordinators connecting to 211 calls and other service access points. Will use Family Wellness Questionnaire to determine best fit for services.
Northwest Early Learning Hub	Clatsop, Columbia, Tillamook	Not to contract	Educational Service District	Every Child Ready to Read, library capacity building, educator delivered sessions, and availability of all in both English and Spanish.	Community partner funded, hub not funded - Forest Grove School District	N/A not funded	Still under development per interim hub contract.	Still under development per interim hub contract.
Eastern Oregon Hub	Baker, Malheur, Wallowa	11/24/2014	Educational Service District	Community partners funded, hub not funded: Baker County Community Literacy Coalition 4/16/2014; Wallowa County Library 4/16/2014; Oregon Child Development Coalition 4/16/2014	Coordinate a series of regularly scheduled community-wide/county-wide family nights, with a focus on school readiness, Common Core State Standards, and community resources, including health, human services, and housing.	N/A not funded	Target: Increase screening by 900%.	Implement the Reach Out and Read program in pediatric care settings; Expand Reach Out and Read to be offered through services that will reach high-risk families and children; Leverage summer feeding programs to include scheduled story times and extended school library hours.
Linn-Benton-Lincoln Early Learning Hub	Linn, Benton, Lincoln	Not to contract	Community College	Community partners funded, hub not funded: Greater Albany Public Schools 4/16/2014; Lincoln County Coastal Families Together 5/14/2014; Strengthening Rural Families-Corvallis 4/16/2014	N/A not funded	N/A not funded	Still under development per interim hub contract.	Still under development per interim hub contract.

OREGON EDUCATION INVESTMENT BOARD

December 9, 2014

1:00pm – 4:00pm

Chemeketa Events Center

4001 Winema Place Northeast, Building 48

2nd Floor, Rm 210

Salem, OR 97305

[Link to Audio](#)

[Link to Materials](#)

[Link to Video](#)

Meeting Minutes

OEIB Members Present

Governor John Kitzhaber (late), Julia Brim-Edwards (phone), Yvonne Curtis, Mathew Donegan (left at 2pm), Samuel Henry, Nichole June Maher , Mark Mulvihill , David Rives (phone), Ron Saxton, Johanna Vaandering (@2pm, phone) , Kay Toran (phone), Mary Spilde, Dick Withnell

Advisors Present

Megan Irwin, Ben Cannon, Rob Saxton, Vicki Chamberlain

Members/Advisors Excused:

Iris Bell

Staff

Nancy Golden - OEIB Chief Education Officer

Lindsey Capps – Chief of Staff, OEIB

Daniel Ledezma – Governor’s Office

Kristin Gimbel – OEIB

Mark Lewis – OEIB

Hilda Rosselli – OEIB

Serena Stoudamire Wesley – OEIB

Shadiin Garcia – OEIB

Peter Tromba – OEIB

Seth Allen – OEIB

1. Board Welcome and Roll Call

Chair Designee Mary Spilde calls the meeting to order at 1:00pm. Roll is called.

2. Adoption of November Meeting Minutes

ACTION ITEM

MOTION: The Chair requests unanimous consent to approve meeting minutes.

The motion passes unanimously.

3. Recommendations for Meeting the Middle 40

Oregon Workforce Investment Board / Higher Education Coordinating Commission Task Force Report – Ben Cannon presents.

ACTION ITEM

MOTION: To approving the Recommendations for Meeting the Middle 40 Report as presented. The motion passes unanimously.

4. Chief Education Officer Update

Dr. Nancy Golden, Chief Education Officer, OEIB

5. Accelerated Learning Report

Hilda Rosselli, College & Career Readiness Director, OEIB

Break – 10 Minutes

Governor Kitzhaber arrives and takes over as Chair.

Mathew Donegan needed to leave.

6. Governor's Recommended Budget for 2015-2017

Governor Kitzhaber

7. 2014 Oregon Minority Teacher Act Status Report

Hilda Rosselli, College & Career Readiness Director, OEIB

Donald Easton-Brooks, Advisory Group Chair College of Education Dean,
Eastern Oregon University

Markisha Smith, Director of Equity Unit, Oregon Department of Education

6. Public Testimony

Annalivia Palazzo-Angulo, SKCE

7. Adjournment

The Chair adjourns the meeting at 4:30pm



Board Action Summary

January 13, 2015

AGENDA ITEM # 5

Summary of Recommended Board Action

ACTION:

Approval of unallocated ETIC funds in the amount of \$46,617 to be distributed to the Oregon Institute of Technology.

ISSUE:

Engineering and Technology Industry Council (ETIC) funding to Oregon universities is subject to approval by the OEIB.

BACKGROUND:

With dissolution of the Oregon University System (OUS), the Legislature transferred to the Oregon Education Investment Board authority to distribute Engineering and Technology Industry Council (ETIC) funds to higher education engineering and computing science programs in Oregon.

On September 18, 2014, OEIB approved disbursements of ETIC funds for Fiscal Year 2015 provided to support ongoing capacity in engineering and computing sciences at Oregon universities. There was \$46,617.00 unallocated. Approval by the board of this action item will allocate these funds to the Oregon Institute of Technology.

ACTION PRECEDING RECOMMENDED BOARD ADOPTION:

On September 18, 2014, the OEIB approved the Engineering & Technology Industry Council (ETIC) recommended allocations.

BOARD MEMBER PRESENTING REPORT FOR ADOPTION:

Hon. John A. Kitzhaber, Chair

CONTACT: Mark Lewis, STEM Director, Oregon Education Investment Board

Engineering and Technology Industry Council FY15 Funding Allocation Recommendation

Draft to be approved by ETIC 9/5/14 and submitted for OEIB approval 9/9/14.

2013 Legislative Assembly, HB5031-A, 2013-15 Approved Budget
 OUS Engineering Technology and Industry Council (ETIC) \$29,030,827

ETIC 2013-2015 Allocation	\$29,030,827
FY14	\$14,225,106
FY15	\$14,805,721

FY15 ETIC Recommended Allocations	Sustaining	Renewable	Total
OUS/Eastern Oregon University	175,480	0	175,480
OUS/Oregon Institute of Technology	539,532	352,763	892,295
OUS/Southern Oregon University	204,418	0	204,418
OUS/Western Oregon University	288,545	0	288,545
Oregon Health and Science University	0	330,000	330,000
Oregon State University	7,498,884	568,673	8,067,557
Portland State University	2,924,844	576,856	3,501,700
University of Oregon	0	1,299,109	1,299,109
Unallocated		46,617	46,617
TOTAL	\$11,631,703	\$3,174,018	\$14,805,721

Purpose of ETIC Fund (from ORS 351.663 as amended in 2014):

The Engineering and Technology Industry Council is established. A majority of the council members are representatives of high technology companies in Oregon. The council shall be consulted on the work plans and resource allocations for engineering education.

(2) The council shall establish criteria and measurements that will be used for determining investments made from the account established under section 5 of this 2014 Act

(3) The criteria and measurements established by the council shall include:

(a) Responding to the urgent engineering educational needs of Oregon's fast growing high technology industry.

(b) Increasing this state's faculty and program capacity to meet the graduate level, professional education needs of engineers working in Oregon's high technology industry through investments in public and private institutions.

(c) Creating additional opportunities for Oregonians to pursue education in electrical engineering, computer engineering and other engineering disciplines critical to the advancement of Oregon's high technology industry.

(d) Investing relatively scarce state financial resources to:

(A) Address the high technology industry's most demonstrated and pressing needs;

(B) Produce the greatest amount of educational benefits with the least short- and long-term costs to the public;

(C) Avoid duplicating existing public or private resources; and

(D) Leverage existing and future private resources for the public benefit.

ETIC FY15 Sustaining Funds

These funds are for existing programs initiated under ETIC during past biennia that qualify for sustaining funding. Funds are explicitly directed to continue the progress towards ETIC goals of 2x graduates and 5x external research dollars within disciplines meeting ETIC's core mission.

To qualify as a sustaining program, the funds must be for on-going faculty support that cannot be removed without jeopardizing graduate production; used solely for qualifying disciplines including computer science, electrical engineering, computer engineering and other engineering disciplines as identified by the ETIC council; and be a follow-on of ETIC programs funded prior to 2012.

ETIC FY15 Renewable Fund Awards

OHSU	2015-02	Dorsa/Quantitative Bioscience & Biomedical Engineering	330,000
OIT	2014-07	Aboy/New Program Development & Capacity Increases for High-Demand Engineering & Technology Degrees	236,093
OIT	2014-08	Chiasson/Grid Integration of Renewable Energy Sources	50,000
OIT*	2014-11	Rytkonen/Oregon Power Engineering Education Project	66,667
OSU	2014-09	Stone/Graduate Program in Robotics	292,000
OSU*	2014-11	Cotilla-Sanchez/Oregon Power Engineering Education Project	66,667
OSU*	2015-01	Fiez/Oregon Cybersecurity Consortium	60,000
OSU	2015-05	Jensen/Center for Systems and Software Evolution	150,003
PSU	2014-01	Harrison/New Beginnings Initiative: Helping College Graduates Migrate to Careers in Computing	195,000
PSU*	2014-11	Bass/Oregon Power Engineering Education Project	66,667
PSU*	2015-01	Feng/Oregon Cybersecurity Consortium	60,000
PSU	2015-08	Harrison/Educational Outreach to the Columbia Gorge	59,049
PSU	2015-10	McNames/Oregon Center for Interconnected Devices	167,696
PSU	2015-11	Campbell/Project-Based Radio Frequency Analog Education	28,441
UO	2014-10	Berglund/Graduate Internship Program in Bioinformatics and 'Big Data' Genomics	110,000
UO*	2015-01	Butler/Oregon Cybersecurity Consortium	60,000
UO	2015-13	Berglund/ETIC FY15 Renewable Year Two	1,129,109

*indicates collaborative proposal with other universities

\$3,127,392

Engineering and Technology Industry Council FY15 Unallocated Funding Recommendation

Approved by ETIC 11/21/14 for recommendation to OEIB for approval on 1/13/15.

Direction of Unallocated Funds from FY15 ETIC Recommendation approved by OEIB 9/18/14:

Unallocated		46,617	46,617
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The ETIC council unanimously approved awarding the remaining FY15 unallocated funds of \$46,617 as additional funding towards an amendment to existing FY14 proposal #2014-08 submitted by Oregon Institute of Technology (*attached Ex. B 2014-08 ETIC Enhancement Funds Proposal for Grid Integration of Renewable Energy Sources*).

Note: the actual award was for \$64,000. Of that, \$46,617 will be distributed as part of the DAS/OEIB ETIC distribution to the OUS for OIT and the remaining \$17,383 will be transferred from the ETIC fund balance from FY14 at OUS.

ETIC “ENHANCEMENT FUNDS” PROPOSAL

Existing funding initiative title: Grid Integration of Renewable Energy Sources

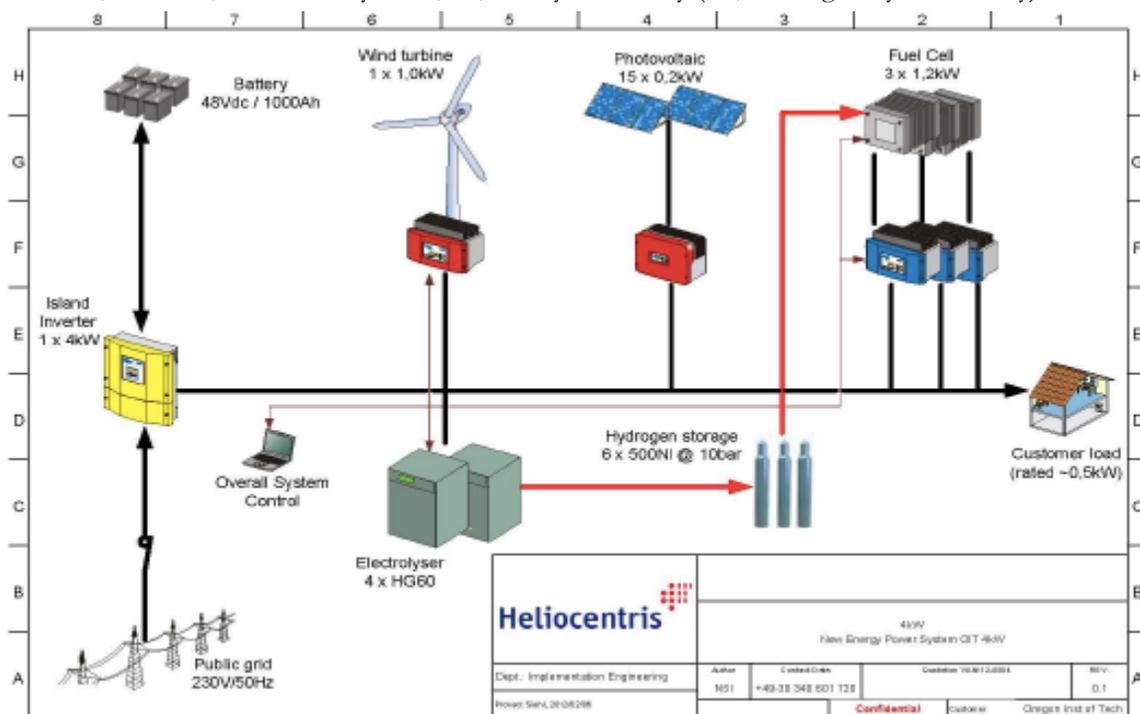
Proposer(s): Mateo Aboy (Lead), Slobodan Petrovic (Faculty PI), Cristina Crespo (EERE Chair).

Amount requested: \$150,000 – **ETIC Awarded:** \$64,000 (\$235,000 has been awarded by the Murdock Foundation contingent on obtaining matching funding before June 30, 2015).

SUMMARY

ETIC is currently funding a proposal directed to enhancing the BSREE curriculum at the Klamath Falls Campus by developing laboratory capabilities and new curriculum related to “Grid Integration of Renewable Energy Sources.” In order to provide the same opportunities for BSREE and MSREE students at the Oregon Wilsonville Campus, Oregon Tech submitted a grant request to the Murdock Foundation requesting \$470K in equipment funds. The proposal was selected for funding at the \$235K level contingent on Oregon Tech successfully securing the remaining funds before June 30th, 2015. This proposal requests \$150K in funding, which will help us secure the \$235K from the Murdock Foundation (already committed in the award letter contingent on securing the remaining funds necessary for full implementation. The remaining balance to purchase the necessary equipment will be provided by Oregon BEST (equipment matching program) and Oregon Tech (equipment matching fund).

Oregon Tech Wilsonville and its EERE Department are proposing to build a New Energy Smart-Grid Lab with capabilities for hybrid renewable energy generation/integration, energy storage, system control, communication, and cyber-security testing. The equipment from this proposal will include *PV supply of 3 kW, wind generator of 1 kW, 3.6 kW fuel cell, 240 l/min hydrogen generator, 3000 l hydrogen storage, 1000 Ah battery bank, 4 kW DC/AC inverter, central management unit, system controls and communication grid, and data acquisition.* The solar PVs and wind turbine will be installed on the roof of the OIT Wilsonville building and conveniently connected with the rest of the smart-grid equipment on the floor below (Electric Power & Smart Grid Lab). This will be a demonstration and learning facility in the field of power/energy and it will enable students and researchers to compare energy production and consumption from various energy technologies, change parameters of the system to experiment with managing and analyzing different power sources and various energy use scenarios. Central controlling and monitoring software and measurement technology will enable users to record and study system data, as well as use it as a test environment for smart-grid connectivity and cybersecurity. Consequently, this equipment not only would benefit BSREE/MSREE students, but also students in EE, software, embedded systems, IT, and cybersecurity (i.e., smart-grid cyber-security).



The proposal addresses the needs of the Electrical Power Industry through creation of demonstration, teaching and testing laboratory at Oregon Institute of Technology in Wilsonville. Despite over 100 companies and diverse energy generation portfolio, Oregon lacks the equipment that combines educational and research aspects of renewable energy generation, storage and distribution. A wide range of potential users and collaborators from Oregon Universities, government, and industry require versatile equipment to test integration of various electricity generation methods with energy storage and smart grid. Power companies need to test energy generation modes or energy storage integration, students to research performance of batteries or fuel cells, and others to test efficiency of generation, storage and use of electricity. Oregon institutions and groups also need a better opportunity to compete for various energy grants and specialized equipment that enables unique testing of energy generation and storage conditions can provide the cutting edge tools for practical system evaluation.

The New Energy Lab will enable a more effective training in energy integration and smart grid for Oregon Tech engineering students. It is expected to improve enrollment in Renewable Energy and Electrical Energy programs. In addition, sponsored projects with industry will be performed in the lab and potentially provide solutions for the industry that will result in significant savings, increased employment and even lower electricity rates. New technology solutions will be conceived and tested in the New Energy Lab, which will be open to inventors, start-up companies and other collaborators.

IMPLEMENTATION

Who is responsible for this additional effort?

The equipment for the New Energy Lab will be delivered and partially installed by Heliocentris Systems Inc. OIT/Wilsonville faculty and staff will be responsible for part of the implementation. The project will be overseen by Dr. Mateo Aboy, Associate Provost and VP of Research and led by Dr. Slobodan Petrovic. The faculty time is included in the budget. Additional help will be obtained from two students who will be hired on the project.

How will you measure progress for this additional investment?

Since all the design has been completed and this is a key priority for key initiatives at Oregon Tech Wilsonville (including support for REE, EE, IT, Software, Embedded, and Smart-Grid Cybersecurity), it is expected that the lab will be complete by Summer 2015 and ready for curriculum integration in Fall 2015. Progress will be measured by the completed installation of the lab, integration in the curriculum, and use to support applied research at the MS level.

What is your project plan for these additional funds?

The New Energy Lab will be installed at OIT/Wilsonville within 2 after the project funds are made available. Completion is expected by Summer 2015. Curriculum integration is expected by Fall 2015.

What are the issues, challenges, risks?

The risks are minimal. We have secured the additional \$235K funding from Murdock and we have the technical capability to timely implement this project.

BUDGET

What is the specific budget and how does it tie to the outcomes you are producing?

The total budget for the project is 469,286.09 for the equipment to be provided by Heliocentris Energy Systems Inc. (Vancouver, BC, Canada). OIT has obtained commitment for 235,000 from Murdock Foundation contingent on securing the remaining funds before June 30th, 2015. With \$64,000 from ETIC, the remaining funds needed \$170,288.09 will be obtain by Oregon BEST (equipment matching program) and Oregon Tech (equipment matching program).

Since the design is already completed, the primary milestone is the installation of all the laboratory components to have the lab ready and fully functional by Summer 2015 so that it can be used to support multi-disciplinary education and applied research by Fall 2015.

	Milestone Lab Installed and Ready for Academic and Research Use (Summer 2015)
Equipment Expenses (ETIC contribution)	\$64,000
Equipment expenses (funding already secured from Murdock Foundation contingent on this funding) – Fuel Cell 3.6 kW, PV Power Supply 3kW, Wind Generator 1kW, DC/ACE Inverters, Hydrogent Generators)	<i>\$235,000 (match from Murdock) & \$170,289.08 from BEST/Oregon TEch</i>
ETIC Grand Total	\$64,000