

January 8, 2013
Oregon State Fairgrounds
Cascade Hall, Santiam Room
2330 17th Street, NE
Salem, OR 97301

Materials packet includes:

Meeting minutes

Agenda

Strategic Plan Summary

2013-14, K-12 Achievement Compact Template

Draft Proposal for Regional Achievement Compact

Future Meetings



OREGON EDUCATION INVESTMENT BOARD

Tuesday, January 8, 2013

Oregon State Fairgrounds, Cascade Hall

Salem, OR 97301

1pm – 5pm

OEIB Members Present

Nancy Golden, Chair Designee; Yvonne Curtis; Mark Mulvihill (phone); David Rives; Julia Brim-Edwards (phone); Samuel Henry; Mary Spilde (phone); Mark Mulvihill (phone); Kay Toran; Johanna Vaandering; Nichole Maher; Matthew Donegan; David Rives; Ron Saxton (phone)

Advisors Present

Bob Brew; George Pernsteiner; Cam Preus; Jada Rupley

Members/Advisors Excused

Gov. John Kitzhaber, Chair; Rob Saxton; Victoria Chamberlain; Iris Bell

Staff/Other Participants

Dr. Rudy Crew - OEIB Chief Education Officer
Cathleen Healy – OEIB Chief of Staff
Ben Cannon – Governor’s Office
Dr. Hilda Rosselli – OEIB Staff
Dr. Doris McEwen – OEIB Staff
Seth Allen – OEIB Staff
Angela Rico – Governor’s Office
Candace Granfelt – OEIB Staff
Serena Hewitt - Department of Justice

1. Welcome, Introductions and Roll Call

Chair Designee Nancy Golden gavel in at 1:05pm, welcomes everyone, and roll is called.

2. Approval of Minutes

MOTION: Director Samuel Henry motions to adopt the minutes from the December meeting. Motion is seconded by Director Nancy Golden. Motion passes unanimously.

3. Receipt of Information for Discussion of 3-year Strategic Plan and Metrics – First Reading

Oregon Chief Education Officer Dr. Rudy Crew introduces the team and the Strategic Plan.

Caroline Spaht

Whitney Grubbs

[Presentation](#)

Discussion:

- Concern about the 9 or more college credit question. Where did the number come from? Where educators asked? There is no baseline numbers yet, so this is based on a 40 40 20 path would look like. Discussions around regional compacts will incentivize community colleges to open their doors and be part of the solution to rural schools looking for options.
- Will the 85% that will be employed, be employed at a level that is appropriate for their level of education? This metric will cause us to build the infrastructure around both job creation and create the nexus between available jobs and how Oregon students access those jobs. Both pieces will be important.
- Need clear outcomes regarding the early learning and the achievement gap.

- Professional Core of Educators, new licensure requirements: Want to make sure that OEIB or other appropriate boards are involved in that.
- Concern with “graduates are employed within 12 months”. Not the right metric.
- Concern about lack of discussions regarding the contents of the document. Example: What are our “Guiding Principals”?
- Looking for Top 5 Key Strategies.
- How to build a link between the strategic plan and the capacity building for this board. How will the board be held accountable?
- The board needs to filter all the input from the community forums into the question of how they are going to lead. Input + Leadership+ Board Accountability.
- Who is the end user of the Longitudinal Data System?
- Need a longer discussion regarding the Strategic Plan, and the implications of each piece.
- This feels like a K-12 plan. Needs more post-secondary focus.
- Concern from multiple board members regarding the adoption of a “vision statement” for the Oregon Education Investment Board.

4. Action Items on Achievement Compacts

a. Discuss and adopt 2013 K-12 Achievement Compact metrics

Director Yvonne Curtis, Chair of the Best Practices and Innovation subcommittee:

Lots of appreciated collaboration between the K-12 entities to bring these well thought-out and vetted ideas forward.

[2013 K-12 Achievement Compact metrics](#)

Recommended changes:

- Adding the Kindergarten Readiness Assessment participation rate.
- Shift the early elementary Math indicator from 3rd grade the 5th grade.
- Add 8th grade Math.
- Removing five year graduation cohort rate.
- Break down 9th grade on track indicator to its two elements: a) 9th grade chronic absenteeism, and b) 9th grade credits toward high school completion.
- Priority and focus schools definition is broadened to include any school in a district that receives the lowest rating on the Oregon School Report Card.

MOTION: Director Kay Toran motions to adopt the 2013 K-12 Achievement Compact metrics as presented. Director Samuel Henry seconds.

Discussion:

- This document will be due June 30th, under existing law.
- Concern that the new document will cause problems for districts that are already working with the last compact, and have convened achievement compact committees early.
- Superintendents have been kept up to date with the process along the way and this shouldn't be a surprise.

VOTE: YES: 13, NO: 1 – The motion passes.

b. Discuss and approve Regional Compact concept and pilots

[Draft Proposal for Regional Compact](#)

Discussion:

- Approval is not an adoption, just a “thumbs-up” of the direction, and a signal to the people working on it to move forward.
- Keep the regional compact simple with a few benchmarks, aligned with 40 40 20.
- Will this be optional or mandatory? Depending on the piloting and the outcomes.

- The value of the regional compact is that it is one of the first real concrete efforts to extend outreach to the social service community. The education of our children is all of our responsibility. Not just teachers and parents.

- Engage groups about what is working already, so we don't get in the way of their progress.

MOTION: Director Nichole Maher motions to approve this concept, knowing that there will be also more conversations about how many metrics, exactly how much detail, and just the idea of letting people get together and see what they can do in support of students. Models will be created. The pilots will inform the board about how to move forward, and eventually, there may be some legislative change. Director Kay Toran seconds the motion. The motion passes unanimously.

Ten minute break.

5. **Invited Public testimony**

Model Schools – moving the needle on student achievement

- *Erin Prince, Superintendent, Corvallis School District*
Building capacity in effective leaders and effective teachers and staff.
 - Looking to enhance systems that work: Response to Intervention (RTI) has proven to help with reading and literacy.
 - Shift in budgeting culture: budgeting to the plan. Looking at models of student based, equitable funding.

- *Lisa Harlan, Principal, Lincoln Elementary School*
 - 350 students, 75% FRL, 25% ELL, 12% Special education
 - 2008 to 2013: Increased reading and math achievement from between 20 – 70%
 - Keys to Success: RTI process, PLC process, “kids and needs” not silos or departments.
 - Want to get children in the door before five years old. Have a summer school program and a pre-K program through a local community youth organization.

- *Rosemary O’Neil, Principal, Mt. View Elementary School*
 - 60%FRL (ten years ago 5%) – Dealing with a culture change of staff and families.
 - Got pushback about wanting to become a title school.
 - Attitude of staff: Hard to convince them that they can teach all kids.
 - Created master schedule that included reading lessons, reading intervention time and will be adding Math.
 - RTI very helpful.
 - Positive behavior support. Interventions, etc.

- *Dan Grotting, Superintendent, David Douglas School District*
 - 11,000 students. Highest poverty in Multnomah County. 80 different languages. Elementary schools 90% poverty. Middle schools 75% poverty. High schools over 70% poverty.
 - Administrators aren't building managers, but instructional leaders.
 - Taken the time to build a relationship with bargaining units.
 - Suggest continuing early childhood education.
 - Goal is to have every child in his district to have the early childhood education experience.
 - Doing Professional Learning Teams (PLT), and have implemented a new second language delivery model. Can no longer pull second language learners from class and put them in a separate place.
 - Family engagement is number one priority for underserved students.
 - New class district. Need to learn how to evaluate and improve instruction with teachers and administrators.

- *James Johnston, Principal, Alice Ott Middle School*
 - Got to the new school and analyzed the issues. Half the students couldn't read. Set up tiered intervention reading program.
 - Increased advanced classes. Set up incentive based electives. Increased reading and math time.
 - Long term goal is to have 6th graders start a track to finish geometry before they get to high school.
 - Handed his staff a list of all the students that couldn't achieve and told them to pretend it was their child.
 - Introduce the college culture to young students.

6. **Subcommittee Updates**

Equity and Partnerships Subcommittee

Nichole Maher

Second meeting earlier that day. Strong focus on creating a statewide equity lens. Want to come before OEIB in March to present an Equity lens.

7. **Public Testimony**

No public testimony

8. Chair Designee Nancy Golden adjourns the meeting at 4:10pm



JOHN KITZHABER
Governor of Oregon
OEIB Chair

NANCY GOLDEN
Chair Designee

JULIA BRIM-EDWARDS

YVONNE CURTIS

MATTHEW DONEGAN

SAMUEL HENRY

NICHOLE MAHER

MARK MULVIHILL

DAVID RIVES

RON SAXTON

MARY SPILDE

KAY TORAN

JOHANNA
VAANDERING

Chief Education Officer
DR. RUDY CREW

OREGON EDUCATION INVESTMENT BOARD

Regular Meeting
Tuesday, January 8, 2013
1:00 PM – 5:00 PM

Oregon State Fairgrounds
Cascade Hall, McKenzie Room
2330 17th Street, NE
Salem, OR 97301

AGENDA

Meetings will be live video-streamed [HERE](#)

Persons wishing to testify during the public comment period must sign up at the meeting.

- | | |
|-----------|--|
| 1:00 p.m. | Welcome and Roll Call |
| 1:05 p.m. | Approval of Minutes of December 11, 2012 |
| 1:10 p.m. | Receipt of Information for Discussion of
3-year Strategic Plan and Metrics – First reading <ul style="list-style-type: none">• Presentation• Q&A |
| 1:45 p.m. | Action Item on Achievement Compacts <ul style="list-style-type: none">• Discuss and adopt 2013 K-12 Achievement Compact metrics• Discuss and approve Regional Compact concept and pilots |
| 2:45 p.m. | Break |
| 3:00 p.m. | Invited Public Testimony
Model schools – moving the needle on student achievement <ul style="list-style-type: none">• Erin Prince, Superintendent of Corvallis School District, with Lisa Harlan, Principal of Lincoln Elementary School, and Rosemary O’Neil, Principal of Mt. View Elementary School• Dan Grotting, Superintendent of David Douglas School District with James Johnston, Principal Alice Ott Middle School |
| 3:30 p.m. | Subcommittee Updates |
| 4:00 p.m. | Public Testimony Continued
<i>Individuals must sign up and will be given 2 minutes to speak</i> |
| 5:00 p.m. | 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](#). Staff respectfully requests that you submit 25 collated copies of written materials at the time of your testimony. Persons making presentations including the use of video, DVD, PowerPoint or overhead projection equipment are asked to contact board staff 24 hours prior to the meeting. A request for an interpreter for the hearing impaired or for accommodations for people with disabilities should be made to Seth Allen at 503-378-8213 or by email at Seth.Allen@das.state.or.us. Requests for accommodation should be made at least 72 hours in advance.



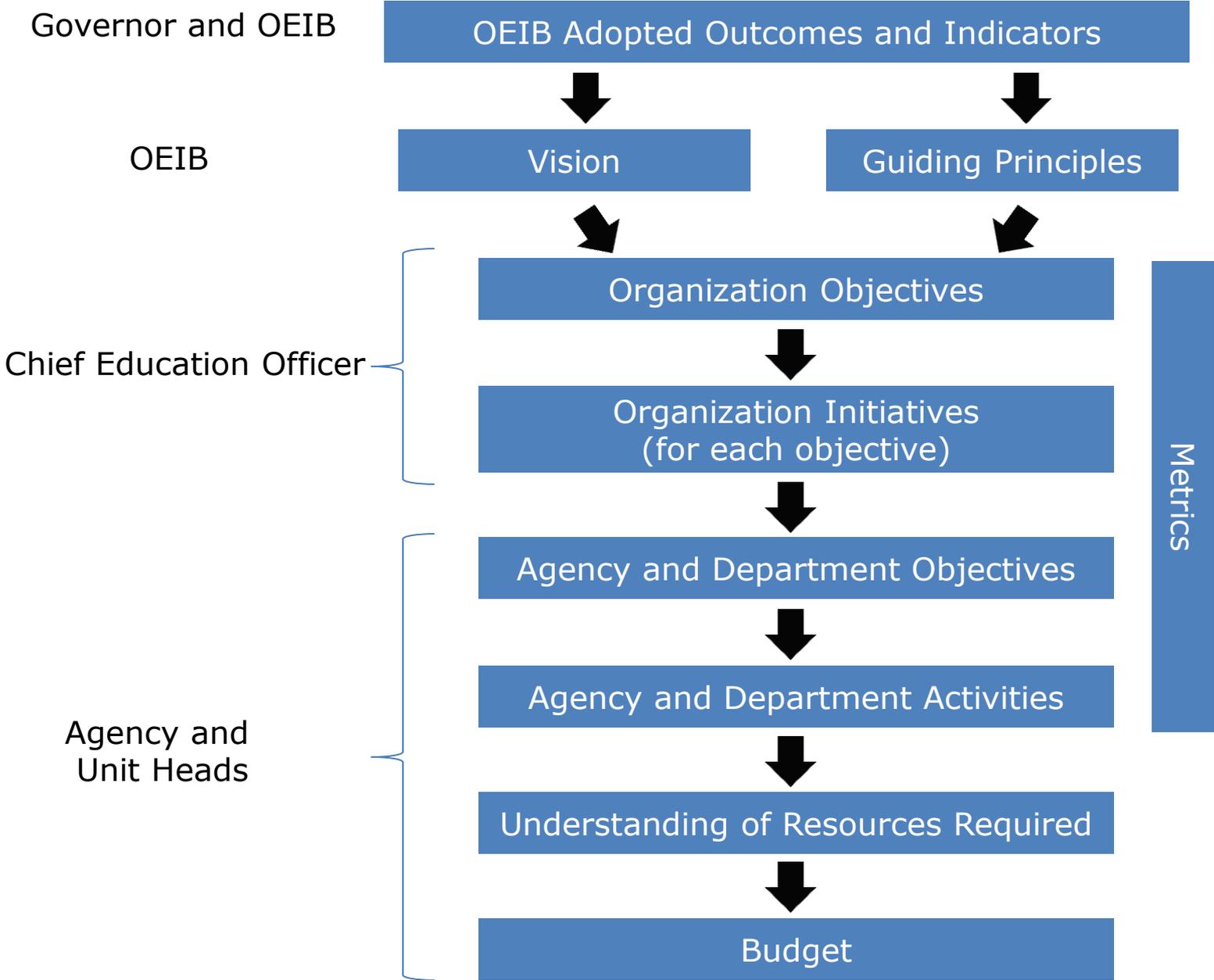
Oregon Education Investment Board
Chief Education Officer
Strategic Plan Summary

January 2013

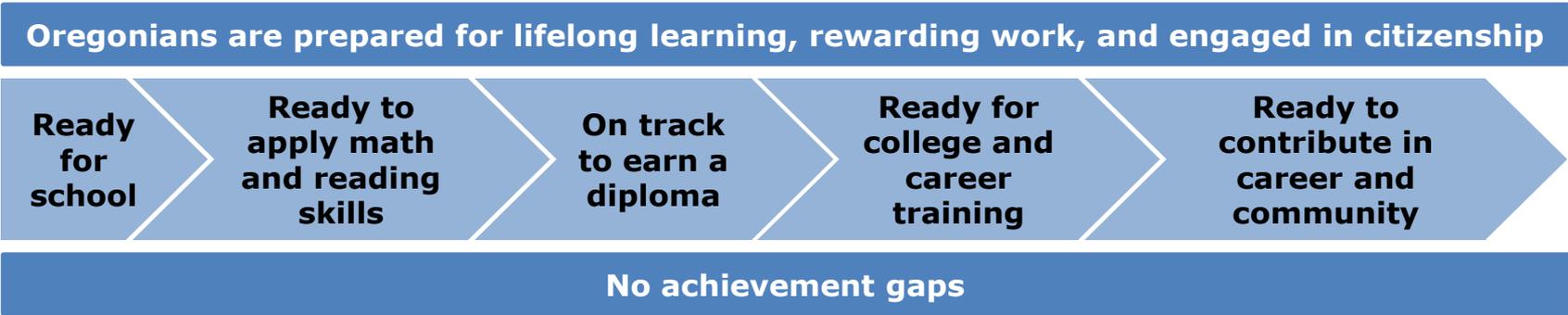
Agenda

- Overview of strategic planning process and vision
- Focus over the next seven years
- Focus over the next biennium
 - Objectives and initiatives
 - Metrics for each initiative
- Output over the next six months
- Next steps

Overview of strategic and operational planning



Governor's vision led to OEIB-adopted outcomes and indicators



Vision Statement

So that the destiny of Oregon's children shall not fall to the conundrum of fiscal challenges or ideological division, the OEIB will mobilize its effort around a vision that will use the statutory right to create, invest in, align and build a P-20 system and the moral authority to influence, convene, report, and measure the conditions of student success.

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OEIB focus over the next seven years

- The following slide outlines the five categories of work over the next seven years. These categories assume continuity from the current biennium (2013-15) into the next biennium (2015-17)
- All categories will have an intense concentration on strategies, programs, and deliverables relating to Priority and Focus Schools, ELL, and students with Special Needs

OEIB focus over the next seven years

Categories of Work

Connections between labor and the economy

Define and create pathways for students to be connected to jobs today and in the future

Career training/college-going culture

Raise expectations for all students for post-secondary achievement

Communities for healthy children

Reconstruct service delivery model of health, education, and family support

Family support of learning

Educate and empower families to engage, intervene, and demand outcomes

Academic preparation and civic-mindedness

Provide academic rigor, promote civic knowledge, and intentionally link outcomes with investments



Results

More Oregonians employed today and in the future leading to a stronger economy

Oregonians expect career training/post-secondary education for all students (based on interest and choice)

All children are emotionally-centered, able and ready to learn, and missing fewer days of school

More engaged public and clear set of resources for families to access, leading to improvement

Education is understood as a critical investment in quality of life, employment potential, and economic growth of OR

Agenda

- Overview of strategic planning process and vision
- Focus over the next seven years
- Focus over the next biennium
 - Objectives and initiatives
 - Metrics for each initiative
- Primary role of agencies and units in implementing strategy
- Next steps

OEIB objectives for the next biennium

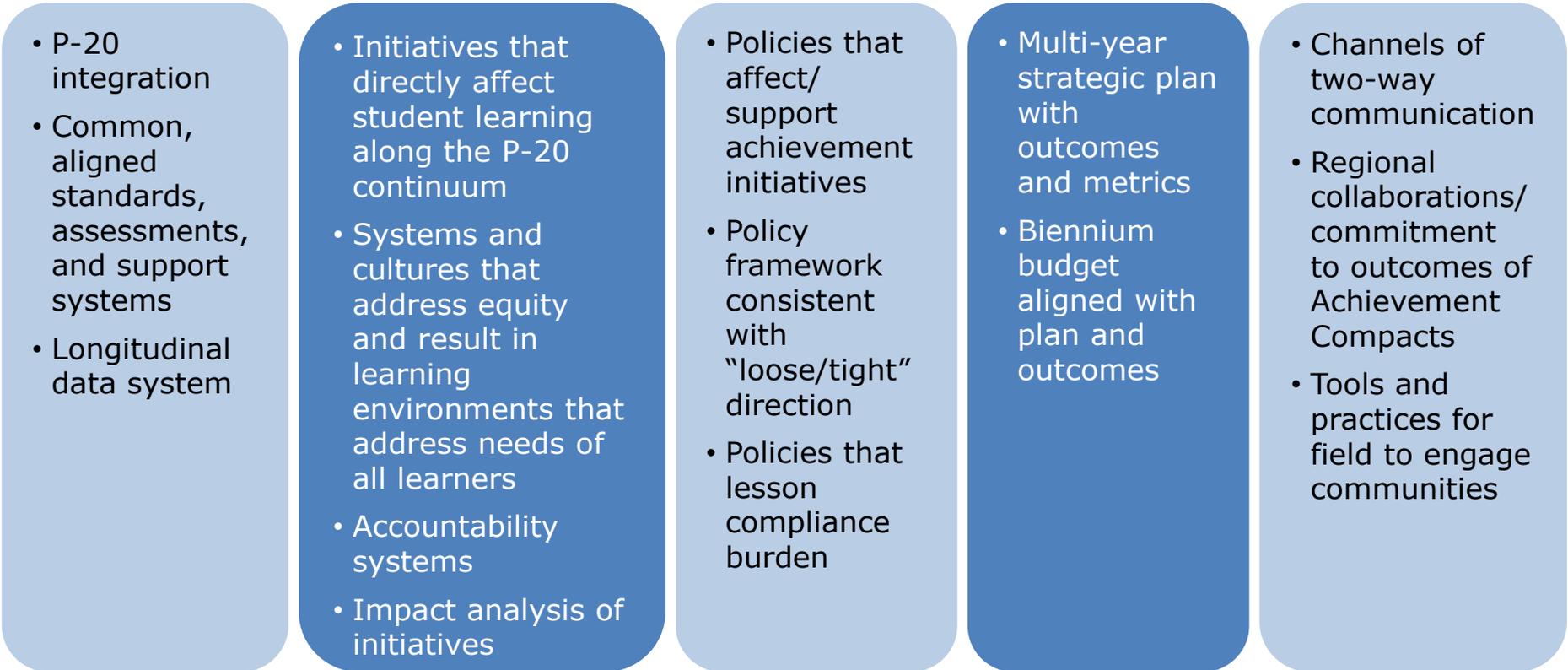
1. Complete the design and implement the P-20 structure
2. Design and implement high-impact, cost-effective initiatives that improve achievement of all students
3. Assess, write, and respond to policies needed to accomplish student achievement initiatives and to create the “loose/tight” direction of Oregon Learns
4. Create an outcome-based budget, aligned to initiatives
5. Work to build an informed, motivated, and engaged public

Summary of OEIB objectives and initiatives/outcomes

Objectives



Initiatives/Outcomes



* Implementation includes establishing and conducting the protocols and processes of distributing resources to the field.

Agenda

- Overview of strategic planning process and vision
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Metrics for Objective 1: Complete design and implement P-20 structure

OEIB Initiative

OEIB Metric (June '15)

A) Specify how to operationalize P-20 integration, particularly around governance and structure

Structure 100% designed, legislation passed, structure fully implemented

100% of regions report increased satisfaction in support from OEIB

B) Implement common aligned learning standards, assessment tools, and support systems for P-20

Learning standards and assessment tools are uniform and span across P-20

C) Complete longitudinal data system

Longitudinal data system is 100% complete and serves the functions identified by end users

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students

OEIB Initiative

OEIB Metric (June '15)

A) Implement initiatives that directly affect student learning in all segments of P-20

Early Learning and Literacy:

- *Number of children ready to enter Kindergarten increases 20%**
- *Number of 3rd graders reading at grade level increases 15% and achievement gap decreases 5%*
- Number of underserved families who engage meaningfully in their child's education is no less than 50%*



Key Strategies

- Early childhood education redesign
- Regional hubs
- Expanded/individual learning time
- Increased library usage
- Literacy awareness campaign

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established.

Note: Italicized metrics are also reflected in the K-12 Achievement Compacts.

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students (cont.)

OEIB Initiative

OEIB Metric (June '15)

A) Implement initiatives that directly affect student learning in all segments of P-20

Diverse Professional Corps of Educators:

- Number of education professionals (PK-12) projected to enter OR education workforce within two years who are non-white, Hispanic, or whose native language is not English increases 10%*
- Levels of employer satisfaction with new teachers prepared in OR increases 30%*
- At least 30% more educators report increased satisfaction in professional support*



Key Strategies

Statewide effort to recruit, prepare, hire, and support educators, including:

- Four to six professional development centers
- New career maps and licensure structures
- Teacher collaboration and mentorship
- Dissemination of best practices and models

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established.

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students (cont.)

OEIB Initiative

A) Implement initiatives that directly affect student learning in all segments of P-20

OEIB Metric (June '15)

Connecting to the World of Work:

- *Number of students who demonstrate proficiency in math and science in Middle School increases 15% and achievement gap decreases 5%*
- *At least 50% of students who graduate HS earned nine or more college credits and the achievement gap decreases 5%**
- *At least 85% of students who graduate from OR education system are employed within 12 months**

Key Strategies

- STEM initiatives – e.g., STEM hubs
- Internships and apprenticeships for students
- Grade 11-14 redesign and dual enrollment
- Essential skills curriculum
- Connections to career and technical trade unions
- Integration of arts into curriculum

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established.

Note: Italicized metrics are also reflected in the K-12 Achievement Compacts.

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students (cont.)

OEIB Initiative

A) Implement initiatives that directly affect student learning in all segments of P-20

OEIB Metric (June '15)

Post-Secondary Aspirations:

- At least 75% of students will be on track for graduation by the end of 9th grade with no gaps greater than 10%*
- *Five-year cohort graduation rate increases 5 percentage points and achievement gap decreases 5%*
- *Post-secondary enrollment of underserved students increases 10 percentage points (gap eliminated)*



Key Strategies

- Transitional supports at critical entry points (K-20)
- Advanced Learning Options
- Services for at-risk youth
- Credits universally accepted across post-secondary
- Increase of post-secondary access and retention

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established.

Note: Italicized metrics are also reflected in the K-12 Achievement Compacts.

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students (cont.)

OEIB Initiative

OEIB Metric (June '15)

B) Shift systems and cultures to address equity and result in learning environments that address needs of all learners

At least 75% of Priority and Focus schools will achieve growth for all students and for subgroups greater than the state average

Number of ELL students reading at grade level by 5th grade increases 75%



Key Strategies

- Reengagement of hard-to-reach youth (immigrants, homeless, dropouts, and gangs)
- Build West Coast network to elevate and share tools and talent for immediate and continued growth of ELL
- Intense support of and guidance to Priority and Focus Schools
- Develop policy and planning documents for dissemination throughout PK-12 leadership

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established.

Note: Italicized metrics are also reflected in the K-12 Achievement Compacts.

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students (cont.)

OEIB Initiative

OEIB Metric (June '15)

C) Determine and implement processes of support and accountability (including Achievement Compacts and OR Report Card)

Data from accountability system is used to affect policy and change practice

At least 80% of educators, students, and families surveyed report accountability system as useful*

D) Analyze initiatives to understand impact and ROI

100% of key initiatives are analyzed for impact and ROI

ROI information is used to develop policies and recommend strategic investments

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established.

Metrics for Objective 3: Assess, write, and respond to policies needed to accomplish initiatives and create “loose/tight” direction of Oregon Learns

OEIB Initiative

- A) Analyze, write, and advocate policies that support initiatives and affect how education is delivered in the field
- B) Create policy framework, including R&D, consistent with “loose/tight” direction
- C) Review current policies with eye towards which should be eliminated to achieve initiatives and lessen compliance burden

OEIB Metric (June '15)

Policies, explicitly linked to strategic initiatives, demonstrate impact on student performance. Policies affected/created are regarding:

- ESD redesign
- Educator workforce (licensure, minority recruitment)
- Grade 11-14 redesign (funding formula, credit transferability)
- Equity (data collection, accountability)
- Early learning (hubs, Kindergarten readiness, reimbursement policy)
- Diploma and credentials (Oregon diploma rollout, career pathways)
- Mandate relief

Metrics for Objective 4: Create outcome-based budget, aligned to student achievement initiatives

OEIB Initiative

OEIB Metric (June '15)

A) Create, monitor, and revise the strategic and operations plan (including metrics)

Strategic plan and metrics are monitored at least biannually, and updated and shared at least annually

Multi-year strategic plan and metrics for 2015 and beyond is created (see pgs 7-8 for seven-year view)

B) Contribute to the development of the biennium budget, tying budget to strategic initiatives

Budget recommendations are developed, explicitly aligned to strategic initiatives and outcomes, and delivered on time

Metrics for Objective 5: Work to build an informed, motivated, and engaged public

OEIB Initiative

OEIB Metric (June '15)

A) Create channels of two-way communication with major stakeholders about the need for change, strategies, and opportunities for engagement

At least 85% of stakeholders feel "adequately informed"*

At least 90% of stakeholders report having adequate opportunities to provide input*

B) Use achievement compacts to establish regional collaborations and community commitment to meeting outcomes

100% of regions report having business and community partners engaged in meeting Achievement Compact goals

C) Support learning organizations in creating strategies, tools, and practices to engage their communities

85% of education institutions report that the created tools and processes have been useful in engaging their communities

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established.

Agenda

- Overview of strategic planning process and vision
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To be achieved by June '13 (focus of next six months)

Objective 1 Complete the design and implement the P-20 structure

- P-20 structure designed and legislation passed
- Plan for aligning learning standards and assessment tools completed
- Pre-K standards developed
- Kindergarten assessment completed and approved
- Input collected (from educators, students, public, policy-makers) and business case developed for longitudinal data system

To be achieved by June '13 (focus of next six months)

**Objective 2
Design and
implement
high-impact,
cost-effective
initiatives
that improve
achievement
of all
students**

Early Learning and Literacy

- Plan for redesign of regional hubs completed, RFPs administered, and funding identified
- Plan to address needs of diverse student population (including ELL) completed
- Plan for increasing library usage completed and baseline established
- Programs identified and RFPs administered for increasing parental engagement

Diverse Professional Corps of Educators

- Statewide professional development (P/D) plan for educators developed (with participation from post-secondary institutions)
- Plan for P/D Centers completed, RFPs administered, and funding identified
- Career map for MS/HS students going into teaching developed
- Recommendations for new licensure structure and career ladder for teachers defined

To be achieved by June '13 (focus of next six months)

**Objective 2
Design and
implement
high-impact,
cost-effective
initiatives
that improve
achievement
of all
students**

Connecting to the World of Work

- Plan for implementing STEM initiatives created; RFPs administered
- Plan for increasing student internships completed; Partners that link students to businesses identified and RFPs administered
- Plan for aligning workforce and secondary education completed

Post-Secondary Aspirations

- Plan for increasing HS students' access to college credits completed and approved
- Funding for increasing student access to financial aid identified and process redesigned
- Tool for students to access OR pathway options designed
- Programs for decreasing gang violence identified and RFPs administered

To be achieved by June '13 (focus of next six months)

Objective 3
Assess, write, and respond to policies needed to accomplish achievement initiatives and create "loose/tight" direction of Oregon Learns

- First set of policies related to 2013-15 strategic plan amended/eliminated/created

Objective 4
Create an outcome-based budget, aligned to student achievement initiatives

- 2013-15 OEIB strategic plan and metrics completed
- Scorecard to evaluate performance of OEIB designed
- Legislation for the 2013-15 budget passed (including strategic investments)
- Policy review of Oregon Student Access Commission tied directly to 40-40-20

To be achieved by June '13 (focus of next six months)

Objective 5
**Work to build
an informed,
motivated,
and engaged
public**

- Tools and process for education institutions to access OEIB services developed
- Process for hearing and addressing needs of stakeholders on an ongoing basis defined
- Process of including regions in Achievement Compacts defined
- Outreach toolkit for education institutions to engage their communities developed

Agenda

- Overview of strategic planning process and vision
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- Next steps

Next steps

1. Develop dashboard for OEIB Board to monitor achievement of OEIB strategic plan
2. Develop a performance management system for OEIB, which will be driven by the strategic plan and include the following components:
 - a. Individual scorecards
 - b. Administrative competencies
 - c. Professional development
3. Implement outreach campaign to engage public, gather baseline data, and provide information on strategic initiatives

A Proposal for a Regional Achievement Compact Pilot

January 2013

OEIB is proposing a pilot of a new regional achievement compact that aims to bring together institutions in a region to share ideas, pool resources and ensure all institutions, regardless of the age of their students recognize and contribute to the development of a P-20 continuum with strong learning foundations that will prepare students for a successful post-secondary experience

There are three distinct purposes driving the changes in this proposed regional achievement compact:

1. To engage Oregon's P-20 institutions in ongoing problem solving dialogue leading to a culture of statewide, continuous improvement.
2. To focus, align and measure the value of state resources against models designed specifically to increase student growth while decreasing historical gaps in student outcomes.
3. To transition away from institutional silos, isolation of best practice such that parents, students, teachers and leaders share knowledge, collaborate and build a statewide culture of collaboration over competition.

Desired outcomes of the Pilot:

The proposed achievement compacts will be implemented through a pilot academic year in 2013-2014, whereby reporting institutions will have the option to pilot the regional compact and participate in a collaborative process in addition to completing the existing compact

Defining regions: Regions, while presently defined as the generally accepted feeder areas for a community college, will ultimately be defined by the regions themselves in a way that makes the most sense for the successful collaboration of the regional compact.

Establishing protocols and procedures: OEIB provides examples of how the collaboration might look at a conceptual level, but the actual processes of gathering, sharing, speaking, presenting, reporting and challenging will be left to the regions to dictate.

Fine-tuning reporting processes: Participants of the pilot will be invited to report back to OEIB the trials and tribulations of the pilot, including recommendations to the process and documentation, to help ensure future efforts are directed accordingly.

Structure and Process:

Each institution will complete a compact that presents two levels of performance. **Level One** metrics will be data provided by ODE on traditional student academic growth targets within a region. **Level Two** will be a collaborative process by which institutions in a given region analyze data with an eye towards ways in which the larger region can work together in a community effort to address challenges that exist beyond the classroom and help change the culture of its schools and colleges.

Institutions participating in the pilot will attend the annual state connections conference where community agencies, districts and colleges will gather to learn about new programs, opportunities and resources that can aid their work. It is currently being envisioned as a two-day event with the first day guiding discussions around data and P-20 collaboration, while the second brings social agencies and community organizations into a learning lab where they will discuss how their work can aide schools to help students become more successful.

Examples are provided at the end of this proposal to show how the collaborative process might look in practice.

Level One - Student Growth Targets

Level One will present a more traditional spread-sheet format of critical data points. At the outset, it will gather much of the same data as the existing compact but in a simpler organization with several additional data points.

It is important to note that the process of collaboratively looking at data in a region will progressively shape the specific data points regions desire to see. At the outset OEIB may potentially add or subtract metrics, specifically those connected most closely to ESDs and the OUS system. Definitions will be provided at a later date.

The following pages show the current P-20 data metrics and the way in which they will be disaggregated.

Regional Achievement Compact

P-20 Indicator	Metrics	Econ. Disadvantaged	Limited Eng. Prof	SWD	Black	Hispanic	Amer. Indian / Alaskan Ntve	Pacific Islander	Asian	Multi-Racial Multi-Ethnic	Talented & Gifted	Total
Kindergarten Readiness Participation	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
3rd Gr. Read. Proficiency	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
5th Gr. Math Proficiency	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
6th Gr. Chronic Absence	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
8th Gr. Math Proficiency	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
9th Grade Credits Earned	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
9th Grade Attendance	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
4-Year Cohort Graduation	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
5-Year Completion	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
Post-Secondary Enrollment	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
Earning 9+ College Credits	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
Priority and Focus Buildings	# - %											-
	3 yr net change											-
	1 yr Goal											-

	Metrics	Econ. Disadvantaged	Limited Eng. Prof	SWD	Black	Hispanic	Amer. Indian / Alaskan Ntve	Pacific Islander	Asian	Multi-Racial Multi-Ethnic	Talented & Gifted	Total School Population
Adult HS diplomas / GEDs	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Certificates / Oregon Transfer Modules	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Associates Degrees	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Transfers to four-year institutions	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
% of recent graduates enrolled in one or more developmental math courses.	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
% of recent graduates enrolled in one or more developmental English courses.	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Students earning 30 or more college credits in a year	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Students dual enrolled in Oregon High Schools	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Students who are dual enrolled in OUS	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Students who transfer to OUS	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Employment	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-

	Metrics	Econ. Disadvantaged	Limited Eng. Prof	SWD	Black	Hispanic	Amer. Indian / Alaskan Ntve	Pacific Islander	Asian	Multi-Racial Multi-Ethnic	Talented & Gifted	Total School Population
Bachelor's degrees awarded to Oregonians	# 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Advanced degrees awarded to Oregonians	# 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Amount of Financial Aid provided from University resources	\$ 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Newly admitted Oregon Freshmen with HS dual credit or other early credit	\$ 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
First year students returning for second year	# / % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Degrees awarded in STEM professions	# / % of total 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Degrees awarded in Health professions	# / % of total 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Teaching Licenses awarded in STEM Education	# / % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Employer Satisfaction (TBD)												

Local Priorities: What other measures reflect key priorities in the district? (e.g. STEM, Foreign language, project-based learning, etc. List up to 3 and write a goal statement for each. If you listed a local priority on last year's compact, please identify it, state whether you achieved your goal and what your goal will be for next year)

Local Initiative	Previous Year's Goal	Actual result	Goal for next year

Funding			
What is the level of public investment in the district or college?	2012-13 Actual	2013-2014 Projected	2013-2014 Target
State Funds			
Local property Tax Revenue			
Total state and local operating funds			

Key:

% = Percentage of students at or above proficiency

Goal = Goal for next academic year, in numbers and percentages

= Number of Students at or above proficiency

* STEM Majors and course titles will vary by institution and each should provide a list in the pilot

Level Two - Community Connections

Level Two of the regional achievement compact address regional and local issues as they relate to community building and institutional and cultural transformation. Completed in collaboration with leaders from other institutions in a region, institutions will work to respond to and share the following information:

1. Explain the various social and cultural challenges that affect your institution's ability to be more effective (e.g. Parent engagement, gangs, drugs, truancy, foster care support, KRA indicators, etc.)
2. Identify resources in neighboring institutions, businesses, agencies and other partners to support targeted initiatives of your school district, college or University. (e.g. Native American Tribal Council, NAACP, Community assistance agencies, etc.)

Examples for Collaboration, Analysis and Reporting

The following are examples of how these collaborations might look in practice. Each region, however, will have its unique protocols and procedures for execution. This flexibility is intentional in the design of the pilot to permit the natural emergence of best practices for collaboration. The tool that follows offers one method of organizing and guiding discussions.

- A K-12 superintendent recognizes a need to improve middle school math learning. A college president hears this need and offers to mobilize a group of math majors to visit high-need schools and help tutor students in math, possibly building the program into a work-study job.
- A community college president and university president recognize that increasing numbers of students are lacking writing skills upon entrance to their institutions. The university president might offer to extend the hours of his writing center and train new staff to run a similar center at the community college. Hearing this, a K-12 superintendent decides to take a closer look at his secondary writing curriculum and have a curriculum committee make recommendations for changes.
- A K-12 superintendent identifies a sound community partner to assist with drug prevention in his high schools. A superintendent from an adjacent district admits to having similar problems with the same drugs, but has been unable to secure an appropriate community partner to assist. The two leaders provide each other referrals to the best partners in the community to help solve their problems.
- A University president hears that a nearby K-12 superintendent has noticed an increase in the number of referrals to his school psychologists. The university president offers to speak to his Psychology department about starting a program that allows graduate students to perform portions of their clinical hours with students at the school to offer additional general counseling and mentorship services.

A Tool for Collaboration

In the form below, describe both the challenges identified in your district / institution and the regional collaborative approaches that will be implemented to bring solutions.

Problem	Collaborative Solutions	Resources Needed

Critical Dates

February 1, 2013 – Each entity identifies growth targets for the next academic year using multiple baseline data points. (Michael Seelig, Whitney Grubbs and Doug Kosty provide technical assistance)

February / March 2013 – Projected Level One and Level Two growth targets are finalized and regions convene to share amongst P-20 regional participants (Regions TBD). This meeting is to ensure maximum collaboration and understanding in aligning plans, strategies and resources.

May 2013 OEIB Meeting – OEIB reviews compacts and ongoing evolution of compact redesign getting feedback from stakeholders.

July 2013 – State or Regional Connections Conference(s)

The P-20 connections conference will enable constructive dialogue between and among partner agencies and educational institutions working in the same space towards the same goals. Foundations, cultural groups and other state agencies with similar capacity, will offer support to regional institutions per their unique needs. Invitees will include the following groups, amongst others:

- | | | |
|---------------------------|----------------------------|------------------------------|
| Foundations | YDC | Department of Human Services |
| Art groups | ELC | OSBA |
| Civic and cultural groups | Businesses | Community Colleges |
| PTA | Labor | Superintendents |
| COSA | State Boards / Commissions | |

August / September 2013 – Regions and institutions establish relationships and partnerships with community partners with whom they connect at the conference.

October 2013 – Districts submit completed achievement compacts to OEIB.

A Proposal for a Regional Achievement Compact Pilot

January 2013

OEIB is proposing a pilot of a new regional achievement compact that aims to bring together institutions in a region to share ideas, pool resources and ensure all institutions, regardless of the age of their students recognize and contribute to the development of a P-20 continuum with strong learning foundations that will prepare students for a successful post-secondary experience

There are three distinct purposes driving the changes in this proposed regional achievement compact:

1. To engage Oregon's P-20 institutions in ongoing problem solving dialogue leading to a culture of statewide, continuous improvement.
2. To focus, align and measure the value of state resources against models designed specifically to increase student growth while decreasing historical gaps in student outcomes.
3. To transition away from institutional silos, isolation of best practice such that parents, students, teachers and leaders share knowledge, collaborate and build a statewide culture of collaboration over competition.

Desired outcomes of the Pilot:

The proposed achievement compacts will be implemented through a pilot academic year in 2013-2014, whereby reporting institutions will have the option to pilot the regional compact and participate in a collaborative process in addition to completing the existing compact

Defining regions: Regions, while presently defined as the generally accepted feeder areas for a community college, will ultimately be defined by the regions themselves in a way that makes the most sense for the successful collaboration of the regional compact.

Establishing protocols and procedures: OEIB provides examples of how the collaboration might look at a conceptual level, but the actual processes of gathering, sharing, speaking, presenting, reporting and challenging will be left to the regions to dictate.

Fine-tuning reporting processes: Participants of the pilot will be invited to report back to OEIB the trials and tribulations of the pilot, including recommendations to the process and documentation, to help ensure future efforts are directed accordingly.

Structure and Process:

Each institution will complete a compact that presents two levels of performance. **Level One** metrics will be data provided by ODE on traditional student academic growth targets within a region. **Level Two** will be a collaborative process by which institutions in a given region analyze data with an eye towards ways in which the larger region can work together in a community effort to address challenges that exist beyond the classroom and help change the culture of its schools and colleges.

Institutions participating in the pilot will attend the annual state connections conference where community agencies, districts and colleges will gather to learn about new programs, opportunities and resources that can aid their work. It is currently being envisioned as a two-day event with the first day guiding discussions around data and P-20 collaboration, while the second brings social agencies and community organizations into a learning lab where they will discuss how their work can aide schools to help students become more successful.

Examples are provided at the end of this proposal to show how the collaborative process might look in practice.

Level One - Student Growth Targets

Level One will present a more traditional spread-sheet format of critical data points. At the outset, it will gather much of the same data as the existing compact but in a simpler organization with several additional data points.

It is important to note that the process of collaboratively looking at data in a region will progressively shape the specific data points regions desire to see. At the outset OEIB may potentially add or subtract metrics, specifically those connected most closely to ESDs and the OUS system. Definitions will be provided at a later date.

The following pages show the current P-20 data metrics and the way in which they will be disaggregated.

Regional Achievement Compact

P-20 Indicator	Metrics	Econ. Disadvantaged	Limited Eng. Prof	SWD	Black	Hispanic	Amer. Indian / Alaskan Ntve	Pacific Islander	Asian	Multi-Racial Multi-Ethnic	Talented & Gifted	Total
Kindergarten Readiness Participation	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
3rd Gr. Read. Proficiency	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
5th Gr. Math Proficiency	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
6th Gr. Chronic Absence	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
8th Gr. Math Proficiency	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
9th Grade Credits Earned	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
9th Grade Attendance	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
4-Year Cohort Graduation	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
5-Year Completion	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
Post-Secondary Enrollment	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
Earning 9+ College Credits	# - %	-	-	-	-	-	-	-	-	-	-	-
	3 yr net change	-	-	-	-	-	-	-	-	-	-	-
	1 yr Goal	-	-	-	-	-	-	-	-	-	-	-
Priority and Focus Buildings	# - %											-
	3 yr net change											-
	1 yr Goal											-

	Metrics	Econ. Disadvantaged	Limited Eng. Prof	SWD	Black	Hispanic	Amer. Indian / Alaskan Ntve	Pacific Islander	Asian	Multi-Racial Multi-Ethnic	Talented & Gifted	Total School Population
Adult HS diplomas / GEDs	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Certificates / Oregon Transfer Modules	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Associates Degrees	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Transfers to four-year institutions	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
% of recent graduates enrolled in one or more developmental math courses.	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
% of recent graduates enrolled in one or more developmental English courses.	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Students earning 30 or more college credits in a year	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Students dual enrolled in Oregon High Schools	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Students who are dual enrolled in OUS	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Students who transfer to OUS	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-
Employment	# - %	-			-	-	-	-	-	-		-
	3 yr net change	-			-	-	-	-	-	-		-
	1 yr Goal	-			-	-	-	-	-	-		-

	Metrics	Econ. Disadvantaged	Limited Eng. Prof	SWD	Black	Hispanic	Amer. Indian / Alaskan Ntve	Pacific Islander	Asian	Multi-Racial Multi-Ethnic	Talented & Gifted	Total School Population
Bachelor's degrees awarded to Oregonians	# 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Advanced degrees awarded to Oregonians	# 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Amount of Financial Aid provided from University resources	\$ 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Newly admitted Oregon Freshmen with HS dual credit or other early credit	\$ 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
First year students returning for second year	# / % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Degrees awarded in STEM professions	# / % of total 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Degrees awarded in Health professions	# / % of total 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Teaching Licenses awarded in STEM Education	# / % 3 yr net change 1 yr Goal	- - -			- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Employer Satisfaction (TBD)												

Local Priorities: What other measures reflect key priorities in the district? (e.g. STEM, Foreign language, project-based learning, etc. List up to 3 and write a goal statement for each. If you listed a local priority on last year's compact, please identify it, state whether you achieved your goal and what your goal will be for next year)

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Local property Tax Revenue			
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Key:

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= Number of Students at or above proficiency

* STEM Majors and course titles will vary by institution and each should provide a list in the pilot

Level Two - Community Connections

Level Two of the regional achievement compact address regional and local issues as they relate to community building and institutional and cultural transformation. Completed in collaboration with leaders from other institutions in a region, institutions will work to respond to and share the following information:

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A Tool for Collaboration

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- | | | |
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OEIB Meetings & Events

February 12, 2013

8:15am – 10:15am: Equity and Partnerships Subcommittee

10:30am – 12:30pm: Best Practices and Innovation Subcommittee

1pm – 5pm: OEIB Meeting

Oregon State Fairgrounds

Cascade Hall, Santiam Room

2330 17th Street, NE

Salem, OR 97301 ([map](#))

March 12, 2013

8:15am – 10:15am: Equity and Partnerships Subcommittee

10:30am – 12:30pm: Best Practices and Innovation Subcommittee

1pm – 5pm: OEIB Meeting

Oregon State Fairgrounds

Cascade Hall, McKenzie Room

2330 17th Street, NE

Salem, OR 97301 ([map](#))

March 25, 2013

Special OEIB Meeting

8am – 5pm

Broadway Commons

Grant Room

1300 Broadway Street NE, Salem, OR 97301 ([map](#))

April 9, 2013

8:15am – 10:15am: Equity and Partnerships Subcommittee

10:30am – 12:30pm: Best Practices and Innovation Subcommittee

1pm – 5pm: OEIB Meeting

Oregon State Fairgrounds

Cascade Hall, McKenzie Room

2330 17th Street, NE

Salem, OR 97301 ([map](#))

May 14, 2013

8:15am – 10:15am: Equity and Partnerships Subcommittee

10:30am – 12:30pm: Best Practices and Innovation Subcommittee

1pm – 5pm: OEIB Meeting

Oregon University System

Board Room

1800 6th Avenue, Portland, OR 97201 ([map](#))



June 11, 2013

8:15am – 10:15am: Equity and Partnerships Subcommittee
10:30am – 12:30pm: Best Practices and Innovation Subcommittee
1pm – 5pm: OEIB Meeting
Oregon University System
Board Room
1800 6th Avenue, Portland, OR 97201 ([map](#))

July 9, 2013

8:15am – 10:15am: Equity and Partnerships Subcommittee
10:30am – 12:30pm: Best Practices and Innovation Subcommittee
1pm – 5pm: OEIB Meeting
Oregon University System
Board Room
1800 6th Avenue, Portland, OR 97201 ([map](#))

August 13, 2013

8:15am – 10:15am: Equity and Partnerships Subcommittee
10:30am – 12:30pm: Best Practices and Innovation Subcommittee
1pm – 5pm: OEIB Meeting
Oregon University System
Board Room
1800 6th Avenue, Portland, OR 97201 ([map](#))

Early Learning Council

All meetings in Salem, Somerville Large Conference Room

February 14	9am – 12:30pm
March 14	8am – 12:00pm
April 11	8am – 12:00pm
May 9	8am – 12:00pm
June 12	8am – 12:00pm

Higher Education Coordinating Council Meetings

All meetings in Salem, Somerville Large Conference Room

February 7	1–4 p.m.
<i>March Meeting Cancelled</i>	
April 4	1–4 p.m.
<i>May Meeting Cancelled</i>	
June 6	1–4 p.m.

