

February 12, 2013

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

1-5pm

Materials packet includes:

Meeting minutes

Agenda

OEIB Strategic Plan Presentation

Early Learning Council Presentation

Upcoming Meetings



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, February 12, 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 January 8, 2013 |
| 1:10 p.m. | Upcoming Legislative Session <ul style="list-style-type: none">• Remarks by Governor Kitzhaber |
| 1:20 p.m. | Action Item on Strategic Plan <ul style="list-style-type: none">• Remarks by Governor Kitzhaber• Discuss and approve 3-year Strategic Plan and Metrics |
| 2:30 p.m. | Early Learning Council <ul style="list-style-type: none">• Presentation, including the Community-based Coordinators of Early Learning Services report to the Legislature, and discussion |
| 3:00 p.m. | Break |
| 3:15 p.m. | Subcommittee Updates <ul style="list-style-type: none">• Governance & Policy: P-20 governance legislation• Best Practices: Regional Compacts• Equity & Partnerships |
| 4:15 p.m. | Public Testimony
<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

Tuesday, February 12, 2013

Oregon State Fairgrounds, Cascade Hall

1:00-5:00 pm

OEIB Members Present

Nancy Golden, Chair Designee; Yvonne Curtis; Mark Mulvihill; David Rives; Julia Brim-Edwards; Samuel Henry; Mary Spilde; Johanna Vaandering; Nichole Maher; Ron Saxton

Advisors Present

Bob Brew, George Pernsteiner; Cam Preus; Jada Rupley; Melody Rose; Iris Bell

Members/Advisors Excused

Governor John Kitzhaber; Matthew Donegan; Kay Toran

Staff/Other Participants

Dr. Rudy Crew – OEIB Chief Education Officer

Ben Cannon, Governor's Office

Cathleen Healy – OEIB Chief of Staff

Whitney Grubbs – OEIB Staff

Dr. Hilda Rosselli – OEIB Staff

Dr. Doris McEwen – OEIB Staff

Seth Allen – OEIB Staff

Lorraine Lowe – OEIB Staff

Candace Granfelt – OEIB Staff

1. Welcome, Introductions and Roll Call

Chair Designee Nancy Golden Gavel in at 1:00 pm, welcomes everyone, and roll is called

2. Approval of Minutes

MOTION: Samuel Henry motions to adopt the minutes from January 8, 2013. Motion is seconded by Mark Mulvihill. Motion passes unanimously.

Legislative Update: Ben Cannon, in the absence of Governor Kitzhaber, gave an update on the legislative session and the status of the OEIB priorities.

1:10 Upcoming Legislative Session

Remarks by Ben Cannon

- The work of this Board over the last year has effectively teed-up my legislative agenda for education in 2013. As a reminder, I have three legislative priorities related to education—

a) Budget

- Our proposal: a budget that reverses the trend of cuts and layoffs from pre-school to K-12 to college and career; adds significant new resources to early learning, including relief nurseries and Head Start; focuses strategic investments in the four areas that the OEIB identified as priorities; and expands access to post-secondary education through increased need-based financial aid, dual credit programs, and tuition equity.
- Status update: My staff and I have been having in-depth conversations with legislators. I understand that the Ways and Means Education Committee co-chairs (Rep. Komp and Sen. Monroe) have asked Rudy and his team to spend four days later this month providing an overview of how we approached the budget – especially how we approached this budget *differently* – before they launch into agency-by-agency work. More generally, I appreciate the need to try to find additional resources for education, over and above what has been proposed in your budget, and I am working with legislators on options for doing so.

b) Early Learning Delivery System Changes

- Following on the recommendations of the Early Learning Council, my team is working closely with legislators – and in particular the House Human Services Committee (chaired by Rep. Tomei) and Speaker Kotek’s office – to develop legislation that will establish the process for creating local/regional hubs for the improved delivery of early learning services. The goal is to realign childcare, health care, and pre-school services in order to ensure that all children are ready to succeed in kindergarten.

c) Governance and agency changes

- My staff and I are working with the chairs and members of a several committees, including House Education, Senate Education, and House Higher Education, on what will likely be as many as five or six different bills that would implement the OEIB recommendations adopted in December. The proposals would consolidate state boards/commissions, free up resources for classrooms, increase private investment in higher education, strengthen P-20 coordination, clarify responsibilities to improve accountability, and promote the development of outcomes-based funding allocation models.

While it is impractical for the OEIB as a body to engage directly in the legislative process, I will be leaning on OEIB members from time to time in order to help present this work to legislators and the public.

Action Item on Strategic Plan

Chair Golden expressed the Governor’s appreciation for Dr. Crew and the Board for their leadership. Governor Kitzhaber really believes that the plan is the lynchpin of our work, including legislative initiatives. He believes that the focus of the Board should be about goals, services and objectives. Goal—student achievement; students deserving of leaders doing their best for all students.

Dr. Crew – Modifications of the Strategic Plan (Final Reading)

- Greater emphasis on post-secondary education

- The question was asked in the last meeting whether there is enough staff for the task. He presented the organization chart, demonstrating that there is enough staff to make this endeavor a success.
- What's first among priorities – the most critical “must haves?”
- Vision Statement changed, old one replaced
- A few minor “tweaks” in the some of the Metrics
- Rudy stated that the Strategic Plan is a living document intended to capture thinking that we have and a way of thinking about what seven years of work looks like moving on into the next biennium and possibly beyond.
- Julia Edwards said that she likes Hanna’s suggestion which was to go back to the statute which the Governor had clearly set as the direction for OEIB and to the legislation that led to OEIB’s creation. She referenced elements that were outstanding. 1) What’s the role of OEIB in terms of the other Governance Boards in terms of the different departments and other major stakeholders, and 2) what the Board feels is descriptive of its primary roles.
- Exchange “achievement gap” for “opportunity gap”.
- Nancy said that “achievement gap” puts it more on the children. “Opportunity gap” puts it back on the leaders to create opportunities for the children to learn and succeed. She queried whether opportunities had been created for student’s success and stated that she would like to see the “opportunity gap” closed.
- Samuel Henry supported the change to “opportunity gap” stating that “achievement gap” carries a lot of baggage about testing and “opportunity gap” opens up the world of learning.
- Nichole Maher expressed that she is not happy with the vision, that it feels it is a little bureaucratic, not exciting or visionary.
- Chair Golden said that the Board will continue to work on refining the vision.
- Nichole Maher asked whether the vision is really a unified system about education or more about legislation.
- Julia Edwards – stated that there were some unclear roles in OEIB when it was created, and clarity will follow as the Board progresses. She expressed that care should be taken not to overstep statutory rules that the Board was given.
- Chair Golden invited Nichole to join the small group to work on refining and improving the vision statement, then return with suggestions at the next Board meeting.

Strategic Plan Discussion

- Hanna Vaandering, referencing page 4 of the handout, said she would like the term “demand outcomes” changed to something more easily understood. She asked for help understanding why this language is necessary. She expressed that she feels that as a parent, demanding isn’t as helpful as partnering.
- Dr. Rudy Crew said that some parents have the ability to both, ask for and/or demand, and/or partner with, to get what they want and/or need so that their children succeed through the P-20 system. These parents know how to come to these meetings and ask or demand that their children are placed in college placement, APE or honors classes which will direct them into the right vein of work so they will be able to participate in a 2 year, 4 year CTE or other as a career choice.
- Dr. Crew further expressed that the other side of that is that there are parents who are simply not able to do that for various reasons. These are the people who need us, our constant partnering to make information available so they too are able to ask for make demands for their student’s benefit. Rudy further expressed that these parents need to know about the

resources available to them and they need to know how to participate in the education of their children. Everyone working together in this effort is how the “opportunity gap” will be closed.

- This language in the Family Support Learning is intended to show that everyone has the same rights as advocates for their children’s education regardless.
- Hanna Vaandering expressed that she sees the word “demand” as too confrontational and not helpful. She said that what we’re looking for is for adults across the state to come together in the best interest of the children and their education.
- Mark Mulvihill liked the short term goals of the plan. It will serve to keep the group focused. He also likes the potential for addressing mandate relief and he would like for the group to get serious about addressing that.
- Mark Mulvihill addressed the issue of Metrics and trying to shoot for them. He wanted to know whether the board is moving in that direction.
- Dr. Crew agreed and said that the intent is to use every intellectual, every resource possible to get it right for students. The numbers that we use are in the current data.
- David Rives said that he agrees a lot with the overall goal as it is, but his concern is that some of the Metrics may be over ambitious “if we’re not talking about the **investment**” involved to reach them. He directed the group to Page 20 the term “Achievement Compact Goals” and stated that “Achievement Compact Goals” are not the goals, but rather an assessment tool towards getting there. They are not useful in engaging the public or the teachers. He expressed his desire for the Board to get back to the 40, 40, 40; the goals to achieve the purpose of the change in the educational system.
- Yvonne Curtis supported moving forward with the Strategic Plan and reminded the group that, as Dr. Crew said, the Plan is a work in progress that will be reworked, clarified and reworded before finalized. She encouraged the Board to move forward developing the Plan.
- Dr. Crew said that his intent is to generate a re-definition of possibilities that exist in the communities in Oregon, many of which are not yet uncovered. Some may be prompted by parents and some will come as legislation drives it. He said that the Board needs to have the kind of document that enables them, is less caustic and legalistic and in a family-driven way. He said that ultimately we want to have a document that defines what the Board signed onto and that the purpose of the document is to be a placeholder for the final product. He asked that the Board not look at the Plan as a “cousin” of the NCLB looking at the different groups of children as the NCLB does, but rather let it drive the effort to find out how aggressive the team should be to accomplish what the Board was designed to accomplish.

MOTION: Nichole Maher made a motion to adopt the Strategic Plan, with the vision statement to be reworked at a later date. David Rives seconded the motion and it was passed with Hanna Vaandering not supporting the motion.

Early Learning Council Update

Chair, Pam Curtis introduced council member Dick Withnell and Jada Rupley, Director.

- Dick Withnell, directing the Board to the slides, expressed a sense of urgency for getting the children started in education early. The urgency is because their brains are 80 percent developed at age three. The earlier they are prepared the more easily they will adapt to kindergarten.
- Pam Curtis referenced the ELC’s first and third slides (Statutory Charges). She said the Council has also adopted an additional goal as part of the Vision Statement and that is that a big share of what happens prepare children for kindergarten happens in the context of their families and

communities. She stated that this is really the pivotal piece and part of the working goal of the Early Learning Council.

- Hubs -- Pam Curtis explained what Hubs are and that the Council delivered a Legislative Mandated Report describing what the Hubs could look like in a set of recommendations. That comes as a result of about a year's worth of work and talking to thousands of Oregonians and hundreds of Oregon communities and institutions about what this would look like and what it would take to accomplish.
- Kindergarten Readiness Assessment – this is a pilot program in 16 different elementary schools, an assessment that is an opportunity for the kindergarten teachers to look at how individualized instruction and planning for an individual student has helped. It is also an opportunity for the Council to look back to see what constellations of resources went into helping that kid so they can determine what is most effective and for which kids.

TQRIS – Pam Curtis gave the group an overview of this pilot program.

- Jada Rupley gave the group an overview of the Connection to K-12 and beyond, with emphasis on their desire to continue partnering with OEIB to build an informed, engaged public. She emphasized the importance of having a data system in order to measure the things that we think we're going to be able to do in all of the businesses. She said they need to start tying in with the health care authority and the DHS as well as connecting with the Department of Education.

Discussion

- Samuel Henry asked what languages the assessment is currently in and Pam said it is currently available in English and Spanish. He asked whether there are other languages planned and was told that the group has met with Dept. of Education regarding this and is working on it.
- Pam Curtis asked what the ELC can do to support the work of OEIB and keep the Board informed so that the two groups stay on the same page.
- Yvonne Curtis asked whether there was any piloting done with early childhood providers and if early childhood providers know about the assessment. Pam said no piloting has been done and they're doing their best to inform them.
- Nichole Maher would like more clarity about some of the work around Hubs. Wants to ensure it's not geographically focused; not just in certain communities. She would like the document to reflect the children we're talking about and clearly identify the adult responsibility in providing a better system for children.
- Julia Brim-Edwards - once the assessment is in place will parents and teachers know what it means? -Is there a consistent point of view in terms of what the assessment shows in terms of whether the child is ready for kindergarten?
- Pam Curtis said there two levels of answers: 1) the "individualized piece" is the handoff in the K-12 system and the kindergarten teacher -- that moment when the interface with the kindergarten teacher and the kindergarten setting, when that child's unique strengths and capabilities are revealed and how that gets supported in an individualized way in the classroom. 2) The "look back" is the piece that looks at what has been effective in preparing that child. This enables the council to look back to see what shaped the child who isn't ready for kindergarten and provides insight into what did and did not make a difference in his/her early learning experience.

- Julia Brim-Edwards queried whether teachers are prepared for the handoff and whether they've been given the supports and the tools to accept the handoff?
- Nancy Golden said that intervention is provided as soon as it is evident that the child has that need, so that child can meet or exceed standards. Intervention takes on various forms such as extra help before or after school or having a "second dose" of basic skills reading readiness.
- Rob Saxton - kindergarten teacher has data with which to operate around individual students immediately. Attention is directed around student's deficit area. The student then gets all the regular instruction plus the specialized instruction designed just for him/her.
- The roll out to Early Intervention model has been very successful around the state, which educators call multi-tiered instruction. The multi-tiered instruction approach allows for educators to identify a student's skill set and then intensify curriculum around the area of challenges, whether it is phonetic awareness or otherwise.
- Kindergarten teachers are able to identify the deficit of students after giving the kindergarten reading assessment. She/he can spend time group reading with all students, moving them all forward in a more effective way.
- In Oregon Reads Initiative, there is \$2 million earmarked for continuing to roll out the Response Intervention Model statewide. It will identify about 30 more districts to receive it. Currently there are about 60 districts that have it. This provides the opportunity to scale this up to a statewide level.

Yvonne Curtis –

- Looking forward to full day kindergarten – start to think about how we will introduce statewide development of full day kindergartens and what that curriculum will look like.
- Opportunity to inform backwards – what it looks like coming from the k-12 system.
- Concern – when we start with pilots and regional compacts, how do we strengthen communication and make sure that everyone is included in everything?
- Giving feedback to parents will be most difficult with parents who have had no opportunity for their kids to be in high quality early learning programs; prioritization is key to improve the system.
- Julia Brim-Edwards encouraged intentionality as the group moves forward, remembering that no matter where you are in the state you have access to a specific intervention or best practice and not just depend on individual districts.
- Chair Golden supported that statement and stated that it is a priority of OEIB's to get the Strategic Plan implemented.
- Mark Mulvihill encouraged the group to be active with the sub-committee as they define the Regional Achievement Compact.

3:00 p.m. – Break

Sub-committees Updates

Best Practices: Regional Compacts

- Yvonne Curtis presented the next steps for this sub-committee. She said they heard presentations about the idea of the achievement compact today from Lane County Education Partnership, Portland All Hands Raised and representatives from the Eastern Oregon Community College faculty.

- Interest on the part of the committee to have a longer conversation.
- Will be working on a structure, probably some additional time.
- Would like ideas from partners to help identify the important elements, what we must pay attention to and how we can learn from past work. They already have a research base and have worked with universities and research organizations. How we use data and measure progress within those regional compacts would be very helpful to know up front.

Governance & Policy: P-20 governance legislation

- Ben recalled the goals of the Board from 2012 for the P-20 System and their purpose
- The Board said that:
 - P-20 system should be organized around fewer boards and state boards and commissions than it is today
 - Freeing up resources for teaching learning (fewer resources)
 - Clarifying responsibility in order to promote accountability for 40, 40, 20. It should be possible at the state who is ultimately responsible for pieces of this work and the entirety
 - Accountability of learner level, family level, school or school district level – really about the state’s accountability for the work.
 - Proposal brought forward with the guidance of the OEIB speaks to those, as well as the goal and opportunity to increase private investment in public higher education as well as the development of outcome-based funding models for higher education.

Organizational Changes Proposals

- Early education – Governor’s budget and the proposal from the Governance sub-committee proposes the creation of an early education division within the ODE that will house most of the state’s staff that do early education work. In practice this would mean that the state’s Early Ed workers housed in the Governor’s office and various other buildings would move to ODE and join the staff there, directed by the Early Learning Council, to oversee the Early Learning Work in conjunction with the OEIB. A Bill is in process in the House Education Committee.

Youth Development Division

- Proposal to move the YDC into the ODE under Iris’ leadership and the authority of Oregon Youth Authority.

Equity and Partnership

- Nichole Maher presented and update on the progress and plans for the Equity and Partnership Sub-Committee.

Chair Nancy Golden adjourned meeting at 3:30 P.M.



Oregon Education Investment Board
Strategic Plan Summary
Final Reading

February 2013

Agenda

- Strategic focus over the next seven years
- Strategic focus over the next biennium
 - Objectives and initiatives
 - Metrics for each initiative
- Primary roles of staff/agencies/divisions in implementation
- Output over the next six months
- Next steps

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

- Strategic focus over the next seven years
- Strategic focus over the next biennium
 - Objectives and initiatives
 - Metrics for each initiative
- Primary roles of staff/agencies/divisions in implementation
- Output over the next six months
- Next steps

OEIB objectives for the next biennium

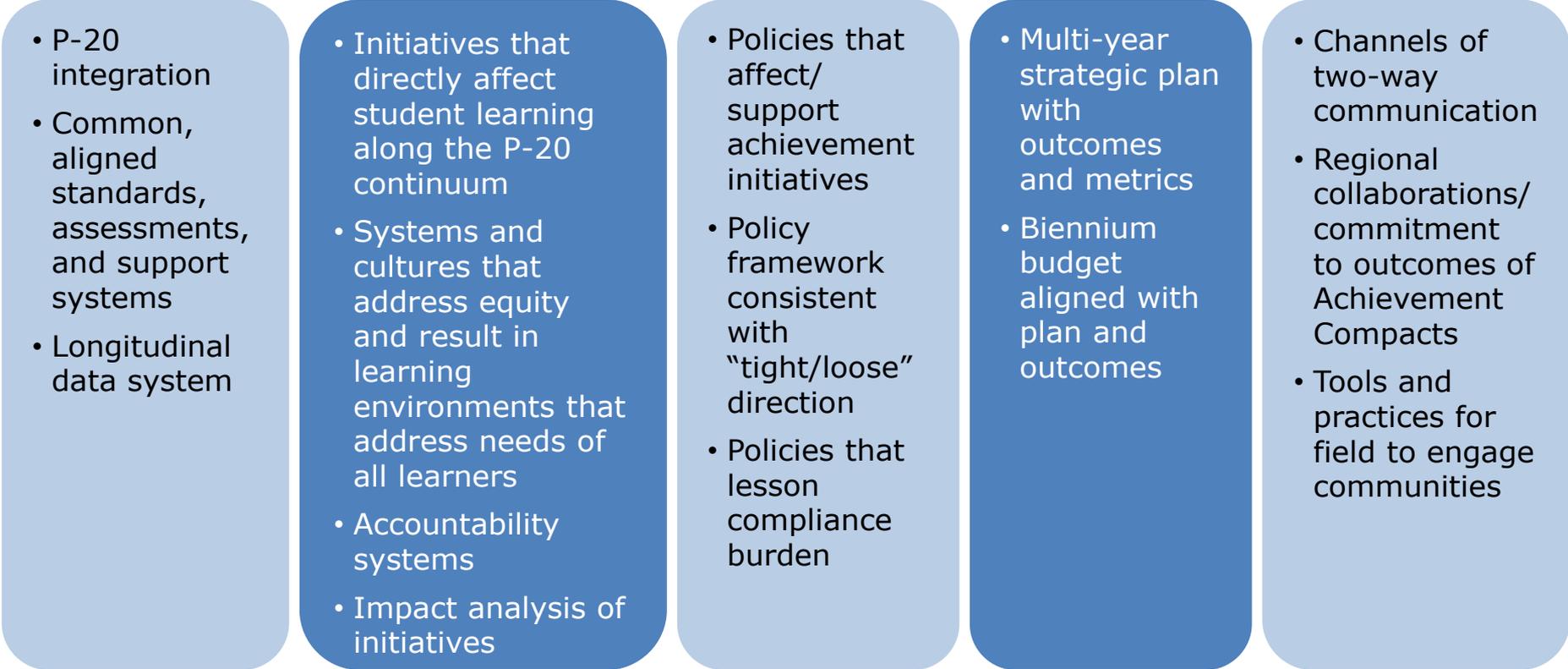
1. Complete the design and implement the P-20 structure
2. Design and implement high-impact, cost-effective initiatives that improve achievement of all students
3. Assess, write, and respond to policies needed to accomplish student achievement initiatives and to create the “tight/loose” direction of 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

- Strategic focus over the next seven years
- Strategic focus over the next biennium
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 - Metrics for each initiative
- Primary roles of staff/agencies/divisions in implementation
- Output over the next six months
- Next steps

OEIB staff and divisions/agencies

OEIB Staff

Curriculum & Instruction
(Doris McEwen)

College & Career Readiness
(Hilda Rosselli)

Policy
(Whitney Grubbs)

Communications & Outreach
(Cathleen Healy)

Strategic Initiatives
(Mike Seelig)

Data & Budget
(TBD)

OEIB Divisions/Agencies

Oregon Dept. of Education
(Rob Saxton)

Early Learning
(Jada Rupley)

Youth Development
(Iris Bell)

Dept. of Post-Secondary
(TBD)

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 compatible, integrated, 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, non-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/development*
- Number of early childhood educators who achieve Step 9 or above (AA degree or higher) on OR Registry increases 20%



Key Strategies

Statewide effort to recruit, prepare, and support educators:

- Four to six professional development centers
- New career maps and licensure structures
- Teacher collaboration and mentorship
- Dissemination of best practices and models
- Focus on early educators and post-secondary faculty

* 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 65% of students who graduate HS earned nine or more college credits and the achievement gap decreases 5%**
- *At least 90% of students who graduate from OR education system are employed within 12 months**

Key Strategies

- STEM initiatives – e.g., STEM schools
- Internships and apprenticeships for students
- Grade 11-14 redesign and dual enrollment
- Essential skills curriculum
- Connections to career and technical trade unions; alliance with Economic & Business Equity Office
- 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 85% 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 Placement course offerings
- Services for at-risk youth
- Credits universally accepted throughout OU system
- 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

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

OEIB Metric (June '15)

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

Number of students who have or are receiving ELL services reading at grade level by 5th grade increases 75%

Key Strategies

- Reengagement of hard-to-reach youth (immigrants, homeless, dropouts, and gangs)
- 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
- Policy and planning documents for dissemination throughout PK-12 leadership
- Focus on reducing need for, while improving quality of, post-secondary developmental education

* 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.

Areas of work where the outcomes are most critical in the next biennium

- Early learning
- Corps of professional educators
- Post-secondary aspirations
- STEM

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

- Strategic focus over the next seven years
- Strategic focus over the next biennium
 - Objectives and initiatives
 - Metrics for each initiative
- Primary roles of staff/agencies/divisions in implementation
- Output over the next six months
- Next steps

Primary roles in implementing OEIB strategic plan

OEIB Staff

Curriculum & Instruction

- Provide overall leadership and support to ODE C&I
- Lead P-20 alignment of stds and assessments

College & Career Readiness

- Connect post-secondary and K-12
- Lead design of plan to recruit, develop, and support educators

Policy

- Coordinate design of P-20 structure
- Lead design of accountability systems
- Secure legislative support for strategy

Data & Budget

- Lead longitudinal data system design
- Lead budget creation
- Create and implement ROI systems

Communications and Outreach

- Lead marketing and communication
- Coordinate strategic plan and metrics

Strategic Initiatives

- Codify best practices and learnings
- Conduct research, assess, and support design of new initiatives

OEIB Agencies/Divisions

Oregon Dept. of Education

Early Learning

- Implement strategies that support stable and attached families
- Design and support teaching and learning strategies for ages 0-5
- Connect early learning to K-12

K-12

- Participate in design of OEIB strategies
- Lead implementation of K-12 strategies
- Connect OEIB to field
- Design and implement hubs

Youth Development

- Identify, invest in, and monitor youth programs and services that support strategy
- Oversee Juvenile Crime Prevention state and federal programs

Dept. of Post-Secondary

- Design and support strategies for post-secondary (community colleges, universities, technical and career)
- Connect post-secondary to K-12

Agenda

- Strategic focus over the next seven years
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 - Objectives and initiatives
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- Next steps

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 for at least three initiatives 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 "tight/loose" 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

OEIB vision

The OEIB vision statement will be determined by the OEIB Board. The following states the purpose of OEIB and may be used for informational purposes when creating the OEIB 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.

Agenda

- Strategic focus over the next seven years
- Strategic focus over the next biennium
 - Objectives and initiatives
 - Metrics for each initiative
- Primary roles of staff/agencies/divisions in implementation
- Output over the next six months
- 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

EARLY LEARNING COUNCIL

**UPDATE: PRESENTATION TO THE
OREGON EDUCATION INVESTMENT BOARD**

February 12, 2012

PRESENTED BY

+PAM CURTIS [ELC Chair]

+DICK WITHNELL [ELC]

+JADA RUPLEY [Director]

...that first day of
Kindergarten.



The most important intersection of our collective impact is the dynamic moment when our children walk through those Kindergarten doors for the first time; hanging up the school bag that is usually bigger than them, and beginning the rest of their lives.

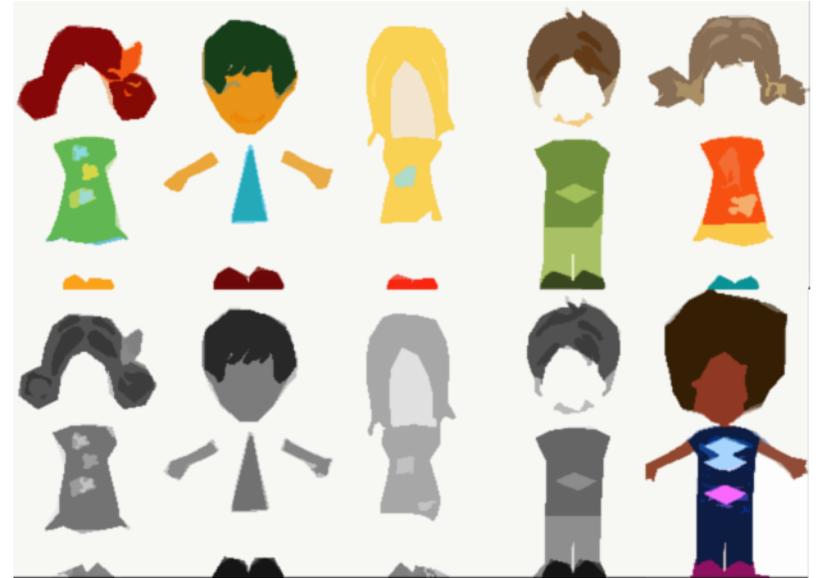
Where have they been the past four or five years? What have they experienced? What has molded their capacity to learn?
Their positive life experience is our collective responsibility.

The charge.
Our vision.

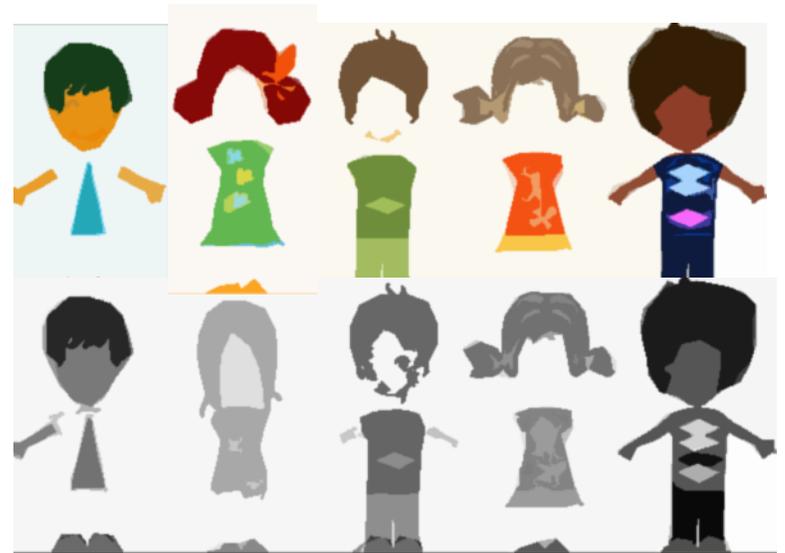
- 1. ENSURE ALL CHILDREN ARE READY FOR KINDERGARTEN, READY TO READ IN 1st GRADE, & READING AT GRADE-LEVEL IN 3rd GRADE.**
- 2. CHILDREN RAISED IN STABLE AND ATTACHED FAMILIES.**
- 3. INTEGRATE RESOURCES AND SERVICES STATEWIDE.**

The challenge.
Of every 10 kids
in Oregon...

- 4 are not ready for Kindergarten →



- Medicaid pays for 5 of every 10 births →



The hard facts.

- **45,000 CHILDREN BORN IN OREGON EACH YEAR.**
- **270,000 AGES INFANT THROUGH 5.**
- **40% at risk of not being prepared for school because of factors associated with:**
 - Low income and disparities
 - Adverse child events
 - Family risk factors
- **Current underperforming early identification efforts**
- **UNACCEPTABLE RESULTS**
 - 36% of children in poverty (compared to 30% nationally)
 - 34th in child health system performance
 - Bottom quartile of US for reading proficiency after 3rd grade
 - High dropout rate

Why in Oregon?

- **COMPLEX EDUCATION, HEALTH & SUPPORT SYSTEM**
 - More than 2 dozen state-sponsored programs
 - 28,000 non-profit organizations
 - Eight state-level coordinating bodies
 - Confusing governance structures
- **OVERALL UNCOORDINATED & DISCONNECTED**
- **DIFFICULT TO NAVIGATE FOR EVERYONE, ESPECIALLY PARENTS AND FAMILIES**
- **LACK OF OUTCOME ACCOUNTABILITY**

Consolidating
state-level
governance.

AS DIRECTED BY HB 4165 ON JULY 1, 2012

- The Early Learning Council is the federally-required Head Start Advisory Committee.
- The Commission for Child Care and Governor Kulongowski's Early Childhood Matters Advisory Council have been consolidated into the ELC.

The future.
Oregon's
Early
Learning
System.

- EARLY IDENTIFICATION & RISK ASSESSMENT
- **ALL CHILDREN HAVE EARLY LEARNING OPPORTUNITIES**
- COORDINATED AND INTEGRATED SUPPORT FOR CHILDREN & FAMILIES (HUBS)
- **OUTCOME FOCUS: STUBBORN ABOUT RESULTS, FLEXIBLE ON APPROACH**
- INTEGRATED DATA SYSTEM
- CONSOLIDATING GOVERNANCE STRUCTURES
- **PARENT ACCESS AND TRANSPARENCY**
- TRAINED AND SUPPORTED WORKFORCE

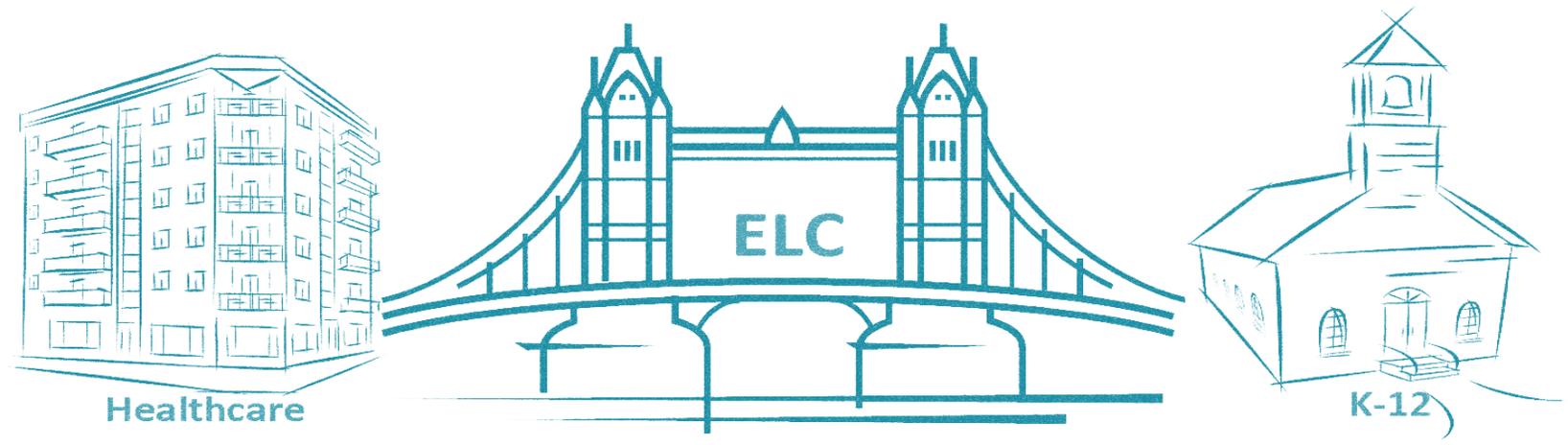
The connection to healthcare.

[Common sense] **Healthy kids feel better and learn better.**

The strongest beginning for children is at the intersection of healthcare and early education.

The Early Learning System is the bridge between healthcare and K-12 education:

- Shared goals & metrics
- Early Identification
- Referral and care coordination
- Planning & governance



Oregon's
Early
Learning
System.

OVERVIEW OF MAJOR ACTIVITIES

Major
activities.

1. State-level governance **consolidation**
2. **Connection** to Healthcare and K-12
3. Community-Based **Coordinators** of Early Learning Services (Hubs)
4. Kindergarten **Readiness** Assessment (KRA)
5. Tiered Quality Rating **Improvement** System (TQRIS)
6. Race to the **Top**

Hubs.

AKA Community-
Based Coordinators of
Early Learning
Services.

EMPOWERING COMMUNITIES TO ENSURE ALL CHILDREN ARE READY FOR KINDERGARTEN.

- **KEY CHANGES**

- aligning & integrating services at a state and community level;
 - focusing on children with the highest risk; and
 - tracking outcomes at all levels.
- **ELC ADOPTED THE REPORT OUTLINING THE HUB BLUEPRINT. SUBMITTED TO THE LEGISLATURE FEBRUARY 4, 2013.**
 - Communities will submit an application demonstrating how they will achieve outcomes by July 1, 2013. To be implemented by January 1, 2014.

Kindergarten Readiness Assessment (KRA).

IMPROVE READINESS FOR KINDERGARTEN AND READING SUCCESS BY 3RD GRADE.

A LOOK FORWARD & A LOOK BACK

- 2012-13 PILOT
 - 16 ELEMENTARY SCHOOLS
 - 1228 STUDENTS

STATEWIDE ROLLOUT SEPT. 2013

Tiered Quality Rating Improvement System (TQRIS).

A national movement providing access and transparency for parents and families.

- Provides data and measures quality of childcare across the state.
- Regional field testing: Crook, Deschutes, Jefferson, Lane, Douglas, Linn, Benton, and Multnomah Counties.
- Child Care Resource and Referral (CCR&R) agencies in these areas have hired QRIS Quality Improvement Specialists.
- CCR&Rs will begin to recruit programs and provide introductory training in late February.

Connection to
K-12 and
beyond.

OEIB STRATEGIC PLAN

- Outcomes by 2015
- Continuum of learning
- Ready Children and Ready Schools
- KRA as a snapshot
- Initiative on early literacy: a strong partnership between ELC and OEIB [Up until 3rd grade, kids are learning to read. After, they're reading to learn.]
- Longitudinal data system
- Build an informed, engaged public

QUESTION: HOW DO WE BEST STAY INFORMED AND CONNECTED TO EACH OTHER?

Race to the
Top Challenge
Grant.

SUPPORT FOR ACCOMPLISHING OUR VISION.

- Kindergarten Assessments
- Tiered Quality Rating Improvement System (TQRIS)
- Workforce Development and Training
- Family and Community Access (Hubs as an example)

THE EARLY LEARNING COUNCIL

Pam Curtis Chair, Deputy Director, Center for Evidence-based Policy, Oregon Health & Sciences University

Bobbie Weber: Research Associate, Family Policy Program, College of Public Health and Human Sciences, Oregon State University

Janet Dougherty-Smith: Former Director, Early Childhood Services for Clackamas County Education Service District

Norm Smith: Executive Director, Ford Family Foundation

Marlene Yesquen: Attorney, Medford's Black Chapman Webber and Stevens, Medford School District Board Member

Teri Thalhofer: RN, Director, North Central Public Health

Jim Tierney: Executive Director, Community Action Team

Harriet Adair: Regional Administrator, Portland Public Schools

Dana Hargunani: Child Health Director, Oregon Health Authority

Lynne Saxton: Executive Director, Christie Care-Youth Villages of Oregon

Kara Waddell: Administrator, Oregon Child Care Division

Eva Rippeteau: Political Coordinator, Oregon AFSCME

Vikki Bishop: Early Childhood Education Program Manager, Confederated Tribes of the Grande Ronde

Kim Williams: Director of North Central ESD Early Education

Charles McGee: Executive Director and Co-Founder of the Black Parent Initiative

Dick Withnell: Founder, Withnell Auto

Rob Saxton: Deputy Superintendent of Public Instruction, State of Oregon

“We have to get out of the catch-up business, and the best way to get out of the catch-up business and to level the playing field is to get our babies off to a great start. [The best investment that we can make] is to increase access to early childhood education -- making sure it is high-quality and reaching children and communities historically underserved.... If our children enter kindergarten ready to learn, I feel fantastic about where they can go.”

**SECRETARY OF EDUCATION
ARNE DUNCAN**



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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.

