

March 12, 2013 - Salem, 1-5pm
Oregon State Fairgrounds, Cascade Hall,
2330 17th Street, NE, Salem, 97301

Materials packet includes:

Meeting minutes

Agenda

Legislative Update

DRAFT February Meeting Minutes

Oregon Department of Education Presentation

Future Connect Presentation



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, March 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 February 12, 2013 |
| 1:10 p.m. | Legislative Update |
| 1:30 p.m. | Oregon Department of Education Strategic Plan <ul style="list-style-type: none">• Presentation by Rob Saxton |
| 2:00 p.m. | Action Item: Regional Achievement Compacts <ul style="list-style-type: none">• Discuss and approve Regional Compacts Concept |
| 2:45 p.m. | Invited Testimony: Future Connect, Portland Community College |
| 3:00 p.m. | Break |
| 3:15 p.m. | Subcommittee Updates <ul style="list-style-type: none">• Governance & Policy• Best Practices• Equity & Partnerships |
| 3:45 p.m. | Spring Forums Discussion |
| 4:00 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, March 12, 2013

Oregon State Fairgrounds, Cascade Hall

1:00-5:00 pm

OEIB Members Present

Gov. John Kitzhaber, Chair; Nancy Golden, Chair Designee; Yvonne Curtis; Mark Mulvihill; David Rives; Samuel Henry; Johanna Vaandering; Nichole Maher; Ron Saxton; Mark Mulvihill; Kay Toran; Dick Withnell

Advisors Present

Bob Brew, Iris Bell, Cam Preus, Jada Rupley, Rob Saxton, Melody Rose,

Members/Advisors Excused

Matt Donegan; Julia Brim-Edwards

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

Candace Granfelt – OEIB Staff

1. Welcome, Introductions and Roll Call

Governor John Kitzhaber Gavels in at 1:00 pm welcomes everyone, and roll is called

2. Approval of Minutes

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

Legislative Update: Governor Kitzhaber gave an update on the legislative session and the status of the OEIB priorities.

[Document](#)

- The Ways and Means Committee Co-Chairs released their [recommended budget for 2013-15](#) on Monday. This budget will serve as the framework for Ways and Means subcommittees as they deliberate over the next several months. In its general approach, the Co-Chairs' budget follows the Governor's budget by (a) assuming the passage of cost-saving reforms in health care and public safety in order to free up dollars for education in the short and long-term; (b) assuming the passage of PERS reforms that stretch the "purchasing power" of public dollars; and (c) prioritizing targeted, strategic investments in education. In addition, the Co-Chairs' budget proposes new revenue and

additional reductions at non-education agencies in order to boost their recommended allocation to the K-12 state school fund to \$6.55 billion.

- This week, the Ways and Means Education subcommittee heard budget presentations from the Teachers Standards and Practices Commission and the Oregon Department of Education.
- On Monday, March 11 at 3pm, the House Human Services and Housing Committee will hold its first public hearing on HB 2013. This bill is the vehicle for proposed reforms to the early learning delivery system. Governor's Office and OEIB staff have been working closely with House Speaker Kotek, members of the committee, and their staffs on amendments to the bill.
- The House Education Committee plans to hold public hearings on HB 3231 and HB 3234 on Friday, March 15 at 1pm. These bills would consolidate most state supports for early learning and youth development within the Oregon Department of Education, as proposed by the Governor's budget.
- The Governor and Rudy Crew will kick off testimony at public hearings on HB 3232 and HB 3233 on Monday, March 18, 1pm. These bills establish policy for the OEIB's proposed strategic investments in early literacy, guidance and support for post-secondary aspirations, connecting to the world of work, and a network for quality teaching and learning.
- The Senate Education Committee will hold a public hearing on SB 297 on Thursday, March 14 at 1pm. This bill would add parents and others to achievement compact advisory committees.
- The Senate Education Committee has received and is reviewing amendments to SB 270, related to establishing institutional boards at UO, PSU, and possibly OSU.
- Representatives of the Governor's office and OEIB are participating in a workgroup convened by the House Higher Education and Workforce Committee to consider changes to the larger framework for governance of the post-secondary system consistent with the OEIB recommendations. The likely vehicle for this legislation is HB 3120.

Action Item: Regional Achievement Compacts

Dr. Curtis: asked the board to support committees request to move forward on some concepts. Explained that there is a pilot that is research based program in Multnomah County called "All Hands Raised" project partnered with "STRIDE" The questions that the board are asking these to programs are actually exploring best practices and standards. What the committee is hoping for is some freedom to explore and look into the different elements of different pilots and maybe even partner up with some.

Mike Seelig: stated that last 4 months there have been changes and shifts in talks about this concept. Want to paint a picture for regions to see opportunity to innovate, build, to shape and create. How communities can pull together with a larger sense of collective ownership.

Real opportunity for innovation and out the box thinking. Need to provide a document that allowed that. You will see a lot on concept and a lot less on detail that was on purpose, so that regions would have the opportunity of power themselves to determine where they really want to focus and how they will work together.

Rob Saxton: Just a little help in understanding, 100% in favor of regional cooperation and coordination sounds wonderful. How do we avoid this becoming another level of costs, bureaucracy of process? Why when cooperating with each other it still costs money?

Mike Seelig: With the existing achievement compacts we are not happy with the results were getting. Focus too much on the indicator. With this new process we are going straight to the heart of what's happening in the school. Who the partners are, level of programming that's available and ultimately putting together a concoction of programs that fit the needs of the kids. There is always a cost affiliated especially when there is a professional development opportunity, for example when principals need to learn how to be engaged with community when used to a very silohed process of working.

Rob Saxton: Still not satisfied with the answer, still very supportive of cooperation and concerned about creating new bureaucracy.

Governor Kitzhaber: There is always money where staffing is involved. Regional Solutions process is not a perfect fit but conceptually it's the same thing. They actually have existing capacity in those regions right now that are very skilled at facilitating and convening. Certain programs are already staffed up and what I'm envisioning is doing a pilot in one of those areas using that same infrastructure except convening at different setting planes. There may be some costs that I haven't anticipated, but that is my take on it.

Dr. Curtis: There are already partnerships that are working and processes in place that we can learn from but we couldn't learn fast enough today to answer all your questions. What we want to do is work with groups that are already working on similar projects and cross look at the variables or learning's from all of them to assist with our information. The costs might be around convening things and giving support where you need to get coverage, but we will have not talked about that yet.

Convening does have a cost. You are asking school administrators and nonprofit leaders to leave their organizations and service of community to participate in these committees and substitutes cost money, you have to have people who can actually serve the kids. So you can convent and collaborate. I agree with not creating another layer, but often times we drain capacity of most important informants and community partners and I think we need to be frugal and thoughtful but we have to be honest with ourselves, it costs money. If we're going to do it we might as well do it well and resource it at appropriate level. Don't have to have all the answers just be plan full and intentional about that.

Governor Kitzhaber: I don't perceive this as going full blown into Regional Compacts all over the state. I do think we are resourced for convening and census building in other area that some of that could be used as a pilot. The point about the education system is well taken, if you expect teacher or someone to go, better back them up. Think concept is a good one in terms of engaging group stake holders with resources that are not at the table now and finding out whether we can get them there and accelerate what we are trying to do.

David: Glad there is some investment tied to this- getting very frustrating when this board comes out with new initiatives and proposals and were telling really resourced starved districts just make due and add this on your plate. Think it's an important signal were sending by at least dedicating some funding to this. Don't consider this another layer of bureaucracy, I consider that the compact should have been in the first place: which is regional collaborative not a competitive system. This is a way to center it back to being about the students.

Hannah Vaandering: What we are doing is approving the concepts that are going out but still have some meat to put on the bone. David stated that it's really key to have some intentional conversations about leadership teams and what that looks like for this to be successful.

Dr. Curtis: My understanding is that there will be some pilots; don't want another layer of bureaucracy. That we only want to use resources that are absolutely necessary and some resources are necessary. We're checking to see, can we give approval to that, knowing what we heard is an important part of that and that we would at least go for some pilots and learn from them. Then before it becomes the way we do things it would come back to the board after the pilot.

Discussed that maybe the first round of pilots may work with other pilots that are already going. This way we may be able to identify the factors that we should be measuring. Don't expect that the first round we throw out an RFP like we've always done and see who jumps in and sees how close it is to these criteria. Hoping that we look at partners who have already done this and see where they

have been successful and learn from their success and mistakes. We need to work with ALL the different groups involved in running and achieving these goals, not just say this is how to do it and then get mad when it's not achieved.

Dr. Crew: Equation states this board makes investments and wants to know those investments, both soft (collaborative) and hard (money), results in a better outcome for students. The Regional Compact is now being slightly modified from original. The original is now being used to help spearhead how those resources come around those specific unmet needs in a region. Going to track and find these results and I do expect there will be a bump, but there has to be some actual gain by virtue of people investing and focusing on a given problem, in a relative short period of time.

Hannah Vaandering: Start intervention early before kids are in kindergarten, but we have clear benchmarks that aren't in place until third grade. We need to remember every class is different group of students bringing different skills to the table. I think we do have to make sure were respectful of looking at what we're implementing as strategies and then letting it play out to see what set of students it actually making a difference with.

MOTION: Mark Mulvihill moves for the acceptance of the Draft Regional Compact Pilot concept paper as presented. Nichole Maher seconds the motion. The motion passes with no opposition.

Oregon Department of Education Strategic Plan

Presentation

- New strategic plan does not say "draft" but is a "Living Document"
- Metrics in ODE plan have been adopted from OEIB
- ODE has Mission and values goals
- School report card will be redesigned so people can better understand it.
- Goal 1: objectives: 6 month metric: ensure headed in the right direction-
- Goal 2: Educators: Have pilots going on now
- Goal 3: Schools and districts: Done in user friendly way, compliance and monitoring
- ODE need to re-organize, David Batista starts in April.
- Re-organization of ODE by August 2013.
- ODE work force matches demographics of work source (6-14)

Discussion:

Dr. Curtis: really excited, like how aligned, more we can talk about with goals, ODE strategic plans.

Hannah Vaandering: Agree with Dr. Curtis- respectful to students. Couple of questions, page 7 - Affective teacher missing and support professionals are missing. Page 12- absolutely agrees, page 13-talks about healthy and safe work environment agree, but transportation efficiency how does that work with healthy and safe work environment. Page 20- talking about science has fallen to wayside, empower elementary teachers to get back into science. TELL survey- ODE watching for it.

Dr. Crew discussed making the 40/40/20 work, need to get resources in the community engaged in order for it to be successful everyone needs to be on the same page.

Nate Schull: All Hands raised have a pilot and they support the concepts and are willing to share their best practices around them.

Michael Seelig: The last four months a lot of changes and wants to ensure that all is a go with the board. Paint the picture that regions can see they can all own in the glory. Communities will be involved. First change will be the metrics. Look at innovation – out of the box thinking needed.

Rob Saxton: Avoid another level of costs, not liking the answer that was given.

Governor Kitzhaber: Staffing involved, work with the existing pilots, just a different capacity, using a lot of infrastructure.

Dr. Curtis: The committee did not talk about costs, except the cost about coverage, to have successful models must pay the price. This is an evolving process and there is so much to learn.

Governor Kitzhaber: The concepts are good ones and we need to engage stakeholders.

David: Need to ensure that there are not fighting among the regions for funding but consider the needs of the children. It is a pilot and needs to be considered as such.

Dr. Curtis: What do we know to be successful- get rid of the old model and must work deep and with all the players to develop from the bottom up.

Invited Testimony: Future Connect, Portland Community College

Diverse education: 2010- low income first generation students implemental inquire corporations and involve everyone in success of the students. Encourage through scholarship money and support system to bridge the gap between graduation and college. Offer students one thousand dollars per student half from PCC and half from community college. Need to build upon relationships: 4 orientation sessions: connect with students, find scholars to teach students, coaches to assist students as well as offer two free classes as well as career classes and center it all on the student.

Offer this to students whom have never had a family member go to college. Assist them in applying for scholarships, grants, federal aid and picking the colleges.

Testimony from student Natalie Omer- 19 years old current freshman at PCC, wants to be a Dr.

Chris Nelson: Workforce is vital to everyone's well-being- future connects number 1 priority in fundraising is retention rate. Local government- 50%, College- 15%, and fundraising 35%. Local funding is very important but use grant money for smaller cities that don't have funding.

Sub-Committee Updates:

Equity and Partnerships:

Good progress two versions sent out by Dr. Crew last Friday. Looking to bring full document to OEIB meeting in April, April meeting will have one hour.

Dr. Yvonne: Appreciate that OEIB will be looking at different things

Hannah Vaandering: Lots of words, confusing, need to be what Oregonians can understand.

Spring Forums Update

Cancelling/ postponing spring forums, wait until session is over.

Public Testimony

No public testimony

Chair Designee Nancy Golden adjourns the meeting at 3:45pm

Oregon Education Investment Board

March 12, 2013

Legislative Update –Ben Cannon, Governor’s office

1. Governor and OEIB Priorities:

Bill #	Relating To	Summary	Recent Legislative History	Next Hearing
HB 2787	Relating to exemption from nonresident status for higher education; declaring an emergency.	Provides that certain students are entitled to exemption from nonresident tuition and fees at public universities.	Passed the House, referred to the Senate	1:00PM 03/19/13 Senate Committee EDUCATION AND WORKFORCE DEVELOPMENT HR C
HB 2013	Relating to early learning; appropriating money; declaring an emergency.	Placeholder for early learning delivery system (“hubs”) reforms.	03/04/13 - Referred to Human Services and Housing with subsequent referral to Ways and Means.	3:00PM 03/11/13 House Committee HUMAN SERVICES AND HOUSING HR D
HB 3120	Relating to education governance; declaring an emergency.	A placeholder for post-secondary governance reforms.	03/01/13 - Referred to Higher Education and Workforce Development with subsequent referral to Ways and Means.	None Scheduled
HB 3231	Relating to youth.	Establishes Youth Development Division in Department of Education.	03/04/13 - Referred to Education with subsequent referral to Ways and Means.	Likely public hearing 3/15/13
HB 3232	Relating to strategic investments in	Directs Oregon Education Investment	03/01/13 - Referred to Education with	Likely public hearing 3/18/13

	education; declaring an emergency.	Board to design and implement programs that make strategic investments related to education.	subsequent referral to Ways and Means.	
HB 3233	Relating to an educator network.	Establishes Network of Quality Teaching and Learning.	03/04/13 - Referred to Education with subsequent referral to Ways and Means.	Likely public hearing 3/18/13
HB 3234	Relating to children.	Establishes Early Learning Division in Department of Education.	03/04/13 - Referred to Education.	Likely public hearing 3/15/13
SB 270	Relating to the establishment of institutional boards for public universities in the Oregon University System; declaring an emergency.	Establishes institutional boards for University of Oregon and Portland State University.	03/07/13 - Work Session scheduled.	None Scheduled
SB 297	Relating to achievement compacts; declaring an emergency	Requires all education entities to have achievement compact advisory committee.	03/14/13 - Public Hearing and Possible Work Session scheduled.	1:00PM 03/14/13 Senate Committee EDUCATION AND WORKFORCE DEVELOPMENT HR C

2. Other Bills of interest:

Bill #	Relating To	Summary	Recent Legislative History	Next Hearing
HB 2154	Relating to achievement compact advisory committees; declaring an emergency.	Requires board of education of each community college district to form achievement compact advisory committee.	02/20/13 - Public Hearing held.	None Scheduled
HB 2392	Relating to the Youth Development Council.	Requires membership of Youth Development Council to include representatives of county departments and boards of county commissioners.	02/13/13 - Public Hearing held.	None Scheduled
HB 2538	Relating to the Oregon Education Investment Board; declaring an emergency.	Adds one member to Oregon Education Investment Board who serves as member of school district board.	01/22/13 - Referred to Education.	None Scheduled
HB 2640	Relating to the Oregon Education Investment Board; declaring an emergency.	Adds one member to Oregon Education Investment Board as representative of oldest nonprofit network of parents in Oregon that provides statewide representation of parents.	01/22/13 - Referred to Education.	None Scheduled
HB 2865	Relating to outcomes-based funding for education; declaring an emergency.	Establishes Task Force on Outcomes-Based Funding for Education.	02/18/13 - Referred to Education with subsequent referral to Ways and Means.	None Scheduled
HB 2866	Relating to funding for quality education goals; declaring an emergency.	Expands quality goals to be considered by Quality Education Commission when determining amount of moneys sufficient to ensure that state's system of kindergarten through grade 12 public	02/18/13 - Referred to Education with subsequent referral to Ways and Means.	None Scheduled

		education meets specified goals		
HB 2867	Relating to impact of poverty on education; declaring an emergency.	Directs Oregon Education Investment Board to prepare report related to removing barriers to learning caused by poverty.	03/04/13 - Public Hearing held.	None Scheduled
HB 2868	Relating to the Oregon Education Investment Board; declaring an emergency.	Directs Oregon Education Investment Board and Department of Education to jointly prepare report related to strategic investment initiatives adopted by board.	02/18/13 - Referred to Education with subsequent referral to Ways and Means.	None Scheduled
HB 2888	Relating to funding model for post-secondary education; declaring an emergency.	Directs Higher Education Coordinating Commission to establish subcommittee to develop model for funding post-secondary education	02/18/13 - Referred to Higher Education and Workforce Development with subsequent referral to Ways and Means.	None Scheduled
HB 3239	Relating to achievement compacts; declaring an emergency.	Requires Oregon Education Investment Board to submit annual report to Legislative Assembly regarding achievement compacts	03/01/13 - Referred to Education with subsequent referral to Ways and Means.	None Scheduled
SB 263	Relating to regional education; declaring an emergency.	Directs Oregon Education Investment Board to submit report for development of coordinated system of regional education that provides efficient and effective support to school districts of state.	02/19/13 - Public Hearing held.	None Scheduled
HB 2192	Relating to disciplinary policies of schools; declaring an emergency.	Establishes standards and goals for school policies related to discipline, suspension or expulsion.	03/01/13 - Public Hearing held.	None Scheduled
HB 2636	Relating to advancement of STEM educational goals; appropriating money; declaring an	Establishes STEM Investment Council.	03/11/13 - Public Hearing and Possible Work Session scheduled.	8:00AM 03/11/13 House Committee HIGHER EDUCATION AND

	emergency.			WORKFORCE DEVELOPMENT HR D
HB 2644	Relating to class sizes of students.	Directs public education programs to submit specified information about number of students and number of licensed or registered teachers regularly assigned to students.	03/04/13 - Recommendation: Do pass with amendments, be printed A-Engrossed, and be referred to Ways and Means. 03/01/13 - Work Session held.	None Scheduled
HB 2727	Relating to vocational education; appropriating money; declaring an emergency.	Establishes State Apprenticeship Education and Training Fund and continuously appropriates moneys in fund to State Apprenticeship and Training Council for specified purposes.	03/06/13 - Public Hearing held.	None Scheduled
HB 2913	Relating to the Career and Technical Education Revitalization Grant Program; declaring an emergency.	Clarifies that committee formed by Department of Education and Bureau of Labor and Industries is established to set goals, develop grant criteria, review grant applications and make recommendations related to awarding grants under Career and Technical Education Revitalization Grant Program.	03/08/13 - Work Session scheduled.	8:00AM 03/08/13 House Committee HIGHER EDUCATION AND WORKFORCE DEVELOPMENT HR D
HB 2979	Relating to higher education courses; declaring an emergency.	Establishes work group to study how to establish common course numbering system for lower-division undergraduate courses in Oregon public colleges and universities.	02/25/13 - Referred to Higher Education and Workforce Development with subsequent referral to Ways and Means.	8:00AM 03/11/13 House Committee HIGHER EDUCATION AND WORKFORCE DEVELOPMENT HR D
HB 3068	Relating to establishment of	Authorizes State Treasurer to issue	03/01/13 - Referred to	None Scheduled

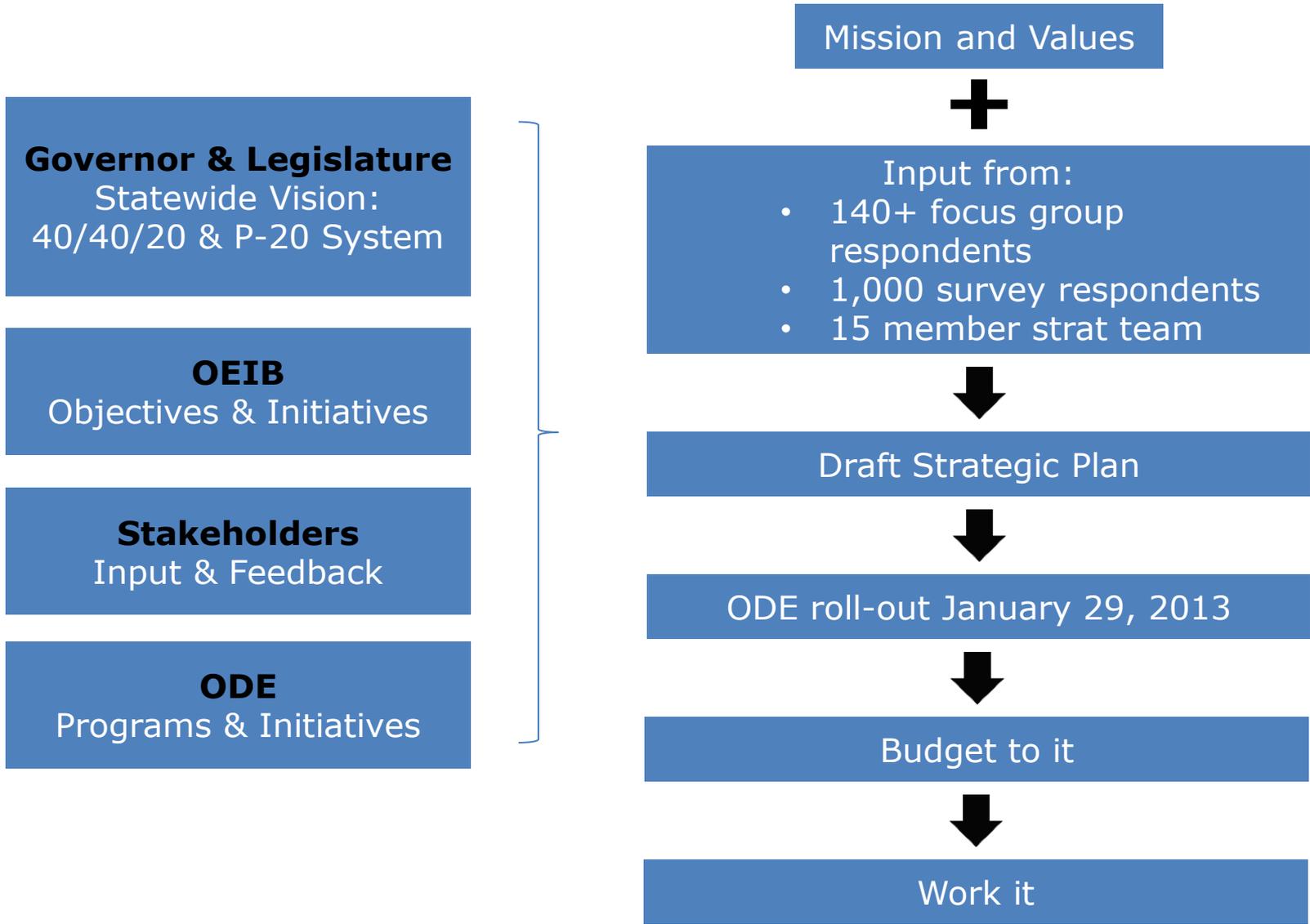
	a student opportunity fund; appropriating money; prescribing an effective date.	Article XI-R bonds, in addition to and not in lieu of biennial budget authorization for bond issuance, to finance corpus of Oregon Student Opportunity Fund.	Higher Education and Workforce Development with subsequent referral	
HB 3235	Relating to statewide information systems for public education programs; declaring an emergency.	Directs Department of Education to enter into contract to establish statewide information system that is used to collect and maintain information about students enrolled in public education programs.	03/04/13 - Referred to Education with subsequent referral to Ways and Means.	None Scheduled
HB 3254	Relating to teacher licensing; declaring an emergency.	Establishes instructor license and teacher leader license.	03/04/13 - Referred to Education.	None Scheduled
HB 3258	Relating to state information technology resources; appropriating money; declaring an emergency.	Establishes office of State Chief Information Officer for purpose of directing policy and coordinating state government and state agencies in planning for, acquiring, installing and using telecommunications and information technology.	03/04/13 - Referred to Consumer Protection and Government Efficiency with subsequent referral to Ways and Means.	None Scheduled
HB 3272	Relating to STEM loans; appropriating money.	Establishes Oregon's Best and Brightest STEM Loan Forgiveness Program for certain students in science, technology, engineering or mathematics programs that are willing to commit to working in Oregon after graduation	03/11/13 - Public Hearing scheduled.	8:00AM 03/11/13 House Committee HIGHER EDUCATION AND WORKFORCE DEVELOPMENT HR D
SB 11	Relating to establishment of a student opportunity fund; appropriating money; prescribing an effective date.	Authorizes State Treasurer to issue Article XI-R bonds, in addition to and not in lieu of biennial budget authorization for bond issuance, to finance corpus of Oregon Student Opportunity Fund.	03/07/13 - Public Hearing and Work Session scheduled.	None Scheduled
SB 222	Relating to accelerated	Expands purposes for which grants	03/12/13 - Public Hearing	1:00PM 03/12/13

	college credit programs; appropriating money; declaring an emergency.	awarded for accelerated college credit programs may be used.	and Possible Work Session scheduled.	Senate Committee EDUCATION AND WORKFORCE DEVELOPMENT HR C
SB 228	Relating to the educator mentorship program; declaring an emergency.	Modifies method for determining amount of grants-in-aid for beginning teacher and administrator mentorship program.	03/05/13 - Referred to Education.	None Scheduled
SB 271	Relating to educator professional development; declaring an emergency	Abolishes Oregon Educator Professional Development Commission.	02/19/13 - Referred to Ways and Means by prior reference.	None Scheduled
SB 498	Relating to the Career and Technical Education Revitalization Grant Program; appropriating money; declaring an emergency.	Appropriates moneys to Department of Education to be expended for purpose of awarding grants under Career and Technical Education Revitalization Grant Program	03/06/13 - Recommendation: Do pass and be referred to Ways and Means by prior reference.	None Scheduled
SB 702	Relating to Oregon Opportunity Grant distribution.	Directs Oregon Student Access Commission to award at least 50 percent of Oregon Opportunity Grant moneys awarded each year to qualified students majoring in science, technology, engineering or mathematical fields.	03/14/13 - Public Hearing and Possible Work Session scheduled.	1:00PM 03/14/13 Senate Committee EDUCATION AND WORKFORCE DEVELOPMENT HR C
SB 755	Relating to the Minority Teacher Act; declaring an emergency.	Broadens definition of term "minority" for purpose of Minority Teacher Act.	02/28/13 - Referred to Education and Workforce Development.	None Scheduled



Oregon Department of Education Strategic Plan Summary 2013-2015

Overview of strategic planning process



Statewide Vision

40/40/20 and P-20 Education System

As set forth by the Governor and Legislature of the state of Oregon, by 2025, 40 percent of young adults have earned a bachelor's degree or higher; 40 percent of young adults have earned an associate's degree or postsecondary credential; and 20 percent of adult Oregonians have earned at least a high school diploma.

ODE Mission

The Oregon Department of Education fosters excellence for every learner through innovation, collaboration, leadership, and service to our education partners.

ODE Values

**Equity for Every Student
High Quality Education
Results Focused
Service
Leadership
Teamwork
People Are Our Greatest Asset**

ODE Value Statements

Equity for Every Student

We strive to eliminate Oregon's achievement gap. We expect every student will meet or exceed high standards and fulfill his or her potential in an adaptive environment of respect and skilled instruction.

High Quality Education

We support our education partners in delivering high quality curriculum and instruction, while fostering a love of learning and attending to the needs and wellness of the whole child. We accomplish this by promoting excellent teaching, effective leadership, and continuous improvement at all levels of the system.

Results Focused

We act with urgency and focus on equitable results because our work is important and the stakes are high. Our state and the public have entrusted us to be the stewards of our public resources for education, to be the definitive source of data about a school's performance, and to intervene on behalf of Oregon's students when improvement is needed.

ODE Value Statements

Service

We know that excellent service to Oregon's districts, schools, parents, youth, and communities is central to our work. We commit to timely, accurate, efficient, and reliable service.

Leadership

We lead by example and hold ourselves and our work to the highest standard. We champion our schools, safeguard our education system, promote best practice, and act as responsible stewards of our resources.

Teamwork

We work as a team, across units, to build strong relationships based on trust and seek positive impact in all of our interactions.

People Are Our Greatest Asset

We know diversity adds strength to our workforce. We seek to attract, develop, and retain the best talent in our organization. We cultivate and celebrate employees who exceed expectations, deliver results, demonstrate a can-do attitude, and foster collaboration.

ODE Goals

Learners

Every student graduates from high school and is ready for college, career, and civic life.

Educators

Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

Schools & Districts

Increase performance for all schools and districts in order to create systems of excellence across the state.

Communities

ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon's schools the best in the country.

ODE

Make ODE the best place to work.

Summary of ODE Goals and Objectives

Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

By 2015, ODE will execute the following objectives:

1. Integrate early learning programs across the relevant state agencies so every student enters kindergarten ready to learn.

Strategies:

- Coordinate early childhood programs around the state and at ODE to improve services for early learners.
- Implement kindergarten assessment.
- Help districts implement all-day, every-day kindergarten.

2. Implement statewide literacy programs so all students read by third grade.

Strategies:

- Increase intervention and supports for districts by implementing OR Reads (i.e. 1 of OEIB's 4 strategic investments).
- Create and disseminate best practice toolkit (building off of K-12 Literacy Framework and make sure it aligns to Common Core).

Summary of ODE Goals and Objectives

Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

By 2015, ODE will execute the following objectives:

3. Design and implement an integrated and comprehensive system to ensure every student graduates ready for college, career, and civic life.

Strategies:

- Develop and empower a lead team at ODE to own statewide analysis and strategies to improve Oregon's graduation rates.
- Implement OEIB's strategic investments on Ready for the World of Work and Creating a College Going Culture.
- Expand and integrate initiatives/programs to ensure HS students are on track to graduate and college and career ready.

4. Align and develop statewide capacity to identify, disseminate, and help districts implement effective practices in order to close achievement gaps for ELL students and other historically underserved students.

Strategies:

- Develop capacity at ODE to work with districts to implement best practice for ELL's and Native American students.
- Develop and implement ELPA21 assessment that is based on new ELD standards that correspond to the Common Core State Standards in English and Math.
- Develop and implement a more cohesive strategy to help all districts implement best practices in intervention strategies for historically underserved students.

Summary of ODE Goals and Objectives

Goal 2 – Educators: Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

By 2015, ODE will execute the following objectives:

1. Help all districts implement the new educator evaluation system across the state for all educators and start to connect evaluation results to meaningful professional development.

Strategies:

- Evaluation system in place for teachers and administrators.
- Develop and implement plan to expand the number of new educators served by the OR mentorship program.
- Tie professional development to evaluations .
- Align state and federal highly qualified teacher (HQT) requirements and simplify process.

2. Launch regional networks focused on developing exceptional educators and implementing effective practices.

Strategies:

- Develop a set of recommendations around funding strategies for Networks.
- Develop plan and work with the Legislature to pass legislation for Networks (OEIB's 4th strategic investment).
- Get Networks off the ground.

Summary of ODE Goals and Objectives

Goal 2 – Educators: Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

By 2015, ODE will execute the following objectives:

3. Close the educator equity gap to ensure equitable distribution of the most effective educators in high poverty schools, bi-lingual educators where needed, and educator diversity reflects the student population of school.

Strategies:

- Provide districts with useful reports on educator equity gaps.
- Assist districts in developing and implementing evidence-based plans for addressing equity gaps.
- Capture and disseminate promising practices for reducing educator equity gaps.
- Explore opportunities to extend the reach of the best educators through newly forming Centers.

4. Work with OEIB and TSPC to improve the preparation, licensure, retention, and effectiveness of new educators.

Strategies:

- Work with TSPC and OEIB to align the state's licensure and induction system to align with the state's educator effectiveness system.
- Work with TSPC and OEIB to develop and begin to use metrics to report on educator prep program effectiveness.
- Partner with the Dept. of Post-Secondary Education and other designated agencies in the authorization and reauthorization of educator preparation programs to better prepare teachers, leaders, and other licensed school personnel.

Summary of ODE Goals and Objectives

Goal 3 – Schools & Districts: Increase performance for all schools and districts in order to create systems of excellence across the state.

By 2015, ODE will execute the following objectives:

1. Systematically help districts implement Common Core, Next Generation Standards, and new statewide assessments.

Strategies:

- Develop plan and help districts implement Common Core.
- Help develop Next Gen Science and Social Studies Standards.
- Implement SMARTER Balanced and ELPA21 and provide training.

2. Identify and improve Oregon's chronically underperforming schools.

Strategies:

- Develop ODE's staff's expertise on Oregon's schools' performance.
- Successfully work with focus and priority schools so they move out of their designated status.
- Develop new statewide capacity to intervene in chronically underperforming schools (not just those identified in the Waiver).

Summary of ODE Goals and Objectives

Goal 3 – Schools & Districts: Increase performance for all schools and districts in order to create systems of excellence across the state.

By 2015, ODE will execute the following objectives:

3. Measure, analyze, and report out Oregon’s progress to 40/40/20.

- Strategies:**
- Develop user-friendly way for Districts to fill out achievement compacts.
 - On an annual basis report out on Oregon’s progress to 40/40/20 and work with OEIB to analyze where and why we are on track or not on track and develop plan accordingly.
 - Implement ALDER components of statewide Longitudinal Data System.

4. Ensure districts provide healthy and safe learning environments for students.

- Strategies:**
- Ensure school bus safety and find transportation efficiencies.
 - Establish professional standards for school food service personnel and program administrators, expand the scope of school wellness policies, and implement training and technical assistance for Nutrition Service staff.
 - Coordinate and expand ODE’s work to ensure safe schools (i.e. anti-bullying and harassment, substance abuse prevention, violence prevention, etc) by partnering with DHS and OHA.

Summary of ODE Goals and Objectives

Goal 3 – Schools & Districts: Increase performance for all schools and districts in order to create systems of excellence across the state.

By 2015, ODE will execute the following objectives:

5. *Conduct all federal compliance and on-site monitoring visits in a positive and respectful way that leads to improved outcomes for students.*

Strategies:

- Develop customer service norms and train staff on them.
- Ensure all staff who do compliance and monitoring see how their work is connected to the larger goal of increasing student achievement.
- Develop feedback loop to ensure program improvement occurs following monitoring visits.

Summary of ODE Goals and Objectives

Goal 4 – Communities: ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon’s schools the best in the country.

By 2015, ODE will execute the following objectives:

1. Prioritize building and maintaining partnerships with historically underserved communities.

Strategies:

- Ensure ODE’s advisory groups are necessary, and if they are, make them more diverse.
- Expand the number of partnerships we have with non-profits that do work with communities of color and ensure there is a strategic process for working with those non-profits.

2. Provide clear and timely information to customers and stakeholders.

Strategies:

- Develop Next Generation School & District report card.
- Improve ODE’s website.
- Improve the quality of all ODE meetings, trainings, & presentations for the field.
- Update, improve, and disseminate ODE’s Yellow Pages 2.0.
- Create and execute agency-wide plan to improve timeliness, availability of information, and expertise (as evaluated by annual Customer Service survey).

Summary of ODE Goals and Objectives

Goal 4 – Communities: ODE meaningfully engages parents, stakeholders, and the larger community to help make Oregon’s schools the best in the country.

By 2015, ODE will execute the following objectives:

3. Proactively inform and engage the Legislature.

Strategies:

- Management Team continues to build key relationships with legislators.
- Develop and share expert opinions with the Legislature (in partnership with Governor’s office and OEIB).

4. Proactively and strategically work with relevant state agencies to deliver services to support students’ and families’ overall well-being, so schools can attend to students’ educational needs.

Strategies:

- Identify areas of overlap with DHS, OHA, and OYA, then make a plan to partner in order deliver services in a more integrated way.

Summary of ODE Goals and Objectives

Goal 5 – ODE: Make ODE the best place to work.

By 2015, ODE will execute the following objectives:

1. Attract, retain, and develop top talent to ODE.

Strategies:

- Align recruitment, hiring, orientation, and evaluation materials/system to Mission and Values and Strategic Plan.
- Implement leadership training for all managers.
- Prioritize and conduct annual all-staff evaluations that are connected to ODE's mission, values, and strategic plan and lead to professional development opportunities for staff.
- Increase time ODE staff spend learning from the field and from other states.

2. Reorganize ODE in order to ensure integration and collaboration across all offices.

Strategies:

- Reorganize ODE's offices so they align with new goals and objectives.
- Conduct bi-annual all-staff meetings.
- Ensure all cross-office meetings are helping to foster collaboration and lead to improved communication and consistency within ODE.

Summary of ODE Goals and Objectives

Goal 5 – ODE: Make ODE the best place to work.

By 2015, ODE will execute the following objectives:

3. Deliver excellent internal customer service and improve communication and efficiency within ODE.

Strategies:

- Evaluate operational policies and procedures to identify opportunities for improvement and efficiencies (travel, reimbursements, procurements, IS) and implement changes.
- Centralize back-office finance & HR functions and basic office procedures.

4. Increase diversity of ODE's workforce.

Strategies:

- Form a lead team to read and assess progress to date in achieving goals outlined in ODE's affirmative action report.
- Evaluate ODE's hiring process (from recruitment to offer to retention) to identify barriers to increasing diversity of workforce.
- Implement recommendations from internal evaluation and report.

6 month metrics for Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

Objectives

1. Integrate early learning programs across the relevant state agencies so every student enters kindergarten ready to learn.
2. Implement statewide literacy programs so all students read by third grade.
3. Design and implement an integrated and comprehensive system to ensure every student graduates ready for college, career, and civic life.
4. Align and develop statewide capacity to identify, disseminate, and help districts implement effective practices in order to close achievement gaps for ELL students and other historically underserved students .

Metrics (June 2013)

- Legislation passed to move ELC & childcare division into ODE. New division is an integral part of decision-making and meeting structure.
 - Districts are required to deliver kindergarten assessment.
 - 100% of OR kindergartners have taken kindergarten assessment.
- RFP's are out for OR Reads.
 - Participating districts have been identified (12 months)
- Action taken to expand the authority for assigning college level credit for students.
- 100% of districts have access to data via the Regional Data Warehouse.
- Assistant superintendent in place and leading work on gap closures.
 - ELL best practice conference takes place in Spring '13.
 - Next Generation ELL standards are adopted.
 - Disproportionate discipline advisory group formed.

30 month metrics for Goal 1 – Learners: Every student graduates from high school and is ready for college, career, and civic life.

Objectives

1. Integrate early learning programs across the relevant state agencies so every student enters kindergarten ready to learn.
2. Implement statewide literacy programs so all students read by third grade.
3. Design and implement an integrated and comprehensive system to ensure every student graduates ready for college, career, and civic life.
4. Align and develop statewide capacity to identify, disseminate, and help districts implement effective practices in order to close achievement gaps for ELL students and other historically underserved students .

Metrics (June 2015)

- Number of children ready to enter kindergarten increases 20%.
- Number of 3rd graders reading at grade level increases 15% and the achievement gap decreases 5%.
- Number of ELL students reading at grade level by 5th grade increases 75%.
- 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 earn 9 or more college credits and the achievement gap decreases by 5%.
- 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%.

6 month metrics for Goal 2 – Educators: Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

Objectives

1. Help all districts implement the new educator evaluation system across the state for all educators, and start to connect evaluation results to meaningful professional development.
2. Launch regional networks focused on developing exceptional educators and implementing effective practices.
3. Close the educator equity gap to ensure equitable distribution of the most effective educators in high poverty schools, bi-lingual educators where needed, and educator diversity reflects the student population of school.
4. Work with OEIB and TSPC to improve the preparation, licensure, retention, and effectiveness of new educators.

Metrics (June 2013)

- All districts were supported by ODE and submitted educator evaluation assurance plans by July 1st.
 - Host 6 regional workshops with our partners.
- Legislation passed to create regional networks.
 - RFP's are out for planning grants (August '13).
- ODE releases useful data to districts on their educator equity gap (i.e. does educator diversity reflect school's student population?).
- Complete research and ID best practices for prep, licensure, retention, and effectiveness of new educators.

30 month metrics for Goal 2 – Educators: Every P-12 organization is led by an effective administrator, and every student is taught by an effective teacher.

Objectives

1. Help all districts implement the new educator evaluation system across the state for all educators, and start to connect evaluation results to meaningful professional development.
2. Launch regional networks focused on developing exceptional educators and implementing effective practices.
3. Close the educator equity gap to ensure equitable distribution of the most effective educators in high poverty schools, bi-lingual educators where needed, and educator diversity reflects the student population of school.
4. Work with OEIB and TSPC to improve the preparation, licensure, retention, and effectiveness of new educators.

Metrics (June 2015)

- 100% of teachers and principals are evaluated with the new evaluation system and at least 30% more educators report increased satisfaction in professional support.
- Number of education professionals (P-12) projected to enter OR's education workforce within 2 years 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%.

6 month metrics for Goal 3 – Schools & Districts: Increase performance for all schools and districts in order to create systems of excellence across the state.

Objectives

1. Systematically help districts implement Common Core, Next Generation standards, and new statewide assessments.
2. Identify and improve Oregon’s chronically underperforming schools.
3. Measure, analyze, and report out Oregon’s progress to 40/40/20.
4. Ensure districts provide healthy and safe learning environments for students.
5. Conduct all federal compliance and on-site monitoring visits in a positive and respectful way that leads to improved outcomes for students.

Metrics (June 2013)

- E-board fund proposal in place to Legislature to discuss funding for new statewide assessment.
- Identify districts in need of support with implementing Common Core and are poised to begin delivery of that support.
 - Deliver 6 regional trainings & Summer Assessment Institute with our partners.
- New OR report card is designed and all schools will receive and understand their new rating.
- Pre-populated interface is in place for filling out Achievement Compacts.
- Work with Sen. Courtney to develop a proposal to address students’ mental health needs.
- Train staff who do federal compliance on new customer service training and create survey to use in the field after compliance/monitoring visits.

30 month metrics for Goal 3 – Schools & Districts:

Increase performance for all schools and districts in order to create systems of excellence across the state.

Objectives

1. Systematically help districts implement Common Core, Next Generation standards, and new statewide assessments.
2. Identify and improve Oregon's chronically underperforming schools.
3. Measure, analyze, and report out Oregon's progress to 40/40/20.
4. Ensure districts provide healthy and safe learning environments for students.
5. Conduct all federal compliance and on-site monitoring visits in a positive and respectful way that leads to improved outcomes for students.

Metrics (June 2015)

- 100% of districts have robustly implemented Common Core.
- 100% of students assessed using new assessments.
- At least 75% of Priority and Focus schools will achieve growth for all students and for all subgroups greater than the state average.
- Facilitate an achievement compact development and reporting structure that 100% of the time measures and determines OR's progress to 40/40/20.
- Decrease bullying /harassment and substance abuse by 5% each. Increase participation in breakfast and afterschool food programs by 5%.
- Survey results show that 100% of monitoring visits are respectful and positive and 75% of the time lead to improved outcomes for students.

6 month metrics for Goal 4 – Communities: ODE

meaningfully engages parents, stakeholders, and the larger community to help make Oregon’s schools the best in the country.

Objectives

1. Prioritize building and maintaining partnerships with historically underserved communities.
2. Provide clear and timely information to customers and stakeholders.
3. Proactively inform and engage the Legislature.
4. Proactively and strategically work with relevant state agencies to deliver services to students’ and families’ overall well-being, so schools can attend to students’ educational needs.

Metrics (June 2013)

- Meaningfully reach out to 15 community organizations that work directly with underserved communities.
- Improve ODE’s homepage.
- Develop norms and training to improve conciseness and clarity of all ODE communications.
- OR school report card is redesigned after thorough community engagement process.
- Improved engagement and relationships with legislative education leadership.
- Launch and are in beginning stages of implementing a strategic project with DHS and OHA.

30 month metrics for Goal 4 – Communities: ODE

meaningfully engages parents, stakeholders, and the larger community to help make Oregon’s schools the best in the country.

Objectives

1. Prioritize building and maintaining partnerships with historically underserved communities.
2. Provide clear and timely information to customers and stakeholders.
3. Proactively inform and engage the Legislature.
4. Proactively and strategically work with relevant state agencies to deliver services to students’ and families’ overall well-being, so schools can attend to students’ educational needs.

Metrics (June 2015)

- Achievement gap team in place at ODE.
- Relationships continue to be cultivated with community groups working with underserved communities.
- At least 80% of educators, students, and families surveyed report accountability system as useful.
- At least 85% of stakeholders feel ‘adequately informed.’
- At least 90% of stakeholders report having adequate opportunities to provide input.

6 month metrics for Goal 5 – ODE: Make ODE the best place to work.

Objectives

1. Attract, retain, and develop top talent to ODE.
2. Reorganize ODE in order to ensure integration and collaboration across all offices.
3. Deliver excellent internal customer service and improve communication and efficiency within ODE.
4. Increase diversity of ODE's workforce.

Metrics (June 2013)

- Increase # of qualified applicants for each open position by 20%
- All ODE staff are working in new cross-office teams.
- ODE reorganization is complete (August 2013).
- New evaluation system aligns to strategic plan and is in place for all staff.
- Baseline survey created to measure quality of internal customer service, communication, and process efficiencies.

Metrics (January 2014)

- ODE's workforce matches the demographics of Oregon.

30 month metrics for Goal 5 – ODE: Make ODE the best place to work.

Objectives

1. Attract, retain, and develop top talent to ODE.
2. Reorganize ODE in order to ensure integration and collaboration across all offices.
3. Deliver excellent internal customer service and improve communication and efficiency within ODE.
4. Increase diversity of ODE's workforce.

Metrics (June 2015)

- 90% of staff performing at or above standard on evaluations are still at ODE by June '15.
- 85% of staff report participating in professional development that is meaningful, valuable, and high quality.
- 100% of evaluations are done, and 90% meet or exceed quality assurance levels.
- Internal survey findings show improvement in internal customer service, communication, and efficiencies.

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EDITORIAL



Agenda 2013

Improve educational funding and function

Unlocking doors to college

Intensive help for disadvantaged, low-income college students in Oregon offers clues to broader success for every community college and university

Jose Esparza, a “success coach” for students at Portland Community College, describes his goal in simple terms.

“We believe in students,” he says, “until they are ready to believe in themselves.”

Esparza helps disadvantaged students navigate a college campus well enough to earn a degree, get job certification or transfer to a university. This work is part of PCC’s mission to help more students thrive in college, rather than simply enroll and fend for themselves.

Efforts like these deserve attention, as Oregon tries to push all of its community colleges and universities to boost their students’ graduation rates and job prospects. Though colleges can’t easily provide success coaches to all students, they can certainly boost their overall graduation rates by working to lower the barriers that disadvantaged students so starkly face.

PCC offers several programs aimed at assisting first-generation, lower-income students, including a Future Connect scholarship program and numerous partnerships with high schools in the Portland metro area. Despite ongoing funding challenges, PCC’s work has received attention from the state for helping students who might otherwise lack the foundation to succeed.

The extra help varies, but it often includes individual counseling, financial aid, career planning and tutoring. Esparza, for example, teaches a college-survival class, where students learn about time management and the importance of persistence. He says he also helps students navigate the financial aid office and deal with any red flags before classes start: Routine problems with class registration or payment can permanently derail a first-time college student.



BETH NAKAMURA/THE OREGONIAN

Portland Community College’s Sylvania campus.



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Meanwhile, PCC says it’s trying to make registration, financial aid and transferring credits more customer-friendly for all students. It’s working especially closely with Portland State University, where many PCC students transfer in search of a bachelor’s degree. It’s more efficient to simplify the process for everyone, college leaders are finding, rather than maintain systems that require a lot of hand-holding.

Oregon remains in the middle of a massive restructuring of its education system from preschool to college.

The intent is to redefine success around what comes next, so that preschoolers are ready for kindergarten, high schoolers are ready for college or career training, and

college graduates are equipped to land a decent job.

“We just need to step up our game, all of us, pre-K to 20,” says retiring college president Preston Pulliams.

This process has exposed some real weaknesses in Oregon’s education system, including below-average funding and unsustainable spending. And it has revealed how many teenagers leave high school — both as graduates and dropouts — without the academic preparation, career guidance or personal grounding to be successful adults. Oregon needs significant reinvestment and reform at the K-12 level to boost the state’s 68 percent graduation rate and to make sure more high school students know how to pass a college class, nail a job interview and work toward a goal.

Meanwhile, Oregon needs more people like Jose Esparza to fill in the gaps.

And colleges need to care as much about the success of their graduates as they do about the size of their next incoming class.