

April 9, 2013

1-5pm

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

Materials packet includes:

Meeting minutes

Legislative Update

Draft of CEdO Performance Appraisal

Equity Lens

Oregon EL Strategic Plan

Equity Lens Letters of Support



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

DICK WITHNELL

Chief Education Officer
DR. RUDY CREW

OREGON EDUCATION INVESTMENT BOARD

Regular Meeting
Tuesday, April 9, 2013
1:00 PM – 5:00 PM

Oregon State Fairgrounds
Cascade Hall
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 March 12, 2013 |
| 1:10 p.m. | Legislative Update |
| 1:20 p.m. | First Reading: CEo Evaluation |
| 1:30 p.m. | Equity Lens <ul style="list-style-type: none">• Discuss and adopt |
| 3:00 p.m. | Break |
| 3:15 p.m. | ELL Strategic Plan <ul style="list-style-type: none">• Presentation and Discussion |
| 4:00 p.m. | Subcommittee Updates <ul style="list-style-type: none">• Governance & Policy• Best Practices• Equity & Partnerships |
| 4:30 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 convene 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

April 9, 2013

Legislative Update –Ben Cannon, Governor’s office

1. 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.	04/02/13 - Governor signed. 03/26/13 - President signed. 03/25/13 - Speaker signed.	Signed by the Governor 4-2-13
HB 2013	Relating to early learning; appropriating money; declaring an emergency.	Early learning delivery system (“hubs”) reforms.	04/12/13 - Work Session scheduled. 03/11/13 - Public Hearing and Possible Work Session Held.	3:00PM 04/12/13 House Committee HUMAN SERVICES AND HOUSING HR D
HB 3231	Relating to youth.	Establishes Youth Development Division in Department of Education.	04/12/13 - Work Session scheduled. 03/15/13 - Public Hearing held.referral to Ways and Means.	1:00PM 04/12/13 House Committee EDUCATION HR D
HB 3232	Relating to strategic investments in education; declaring an emergency.	Directs Oregon Education Investment Board to design and implement programs that make strategic	04/12/13 - Work Session scheduled. 03/18/13 - Public Hearing held.	1:00PM 04/12/13 House Committee EDUCATION HR D

		investments related to education.		
HB 3233	Relating to an educator network.	Establishes Network of Quality Teaching and Learning.	04/12/13 - Work Session scheduled. 03/18/13 - Public Hearing held.	1:00PM 04/12/13 House Committee EDUCATION HR D
HB 3234	Relating to children.	Establishes Early Learning Division in Department of Education.	04/12/13 - Work Session scheduled. 03/15/13 - Public Hearing held.	1:00PM 04/12/13 House Committee EDUCATION HR D
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.	04/11/13 - Public Hearing and Possible Work Session scheduled. 03/28/13 - Work Session held..	1:00PM 04/11/13 Senate Committee EDUCATION AND WORKFORCE DEVELOPMENT HR C
HB 3120	Relating to education governance; declaring an emergency.	Directs State Board of Education and State Board of Higher Education to work with Governor and conduct study on improving education governance.	04/12/13 - Work Session scheduled. 03/22/13 - Work Session held.	8:00AM 04/12/13 House Committee HIGHER EDUCATION AND WORKFORCE DEVELOPMENT HR D

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.	04/10/13 - Work Session scheduled. 02/20/13 - Public Hearing held.	8:30AM 04/10/13 House Committee HIGHER EDUCATION AND WORKFORCE DEVELOPMENT HR D
HB 2192	Relating to disciplinary policies of schools; declaring an emergency.	Establishes standards and goals for school policies related to discipline, suspension or expulsion.	04/05/13 - Work Session held. 03/01/13 - Public Hearing held.	1:00PM 04/10/13 House Committee EDUCATION HR D
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.	04/17/13 - Work Session scheduled. 02/13/13 - Public Hearing held.	3:00PM 04/17/13 House Committee HUMAN SERVICES AND HOUSING HR D
HB 2500	Relating to approved school transportation funding; declaring an emergency.	Expands types of costs that qualify as approved transportation costs for purposes of State School Fund distributions.	04/15/13 - Work Session scheduled. 03/11/13 - Public Hearing held. 01/22/13 - Referred to Education with subsequent referral to Revenue, then Ways and Means.	1:00PM 04/15/13 House Committee EDUCATION HR D

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.	04/15/13 - Work Session scheduled. 03/15/13 - Public Hearing held.	1:00PM 04/15/13 House Committee EDUCATION HR D
HB 2636	Relating to advancement of STEM educational goals; appropriating money; declaring an emergency.	Establishes STEM Investment Council.	03/12/13 - Recommendation: Do pass with amendments, be printed A-Engrossed, and be referred to Ways and Means by prior reference. 03/11/13 - Public Hearing and Work Session held.	None Scheduled; bill alive in Ways and Means.
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.	04/15/13 - Work Session scheduled. 03/15/13 - Public Hearing held.	1:00PM 04/15/13 House Committee EDUCATION 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; bill alive in Ways and Means.

HB 2665	Relating to impact of poverty on education; declaring an emergency.	Directs Department of Education to conduct evaluation of means by which impact of poverty on educational attainment is addressed by state law.	04/12/13 - Public Hearing and Work Session scheduled. 01/22/13 - Referred to Education with subsequent referral to Ways and Means.	1:00PM 04/12/13 House Committee EDUCATION HR D
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.	03/28/13 - Recommendation: Do pass with amendments, be printed A-Engrossed, and be referred to Ways and Means by prior reference. 03/28/13 - Referred to Ways and Means by prior reference. 03/27/13 - Work Session held.	None Scheduled; bill alive in Ways and Means.
HB 2748	Relating to tuition for nonresident students; declaring an emergency.	Prohibits school district board from charging tuition for nonresident students.	04/10/13 – Work Session scheduled. 03/25/13 – Public hearing and Work Session Held 02/13/13 – Referred to House Education Committee	1:00PM 04/10/13 House Committee EDUCATION HR D
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; bill considered dead.

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 education meets specified goals	02/18/13 - Referred to Education with subsequent referral to Ways and Means. 02/11/13 - First reading. Referred to Speaker's desk.	None Scheduled; bill considered dead.
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. 02/18/13 - Referred to Education with subsequent referral to Ways and Means.	None Scheduled; bill considered dead.
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; bill considered dead.
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	03/27/13 - Public Hearing held.	None Scheduled; bill considered dead.
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	03/18/13 - Referred to Education and Workforce Development. 03/14/13 - First reading. Referred to President's desk. 03/13/13 - Third reading.	None Scheduled; bill alive in second chamber.

		awarding grants under Career and Technical Education Revitalization Grant Program.	Carried by Huffman. Passed. Ayes, 55;	
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.	04/04/13 - First reading. Referred to President's desk. 04/03/13 - Third reading. Carried by Johnson. Passed. Ayes, 59;	None Scheduled; bill alive in second chamber.
HB 3068	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.	03/01/13 - Referred to Higher Education and Workforce Development with subsequent referral	None Scheduled; bill considered dead.
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; bill considered dead.
HB 3238	Relating to education; declaring an emergency.	Establishes Task Force on Achievement Gaps.	04/12/13 - Public Hearing and Possible Work Session scheduled. 03/01/13 - Referred to Education with subsequent referral to Ways and Means.	1:00PM 04/12/13 House Committee EDUCATION HR D

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; bill considered dead.
HB 3254	Relating to teacher licensing; declaring an emergency.	Establishes instructor license and teacher leader license.	04/08/13 - Public Hearing and Work Session scheduled. 03/04/13 - Referred to Education.	1:00PM 04/10/13 House Committee EDUCATION HR D
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.	03/19/13 - Public Hearing held. 03/04/13 - Referred to Consumer Protection and Government Efficiency with subsequent referral to Ways and Means.	1:00PM 04/11/13 House Committee CONSUMER PROTECTION AND GOVERNMENT EFFICIENCY HR D
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 held. 03/04/13 - Referred to Higher Education and Workforce Development with subsequent referral to Ways and Means.	None Scheduled; Bill considered dead.
HB 3401	Relating to education service districts.	Increases percentages of moneys from State School Fund and local revenues that education service districts are required	04/12/13 - Work Session scheduled. 04/01/13 - Public Hearing held. 03/06/13 - Referred to Education with subsequent referral to	1:00PM 04/12/13 House Committee EDUCATION HR D

		to distribute to school districts.	Revenue.	
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.	03/08/13 - Recommendation: Do pass and be referred to Ways and Means by prior reference. 03/08/13 - Referred to Ways and Means by prior reference.	None Scheduled; Bill alive in Ways and Means
SB 222	Relating to accelerated college credit programs; appropriating money; declaring an emergency.	Expands purposes for which grants awarded for accelerated college credit programs may be used.	04/02/13 - Work Session held. 03/12/13 - Public Hearing and Work Session held.	1:00PM 04/16/13 Senate Committee EDUCATION AND WORKFORCE DEVELOPMENT HR C
SB 227	Relating to education service districts; declaring an emergency.	Abolishes Office of Regional Educational Services and abolishes Regional Educational Services Account.	03/27/13 - Referred to Ways and Means by prior reference. 03/27/13 - Recommendation: Do pass with amendments and be referred to Ways and Means by prior reference. (Printed A-Eng.) 03/26/13 - Work Session held.	None Scheduled, bill alive in Ways and Means
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. 02/27/13 - First reading. Referred to Speaker's desk. 02/26/13 - Third reading.	None Scheduled; Bill alive in second chamber.

			Carried by Hass. Passed. Ayes, 29; excused, 1--Monroe.	
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; bill considered dead.
SB 271	Relating to educator professional development; declaring an emergency	Abolishes Oregon Educator Professional Development Commission.	02/19/13 - Recommendation: Do pass and be referred to Ways and Means by prior reference. 02/14/13 - Public Hearing and Work Session held.	None Scheduled; bill alive in Ways and Means.
SB 297	Relating to achievement compacts; declaring an emergency	Requires all education entities to have achievement compact advisory committee.	04/11/13 - Public Hearing and Possible Work Session scheduled. 03/14/13 - Public Hearing held.	1:00PM 04/11/13 Senate Committee EDUCATION AND WORKFORCE DEVELOPMENT HR C
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; bill alive in Ways and Means.
SB 529	Relating to education service districts; and declaring an emergency.	Allows school districts from all education service districts to withdraw from education service	03/25/13 - Effective date, March 21, 2013. 03/25/13 - Chapter 13, 2013 Laws.	Signed by the Governor 3-21-13

		district.	03/21/13 - Governor signed.	
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.	04/01/13 - Recommendation: Do pass with amendments and be referred to Ways and Means. (Printed A-Eng) 04/01/13 - Referred to Ways and Means by order of the President.	None Scheduled; bill alive in Ways and Means.
SB 755	Relating to the Minority Teacher Act; declaring an emergency.	Broadens definition of term "minority" for purpose of Minority Teacher Act.	04/02/13 - Work Session held.-Passed 4-0-1-0 do pass rec. 03/26/13 - Public Hearing held.	Senate floor vote pending.

To: The Oregon Education Investment Board

From: Sue Levin, Executive Director, Stand for Children

Date: April 8, 2013

Re: OEIB Equity Lens

To the members of the Oregon Education Investment Board:

I am pleased to have the opportunity to testify in support of the Equity Lens that the Board proposes to use to articulate its objectives and to evaluate the effectiveness of Oregon's education system.

As we all know, Oregon's demographics have changed dramatically in the last 20 years. The percentage of students, who are low-income, Latino and/or and English Language learners has roughly tripled in this period.

Our state—from our political leadership to our local education institutions—have not reacted to these changes with either the consistency or the urgency that some of us might hope for.

That has led to the very uneven outcomes we see, across our state, for underserved groups. We have individual schools and districts in our state that are steadily narrowing the achievement gap for low-income students and for ethnic minorities. We have other, comparable districts, that with similar demographics and similar per-student spending, graduate significantly fewer of their Black, Latino and Native American students when compared to White and Asian students.

As a state, the numbers are particularly bleak. A 2010 report by The Education Trust had this to say:

“Low-income students in Oregon, sadly, rank among the lowest performing in the country and actually have lost ground since 2003. Meanwhile, the gap separating these students from their higher income peers has grown significantly.”

I profoundly hope that the work of the OEIB, and the principles represented in this Equity Lens, represent a turning point, to a time when our policies will reflect our population, so that the needs of low-income students, and particularly children of color, will be prioritized.

For example, I believe that you received a presentation this morning on English Language learners. The need for improving ELL instruction statewide could not be greater and the stakes couldn't be higher. Latino students statewide have a 60%

(CK) graduation rate—XX percentage points lower than White students. For English Language learners, the graduation rate falls below 50%.

Latinos constitute the fastest-growing segment of our population: one in four kindergartners last fall was Latino. If we do not move quickly and intentionally to improve the quality of education that Latino students and ELLs receive statewide, we are creating a generation of Oregonians who can neither earn an adequate living nor contribute to the prosperity of our state.

In the last few years, Stand for Children has intentionally reoriented our efforts and the focus of our members in order to work where the need is greatest. Our staff and our members did a lot of soul-searching and came to the conclusion that, while in the past our mission statement referred to 'all children', our focus and our policy agenda did not reflect this. We acknowledged that the achievement gap in Oregon has widened in the time that Stand has been here. If we as an organization believe that 'all children' can succeed, then we have to intentionally look at those sub-groups of students who are consistently not making it, and ask ourselves not just why, but what can we do about it.

This spring, we are working in the legislature, with coalition partners, on a wide array of equity issues, including tuition equity; changing the calculation for the poverty weighting (which currently relies on 2000 census data); disparate discipline; and adding parents to the Achievement Compact committees.

We stand ready to work with the OEIB, school districts, parents, teachers and other community groups to help narrow Oregon's achievement gap, so that all our children the chance to graduate from high school prepared for, and with access to college.

CEdO Performance Appraisal

Assessment Period Covered: July 2012 – July 2013

Objective

To evaluate the performance of the Chief Education Officer by referencing his progress towards organizational goals outlined in the approved strategic plan and in his position description.

Timeline/Process

- August 1 CEdO submits scorecard with comments and his self-reflection (the completed performance appraisal) to Governor and Performance Appraisal subcommittee
- August 9 Board submits individual appraisals of CEdO to Governor and subcommittee.
- August 9–20 Performance Appraisal subcommittee meets to write performance appraisal of CEdO
- September 1 CEdO receives performance appraisal from subcommittee
- September 10 Subcommittee submits performance appraisal to OEIB for approval

Using this Tool: Board members will be given the OEIB scorecard, the CEdO’s analysis of the scorecard and the CEdO’s completed performance appraisal to use in completing the evaluation.

Section I: Analysis of Scorecard

This section is to be completed by CEdO

1. Provide an overview of where progress has been made.
2. In areas where there has been no significant change, what resources and/or new strategies are needed to achieve desired results?

Section II: Performance Measures

This section is to be completed by the Board and the CEdO as part of his self-reflection

RATINGS

- 1 Unsatisfactory demonstration of behavior or implementation
- 2 Basic demonstration of behavior or implementation
- 3 Proficient demonstration of behavior or implementation
- 4 Distinguished demonstration of behavior or implementation
- N/A Not available or no information

Performance Measure	1	2	3	4	N/A
1. LEADERSHIP					
1.1 CEdO has shown clear vision correctly anticipating trends, opportunities and priorities affecting OEIB goals					
1.2 CEdO has clearly translated his vision and strategy into feasible operational plans to achieve strategic success for OEIB					
1.3 CEdO has accurately communicated his concept, vision, mission strategies, goals and directions for the OEIB to stakeholders					

WORKING DRAFT

LEADERSHIP SCORE					
<i>Please provide information that will help us understand your score in this category</i>					
Performance Measure	1	2	3	4	N/A
2. STRATEGY FORMULATION					
2.1 CEo has developed strategic plan and policies that will ensure we meet the 40-40-20 goals					
2.2 CEo has assured OEIB’s resources and budget are aligned to the implementation of the strategic plan					
2.3 CEo has established processes that monitor and control works, ensuring that the effectiveness of OEIB’s performance is achieved					
2.4 CEo has performed as an admirable role model for OEIB, maintained a working style which is open to constructive suggestions, and exercised effective leadership for OEIB					
STRATEGY FORMULATION SCORE					
<i>Please provide information that will help us understand your score in this category</i>					

WORKING DRAFT

Performance Measure	1	2	3	4	N/A
3. STRATEGY EXECUTION					
3.1 CEo has established an effective organizational structure, ensuring that there is management focus on key functions necessary for OEIB to align with the 40-40-20 vision					
3.2 CEo has consistently made sound decisions and made timely adjustments in strategies when conditions demanded such changes					
3.3 CEo has accurately supervised performance monitoring and control to ensure accountability at all levels of the organization					
STRATEGY EXECUTION SCORE					
<i>Please provide information that will help us understand your score in this category</i>					
Performance Measure	1	2	3	4	N/A
4. EXTERNAL RELATIONS					
4.1 CEo has served as an effective representative in communicating with stakeholders, including community groups and organizations					
4.2 CEo has handled public relations issues in a manner that builds good will for OEIB and engages stakeholders					
4.3 CEo has assured that OEIB maintains positive relationships and cultivates good working relationships with stakeholder groups and organizations					
EXTERNAL RELATIONS SCORE					
<i>Please provide information that will help us understand your score in this category</i>					

WORKING DRAFT

Performance Measure	1	2	3	4	N/A
5. HUMAN RESOURCES MANAGEMENT/RELATIONS					
5.1 CEo has empowered staff members appropriate levels of authority, as well as effectively solicited and fostered support for initiative and creativity within OEIB					
5.2 CEo has developed and executed appraisal process for all employees resulting in OEIB team working towards the same goals					
5.3 CEo has a plan in place for OEIB to have effective internal communications across the P-20 continuum					
5.4 CEo has established and articulated the roles, responsibilities and expectations for the office and holds himself and staff accountable to meet those expectations					
5.5 CEo has created and fosters a positive work environment that encourages professionalism and respectful behavior					
5.6 CEo communicates openly with employees about information and decisions that impact them and when possible seeks their input on decisions					
5.7 CEo has articulated a clear vision for the office and staff to understand their role in helping the office achieve that vision					
5.8 CEo works collaboratively with staff and stakeholder to identify solutions to problems and achieve common goals					
5.9 CEo has created known structures that allow the staff to work seamlessly with key stakeholders and works collaboratively with staff and stakeholders to identify solutions to problems and achieve common goals					
HR RESOURCES MANAGEMENT/RELATIONS SCORE					
<i>Please provide information that will help us understand your score in this category</i>					

Section III: Reflection

This section is to be completed by the CEo and Board

- 1. What are the CEo’s major strengths?**
- 2. What are the areas for the CEo’s personal development for the coming year?**
- 3. How can the Board be leveraged to support OEIB with achieving its goals?**



Equity Lens

Equity & Partnerships Subcommittee • 9 April 2013

Charge

Provide guidance and expertise in the development of strategies to reach out-of-school youth and overcome challenges associated with race, ethnicity, poverty and language.

Subcommittee

- Nichole Maher, Chair
- Julia Brim-Edwards
- Samuel Henry
- Governor Kitzharber

Process for Reviewing Lens

- Staff Review and Feedback
- Advisory Committee
- Outreach to CBOs and Individuals
- Met with High School Students
- Met with community
- Received written comments, suggestions, support
- Invited Public Testimony

Equity Lens Format

- Preamble
- Beliefs
- Purpose
- Case for Equity
- Addendums
 - Basic Features of the Equity Lens
 - Definitions



Preamble

- Vision of educational equity and excellence
- Resources to guaranteed student success
- Tied to prosperity of Oregon
- Opportunity gap: Achievement gap and status of Oregon
- Implement concrete criteria and policy for Oregon's children
- Focus race/ethnicity

We Believe...

- Moral imperative for optimal learning environments
- Speaking a language other than English is an asset
- Welcome inclusivity
- Must meet the needs of diverse populations
- Intentional and proven practices to return out-of-school youth to school
- Quality early learner programs end disparities and gaps
- Resource allocations demonstrate priorities
- Partnerships are key to improving outcomes
- Broad array of career/job opportunities
- Universities, colleges, and community colleges play a critical role
- Diverse teacher workforce
- Rich history and culture of learners are a source of pride
- Important of supporting great teaching

Purpose

- Articulate shared goals
- **Intentional investments**
- Clear accountability structures
- **Confirm the importance of recognizing institutional barriers and discriminatory practices**
- Particular focus on underserved students, out-of-school youth, ELL, some students of color and some rural geographical locations
- **Results: focus on academic proficiency, civic awareness, workplace literacy, and personal integrity**
- System outcomes: resource allocation, overall investments, hiring and professional learning

Case for Equity

- Oregonians have a shared identity
- Education is a fundamental aspect of Oregon's ability to thrive
- Equity is both the means to educational success and an end that benefits us all
- Intentional examination of systemic policies and practices
- Active investment in structures may lead to reaching goal of 40-40-20

Basic features of the equity lens/Questions to consider

- OBJECTIVE: By utilizing an equity lens, the OEIB aims to provide a common vocabulary and protocol for resource allocation and evaluating strategic investments.

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?

- How does the investment or resource allocation advance the 40/40/20 goal?
- What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
- How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?

- How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
- How are you collecting data on race, ethnicity, and native language?
- What is your commitment to P-20 professional learning for equity? What resources are you allocating for training in cultural responsive instruction?

Definitions

- **Equity in education:** is the notion that EACH and EVERY learner will receive the necessary resources they need individually to thrive in Oregon's schools no matter what their national origin, race, gender, sexual orientation, differently abled, first language, or other distinguishing characteristic.
- **Underserved students:** Students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location.
- **Achievement gap:** Achievement gap refers to the observed and persistent disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, and socioeconomic status.

Definitions

- **Race:** Race is a social – not biological – construct. We understand the term “race” to mean a racial or ethnic group that is generally recognized in society and often, by government. When referring to those groups, we often use the terminology “people of color” or “communities of color” (or a name of the specific racial and/or ethnic group) and “white.”

We also understand that racial and ethnic categories differ internationally, and that many of local communities are international communities. In some societies, ethnic, religious and caste groups are oppressed and racialized. These dynamics can occur even when the oppressed group is numerically in the majority.

- **White privilege:** A term used to identify the privileges, opportunities, and gratuities offered by society to those who are Caucasian and not a member of an ethnic group.

Definitions

- **Embedded racial inequality:** Embedded racial inequalities are also easily produced and reproduced – usually without the intention of doing so and without even a reference to race. These can be policies and practices that intentionally and unintentionally enable white privilege to be reinforced.
- **40-40-20:** Senate Bill 253 - states that by 2025 all adult Oregonians will hold a high school diploma or equivalent, 40% of them will have an associate's degree or a meaningful postsecondary certificate, and 40% will hold a bachelor's degree or advanced degree.
- **Disproportionality:** Over-representation of students of color in areas that impact their access to educational attainment.

Definitions

- **Opportunity Gap:** the lack of opportunity that many social groups face in our common quest for educational attainment and the shift of attention from the current overwhelming emphasis on schools in discussions of the achievement gap to more fundamental questions about social and educational opportunity.

(The Opportunity Gap (2007). Edited by Carol DeShano da, Silva, James Philip , Huguley, Zenub Kakli, and Radhika Rao.

- **Culturally Responsive/Relevant:** Recognize the diverse cultural characteristics of learners as assets. Culturally responsive teaching empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills and attitudes.

Ladson-Billings, Gloria (1994). The Dreamkeepers: Successful Teachers of African American Children.



Oregon EL Strategic Plan

EL Alliance Conference

March 15, 2013

Steering Committee Members

David Bautista

Doris McEwen

Yvonne Curtis

Salam Noor

Miriam Fox

Chuck Ransom

Karen Gray

Bill Rhoades

Sandy Husk

Hilda Rosselli

Steve Larson

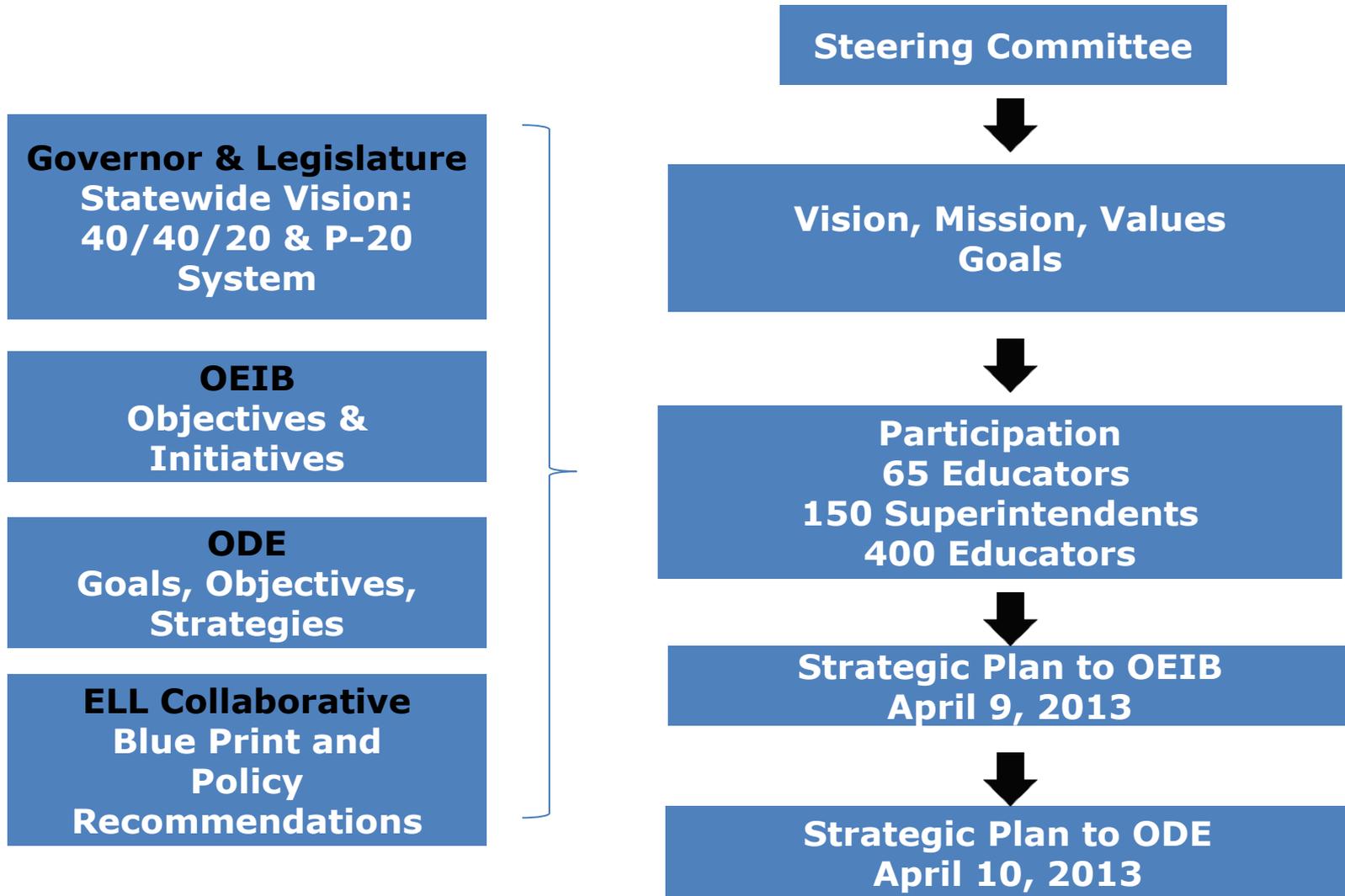
Jada Rupley

Charge

Focus educators across the P-20 system on using research informed practices and models to: eliminate the achievement gap, increase English Learner high school graduation rates and provide for English Learners to complete college.

**Oregon
English Learner
Strategic Plan
2013- 2016**

Overview of strategic planning process



Statewide Vision for English Learners

English Learners achieve their dreams and remain in Oregon to contribute to building our world-class public education system.

Nation's best educators flock to Oregon to serve students in a seamless public education system from cradle to career.

Businesses move to Oregon to hire multilingual English Learners to fill top positions.

Oregon contributes to worldwide efforts to improve education.

Mission

Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in college and multiple career pathways by 2025.

Value Statements

- It is important to demonstrate acceptance and appreciation for all the cultures and languages.
- All English Learner students should have access to a rigorous curriculum and engaging learning opportunities.
- By providing exemplary educational programs for all of our English Learners they will exit our school system as graduates sought after.
- A variety of effective, research informed models can be used to educate English Learners

Value Statements

- Training and professional development is essential to the implementation of effective instructional programs.
- Multilingualism will strengthen our educational programs and prepare our students to compete in a 21st Century global economy.
- Parent education and the partnerships are essential components of educational.

Goal 1

Develop tools and resources in order to support implementation, benchmarking and continuous improvement of instructional programs for English Learners

Objectives

- Students have access to quality programs that promote English Language Development, dual language development and mastery of core subject areas.
- Leaders have the tools required to support and monitor the implementation of quality programs designed for English Learners.

Measures of Success

- Increases in EL graduation rates.
- Increases in literacy performance in grades 3, 6, and 11.
- Increases in English language proficiency.
- Increases/growth on indicators of quality implementation standards.
- Increase in number of Bilingual programs and number of EL students participating in EL programs.

Goal 1 - Year 1 Strategies

- Identify research-based program models (i.e., dual language model, early exit and late exit), quality indicators and a continuum of recommended services based on language proficiency levels.
- Develop a rubric representing the essential common elements of research-based model programs.
- Utilize the rubric to identify a list of programs across the state that demonstrates promise with input from districts.
- Establish a “resource repository”, focus on facilitating access to information. Identify who will be responsible for the repository.

Goal 1 - Year 1 Strategies

- Develop networks for sharing best practices.
- Identify list of potential partners to assist in program research and implementation.
 - IHE
 - Research Groups (private or public)
 - Parent Groups
 - Business Partners as potential sponsors

Goal 2

Systemic Approaches to “capacity building” for all stakeholders will occur and will positively impact academic achievement for English Learners.

Objectives

- Student performance measures indicate EL student success.
- All stakeholders understand and support the purpose, objectives and elements of the program models.
- At the classroom level effective practices are evident including methods for delivery of instruction and cultural awareness.
- At the school site/building level there are support systems in place that promote professional development and student learning.

Measures of Success

- Evidence of clear articulation of program models.
- Evidence of standards -based systems for professional development and capacity building.
- Student performance data and review of identified measures of program effectiveness.
- Evidence of allocated resources and policy standards that support instructional program for ELs.

Goal 2

Systemic Approaches to “capacity building” for all stakeholders will occur and will positively impact academic achievement for English Learners.

Objectives

- At the Board and Community level there is strong commitment to the district vision for English Learners and there is a system in place to build capacity within the community to encourage advocacy and active and meaningful participation in programs.
- At the State and Policy level there is understanding of and support for program models, effective practices and cultural competence.
- Institutions of Higher Education provide comprehensive educational preparation programs for teachers of English Learners that are aligned to research based program models and help to “drive” policy.
- Current state networks (i.e. COSA, OSBA, ODE, OEIB) will coordinate efforts in order to maximize resources and not duplicate efforts.

Measures of Success

- Evidence of clear articulation of program models.
- Evidence of standards -based systems for professional development and capacity building.
- Student performance data and review of identified measures of program effectiveness.
- Evidence of allocated resources and policy standards that support instructional program for ELs.

Goal 2 - Year 1 Strategies

- Develop a communication strategy for sharing effective research based program models with stakeholders.
- Develop a list of effective instructional practices associated with research based programs for ELs.
- Identify a recommended plan for professional development to be presented over three to five years utilizing research based information and teacher input.
- Districts share Oregon EL Strategic Plan with stakeholders (i.e. Board of Ed, PTA, Site Council & Chamber of Commerce).

Goal 2 - Year 1 Strategies

- Districts develop a “vision” regarding the education of ELs involving key stakeholders.
- Hold a State Wide EL Summit involving district level leaders and practitioners, with a focus on effective EL practices and models.
- Representatives from major educational state networks participate in a collaborative effort to identify areas and topics addressed by each group and areas of possible overlap.

Goal 3

School Districts engage and involve families and communities as equal partners in order to support and enhance programs designed for English Learners.

Objectives

- Districts build partnerships with families and communities of historically underserved students.
- Districts provide practical ideas in multiple languages and using culturally responsive methods to assist families in learning about how they can help their children be successful in school.
- Collect and utilize culturally specific input from parents and the community about how they can best contribute to the success of the EL Strategic Plan.
- Districts increase their number of partnerships with private, public and community groups/agencies to collaboratively develop parent and community engagement strategies.

Measures of Success

(as indicated by survey results)

- At least 80% of students, families and communities report that trust, integrity and competence have increased between districts and stakeholders.
- At least 90% of staff and parents report having a greater understanding about how to effectively assist EL students to succeed.
- At least 90% of those families and community partners surveyed feel that their input has been incorporated in a meaningful way into work being done to benefit English Learners.
- Districts and community partners are collaboratively implementing specific parent engagement strategies.

Goal 3

School Districts engage and involve families and communities as equal partners in order to support and enhance programs designed for English Learners.

Objectives

- Through collective efficacy stakeholders, inclusive of parents and community members can help support and enhance programs designed for English Learners.
- Build trust and capital with parents and community.
- Parents know what to do to help their child(ren) be successful in school.
- The community understands how best to contribute to the success of the plan.

Measures of Success

- Parent and community member participation rates increase.
- Student attendance rates improve and mobility decreases.
- Partnerships including private and public sectors increase.
- Satisfaction rates and trust from parents and community members increases.
- A parent/community network exists and develops into parents teaching parents.

Goal 3 - Year 1 Strategies

- Collaborating with site staff and parent forums while researching nation-wide models, districts develop plans/campaigns for implementing strategies that facilitate communication and encourage parent participation and meaningful engagement.
- Districts gather base line data on the current rate of parental participation in district training opportunities.
- At the state level support providers work collaboratively with district representatives to develop a parent needs assessment survey to gather input on effectiveness of existing parent training programs and communication strategies.
- Needs assessment is administered and results compiled by each district.

Goal 4

Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability for English Learner program models and practices

Objectives

- Identified experts in the area of English Learner best practices guide the development of models, practices, and programs for English Learners across the P-20 system.
- Experts guide the development of professional development delivery networks and identification of exemplary models.
- Experts guide the process for improving English Learner programming and the supports required.
- Experts guide the development of the accountability process for English Learner programming.
- Experts in Oregon work with experts across the country to continually improve teaching and learning for English Learners.
- Experts commission research around exemplars in Oregon

Measures of Success

- Clarity about best practices.
- Expansion of best practice to every school district.
- Increases in EL student achievement.
- Increases in school district exemplary programs.
- Research consortiums developed.
- Seamless service to EL students and families.

Goal 4 - Year 1 Strategies

- ODE leadership identifies key participants, official role, length of term and invites key participants.
- Team is commissioned by ODE and charged with the responsibility for Stewardship over the EL Plan.
- Team clarifies charge and scope of work, develops a work plan, and identifies success indicators.
- Team designs the framework for the annual progress report to OEIB on the progress of the initiatives in the EL Strategic Plan.
- Team works with necessary partners to ensure that the necessary capacity is developed and that common definitions are identified that are essential to the process for monitoring EL student progress as a subgroup throughout their P-20 education.

Goal 4 - Year 1 Strategies

- Team expands this plan to include colleges and universities.
- Develop a structure and process that ensures the team knows and stays current on best practice.
- Team develops a “professional development network” framework and identifies a professional development framework inclusive of topics needing to be presented to “scale up” across the state.
- Team develops a strategy or method for recognizing exemplary programs that encourages others to replicate these successes.

Goal 5

Develop a process for replicating exemplar programs across the state

Objectives

- All districts have opportunities to learn about and replicate effective models and practices, thereby providing access to exemplar programs to all EL students across the state.
- Provide a benefit for districts to serve as model sites and mentors.
- Provide all districts with resources and tools to replicate these exemplars.
- Intellectual capital is identified and multiplied across the state providing the state with a continual pool of experts.
- Experts about EL practices guide the development of models, practices, and programs.

Measures of Success

- Increase in exemplar programs across the state.
- Increase in leaders and district the provide mentorship.
- Increased incentives for providing exemplar programs.
- Increased opportunities to compare Oregon exemplars to “Pacific Consortium” exemplars and others across the country.

Goal 5 - Year 1 Strategies

- Communicate state wide the desire to identify sites or districts to serve as exemplars and mentors. Develop a rubric of common elements of exemplary EL models.
- Determine a resource and process for incentivizing districts to serve as models and districts to replicate the models.
- Begin discussions at district and state levels regarding building networks and consortiums. (Consider size and density of EL population.)

Goal 6

Create and align assessment systems to support all English Learner Program Models that include the performance of both current and former English Learners

Objectives

- Ensure valid use of assessment data that provide accurate and understandable reports to a variety of users.
- Expand access to valid and reliable assessment tools that are appropriate to each program model.

Measures of Success

- Assessments are clearly linked to the desired outcomes of selected program models.
- Assessments are developed that measure individual and group growth.
- Districts are able to access assessment tools from network resources.
- Program assessments can be aligned to SB 290.
- Data generated is appropriate to users and purposes at all levels in the P-20 System.

Goal 6 - Year 1 Strategies

- Districts define assessment needs as related to: selected program models and their evaluation, student achievement, and student growth.
- Districts examine current assessment instruments with regard to purpose, program model, desired outcomes, and users and identify where gaps exist in available assessment tools.
- Districts examine current assessment instruments with regard to purpose, program model, desired outcomes, and users and identify where gaps exist in available assessment tools.

Goal 6 - Year 1 Strategies

- Districts and ODE in collaboration “take stock” of assessments currently in use evaluate them for validity and reliability.
- Develop a data system to monitor EL success as well as program model success across the P-20 educational experience of students (i.e., monitoring success EL students who exited the ELD program, non EL students participating in dual language programs).

Goal 7

Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners

Objectives

- All new initial licensed teachers prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.
- All new initial licensed administrators prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.

Measures of Success

- New entering general education teachers have knowledge and skills relative to supporting needs of ELs.
- More general education teachers continue on to pursue ESOL endorsement
- New entering administrators have knowledge and skills relative to supporting needs of ELs.

Goal 7

Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners

Objectives

- All existing teachers and administrators employed in Oregon acquire knowledge and strategies regarding English Learners and language acquisition helping them provide students access to academic content regardless of language skills of teacher or students.
- Oregon increases the number of licensed bilingual teachers available to work in schools.
- Oregon offers-TSPC approved preparation for prospective and current educators focused on Dual Language education.

Measures of Success

- Oregon has more “linguistically” and “culturally” aware (trained) general education teachers and administrators.
- More currently employed educators pursue ESOL endorsement for licensure renewal.
- Oregon’s supply of licensed bilingual teachers increases and better reflects Oregon’s changing demographics.
- More bilingual educators pursue ESOL endorsement.
- Districts implementing dual language classrooms have a supply of skilled educators to implement programs.

Goal 7 - Year 1 Strategies

- EL work group is reconvened with new members added in Spring 2013.
- Proposal is revised, vetted, and submitted to TSPC to adopt ESOL basic proficiencies for new initial licensed teachers.
- TSPC adopts ESOL proficiencies for new initial licensed teachers in Fall 2013.
- Proposal is refined, vetted, and submitted to TSPC to adopt ESOL basic proficiencies for new initial licensed administrators.
- TSPC adopts ESOL proficiencies for new initial licensed administrators in Fall of 2013.

Goal 7 - Year 1 Strategies

- OEIB, TSPC and ODE draft a bilingual component for the Oregon educator recruitment plan in Summer 2013 and gather feedback.
- EL work group reviews models of dual language offerings in other states and drafts proposal recommending TSPC licensure standards and requirements for teachers and administrators focused on Dual Language education.
- Goal 7 strategies and metrics are reviewed and refined.

Goal 8

The Universal Preschool Program will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.

Objectives

- Ensure access to and enrollment in universal preschool services for English Learner children by actively recruiting families and being responsive to their cultural and social needs.

- Perform increased and targeted family engagement across the state, building the message that parents are Oregon's first teachers. Use culturally relevant approaches.

Measures of Success

- Increased number of quality programs serving ELs.
- Increased enrollment numbers for ELs.
- Evidence of culturally relevant outreach to community
- Evidence of willing community messengers.
- Parent surveys indicating success of programs and feedback regarding areas needing improvement.

- Increased awareness, understanding and satisfaction indicated on parent surveys and follow up.
- Increase in percentage of parents attending events and trainings as a result of outreach efforts

Goal 8

The Universal Preschool Program will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.

Objectives

- English Learner assessments used for English Learner children and families to help children succeed. Data system developed through parallel track as roadmap for success.
- English Learner workforce development provides teachers and service providers the tools they need to be successful in preparing Oregon's English Learner children for Kindergarten.
- Integrate English Learner and bilingual services and efforts statewide between preschool and K-12, building consistency across curriculums, programs, and services.

Measures of Success

- Using developed database, track improvements or increases in English language proficiency, and literacy.
- Continue to use this process to build connection with K-12 system.
- Through outcome-based budgeting, ensure the number of bilingual staff matches Oregon's changing demographics.
- Evaluate program outcomes annually to make necessary changes.
- Service providers incentives and training are in place and positively impact student achievement.
- Consistent early learning EL curriculums and programs across the state.
- Blueprint for guiding EL students from preschool to Kindergarten.

Goal 8 - Year 1 Strategies

- Take inventory of best practices and national models. Use to guide plan.
- Use grant programs and build partnerships for universal preschool services. Develop plan for Legislative support.
- Distribute information and outline a campaign for informing and recruiting families. Develop benchmarks to determine progress/success.
- Tie in best practice research, partnerships, and grant programs with culturally relevant outreach efforts.
- Develop and research a best practices communication plan.

Goal 8 - Year 1 Strategies

- Determine and test awareness of programs with targeted groups.
- Identify ways to build coalitions and partnerships between schools and parents.
- Leverage coalitions and partnerships for conversations and forums on cultural needs and family awareness.
- Use evidence-based approaches to develop strategy and framework.
- Develop plans with pre-K service providers and Kindergarten teachers for EL Assessments.
- Include strategies to lessen achievement gaps earlier.

Goal 8 - Year 1 Strategies

- Evaluate grants, contracts, and outcome-based budgeting to find resources.
- Develop training and incentives programs for service providers and teachers.
- Develop plan for bilingual staff initiative.
- Research national models, build upon, and identify Oregon specific models.
- Take inventory of programs and services and develop a plan for communication, improvement, and consistency across efforts.
- Share inventory with stakeholders and providers for further feedback and planning.



Equity Lens

Letters of Support





April 8, 2013

Dr. Doris McEwen
Deputy Director for Curriculum and Instruction
Oregon Education Investment Board
775 Court Street NE
Salem, OR 97301

Dear Dr. McEwen,

The Chalkboard Project supports the creation and implementation of an Equity Lens to guide OEIB's work. We strongly agree with the premise that we must reverse current trends and widening gaps by working intentionally to ensure the success of every Oregon student. The Equity Lens clearly articulates a strong vision and asks the right questions of strategic investments.

Chalkboard also believes that closing achievement gaps will require that all students have access to great teaching in every classroom. Research is clear that teachers have the most significant impact on student success in the classroom. We believe that Oregon's professional educators must receive the tools and support to meet the needs of all of their students, including training in culturally responsive instruction. We also believe that Oregon has a responsibility to recruit, attract, and prepare a more diverse educator workforce. We would hope that the adoption of the Equity Lens leads to important conversations about supporting great teaching across the state.

The Chalkboard Project looks forward to partnering with the state on efforts to better serve all of Oregon's students. We are pleased with the creation of the Equity Lens and hope that it plays a meaningful role in shaping the strategic investments made in education in Oregon.

Sincerely,

A handwritten signature in cursive script that reads "Sue Hildick".

Sue Hildick
President

221 NW Second Avenue, Suite 203
Portland, Oregon 97209

voice: 503.542.4325 fax: 971.230.1274

www.chalkboardproject.org



CONFEDERATION OF OREGON SCHOOL ADMINISTRATORS

707 13TH STREET SE, SUITE 100, SALEM, OREGON 97301

TELEPHONE (503) 581-3141

FAX (503) 581 9840

April 8, 2013

SUPPORTING OEIB's USE OF AN EQUITY LENS

Dear Gov. Kitzhaber, Dr. Crew and Oregon Education Investment Board members,

COSA shares the Oregon Education Investment Board's (OEIB) vision of educational equity and excellence for each and every child, and we support the concept of the Board's utilizing an equity lens to ensure that we are making progress toward achieving this vision. We appreciate the work that Doris McEwen, Nicole Maher and the OEIB Equity and Partnerships Subcommittee have done on the equity lens, and resonate strongly with the belief statements in the document.

I have had the opportunity to meet with Dr. McEwen and share a few thoughts about the draft equity lens document. As we discussed, it is important that the language introducing and supporting the equity lens be accurate; we would suggest substantiating and documenting the statements in the preamble that seek to describe our challenge.

Our collective commitment to equity is essential to moving Oregon forward. We agree that "the success of every child and learner in Oregon is directly tied to the prosperity of all Oregonians." We look forward to joining you in this work.

Sincerely,

A handwritten signature in black ink, appearing to read 'CH', is written over a horizontal line. The signature is stylized and somewhat cursive.

Craig Hawkins
Executive Director

April 8, 2013

Nichole Maher, Chair
Equity and Partnerships Subcommittee, OEIB
c/o Dr. Doris McEwen, Deputy Director for Curriculum & Instruction
Oregon Education Investment Board
755 Court Street NE
Salem, OR 97301

Dear Chair Maher:

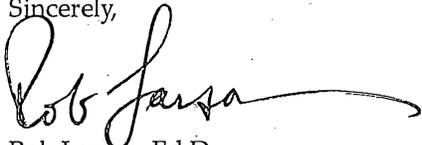
On behalf of the Oregon Leadership Network (OLN) we provide enthusiastic support for the Oregon Educational Investment Board (OEIB) to use the revised draft Equity Lens to guide your important work in serving *each and every* Oregon student. We believe that the OEIB has taken bold action to address educational equity. This work is not only significant in Oregon, but it is nationally important. We applaud your vision and explicit call for greater educational equity across our P-20 education system.

This emerging state priority is consistent with the mission of the OLN to *expand and transform the knowledge, will, skill, and capacity of educational leadership to focus on issues of educational equity so each student achieves at the highest level.*

For nearly fourteen years the OLN has been a positive statewide force in developing educational leadership capacity for equity. The OLN is a dedicated membership of sixteen school districts and two ESDs that serve over 30% of Oregon students. Additional agencies and organizations include the ODE and TSPC, higher education institutions, and a number of significant professional associations in the state.

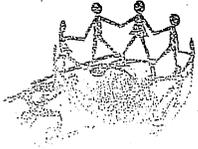
Thank you for your leadership and commitment to the urgent call for our school system to serve *each and every* student in Oregon.

Sincerely,



Rob Larson, Ed.D.
Director, Oregon Leadership Network

Cc: OLN Executive Committee
Rob Saxton, Deputy State Superintendent of Public Instruction



**OREGON CHILD CARE
RESOURCE & REFERRAL**

NETWORK

Doris McEwen, Ph.D
Deputy Director Curriculum & Instruction
Oregon Education Investment Board (OEIB)
775 Court Street NE
Salem, OR 98300

Dear Dr. McEwen:

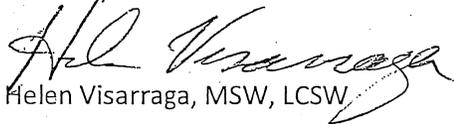
This is a letter of support on behalf of the state-wide Child Care Resource & Referral System (CCR&R) for OEIB to adopt the Equity Lens in guiding its work. The field of Early Care & Education (ECE) is a foundational landscape for children to begin learning the value of multiculturalism and diversity. The Equity Lens would provide guiding principles for ECE sectors to ensure that program design management efforts, planning, communication systems, on-going monitoring, assessment of services, and staffing plans are developed and implemented in line with equity guidelines.

The Equity Lens is a concise and clearly defined pathway to equity that can be used in a variety of venues such as discussions at community meetings, developing internal agency policies, development of training and technical assistance strategies and opening up avenues to have authentic and relevant on-going discussions about race, poverty and diversity.

The Oregon Child Care Resource & Referral Network has already begun to promote the development of the Equity Lens among the CCR&R system by initiating discussions and support at state-wide meetings with CCR&R directors and staff. The CCR&R system touches all working parents who are seeking child care services and provides training and technical assistance for the professional development of Early Care & Education practitioners. The CCR&R system is also the key organization working with child care providers to roll out the Oregon Quality Rating and Improvement System (QRIS). The Equity Lens will enhance current efforts for ensuring that equity for underserved populations and Dual Language Learners is at the forefront of the emerging Oregon QRIS.

The state-wide Oregon CCR&R System fully supports and recommends that OEIB adopt the Equity Lens as a key element for guiding the work of education and investment in Oregon.

Sincerely


Helen Visarraga, MSW, LCSW

Connect.Educate.Navigate

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April 4, 2013

Doris McEwen, Ph.D.
Deputy Director for Curriculum and Instruction
Oregon Education Investment Board
775 Court Street, NE
Salem, OR 97306

Dear Dr. McEwen;

Thank you for the opportunity to participate in the Oregon Education Investment Board (OEIB) discussion of the role of equity in student achievement. OSBA's primary focus is supporting school board members in their efforts to increase student achievement. Our members – the 1,400 volunteer, locally elected education leaders of our school districts, education service districts and community colleges -- adopted priorities for 2013 which include the statement "OSBA supports efforts to close academic achievement gaps and provide services to all students who need extra supports."

I am very pleased that the OEIB is taking action to assist school districts in addressing equity issues. OSBA supports the concept of using an equity lens in the work to advance student achievement. This concept of equity and an equity lens will be helpful in framing discussions around achievement as we move forward. Please consider us a resource as OEIB proceeds with this important issue; we can enlist members from around the state who could provide valuable perspectives to enrich OEIB's discussion.

Sincerely,

Betsy Miller-Jones
Executive Director

BMJ:ty

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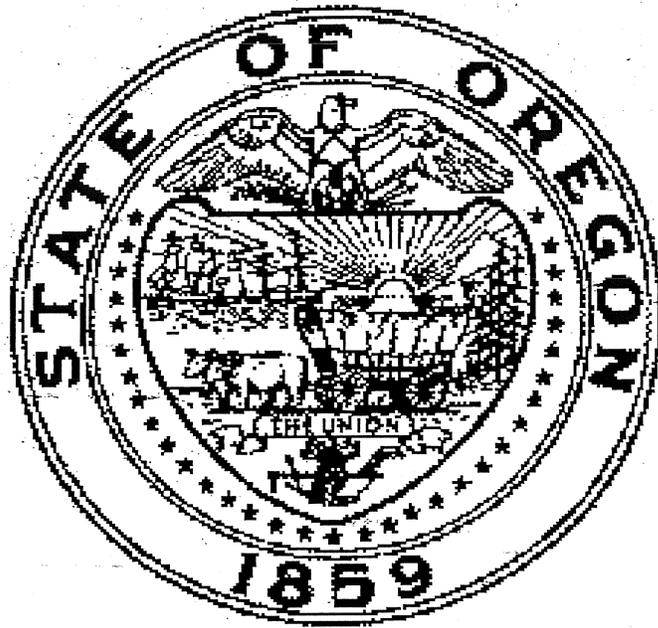
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Equity Lens

Outreach for Input





OREGON EDUCATION INVESTMENT BOARD

6 March 2013

Earlier this year, the Oregon Education Investment Board (OEIB) established the Equity and Partnerships Subcommittee to provide guidance and expertise in the development of strategies to ensure equitable outcomes for out-of-school youth and overcome challenges associated with race, ethnicity, poverty and language. One of the deliverables of the subcommittee is an equity lens with which OEIB will review strategic investments, as well as its other work as a board.

On behalf of the chair of the Equity and Partnerships Subcommittee, Nichole Maher, I am forwarding to you for review and feedback the draft equity lens being developed by the subcommittee. In addition to your input, we'd like to include your name on the list of supporters of the final equity lens, pending your approval.

The feedback from your organization is important to us as we engage in the transformation of education in the State of Oregon. We are looking for feedback from a broad constituency and appreciate your consideration of the draft equity lens. Your feedback can be provided in writing by email or U.S. Postal Service, in a face-to-face meeting with OEIB staff and/or subcommittee member, by telephone, or in an assembly of your organization.

If you would like for OEIB staff and/or subcommittee members to meet with your organization, please contact Doris McEwen at 503-373-0036 to schedule a time prior to April 9. The Equity and Partnerships Subcommittee will discuss feedback at their meetings on March 12 and April 9. These meetings will be held from 8:15 am – 10:15 am at the Oregon State Fairground, Cascade Building.

The Subcommittee will present the draft equity lens to the OEIB members at the April 9 board meeting at 1:00 p.m. at the Oregon State Fairgrounds as well.

Thank you for your consideration. We look forward to hearing from you.

Sincerely,

Doris McEwen, Ph.D.
Deputy, Curriculum & Instruction

c: Governor John Kitzhaber
Dr. Rudy Crew
Mrs. Nichole Maher

Organization	Title	Name
All Hands Raised	Chief Executive Officer	Dan Ryan
APANO		Joseph Santos-Lyons
Associated Oregon Industries	Education Director	Betsy Earls
Black Parent Init. & ELC		Charles McGee
Business Education Compact	Executive Director	Tamra Busch-Johnsen
CAUSA		Francisco Lopez
Chalkboard Project	President	Sue Hildick
Children First	Executive Director	Robin Christian
Children's Institute	Chief of Staff	Doug Wells
CIO		Andrew Riley
CIO		Kayse Jama
Coalition of Communities of Color	Executive Director	Julia Meiers
COSA	Executive Director	Craig Hawkins
DRO		Bob Joondeph
Education Northwest	Deputy Director	Mike Siebersma
El Programa Hispano		Linda Castillo
FACT Oregon		Roberta Dunn
Hispanic Chamber of Commerce		Gale Castillo
Indian Education	Education Specialist	Steve Woodcock
IRCO	Associate Director	Lee Po Cha
IRCO		Saokhom Tauch
Latino Network		Carmen Rubio
NAACP Portland	President	Dr. Audrey Terrell
NAACP Springfield		
OACTE		
OALA		Mark Davalos
OATAG		Margaret DeLacy
OCDD		Jaime Daignault
OCDD		Leslie Sutton
ODE	Deputy Superintendent	Rob Saxton
OEA	Executive Director	Richard Sanders
OEA	President	Gail Rasmussen
OEA	Vice President	Hanna Vaandering
Office of the Governor	Policy Advisor	Frank Garcia, Jr.
OLAA		Consuelo Saragoza
OLAA		Jessica Rodriguez
OLAA		Maria Rubio
Oregon Native American Chamber of Commerce	Vice President	Zeke Smith
Oregon Business Association	Executive Director	Ryan Deckert
Oregon Business Council	Executive Director	Duncan Wyse
Oregon Child Care Resource & Referral Network	Executive Director	Helen Visarraga
Oregon Commission on Hispanic Affairs	Chair	Andrea Cano
Oregon PTA		Carol Wire
Oregon PTA		Otto Schell
Oregon University System		Joe Holliday
Oregon University System	Interim Chancellor	Melody Rose
OregonAsks	Executive Director	Beth Unverzagt
OSBA	Executive Director	Betsy Miller-Jones



Oregon

John A. Kitzhaber, Governor

Oregon Advocacy Commissions Office
"Advocating Equality and Diversity"
1819 SW 5th Ave., Portland, OR 97201
O 503.302.9725/F 503.473.8519
Email: oaco.mail@state.or.us

Oregon Education Investment Board Invited testimony on the Equity Lens, 4/9/13

Governor Kitzhaber and members of the Board:

The Chairs of the Oregon Advocacy Commissions are submitting testimony in support the *Equity Lens* document prepared for your consideration by the OEIB Equity Subcommittee. We represent the:

- The Commission on Asian & Pacific Islander Affairs
- The Commission on Black Affairs
- The Commission on Hispanic Affairs
- The Commission for Women

Thank you for inviting us before you today to testify briefly about the importance of the *Equity Lens* which draws our attention to race, ethnicity, and consideration of equity as our most challenging frontier and one with the greatest promise of a bright future for all in Oregon.

Addressing disparities in educational attainment for communities of color and women is a strategic priority of the Oregon Advocacy Commissions. This includes the overrepresentation of students of color and English Language Learners in school discipline and school drop out rates, and underrepresentation of these students proficient in reading by grade 3, HS graduation, and completion of college. We believe as you do, that these bright young people are the future of Oregon and that robbing them of their potential robs Oregon of the attainment, innovation, engagement, and acumen we need to succeed.

The *Equity Lens* offers a framework and a set of powerful considerations to guide investments in Oregon education and evaluate the approaches we use to educate. Each of the Advocacy Commissions has reviewed it and has unique viewpoints on the efficacy of this document which we will share today, but we are agreed that the *Equity Lens*' focus on race and ethnicity is imperative for Oregon to achieve its education goals. We congratulate you and the Subcommittee on this document and look forward to working with you as adopt it and move forward.

Stephen Ying, Chair, OCAPIA

Isaac Dixon, Chair, OCBA

Andrea Cano, Chair, OCHA

Stephanie Vardavas, Chair, OCFW

OR Commission on Asian and Pacific Islander Affairs

Stephen Ying, Chair
Mari Watanabe, Vice Chair
Legislative Liaisons:
Sen. Jackie Dingfelder
Rep. Gene Whisnant

OR Commission on Black Affairs

Isaac E. Dixon, Chair
James Morris, Vice Chair
Legislative Liaisons:
Sen. Rod Monroe
Rep. Lew Frederick

OR Commission on Hispanic Affairs

Andrea Cano, Chair
Gilbert P. Carrasco, Vice Chair
Legislative Liaisons:
Sen. Chip Shields
Rep. Chris Harker

OR Commission for Women

Stephanie Vardavas, Chair
Jeanne Burch, Vice Chair
Legislative Liaisons:
Sen. Monnes Anderson
Rep. Betty Komp

Staff

Lucy Baker, Administrator
Nancy Kramer, Executive Assistant

To: The Oregon Education Investment Board

From: Sue Levin, Executive Director, Stand for Children

Date: April 8, 2013

Re: OEIB Equity Lens

To the members of the Oregon Education Investment Board:

I am pleased to have the opportunity to testify in support of the Equity Lens that the Board proposes to use to articulate its objectives and to evaluate the effectiveness of Oregon's education system.

As we all know, Oregon's demographics have changed dramatically in the last 20 years. The percentage of students, who are low-income, Latino and/or and English Language learners has roughly tripled in this period.

Our state—from our political leadership to our local education institutions—have not reacted to these changes with either the consistency or the urgency that some of us might hope for.

That has led to the very uneven outcomes we see, across our state, for underserved groups. We have individual schools and districts in our state that are steadily narrowing the achievement gap for low-income students and for ethnic minorities. We have other, comparable districts, that with similar demographics and similar per-student spending, graduate significantly fewer of their Black, Latino and Native American students when compared to White and Asian students.

As a state, the numbers are particularly bleak. A 2010 report by The Education Trust had this to say:

“Low-income students in Oregon, sadly, rank among the lowest performing in the country and actually have lost ground since 2003. Meanwhile, the gap separating these students from their higher income peers has grown significantly.”

I profoundly hope that the work of the OEIB, and the principles represented in this Equity Lens, represent a turning point, to a time when our policies will reflect our population, so that the needs of low-income students, and particularly children of color, will be prioritized.

For example, I believe that you received a presentation this morning on English Language learners. The need for improving ELL instruction statewide could not be greater and the stakes couldn't be higher. Latino students statewide have a 60%

(CK) graduation rate—XX percentage points lower than White students. For English Language learners, the graduation rate falls below 50%.

Latinos constitute the fastest-growing segment of our population: one in four kindergartners last fall was Latino. If we do not move quickly and intentionally to improve the quality of education that Latino students and ELLs receive statewide, we are creating a generation of Oregonians who can neither earn an adequate living nor contribute to the prosperity of our state.

In the last few years, Stand for Children has intentionally reoriented our efforts and the focus of our members in order to work where the need is greatest. Our staff and our members did a lot of soul-searching and came to the conclusion that, while in the past our mission statement referred to 'all children', our focus and our policy agenda did not reflect this. We acknowledged that the achievement gap in Oregon has widened in the time that Stand has been here. If we as an organization believe that 'all children' can succeed, then we have to intentionally look at those sub-groups of students who are consistently not making it, and ask ourselves not just why, but what can we do about it.

This spring, we are working in the legislature, with coalition partners, on a wide array of equity issues, including tuition equity; changing the calculation for the poverty weighting (which currently relies on 2000 census data); disparate discipline; and adding parents to the Achievement Compact committees.

We stand ready to work with the OEIB, school districts, parents, teachers and other community groups to help narrow Oregon's achievement gap, so that all our children the chance to graduate from high school prepared for, and with access to college.



Oregon EL Strategic Plan

EL Alliance Conference

March 15, 2013

Steering Committee Members

David Bautista

Doris McEwen

Yvonne Curtis

Salam Noor

Miriam Fox

Chuck Ransom

Karen Gray

Bill Rhoades

Sandy Husk

Hilda Rosselli

Steve Larson

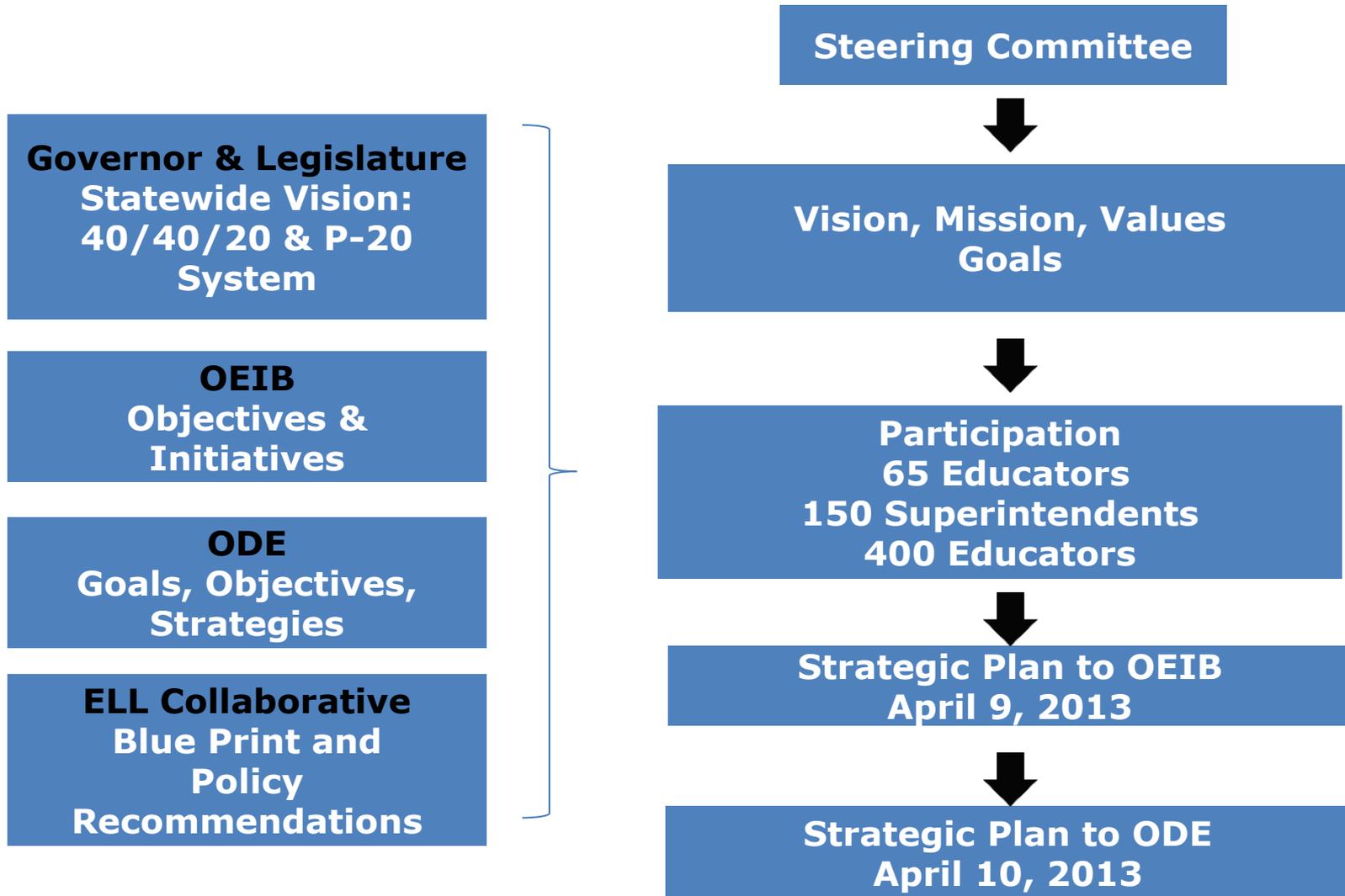
Jada Rupley

Charge

Focus educators across the P-20 system on using research informed practices and models to: eliminate the achievement gap, increase English Learner high school graduation rates and provide for English Learners to complete college.

**Oregon
English Learner
Strategic Plan
2013- 2016**

Overview of strategic planning process



Statewide Vision for English Learners

English Learners achieve their dreams and remain in Oregon to contribute to building our world-class public education system.

Nation's best educators flock to Oregon to serve students in a seamless public education system from cradle to career.

Businesses move to Oregon to hire multilingual English Learners to fill top positions.

Oregon contributes to worldwide efforts to improve education.

Mission

Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in college and multiple career pathways by 2025.

Value Statements

- It is important to demonstrate acceptance and appreciation for all the cultures and languages.
- All English Learner students should have access to a rigorous curriculum and engaging learning opportunities.
- By providing exemplary educational programs for all of our English Learners they will exit our school system as graduates sought after.
- A variety of effective, research informed models can be used to educate English Learners

Value Statements

- Training and professional development is essential to the implementation of effective instructional programs.
- Multilingualism will strengthen our educational programs and prepare our students to compete in a 21st Century global economy.
- Parent education and the partnerships are essential components of educational.

Goal 1

Develop tools and resources in order to support implementation, benchmarking and continuous improvement of instructional programs for English Learners

Objectives

- Students have access to quality programs that promote English Language Development, dual language development and mastery of core subject areas.
- Leaders have the tools required to support and monitor the implementation of quality programs designed for English Learners.

Measures of Success

- Increases in EL graduation rates.
- Increases in literacy performance in grades 3, 6, and 11.
- Increases in English language proficiency.
- Increases/growth on indicators of quality implementation standards.
- Increase in number of Bilingual programs and number of EL students participating in EL programs.

Goal 1 - Year 1 Strategies

- Identify research-based program models (i.e., dual language model, early exit and late exit), quality indicators and a continuum of recommended services based on language proficiency levels.
- Develop a rubric representing the essential common elements of research-based model programs.
- Utilize the rubric to identify a list of programs across the state that demonstrates promise with input from districts.
- Establish a “resource repository”, focus on facilitating access to information. Identify who will be responsible for the repository.

Goal 1 - Year 1 Strategies

- Develop networks for sharing best practices.
- Identify list of potential partners to assist in program research and implementation.
 - IHE
 - Research Groups (private or public)
 - Parent Groups
 - Business Partners as potential sponsors

Goal 2

Systemic Approaches to “capacity building” for all stakeholders will occur and will positively impact academic achievement for English Learners.

Objectives

- Student performance measures indicate EL student success.
- All stakeholders understand and support the purpose, objectives and elements of the program models.
- At the classroom level effective practices are evident including methods for delivery of instruction and cultural awareness.
- At the school site/building level there are support systems in place that promote professional development and student learning.

Measures of Success

- Evidence of clear articulation of program models.
- Evidence of standards -based systems for professional development and capacity building.
- Student performance data and review of identified measures of program effectiveness.
- Evidence of allocated resources and policy standards that support instructional program for ELs.

Goal 2

Systemic Approaches to “capacity building” for all stakeholders will occur and will positively impact academic achievement for English Learners.

Objectives

- At the Board and Community level there is strong commitment to the district vision for English Learners and there is a system in place to build capacity within the community to encourage advocacy and active and meaningful participation in programs.
- At the State and Policy level there is understanding of and support for program models, effective practices and cultural competence.
- Institutions of Higher Education provide comprehensive educational preparation programs for teachers of English Learners that are aligned to research based program models and help to “drive” policy.
- Current state networks (i.e. COSA, OSBA, ODE, OEIB) will coordinate efforts in order to maximize resources and not duplicate efforts.

Measures of Success

- Evidence of clear articulation of program models.
- Evidence of standards -based systems for professional development and capacity building.
- Student performance data and review of identified measures of program effectiveness.
- Evidence of allocated resources and policy standards that support instructional program for ELs.

Goal 2 - Year 1 Strategies

- Develop a communication strategy for sharing effective research based program models with stakeholders.
- Develop a list of effective instructional practices associated with research based programs for ELs.
- Identify a recommended plan for professional development to be presented over three to five years utilizing research based information and teacher input.
- Districts share Oregon EL Strategic Plan with stakeholders (i.e. Board of Ed, PTA, Site Council & Chamber of Commerce).

Goal 2 - Year 1 Strategies

- Districts develop a “vision” regarding the education of ELs involving key stakeholders.
- Hold a State Wide EL Summit involving district level leaders and practitioners, with a focus on effective EL practices and models.
- Representatives from major educational state networks participate in a collaborative effort to identify areas and topics addressed by each group and areas of possible overlap.

Goal 3

School Districts engage and involve families and communities as equal partners in order to support and enhance programs designed for English Learners.

Objectives

- Districts build partnerships with families and communities of historically underserved students.
- Districts provide practical ideas in multiple languages and using culturally responsive methods to assist families in learning about how they can help their children be successful in school.
- Collect and utilize culturally specific input from parents and the community about how they can best contribute to the success of the EL Strategic Plan.
- Districts increase their number of partnerships with private, public and community groups/agencies to collaboratively develop parent and community engagement strategies.

Measures of Success

(as indicated by survey results)

- At least 80% of students, families and communities report that trust, integrity and competence have increased between districts and stakeholders.
- At least 90% of staff and parents report having a greater understanding about how to effectively assist EL students to succeed.
- At least 90% of those families and community partners surveyed feel that their input has been incorporated in a meaningful way into work being done to benefit English Learners.
- Districts and community partners are collaboratively implementing specific parent engagement strategies.

Goal 3

School Districts engage and involve families and communities as equal partners in order to support and enhance programs designed for English Learners.

Objectives

- Through collective efficacy stakeholders, inclusive of parents and community members can help support and enhance programs designed for English Learners.
- Build trust and capital with parents and community.
- Parents know what to do to help their child(ren) be successful in school.
- The community understands how best to contribute to the success of the plan.

Measures of Success

- Parent and community member participation rates increase.
- Student attendance rates improve and mobility decreases.
- Partnerships including private and public sectors increase.
- Satisfaction rates and trust from parents and community members increases.
- A parent/community network exists and develops into parents teaching parents.

Goal 3 - Year 1 Strategies

- Collaborating with site staff and parent forums while researching nation-wide models, districts develop plans/campaigns for implementing strategies that facilitate communication and encourage parent participation and meaningful engagement.
- Districts gather base line data on the current rate of parental participation in district training opportunities.
- At the state level support providers work collaboratively with district representatives to develop a parent needs assessment survey to gather input on effectiveness of existing parent training programs and communication strategies.
- Needs assessment is administered and results compiled by each district.

Goal 4

Develop a team of expert practitioners and researchers to guide the development, improvement, and accountability for English Learner program models and practices

Objectives

- Identified experts in the area of English Learner best practices guide the development of models, practices, and programs for English Learners across the P-20 system.
- Experts guide the development of professional development delivery networks and identification of exemplary models.
- Experts guide the process for improving English Learner programming and the supports required.
- Experts guide the development of the accountability process for English Learner programming.
- Experts in Oregon work with experts across the country to continually improve teaching and learning for English Learners.
- Experts commission research around exemplars in Oregon

Measures of Success

- Clarity about best practices.
- Expansion of best practice to every school district.
- Increases in EL student achievement.
- Increases in school district exemplary programs.
- Research consortiums developed.
- Seamless service to EL students and families.

Goal 4 - Year 1 Strategies

- ODE leadership identifies key participants, official role, length of term and invites key participants.
- Team is commissioned by ODE and charged with the responsibility for Stewardship over the EL Plan.
- Team clarifies charge and scope of work, develops a work plan, and identifies success indicators.
- Team designs the framework for the annual progress report to OEIB on the progress of the initiatives in the EL Strategic Plan.
- Team works with necessary partners to ensure that the necessary capacity is developed and that common definitions are identified that are essential to the process for monitoring EL student progress as a subgroup throughout their P-20 education.

Goal 4 - Year 1 Strategies

- Team expands this plan to include colleges and universities.
- Develop a structure and process that ensures the team knows and stays current on best practice.
- Team develops a “professional development network” framework and identifies a professional development framework inclusive of topics needing to be presented to “scale up” across the state.
- Team develops a strategy or method for recognizing exemplary programs that encourages others to replicate these successes.

Goal 5

Develop a process for replicating exemplar programs across the state

Objectives

- All districts have opportunities to learn about and replicate effective models and practices, thereby providing access to exemplar programs to all EL students across the state.
- Provide a benefit for districts to serve as model sites and mentors.
- Provide all districts with resources and tools to replicate these exemplars.
- Intellectual capital is identified and multiplied across the state providing the state with a continual pool of experts.
- Experts about EL practices guide the development of models, practices, and programs.

Measures of Success

- Increase in exemplar programs across the state.
- Increase in leaders and district the provide mentorship.
- Increased incentives for providing exemplar programs.
- Increased opportunities to compare Oregon exemplars to “Pacific Consortium” exemplars and others across the country.

Goal 5 - Year 1 Strategies

- Communicate state wide the desire to identify sites or districts to serve as exemplars and mentors. Develop a rubric of common elements of exemplary EL models.
- Determine a resource and process for incentivizing districts to serve as models and districts to replicate the models.
- Begin discussions at district and state levels regarding building networks and consortiums. (Consider size and density of EL population.)

Goal 6

Create and align assessment systems to support all English Learner Program Models that include the performance of both current and former English Learners

Objectives

- Ensure valid use of assessment data that provide accurate and understandable reports to a variety of users.
- Expand access to valid and reliable assessment tools that are appropriate to each program model.

Measures of Success

- Assessments are clearly linked to the desired outcomes of selected program models.
- Assessments are developed that measure individual and group growth.
- Districts are able to access assessment tools from network resources.
- Program assessments can be aligned to SB 290.
- Data generated is appropriate to users and purposes at all levels in the P-20 System.

Goal 6 - Year 1 Strategies

- Districts define assessment needs as related to: selected program models and their evaluation, student achievement, and student growth.
- Districts examine current assessment instruments with regard to purpose, program model, desired outcomes, and users and identify where gaps exist in available assessment tools.
- Districts examine current assessment instruments with regard to purpose, program model, desired outcomes, and users and identify where gaps exist in available assessment tools.

Goal 6 - Year 1 Strategies

- Districts and ODE in collaboration “take stock” of assessments currently in use evaluate them for validity and reliability.
- Develop a data system to monitor EL success as well as program model success across the P-20 educational experience of students (i.e., monitoring success EL students who exited the ELD program, non EL students participating in dual language programs).

Goal 7

Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners

Objectives

- All new initial licensed teachers prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.
- All new initial licensed administrators prepared in Oregon acquire basic knowledge regarding English Learners and language acquisition that helps them provide students access to academic content regardless of language skills of teacher or students.

Measures of Success

- New entering general education teachers have knowledge and skills relative to supporting needs of ELs.
- More general education teachers continue on to pursue ESOL endorsement
- New entering administrators have knowledge and skills relative to supporting needs of ELs.

Goal 7

Oregon provides support to provide all educators the knowledge and skills they need in their positions to better serve English Learners

Objectives

- All existing teachers and administrators employed in Oregon acquire knowledge and strategies regarding English Learners and language acquisition helping them provide students access to academic content regardless of language skills of teacher or students.
- Oregon increases the number of licensed bilingual teachers available to work in schools.
- Oregon offers-TSPC approved preparation for prospective and current educators focused on Dual Language education.

Measures of Success

- Oregon has more “linguistically” and “culturally” aware (trained) general education teachers and administrators.
- More currently employed educators pursue ESOL endorsement for licensure renewal.
- Oregon’s supply of licensed bilingual teachers increases and better reflects Oregon’s changing demographics.
- More bilingual educators pursue ESOL endorsement.
- Districts implementing dual language classrooms have a supply of skilled educators to implement programs.

Goal 7 - Year 1 Strategies

- EL work group is reconvened with new members added in Spring 2013.
- Proposal is revised, vetted, and submitted to TSPC to adopt ESOL basic proficiencies for new initial licensed teachers.
- TSPC adopts ESOL proficiencies for new initial licensed teachers in Fall 2013.
- Proposal is refined, vetted, and submitted to TSPC to adopt ESOL basic proficiencies for new initial licensed administrators.
- TSPC adopts ESOL proficiencies for new initial licensed administrators in Fall of 2013.

Goal 7 - Year 1 Strategies

- OEIB, TSPC and ODE draft a bilingual component for the Oregon educator recruitment plan in Summer 2013 and gather feedback.
- EL work group reviews models of dual language offerings in other states and drafts proposal recommending TSPC licensure standards and requirements for teachers and administrators focused on Dual Language education.
- Goal 7 strategies and metrics are reviewed and refined.

Goal 8

The Universal Preschool Program will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.

Objectives

- Ensure access to and enrollment in universal preschool services for English Learner children by actively recruiting families and being responsive to their cultural and social needs.

- Perform increased and targeted family engagement across the state, building the message that parents are Oregon's first teachers. Use culturally relevant approaches.

Measures of Success

- Increased number of quality programs serving ELs.
- Increased enrollment numbers for ELs.
- Evidence of culturally relevant outreach to community
- Evidence of willing community messengers.
- Parent surveys indicating success of programs and feedback regarding areas needing improvement.

- Increased awareness, understanding and satisfaction indicated on parent surveys and follow up.
- Increase in percentage of parents attending events and trainings as a result of outreach efforts

Goal 8

The Universal Preschool Program will ensure that English Learners receive a quality early learning experience that provides a powerful foundation for their education.

Objectives

- English Learner assessments used for English Learner children and families to help children succeed. Data system developed through parallel track as roadmap for success.
- English Learner workforce development provides teachers and service providers the tools they need to be successful in preparing Oregon's English Learner children for Kindergarten.
- Integrate English Learner and bilingual services and efforts statewide between preschool and K-12, building consistency across curriculums, programs, and services.

Measures of Success

- Using developed database, track improvements or increases in English language proficiency, and literacy.
- Continue to use this process to build connection with K-12 system.
- Through outcome-based budgeting, ensure the number of bilingual staff matches Oregon's changing demographics.
- Evaluate program outcomes annually to make necessary changes.
- Service providers incentives and training are in place and positively impact student achievement.
- Consistent early learning EL curriculums and programs across the state.
- Blueprint for guiding EL students from preschool to Kindergarten.

Goal 8 - Year 1 Strategies

- Take inventory of best practices and national models. Use to guide plan.
- Use grant programs and build partnerships for universal preschool services. Develop plan for Legislative support.
- Distribute information and outline a campaign for informing and recruiting families. Develop benchmarks to determine progress/success.
- Tie in best practice research, partnerships, and grant programs with culturally relevant outreach efforts.
- Develop and research a best practices communication plan.

Goal 8 - Year 1 Strategies

- Determine and test awareness of programs with targeted groups.
- Identify ways to build coalitions and partnerships between schools and parents.
- Leverage coalitions and partnerships for conversations and forums on cultural needs and family awareness.
- Use evidence-based approaches to develop strategy and framework.
- Develop plans with pre-K service providers and Kindergarten teachers for EL Assessments.
- Include strategies to lessen achievement gaps earlier.

Goal 8 - Year 1 Strategies

- Evaluate grants, contracts, and outcome-based budgeting to find resources.
- Develop training and incentives programs for service providers and teachers.
- Develop plan for bilingual staff initiative.
- Research national models, build upon, and identify Oregon specific models.
- Take inventory of programs and services and develop a plan for communication, improvement, and consistency across efforts.
- Share inventory with stakeholders and providers for further feedback and planning.

OREGON EDUCATION INVESTMENT BOARD

Tuesday, April 9, 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, Cam Preus, Jada Rupley, Rob Saxton

Members/Advisors Excused

Matt Donegan; Kay Toran; Vikki Chamberlain ; Iris Bell; Melody Rose

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 David Rives. Motion passes unanimously.

3. Legislative Update – Ben Cannon

Documents

- House Bill 2192- Establish standards and goals for schools related to discipline, suspension or expulsion- relates to work discussed by partnership sub committee
- House Bill 2538 and 2640- alternate comp of OEIB by adding members for partner types
- House Bill 2748- tuition for out of District students and how might intersect with system that has open enrollment policy now

- House Bill 3254- Teacher licensing- Proposal: chalk board project brought forward (TSPC)
Proposal: License for Instructors as well as teacher leaders to assist in building stronger career ladders- for the profession
- House Bill 3401- 1st of several- ESD's system continuing reform of ESD systems. Senate Bill 227 and 529 all in spirit of ESD system
- Senate Bill 11- State Treasure proposal to establish student application fund- still active
- Senate Bill 222- Senate Education Committee, expanding dual credit opportunity
- Senate Bill 297- In support of parents on achievement compact advisory committee. Align with motion that OEIB adopted- amended version
- Senate Bill 702- Award 50% of Oregon Opportunity grant to STEM majors
- Senate Bill 755- Relates to minority teacher act and the way that we produce the report bi-annually- related to our progress towards ensuring that our education work force better reflexes the diversity of OR population which is something it has failed to do.

DISCUSSION:

Governor: Status on Bill 3233- (Budget item teacher effectiveness center) updated and refined the work brought forward by the board, educator quality network, education profession.

On 297 – an entity weighed in or just an individual? Dr. Crew sent a letter to the Senate Education Committee expressing the boards support for the portion of this bill.

On 2640- Creates a slot for specific nonprofit and concern with flexibility that Governor has in appointing OEIB members is there a limitation. More slot orientation board.

4. First Reading: CEEdO Evaluation Process to evaluate Chief of Education Officer

Documents

- Dr. Crew fill out the timeline
- Then a scorecard will be filled out by the Board with things like: leadership, strategy formulation, strategic execution
- Section that would help elaborates how the board can support Rudy and how “we” can grow.
- An evaluation is filled out by the board, stake holders, and the person being evaluated
- Possible customer satisfaction survey for stake holders
- Go back to job requirements and implement it into the evaluation so that nothing is lost.
- The entire board needs to have evaluation done
- Agree but we need to get Dr. Crew's done and then we can put one together for other board members.
- Dr. Crew outlined a lot of steps that can be taken, that would be beneficial, might be a good idea to get that done prior to next meeting because it is a package deal.
- The entire board and our chief Education Officer will be being watched and what we do moving forward needs to be aligned.

Governor Kitzhaber acknowledges that OEIB Chief of Staff, Cathleen Healy is leaving position.
Governor Kitzhaber introduces new Chief of Staff, Lisa Vanlaanen.
He also acknowledge the loss of a dear friend Mike McLaran.

5. Equity Lens

Presentation

Governor Kitzhaber: The equity lens is one of the most important things we can do. It is clear that unless we are intentional about addressing the issues of race, poverty, and language- it would be difficult, if not impossible to achieve our goal of 40/40/20. Believe the work of this sub-committee is exemplary and gives us an honest and necessary way to achieve the goals we've set.

Board member Nicole Maher explained the goal and process:

I want to say thank you to everyone for all the amazing support in this robust process. We started by inviting a whole bunch of individuals from across the State of Oregon to serve in advisory capacity to the sub-committee. We worked on this task with a fairly aggressive time line and wanted to send a clear message that we believe every child can learn and that we have a responsibility to develop and shape a system that responds to the needs of an individual child to learn in the communities they live in. We engaged over 50+ groups to gain feedback. Roosevelt High School gave direct feedback on the lens and we reached out to business communities and every educational advocacy group that we could come up with. We found prior to creating this lens was that there are some trends nationally and on the local level for something similar. We also learned that the outcomes need to be more concise, precise and clear about the beliefs and values. Then you are much more likely to be successful. There were tough choices about what to include and what to leave out. We tried very hard to include every single possible group that has experienced in-equality and disparity. While we didn't want to discriminate we found that Equity Lens to be most effective, we have to be very clear about the focus and therefore chose to do that. There was a lot of tension when people repeatedly wanted us to talk about poverty and not race. The Equity Lens covers Race and Ethnicity, by doing this we cover a wide range of students, including those with disabilities.

Staff member Doris McEwen:

I will speak about the document and the most important message that we want to come out of it is "That we believe in every student in Oregon and we believe that every student who has been labeled as "at risk" are actually our best opportunity and we believe it is the responsibility of the adults to run our system and move away from a culture of blaming the students and to take accountability as adults to reform our systems.

Board Advisor Rob Saxton:

Statistics on the outcomes of ACT and SAT based on race and poverty or social economic status: For most wealthy African American students outcomes on ACT and SAT typically are inferior from our least affluent white students. If you do the same thing with African Americans and Latinos- the Latinos barely outperform our affluent white students.

Doris McEwen:

The Face of Policy:

- Showing you different faces for different parts of the policy we will be talking about
- The Equity and Partnerships committee is charged specifically to develop strategies for OEIB around out of school youths to overcome the challenges associated with race and ethnicity, with poverty and language.
- Broad as we felt was possible discussions with staff to get their feedback.
- The advisory committee of approximately 10 people across Oregon who we pulled together to give us advice on the equity lens and other work the equity lens and partnerships committee is doing.
- Went to Roosevelt High school and “taught” the class about the Equity Lens and received the students’ feedback.
- Met with the community- Multnomah Athletic Club and spoke with a group of community people there as well.
- All of the above was what went into the making of the Equity Lens that you will be considering for OEIB today.
- The format of the lens itself: The preamble, belief statements, purpose of the lens, the case for equity itself, and then addendums and in the addendums is the basic features of the lens as well as definitions.
- The preamble is the statement as to how we are going to attain equity and excellence in our state.
- When we talk about the Lens itself we also have to think about what we are willing to invest as a board.
- Education is tied to prosperity in Oregon
- While students of color make up over 30% of our state and are growing at an inspiring rate- our achievement gap has continued to persist.
- Most critical responsibilities going forward is to implement a set of concrete criteria and policies in order to reverse this trend and deliver the best educational continuum and education outcome for Oregon children.
- Race and Ethnicity will be the Lens main focus.

Testimony:

Sue Levin: Stanford Children

- Oregon demographics have changed in the last 20 years, the percentage of students who are low income, Latino and or English language learners have roughly tripled in this period.
- OR has not responded with the urgency or the consistency that we should under the circumstances.
- Graduation rates for English language learners is below achievement gap

- Quote for the Education Truss: “Low income students from Oregon sadly are the lowest performing in the country and have lost ground since 2003. Meanwhile the Gaps separating these students from their higher income peers have grown significantly.”
- We are creating a generation of Oregonians who can neither earn an adequate living nor contribute to the prosperity of our state.
- Stanford Children acknowledge that the achievement gap has widened in the time Stanford Children has existed as an organization and that is not acceptable. If we, as an organization believe that all children can succeed we have to look at the students who are constantly not making it and ask ourselves not just why but what can we do about it.

Mari Watanabe: Executive Director for Partners on Diversity, Portland Business Alliance

On behalf of Sandra McDonough who is the president and CEO of the Portland Business Alliance.

- Oregon must improve the quality and output of its education system if it hopes to develop long term solutions to the economic crisis.
- The Equity Lens is a critical tool for the future vitality of our region.
- As Oregon grows more diverse it is clear we cannot achieve our 40/40/20 goals without a focus on under-represented students and students of color that compose a growing segment of the student population.
- More companies need to attract and retain professionals of color, in order to have a competitive edge in the global market place.
- Moral responsibilities to make upstream investments in education like the equity lens that seeks to end disparities and gaps of achievement there by cultivating a diverse talent pool and workforce for employers to hire from.
- Work place reality is such that if we don't address this issue there won't be an adequate work force to do the jobs we have in this region.
- Value of job coalition recently released a ground breaking study examining the Portland metros advanced manufacturing sector.
- Their study found that non-white and non-English speaking (at home) workers 50% more in manufacturing careers than in non-manufacturing jobs.
- Post-secondary educations are essential in engaging a diverse work force and contributing to a strong economy.
- Along with race and ethnicity focus on special learners, as all individuals deserve equal opportunities to be a productive member of our regional economy.

Doris McEwen:

Next section of the Equity Lens is the Belief statements-

- Moral Imperative to provide an optimal learning environment-
- Every child can and will be successful in Oregon
- Speaking a language other than English is an asset.

Important to have inclusivity so special education diverse learners are all a part of what we believe in.

- Intentional and proven practices to return our out of school youth students to school
- Partnerships are key to improving outcomes
- Single most important piece that turns around student achievement is a great teacher in the classroom.

Vanessa :

- Boys and Girls club changed my life
- 4 years ago I was in a gang
- I hated school and thought it was a complete waste of my time
- I went to Juvenile Detention Center for the 1st time when I was 14 and quickly realized I wasn't going anywhere positive
- When I joined Boys and Girls club I got involved in a program called T3 Training Teens for Tomorrow.
- This program provided me with the necessary skills of getting my first job and helped me lay a path for a better future
- Staff encouraged me to do better in school and in one semester my grades improved dramatically
- Last summer I was selected as a staff leader for a program called Care Core
- I led the incoming freshman through a service project that would impact our community in a positive way. My group chose to create a ceramics room for the local nonprofit Isaacs Room
- I made sure that each person on my team had a role and was supported as they carried out their individual responsibility
- Just as I felt everything was going good, my past came back to haunt me. My family and I were victims of a drive by shooting. No one was hurt but I wanted to retaliate and the staff at the B&G club reminded me of all the positive changes in my life and that one little mistake could cost me everything.
- I was able to experience my first plane ride due to one of the positive paths I took. I went to Colorado for a leadership summit and was able to meet many inspirational athletes.
- That experience taught me to never give up on something you want no matter what situation you are in. Even if you have no body giving you the motivation to keep you going.
- 4 years ago I would have never dreamed of graduating high school and going to college but with the help and encouragement of the club, I have already received 3 acceptance letters and now I get to choose my future and prove that anyone can be successful regardless of their circumstances.

Doris McEwen:

- Vanessa is the face of our out of school youth
- Dr. Michael Lupro is one of the professors that work with the PSU inquiry program. He will briefly introduce the program then we have 4 students who will also share a bit with you.

Dr. Michael Lupro, Portland State University

- I am a professor at Portland State University; I coordinate the senior inquiry program.
- The senior inquiry program is a dual credit, yearlong program offered in partnerships between P.S.U and selected area high schools.
- The purpose is to deliver the interdisciplinary college courses on site at the High school preparing students for the unique demands and rewards of college course work.
- Senior inquiry is team taught by high school and university faculty
- Our courses are collaboratively developed under the same education guidelines as P.S.U award winning University studies program
- 4 goals of: critical thinking, communication, ethics and social responsibilities and diversity of the human experience
- Senior inquiry is working on bridging k-12 and higher education in providing equitable opportunities for underrepresented groups and building a bridge between our High Schools and universities.

Jazzmine Allen:

- Often high achieving students are given no additional opportunities and thus lose patience with the slow paced curriculum.
- As I got older I saw classes and activities shrink, I felt fortunate that I was able to take part in TAG (talent and Gifted classes) before they vanished. I was identified as a TAG student in kindergarten. I spent the next 3 years solving forensic cases, logic puzzles and taking part in chemistry experiments with the other TAG students.
- When the TAG program ended after my 4th grade year I had to resign myself to the slow pace of “normal” classes. I soon fell from exceeding to meeting math standards due to disinterest.
- High achieving students need incentive to continue to exceed.
- High achieving students need thought provoking activities to stay in school.

Shani Plunket-de la Cruz

- The instability of our after school programs being taken away, yet the need for after school activities is great.
- Many students don't have a substorable learning environment at home.
- Whether it be from parents having to work multiple jobs or just not having the necessary resources to complete school work.
- Programs such as SUN- Schools Uniting Neighborhoods, gives students opportunities for tutoring sessions as well as diner, which is also very important for students with low income families.
- We believe that funding and other resources should be allocated to after school programs because many educational disparities come from outside of the school.
- Mentors from these programs can become role models for students with parents that aren't always at home or don't have higher education and can't help their children with their education.
- We also need to encourage our children to read before kindergarten, if they can start school with that skill already achieved, then they will be more likely to excel academically.

Warren:

- I am involved with a writing center that recently got established, helping students with scholarship essays, and class essays and if they need help with writing.
- I volunteered with a tutoring program that changed my life.
- Students need mentors, peers and access to libraries to succeed.
- Applying the 40/40/20 to middle schools it would create a base that can be built on as years go by.
- 40/40/20 should be implemented early on so that it can benefit students from the beginning.
- In order to have success we must build from the ground up and expand from there
- It will effectively relieve social promotions because each and every student will be prepared for the next school year and wherever life takes them.

David Lewis:

- Most important things for America is new people coming in from different countries and students who must learn the English language
- It is very important for them to be able to keep up with the students who are American born but a lot of the time there is major culture shock and that shock is simply not know what is going on.
- There customs are completely different and they do not know what to expect.
- Many staff and teachers assume that the student can assimilate without any problem what so ever, but that is completely untrue. The entire program itself is often secondary to what is going on at home with the whole moving and dealing with their home life as well.
- Students know they must learn to speak English and they focus on that but it is important for the teachers to have a deeper understanding and a deep connection with their students from all walks of life
- Different levels of classes are necessary for non-English speaking students to learn and understand and supplement the skills they have.
- 40/40/20 would not work if a non-English speaking student came to a school and could barely understand the basics of the English language.

Doris McEwen:

It is more important to see the faces and hear the voices.

We talk about Oregonians having a shared identify and that in order for Oregon to be successful, we have to have a successful education system. Equity itself means educational success for everyone.

Carmen Rubio, Latino Network:

- Latino network provides a cultural specific continuum of programs and services aimed at promoting kindergarten readiness, parent engagement and leadership, and closing the achievement gap among Latino students through the middle and high school extended learning programs.
- The lens enables you to drastically focus attention on where it needs to be, on closing the gaps.
- Racial equity policy was adopted by Portland School of directors and is an example of where policy is in place, has truly moved equity discussions front and center.

- District had engaged in more substantial equity discussions with community partners around data.
- Focusing on meaningful parent involvement, creating cultural and linguistically welcoming and safe school environments for all.
- Dual language immersion programs, and ELL student achievement and hiring of bi-lingual and bi-cultural teachers and administrators of color.
- Even in the most challenging moments the lens helps us refocus our views.

Active Parent - Paula Hernandez:

- I am asking that you adopt the equity lens so that other Latino parents will not have to go through what my family did:
- My daughter was physically abused in school, after getting confirmation from the doctor I made an appointment with the principal.
- I contacted Portland Impact to have an interpreter go with me.
- The principal stated that I could not have an outside interpreter and they provided one for me.
- I told them what had happened to my daughter and they claimed they knew nothing about it and that my daughter was confused.
- They claimed that they talked about boys and girls bodies and the differences they have.
- They put barriers up by not following up properly and by not allowing or providing an independent interpreter and giving me different version of what is going on.
- Since finding Latino Network they have provided the supports to help me understand my rights.
- If there was an equity policy in place at the school I would have recognized their mishap and would have given the proper follow up to the situation

Doris McEwen:

Basic features called the ‘Hows’

How is that implemented: looking at questions that help districts and communities reflect on whether or not the equity lens is being used in an appropriate way.

Carlos Perez, Representing Oregon Commission on Hispanic affairs

- The achievement gap, high dropout rate and low graduation rate, plus the absence of Latinos in advance placements opportunities
- Exclusion of Latino parents from kids schools, lack of role models
- Many of today’s educators are unprepared and ill equipped to serve today’s Latinos or students of color and often times Latinos are regarded as illegal no matter what their real status is
- Time to level the playing field and provide the opportunity for each student to be successful.
- Equity lens as long as it is used with consistency and fidelity is the frame work to drive the work
- As an educational system with need to be intentional and purposeful in decisions we make.

James Manning, Representing Oregon Commission on Black Affairs

- We think it vital to the educational process of all children in the state of Oregon.

- I knew a young man who was approached by a gang and threatened with getting beat up every day he went to school.
- The young man defended himself and was found with a knife on him at school
- The knife was discovered and the student expelled.
- The young man wanted to continue his education and signed up for the Oregon Youth challenge camp and he successfully completed that
- He wanted to go back to school and was unable to do that due to the one mistake.
- We need to look at our educational program in a different light.
- How do you measure success?
- You measure your success on the success of others.
- We need to do that for our education system

Michelle Vlach-Ing, Representing Oregon Commission on Asian/ Pacific Islander Affairs

- I'm a number cruncher and I took a look at the number of students being disciplined and the issue of disproportioned discipline of minority students.
- 1 of the things that struck me was there are .3% of Oregon population that is Native American or Pacific Islander 9% is involved in disciplines in our schools.
- More focus put on opportunities for our students rather than discipline.

Board advisor Rob Saxton:

- Your ability to focus on equity especially with trying to close the achievement gap
- The beliefs statements are exactly correct and need to be taken to heart.
- The document speaks to the educators of the state, the OEIB, and the people of Oregon as we work to create a P-20 education system that is going to work for all students.
- The metrics that were used in this speak to equity in a specific way
- The equity lens matches up those metrics in a very nice way
- As we move forward we can use this to look at our work and think about the decisions we make and if we are following the equity lens, so that we can meet our commitments.

Board member Nicole Maher:

- We had the unique challenge of having many more people wanting to come and testify than we were allowed to have. Want to thank all of those people who did come out as well as all those that wanted to but we couldn't. We apologize and we tried to accommodate every voice.
- Complete by having a vote and then comments and discussions

Motion: Nichole Maher motions to Adopt the Equity Lens. Seconded by Dr. Yvonne Curtis

Discussion:

Board member Hannah Vaandering:

- A lot of great work and it is exactly what we need to do.
- How do we ensure that things were discussed will not be falling through the cracks?

- Who will be monitoring all of this?

Unknown:

- Economic return on investment is important to all of us and its tied to prosperity of Oregon
- We can have a win-win for everyone
- We can have a transformation of life, equality for everyone, immoral imperative can be the high trade that leads our whole state economically also
- All of this together can make it the best possible place to live.

Motion: Nichole Maher motions to adopt the Equity Lens. Seconded by Dr. Yvonne Curtis

No objections. Motion passes.

The Governor acknowledges that former Oregon House Speaker Lynn Lindquist passed away.

BREAK