

May 14, 2013

1-5pm

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

[Meeting Audio](#)

Materials packet includes:

Meeting Minutes

Agenda

Legislative Update

Connected Lane County presentation

Connected: Education measurement

Connected: Data Collaborative

Oregon Stem Employer Coalition Report

Oregon Stem Employee Coalition members

Oregon Stem Investment Council presentation

Columbia Gorge Regional Center of Innovation presentation

CEdO Performance Appraisal DRAFT

Oregon Alliance for Education Equity

Testimony:

Malheur County



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, May 14, 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.

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|-----------|--|
| 1:00 p.m. | Welcome and Roll Call |
| 1:05 p.m. | Approval of Minutes of April 9, 2013 |
| 1:10 p.m. | Legislative Update - Ben Cannon |
| 1:20 p.m. | Regional Compacts
<u>Connected Lane County presentation</u>
Mike Gottfredson, UO President
Matt Coleman, Springfield School District Assistant Superintendent
Larry Sullivan, Lane ESD Superintendent
Holly Mar Conte, United Way of Lane County Associate Director for Education
Terri Ward, UO Center for Education Policy Research Co-Director
Colt Gill, Bethel School District Superintendent |
| 2:00 p.m. | <u>Introduction to STEM in Oregon</u>
Eric Meslow, Timbercon
John Topagna, ECONorthwest
Dick Knight, Technology executive/Academic
Jill Eiland, Intel
<u>Columbia Gorge STEM School Concepts</u>
Amanda Hoey – Mid Columbia Development District
Dan Spatz – Columbia Gorge Community College
Karen Neitzel – Hood River Co. School District
Brian Goodwin – North Wasco Co. School District
Cheryl Park – Insitu
Mathew Solomon – Mid Columbia Children’s Council
Nancy Patten – Child Care Partners
Dani Annala – Oregon State University |
| 3:00 p.m. | Break |
| 3:15 p.m. | Performance Appraisal - Dr. Nancy Golden |
| 3:30 p.m. | Subcommittee Updates - Dr. Rudy Crew <ul style="list-style-type: none">• Governance & Policy |

- Best Practices
- Equity & Partnerships

4:00 p.m. Oregon Alliance for Education Equity
Mark Jackson
Kim Melton

4:15 p.m. Public Testimony
Individuals must sign up and will be given 2 minutes to speak

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, 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 ; 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 acknowledges 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 acknowledged 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 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 advanced 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 framework 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

6. ELL Strategic Plan

Presentation

- Exemplar models around ELL students and scale it across the state.
- 8 high level recommendations
- General recommendation: Understand who are ELL, what are their strengths, needs, what languages they speak, cultural background, family background, academic background, countries they come from and where they populate.
- Vision: English learners to achieve their dreams and want them to stay in Oregon. Want them to feel proud that this is there state and we care and they can contribute to world class public education system by staying in Oregon. Return on investment.
- Mission statement: ELL students ready with language and academic skills to be successful in college and multiple career pathways.
- Value Statement: Demonstrate an expectance and strong appreciation for variety of cultures and languages. Believe ELL students must have access to rigorous curriculum. They need to be graduates who are sought after universities and business will see them as a real strength. Research informed models, training and professional development. Critical multilingualism will strengthen our education program in preparing kids for future- Parent education and partnerships are critical part of education.
- 1: Identify what we want School Districts investing in. In regards to programs for ELL
- 2: Building capacity to do it well, with quality, fidelity, and consistency over time.
- 3: Invest in continuous improvement models.
- Goal 1: All students have access to quality programs, as well as ensure schools and leaders have the tools they need to support implementation.
- Goal 2: Capacity building- Communications planning make sure all stake holders continue to be engaged in this work. Want annual feedback from all involved.
- Goal 3: Increase involvement of family and community around this work.

- Goal 4: Focus on continuous improvement programs.
- Goal 5: scaling up and doing it well over time.
- Goal 6: How we are going to measure and make adjustments along the way.
- Goal 7: Providing education with knowledge and skills they need to serve ELL.
- Goal 8: Universal preschool programs with a particular focus on children who have great needs and ELL would be included in that.

Discussion:

- Several places in document, you mention parent groups but not community groups. We keep saying we are going to do this by certain time but have yet to see “teeth” when it does not happen. Is this going to be the same?
- We don’t have assessment system in place right now, they exist. We need to get that part designed so when we use the “teeth” that we have appropriately identified places that are not making progress.
- Identified under each goal specific metrics that will hold us accountable.
- Funding formula been done?
- No they funding was not addressed.
- Subcommittee was looking at form and this is a start to consolidate efforts, common vision so we can really look at that, until now didn’t even have that.
- Currently when want to know how ELL students are doing; the fastest way is to grab the OAKS test scores. Almost all of those tests are taken in English.
- We have to believe in the Mission and Values and get started on the best practices. If we start working just on structure which is consequences and money were going to miss the opportunity.
- Best practices and finances are 2 separate conversations.
- Best practices are what is best for students and helps us get results.
- Budget has to be addressed but gets us in a very different conversation.
- It is part of the strategic plan, it is on the scorecard, so we as OEIB members are accountable to work with everyone and make sure it happens.
- Subcommittees pay attention to EL in the post-secondary system? Presume there are barriers?
- Did not get into post-secondary

Motion: Board member Mark Mulvihill moves to accept the ELL plan as presented. Boardmember Nichole Maher seconds the motion. The motion passes

Subcommittee updates:

Governance and Policy: No updates

Best Practice: Updated in Presentation

Equity and Partnerships: No update

Public Testimony:

Steve Buell

Chair designee Nancy Golden adjourned at 4:15pm

Oregon Education Investment Board

May 14, 2013

Legislative Update –Ben Cannon, Governor’s office

1. OEIB Priorities:

Bill #	Relating To	Summary	Recent Legislative History	Next Hearing
HB 2013	Relating to early learning; appropriating money; declaring an emergency.	Early learning delivery system (“hubs”) reforms.	05/15/13 - Public Hearing scheduled. 05/07/13 - Assigned to Subcommittee On Education. 04/19/13 - Referred to Ways and Means by prior reference.	8:30AM 05/15/13 Joint Subcommittee EDUCATION HR F
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.	04/12/13 - Chapter 17, (2013 Laws): Effective date July 1, 2013. 04/02/13 - Governor signed. 03/26/13 - President signed.	Signed by the Governor 4-2-13
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.	05/07/13 - Assigned to Subcommittee On Education. 04/19/13 - Referred to Ways and Means by prior reference. 04/19/13 - Recommendation: Do pass with amendments, be printed A-Engrossed,	None Scheduled, bill alive in Ways and Means

			and be referred to Ways and Means by prior reference.	
HB 3231	Relating to youth.	Establishes Youth Development Division in Department of Education.	05/08/13 - Work Session held. 04/24/13 - Recommendation: Do pass as amended and be printed A-Engrossed, be referred to Rules, and then referred to Ways and Means by prior reference. 04/24/13 - Referred to Rules by order of Speaker and then Ways and Means by prior reference.	None Scheduled; bill alive in Ways and Means
HB 3232	Relating to strategic investments in education; declaring an emergency.	Directs Oregon Education Investment Board to design and implement programs that make strategic investments related to education.	05/02/13 - Public Hearing held. 05/01/13 - Public Hearing held. 04/30/13 - Assigned to Subcommittee On Education	None Scheduled; bill alive in Ways and Means
HB 3233	Relating to an educator network.	Establishes Network of Quality Teaching and Learning.	05/14/13 - Public Hearing scheduled. 05/13/13 - Public Hearing scheduled. 04/30/13 - Assigned to Subcommittee On Education.	8:30AM 05/14/13 Joint Subcommittee EDUCATION HR F
HB 3234	Relating to children.	Establishes Early Learning Division in Department of Education.	04/30/13 - Public Hearing held. 04/29/13 - Public Hearing held. 04/24/13 - Assigned to Subcommittee On Education.	None Scheduled; bill alive in Ways and Means

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.	05/07/13 - Assigned to Subcommittee On Education. 04/22/13 - Referred to Ways and Means by order of the President. 04/22/13 - Recommendation: Do pass with amendments and be referred to Ways and Means. (Printed A-Eng)	None Scheduled; bill alive in Ways and Means
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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.	04/23/13 - Referred to Education and Workforce Development. 04/18/13 - First reading. Referred to President's desk. 04/17/13 - Third reading. Carried by Dembrow. Passed. Ayes, 35; Nays, 25	None Scheduled; bill alive in second chamber.

<p>HB 2192</p>	<p>Relating to disciplinary policies of schools; declaring an emergency.</p>	<p>Establishes standards and goals for school policies related to discipline, suspension or expulsion.</p>	<p>05/09/13 - Public Hearing held. 04/25/13 - Referred to Education and Workforce Development. 04/24/13 - First reading. Referred to President's desk.</p>	<p>1:00PM 05/14/13 Senate Committee EDUCATION AND WORKFORCE DEVELOPMENT HR C</p>
<p>HB 2392</p>	<p>Relating to the Youth Development Council.</p>	<p>Requires membership of Youth Development Council to include representatives of county departments and boards of county commissioners.</p>	<p>04/30/13 - Assigned to Subcommittee On Education. 04/22/13 - Referred to Ways and Means by order of Speaker. 04/22/13 - Recommendation: Do pass with amendments, be printed A-Engrossed, and be referred to Ways and Means.</p>	<p>None Scheduled, bill alive in Ways and Means.</p>
<p>HB 2500</p>	<p>Relating to approved school transportation funding; declaring an emergency.</p>	<p>Expands types of costs that qualify as approved transportation costs for purposes of State School Fund distributions.</p>	<p>03/11/13 - Public Hearing held. 01/22/13 - Referred to Education with subsequent referral to Revenue, then Ways and Means. 01/14/13 - First reading. Referred to Speaker's desk.</p>	<p>None Scheduled; bill is considered dead.</p>
<p>HB 2538</p>	<p>Relating to the Oregon Education Investment Board; declaring an emergency.</p>	<p>Adds one member to Oregon Education Investment Board who serves as member of school district board.</p>	<p>03/15/13 - Public Hearing held. 01/22/13 - Referred to Education. 01/14/13 - First reading. Referred to Speaker's desk.</p>	<p>None Scheduled; bill considered dead.</p>

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.	05/07/13 - Referred to Education and Workforce Development. 05/06/13 - First reading. Referred to President's desk. 05/02/13 - Third reading. Carried by Gelser. Passed. Ayes, 48; Nays, 8	None Scheduled; bill alive in second chamber.
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.	05/16/13 - Public Hearing scheduled. 05/08/13 - Assigned to Subcommittee On Education. 03/04/13 - Referred to Ways and Means by order of Speaker.	8:30AM 05/16/13 Joint Subcommittee EDUCATION HR F

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.	05/09/13 - Public Hearing held. 05/01/13 - Referred to Education and Workforce Development. 04/29/13 - First reading. Referred to President's desk.	None Scheduled, bill alive in second chamber.
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.	05/16/13 - Public Hearing scheduled. 05/06/13 - Public Hearing held. 04/18/13 - Assigned to Subcommittee On Transportation and Economic Development.	1:00PM 05/16/13 Joint Subcommittee TRANSPORTATION AND ECONOMIC DEVELOPMENT H-174
HB 2748	Relating to tuition for nonresident students; declaring an emergency.	Prohibits school district board from charging tuition for nonresident students.	04/23/13 - Third Reading. Motion to refer to Revenue carried. Referred.	None Scheduled, bill alive in revenue.
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.

<p>HB 2866</p>	<p>Relating to funding for quality education goals; declaring an emergency.</p>	<p>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</p>	<p>02/18/13 - Referred to Education with subsequent referral to Ways and Means. 02/11/13 - First reading. Referred to Speaker's desk.</p>	<p>None Scheduled; bill considered dead.</p>
<p>HB 2867</p>	<p>Relating to impact of poverty on education; declaring an emergency.</p>	<p>Directs Oregon Education Investment Board to prepare report related to removing barriers to learning caused by poverty.</p>	<p>03/04/13 - Public Hearing held. 02/18/13 - Referred to Education with subsequent referral to Ways and Means.</p>	<p>None Scheduled; bill considered dead.</p>
<p>HB 2868</p>	<p>Relating to the Oregon Education Investment Board; declaring an emergency.</p>	<p>Directs Oregon Education Investment Board and Department of Education to jointly prepare report related to strategic investment initiatives adopted by board.</p>	<p>02/18/13 - Referred to Education with subsequent referral to Ways and Means.</p>	<p>None Scheduled; bill considered dead.</p>
<p>HB 2888</p>	<p>Relating to funding model for post-secondary education; declaring an emergency.</p>	<p>Directs Higher Education Coordinating Commission to establish subcommittee to develop model for funding post-secondary education</p>	<p>03/27/13 - Public Hearing held.</p>	<p>None Scheduled; bill considered dead.</p>

<p>HB 2913</p>	<p>Relating to the Career and Technical Education Revitalization Grant Program; declaring an emergency.</p>	<p>Clarifies that committee formed by Department of Education and Bureau of Labor and Industries is established to set goals, develop grant criteria, review grant applications and make recommendations related to awarding grants under Career and Technical Education Revitalization Grant Program.</p>	<p>05/09/13 - Third reading. Carried by Hass. Passed. Ayes, 29; excused, 1--Johnson. 05/08/13 - Second reading. 05/08/13 - Recommendation: Do pass.</p>	<p>None Scheduled; bill on its way to the Governor's desk.</p>
<p>HB 2979</p>	<p>Relating to higher education courses; declaring an emergency.</p>	<p>Establishes work group to study how to establish common course numbering system for lower-division undergraduate courses in Oregon public colleges and universities.</p>	<p>05/07/13 - Third reading. Carried by Roblan. Passed. Ayes, 27; excused, 3--Beyer, Johnson, Kruse. 05/06/13 - Second reading. 05/06/13 - Recommendation: Do pass.</p>	<p>None Scheduled; bill on its way to the Governor's desk.</p>
<p>HB 3068</p>	<p>Relating to establishment of a student opportunity fund; appropriating money; prescribing an effective date.</p>	<p>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.</p>	<p>03/01/13 - Referred to Higher Education and Workforce Development with subsequent referral to ways and means.</p>	<p>None Scheduled; bill considered dead.</p>
<p>HB 3235</p>	<p>Relating to statewide information systems for public education</p>	<p>Directs Department of Education to enter into contract to establish</p>	<p>03/04/13 - Referred to Education with subsequent referral to Ways and Means.</p>	<p>None Scheduled; bill considered dead.</p>

	programs; declaring an emergency.	statewide information system that is used to collect and maintain information about students enrolled in public education programs.		
HB 3238	Relating to education; declaring an emergency.	Establishes Task Force on Achievement Gaps.	03/01/13 - Referred to Education with subsequent referral to Ways and Means. 02/22/13 - First reading. Referred to Speaker's desk.	None Scheduled; bill considered dead.
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.	05/01/13 - Referred to Education and Workforce Development, then Ways and Means. 04/24/13 - First reading. Referred to President's desk. 04/23/13 - Third reading. Carried by Komp. Passed. Ayes, 60.	1:00PM 05/14/13 Senate Committee EDUCATION AND WORKFORCE DEVELOPMENT HR C

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.	04/17/13 - Recommendation: Do pass with amendments, be printed A-Engrossed, and be referred to Ways and Means by prior reference. 04/17/13 - Referred to Ways and Means by prior reference.	None Scheduled; bill alive in Ways and Means
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 to distribute to school districts.	04/16/13 - Recommendation: Do pass with amendments, be printed A-Engrossed, subsequent referral to Revenue be rescinded, and be referred to Ways and Means. 04/16/13 - Subsequent referral to Revenue rescinded by order of the Speaker. 04/16/13 - Referred to Ways and Means by order of Speaker.	None Scheduled; bill alive in Revenue.

<p>SB 11</p>	<p>Relating to establishment of a student opportunity fund; appropriating money; prescribing an effective date.</p>	<p>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.</p>	<p>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.</p>	<p>None Scheduled; Bill alive in Ways and Means</p>
<p>SB 222</p>	<p>Relating to accelerated college credit programs; appropriating money; declaring an emergency.</p>	<p>Expands purposes for which grants awarded for accelerated college credit programs may be used.</p>	<p>04/19/13 - Assigned to Subcommittee On Education. 04/17/13 - Recommendation: Do pass with amendments and be referred to Ways and Means by prior reference. (Printed A-Eng.)</p>	<p>None Scheduled; bill alive in Ways and Means</p>
<p>SB 227</p>	<p>Relating to education service districts; declaring an emergency.</p>	<p>Abolishes Office of Regional Educational Services and abolishes Regional Educational Services Account.</p>	<p>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.</p>	<p>None Scheduled, bill alive in Ways and Means</p>
<p>SB 228</p>	<p>Relating to the educator mentorship program; declaring an emergency.</p>	<p>Modifies method for determining amount of grants-in-aid for beginning teacher and administrator mentorship program.</p>	<p>05/01/13 - Public Hearing held. 03/05/13 - Referred to Education. 02/27/13 - First reading.</p>	<p>None Scheduled; Bill alive in second chamber.</p>

			Referred to Speaker's desk.	
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.	05/14/13 - Public Hearing Scheduled. 05/08/13 - Assigned to Subcommittee On Education.	8:30AM 05/14/13 Joint Subcommittee EDUCATION HR F
SB 297	Relating to achievement compacts; declaring an emergency	Requires all education entities to have achievement compact advisory committee.	03/14/13 - Public Hearing held. 01/16/13 - Referred to Education and Workforce Development. 01/14/13 - Introduction and first reading. Referred to President's desk.	None Scheduled; bill considered dead.
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.

<p>SB 529</p>	<p>Relating to education service districts; and declaring an emergency.</p>	<p>Allows school districts from all education service districts to withdraw from education service district.</p>	<p>03/25/13 - Effective date, March 21, 2013. 03/25/13 - Chapter 13, 2013 Laws. 03/21/13 - Governor signed.</p>	<p>Signed by the Governor 3-21-13</p>
<p>SB 702</p>	<p>Relating to Oregon Opportunity Grant distribution.</p>	<p>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.</p>	<p>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.</p>	<p>None Scheduled; bill alive in Ways and Means.</p>
<p>SB 755</p>	<p>Relating to the Minority Teacher Act; declaring an emergency.</p>	<p>Broadens definition of term "minority" for purpose of Minority Teacher Act.</p>	<p>05/07/13 - Public Hearing held. 04/19/13 - Assigned to Subcommittee On Education. 04/11/13 - Recommendation: Do pass and be referred to Ways and Means by order of the President.</p>	<p>None Scheduled, bill alive in Ways and Means.</p>



Connected

LANE COUNTY

We exist to increase the number of local high school graduates who are successful in higher education and life. We will create a seamless and streamlined transition between K-12 and Higher Ed throughout partnership and relationships throughout the partner organizations.

Oregon Education Investment Board Presentation
May 14, 2013

P-22 Executive Steering Committee

Michael Gottfredson	President	University of Oregon
Mary Spilde	President	Lane Community College
Nancy Golden	Superintendent	Springfield Public Schools
Colt Gill	Superintendent	Bethel School District
Shelley Berman	Superintendent	Eugene 4J School District
Larry Sullivan	Superintendent	Lane ESD
Roger Thompson	VP Enrollment Management	University of Oregon
Mike Bullis	Dean, College of Education	University of Oregon
Matt Coleman	Assist. Superintendent	Springfield Public Schools
Dawn DeWolf	Assoc. Dean, Academic Affairs	Lane Community College
Terri Ward	Co-Dir., Center for Ed. Policy Research	University of Oregon/EPIC
Holly Mar Conte	Associate Director of Education	United Way of Lane County
Judy Newman	Co-Director Early Childhood CARES	University of Oregon
Greg Rikhoff	Director of Community Relations	University of Oregon
Karen Hyatt	Community Relations	University of Oregon

P-22 Collaborative Coordinating Committee

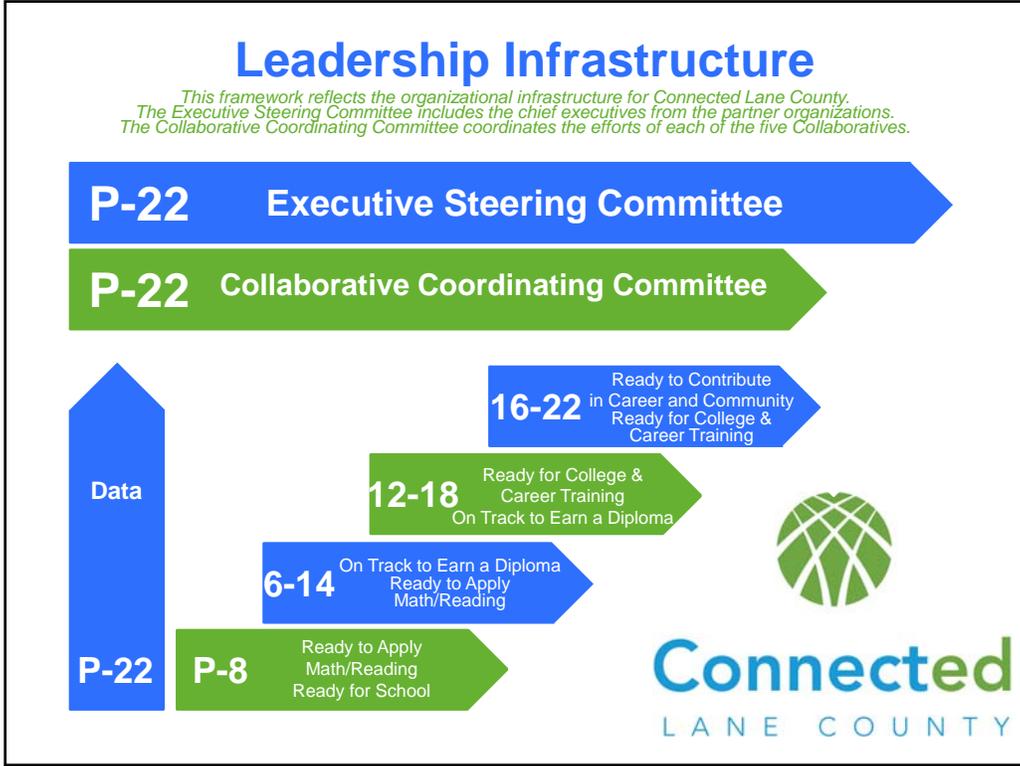
Diana Avery	Senior Program Services Coordinator	Lane Co Health and Human Services
Matt Coleman	Assistant Superintendent	Springfield Public Schools
Dawn DeWolf	Associate Dean, Academic Affairs	Lane Community College
Colt Gill	Superintendent	Bethel School District
Karen Hyatt	Community Relations	University of Oregon
Jonathan Jacobs	Dir. Enrollment Management Research	UO Enrollment Management
Carol Knobbe	Assistant Superintendent	Lane Education Service District
Andrea Larson	Associate Dir. Institutional Research	University of Oregon
Oscar Loureiro	Director of Research and Planning	Eugene 4J School District
Holly Mar Conte	Associate Director for Education	United Way of Lane County
Judy Newman	Co-Dir Early Childhood CARES	UO
Katherine Pears	Research Scientist	Oregon Social Learning Center
Greg Rikhoff	Director of Community Relations	University of Oregon
Donna Somerville	College/Career Readiness Administrator	Eugene 4J School District
Larry Sullivan	Superintendent	Lane Education Service District
Craig Taylor	Dir. of Inst. Research, Assess. and Planning	Lane Community College
Randy Trummer	Director of Technology	Lane Education Service District
Terri Ward	Co-Dir Ctr for Ed Policy Research	UO
Katie Weber	Library Media Specialist	Lane Education Service District

Education Partnership



Connected
LANE COUNTY

- Local K-12 coalition
- Long held goal of Lane Community College President Mary Spilde
- Initially based on OSU Mid-Valley Partnership
- Initial purpose: Share information, increase cooperation and support Lane County students in their education transitions.
 - Identify shared strengths, issues, and concerns across education institutions
 - Address barriers to equity and accessibility for all students
 - Explore opportunities for cooperation
 - Discover resources to benefit partners
 - Utilize the resources and inspiration of LCC and the UO to support **all** aspirations for higher education
- Early projects
 - Data review, Opportunities Map, Duck Bucks, Middle School Mentorship, College Ready Lane County,



Charge

Role	Charge Description	Lead Organization(s)
Executive Steering	Chief executives from each of the partner organizations.	
Collaborative Coordinating	Coordinate efforts across the Collaboratives to ensure shared movement-progress toward achieving the vision of Connected Lane County.	
P-20 Data	Develop the capacity to report history and collect strategy and collect current initiatives related to student performance in Lane County across all sectors. Create a cross-sector dataset for all Lane County students including K-12, Lane Community College and the University of Oregon.	Lane ESD will be the lead organization.
P-8	Develop a system of services and supports that ensure all children enter kindergarten with the skills that will enable them to be successful in school and reading by third grade. Ensure that evidence based and age-appropriate services and supports are accessible to all children from birth to 8 and their families. Services and supports are designed to improve outcomes in language and literacy, math skills, social emotional development and parenting skills and involvement. Services and supports are family centric, integrated and aligned in one system across education, health and social services.	United Way and Lane County will be the lead organizations.
6-14	Identify, develop and implement the necessary structures and supports to ensure all students have the access skills necessary to be successful in middle school. Create opportunities to engage parents, families, and the community in bridging the aspiration gap.	Springfield Public Schools will be the lead organization.
12-18	Identify, develop and implement structures and supports to ensure all students are ready to be successful in dual enrollment opportunities at the 11th/12th grade level. This may include universal (course alignment work) supports, as well as strategic intervention models (i.e. AVID, Middle College Concept, etc.).	Eugene 4J School District will be the lead organization.
16-22	Identify, develop and implement structures and supports to increase the percentage of Lane County students transitioning (to LCC/UO, progressing and completing certificates and/or degrees).	The University of Oregon, Lane Community College and CEPR/EPIC will be the lead organizations.

Connected
LANE COUNTY



Strategic Collaboratives

P-22 Data Collaborative

Lead Organization
Lane Education Service District

Membership
Jonathan Jacobs (UO)
Larry Sullivan (Lane ESD)
Kate Weber (Lane ESD)
Craig Taylor (LCC)
Holly Marr-Conte (UW)
Oscar Loureiro (4J)
Lori Ellis (OSAC)
Andrea Larson (UO)
Drew Braun (Bethel)
Judy Newman (Early Childhood CARES)
Annie Soto (Head Start)
Terri Ward (CEPR-EPIC)
Patrick Elliot (SPS)

Key Contacts
Larry Sullivan, Lane ESD
lsullivan@lesd.k12.or.us

Jonathan Jacobs, UO
jsi@uoregon.edu

Collaborative Outcomes
Develop the capacity to report history and collect strategy and collect current initiatives related to student performance in Lane County across all sectors.

Create a cross-sector dataset for all Lane County students including K-12, Lane Community College, and University of Oregon data.

Collective Actions / Next Steps
Satisfy all requirements of FERPA, student privacy policies, and OARs related to the sharing of data between educational agencies.

Sign inter-governmental agreements permitting the sharing of the data.

Identify the structure of the data.

Move the data to the data warehouse.

Create algorithm to match students between existing databases.

Formalize a process to update the dataset annually.

Achievement Metric Responsibilities
Maintain the metrics for all Collaboratives.



Data Collaborative

Summary of Identified Outcomes

Ready for School

Ready to Apply Math and Reading Skills

On Track to Earn a Diploma

Ready for College and Career Training

Ready to Contribute in Career and Community

Outcome 1: Education Achievement Measurement

Report performance over time on identified initiatives related to student education achievement in Lane County across all sectors. Include detail on initiatives with the potential to impact those metrics. Reports performance for the 16 school districts in Lane County, Lane Community College, and the University of Oregon. Strategy and initiative work is provided by other ConnectEd subcommittees.

ID	Metric
1	Kindergarten Readiness Assessment (KRA)
2	First Grade Easy CBM
3	Third Grade Reading OAKS
4	Fifth Grade Math OAKS
5	Eighth Grade Math OAKS
6	Ninth Grade Algebra Completion
7	Ninth Grade Six-Plus Credits
8	Tenth Grade ACT PLAN
9	Dual Enrollment and/or IB/AP Programs
10	Five-Year High School Completion Rate
11	Thirteenth Year – College Participation Rate
12	Fourteenth Year – Retention to Second Year of College, Lane County Students
13	Sixteenth Year – Completed a Degree in Four Years, Lane County Students

Outcome 2: Longitudinal Data Instance

Create a cross-sector dataset of all Lane County students including K12, Lane Community College, and University of Oregon data.

Analysis of a longitudinal dataset would allow us to identify which measures, as well as which individual high school courses, are directly correlated with college participation and success for those students who enroll at Lane Community College or the University of Oregon. Results would reveal correlations that cannot be uncovered without combining cross-sector data.

NEXT STEPS:

- Satisfy all requirements of FERPA, student privacy policies, and OARs related to the sharing of data between educational agencies.
- Sign inter-governmental agreements permitting the sharing of this data.
- Identify the structure of the data
- Move the data to the data warehouse
- Create an algorithm to match students between the existing databases.
- Formalize a process to update the dataset annually.

KEY CONTACTS

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Jonathan Jacobs
Director, Enrollment Management Research
University of Oregon
jsi@uoregon.edu
541-346-7406



Strategic Collaboratives

P-8

Ready to Apply Math/Reading
Ready for School

Lead Organization
United Way of Lane County

Membership
Lane County
Lane ESD
Superintendents
Head Start
Early Childhood CARES
Family Connections of Lane
& Douglas Counties
DHS
Health/CCO
Chambers of Commerce

Key Contacts
Holly Mar-Conte, United Way
hmar@unitedwaylane.org

Diana Avery, Lane County
Diana.Avery@co.lane.or.us

Collaborative Outcomes

Develop a system of services and supports that ensure all children enter kindergarten with the skills that will enable them to be successful in school and reading by third grade.

Ensure that evidence based and age-appropriate services and supports are accessible to all children from birth to 8 and their families.

Services and supports are designed to improve outcomes in language and literacy, math skills, social emotional development and parenting skills and involvement.

Services and supports are family centric, integrated and aligned in one system across education, health and social services.

Collective Actions / Next Steps

Develop and implement a universal system of developmental surveillance starting at birth, that identifies children who are at risk of school failure and that links them to services and supports at the earliest time.

Achievement Metric Responsibilities

Kindergarten Readiness Assessment
First Grade Winter Easy CBM (Math and Reading)
Third Grade Reading OAKS

Early Learning Hub Overview



Early Learning Hub Goals

1. Children ready for kindergarten when they arrive
2. Children raised in stable and attached families
3. Services integrated and aligned into one early learning system design to achieve Goals 1 & 2

Functions

- Conduct system and service assessments
- Map and coordinate funding and resource allocation.
- Integrate and coordinate outcome-based service delivery
- Contract and collaborate with providers for services
- Report milestone outcomes and kindergarten readiness





Connected
LANE COUNTY

Strategic Collaboratives

6-14
On Track to Earn a Diploma
Ready to Apply Math/Reading

Lead Organization
Springfield Public Schools

Membership
David Collins (SPS)
Diana Avery (Lane County)
Judy Newman (EC-Cares)
Annie Soto (Head Start)
Sara Cramer (Eugene 4J)
Lori Smith (Bethel)

Key Contacts
David Collins, Springfield Public Schools
David.Collins@springfield.k12.or.us

Collaborative Outcomes
Identify, develop and implement the necessary structures and supports to ensure all students have the access skills necessary to be successful in middle school.

Create opportunities to engage parents, families, and the community in bridging the aspiration gap.

Collective Actions / Next Steps
Establish membership from across various partners and fine tune the language around collective outcomes.

Achievement Metric Responsibilities
Fifth Grade Math OAKS
8th Grade Math Oaks
Ninth Grade Algebra Completion



Connected
LANE COUNTY

Strategic Collaboratives

12-18
Ready for College & Career Training
On Track to Earn a Diploma

Lead Organization
Eugene 4J School District

Membership
Donna Sommerville (Eugene 4J)
Matt Coleman (SPS)
Brian Flick (Bethel)
Deron Fort (LCC)
Kristen Gunson (Lane ESD)
Lacey Joy
Lori Ellis (OSAC)
GEAR UP
Students
Faculty

Key Contacts
Donna Sommerville, Eugene 4J School District

Collaborative Outcomes
Identify, develop and implement structures and supports to ensure all students are ready to be successful in dual enrollment opportunities at the 11th/12th grade level.

This may include universal (course alignment work) supports, as well as strategic intervention models (i.e. AVID, Middle College Concept, etc.).

Collective Actions / Next Steps

Achievement Metric Responsibilities
Ninth Grade Algebra Completion
Tenth Grade ACT Plan
Dual Enrollment and/or AP-IB Programs
Five Year Cohort Graduation Rates



Strategic Collaboratives

16-22

Ready to Contribute in Career & Community
Ready for College & Career Training

Lead Organization

University of Oregon
Lane Community College
CEPR/EPIC

Collaborative Outcomes

Identify, develop and implement structures and supports to increase the percentage of Lane County students transitioning to LCC/UO, progressing and completing certificates and/or degrees.

Membership

Donna Sommerville (Eugene 4J)
Matt Coleman (SPS)
Chris Parra (Bethel)
Terri Ward (CEPR/EPIC)
Dawn DeWolf (LCC)
Todd Hamilton (Creswell School District)
Jeff Paules (UO)
Craig Taylor (LCC)
Greg Evans (LCC)
Lida Herburger (LCC)
Juvenile Justice – Youth Development Council
Lane Workforce Partnership
Lori Ellis (OSAC)

Collective Actions / Next Steps

Achievement Metric Responsibilities

Thirteenth Year - College Participation Rate
Fourteenth Year - Retention to Second Year of College, Lane County Students
Sixteenth Year - Completed a Degree in Four Years, Lane County Students

Key Contacts

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Oregon Toolkit

Oregon High School Performance Data

SAT Exam Scores

Graduation Rates

High School and College Course Indicators

Dual Credit Program Participation

AP Program Participation

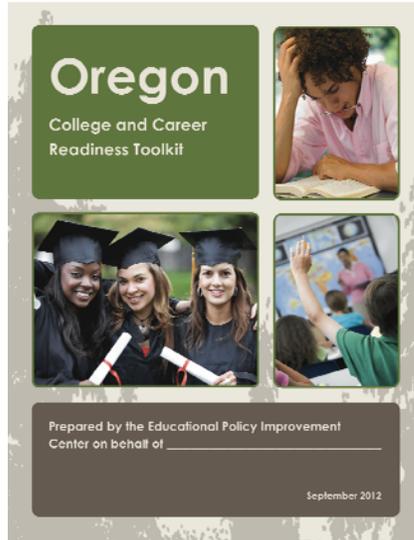
Course Taking Patterns

College Performance Indicators

College Completion



Connected
LANE COUNTY





Connected
LANE COUNTY

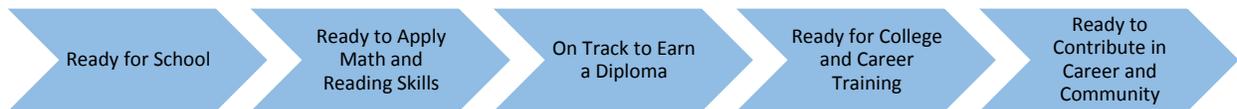
Lane County Education Achievement Measurement

Leading Indicators and Metrics

DRAFT

DRAFT

April 23, 2013



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1	Kindergarten Readiness Assessment (KRA)	3
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About the ConnectEd Initiative and Purpose of These Metrics

[JSJ] Need to identify who can provide a one or two page summary about the intent of ConnectEd and what is the intent of reporting these metrics and associated initiatives?

About the Metrics

Metric Chart: A chart showing the metric as measured, including the trend over time.

Our Strategy: List and discuss policies, initiatives, and intersections which are currently in place, in the process of being implemented, or being looked at as ways to affect the metric.

How We Are Doing: Text which discusses the metric over time.

How We Compare: Text which compares the performance in the metric compared to state, national, or other equivalent comparators.

Factors Affecting Results: Text which discusses caveats to the metric, what it measures, or what it does not measure, and other things to consider when using the metric to make policy decisions.

What Needs to be Done: Text which discusses either planned or potential future initiatives or implementations which can affect the metric in a positive direction.

About the Data: Details the data source and population selection.

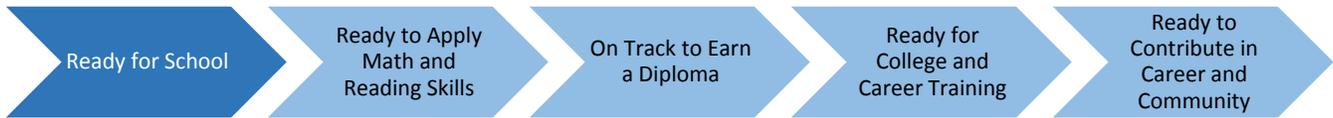
The Data Context

Fourteen of the sixteen districts in Lane County use the Willamette ESD Data Warehouse as their data warehouse. This source is used for many of the included metrics. Eugene 4j School District is in the midst of a major overhaul to their system and will make their data available in the Fall of 2013.

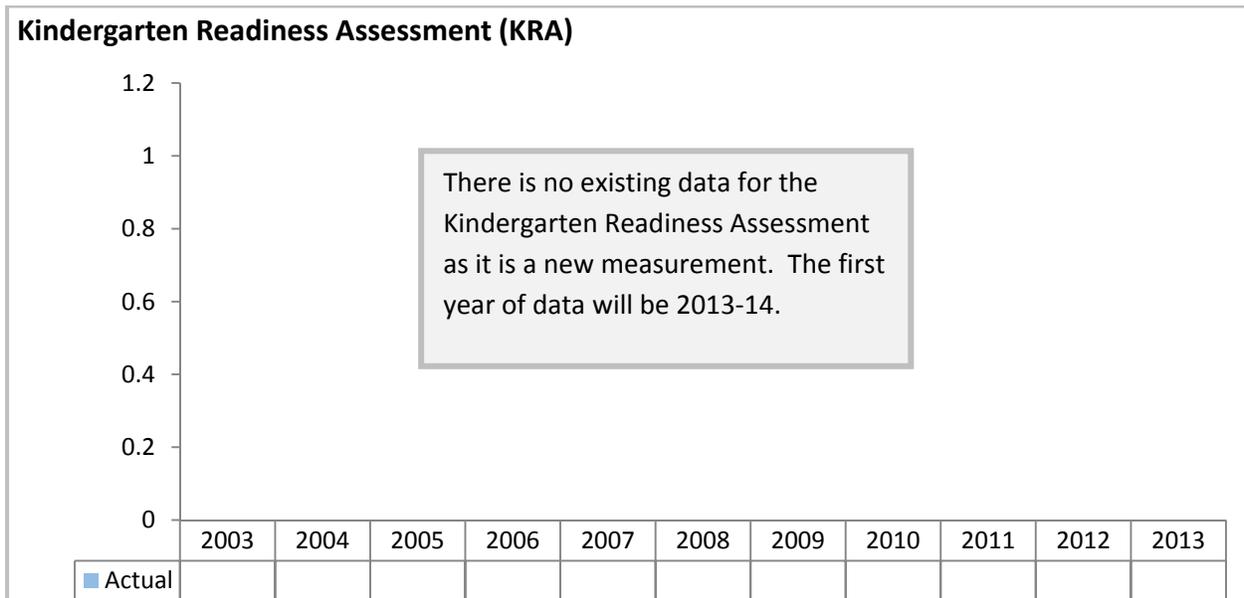
Springfield School District is working out the logistics of sharing their existing data, but the data is not yet reflected in the current numbers. Data for OAKS assessments is available directly from the Oregon Department of Education.

Lane Community College and the University of Oregon are the large public-sector higher education entities in Lane County. Each university has an institutional researcher who is able to provide data from their individual data warehouses.

Questions about this draft can be addressed to Jonathan Jacobs jsj@uoregon.edu 541-346-7406.



1	Kingergarten Readiness Assessment (KRA)	Since 2013
Goal	Improve literacy and social emotional readiness of children entering kindergarten	
Data Source	Willamette ESD Data Warehouse	
Data Expert:	Kate Weber, Lane ESD, kweber@lesd.k12.or.us	
Initiatives:	Katherine Pears, Oregon Social Learning Center, katherinep@oslc.org	



Our Strategy

Our goal is to improve the literacy and social emotional readiness of children entering kindergarten in Lane County and promote the involvement of their parents using evidence-based practices to boost school readiness. One example of such a program is the Kids in Transition to School (KITS) Program. This program features a 16-week series of school readiness playgroups for children targeted at improving children’s early literacy and social-emotional skills. Parents also attend a series of 12 workshops to help them better prepare their children for school entry, to encourage their involvement in their children’s schooling, and to teach them skills to encourage behaviors to promote positive school behaviors. An additional goal is to link pre-kindergarten education programs to elementary schools within districts in order to craft shared school readiness goals. This would allow pre-kindergarten programs to align targeted outcomes for their students with the proficiencies expected of incoming kindergarteners.

How We are Doing

The first year of data for 2013-14 will provide a baseline upon which we can measure improvement or decline in kindergarten readiness.

How We Compare

[JSJ] Do we have the ability to compare to state or national trends? Is this a commonly accepted metric?

Factors Affecting Results

[JSJ] Do we have a metric expert who can speak to the pros and cons of this metric... what it measures and what it fails to measure?

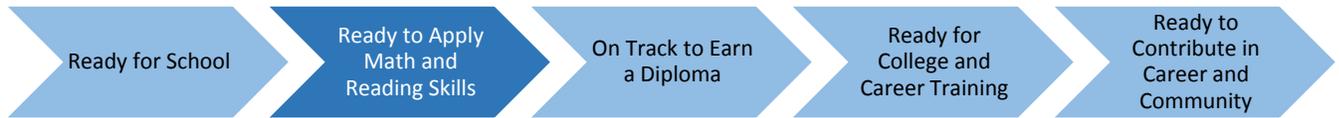
What Needs to be Done

Evidence-based programs for promoting school readiness need to be widely disseminated across Lane County. This will require building infrastructure to identify high-risk preschoolers prior to school entry and recruit those children into school readiness programs. Additionally, systems need to be put into place to promote alignment between the goals of pre-kindergarten programs and those of the elementary schools. This may require the identification of those programs, identification of targeted outcomes, professional development for pre-kindergarten educators, and ongoing support of these programs.

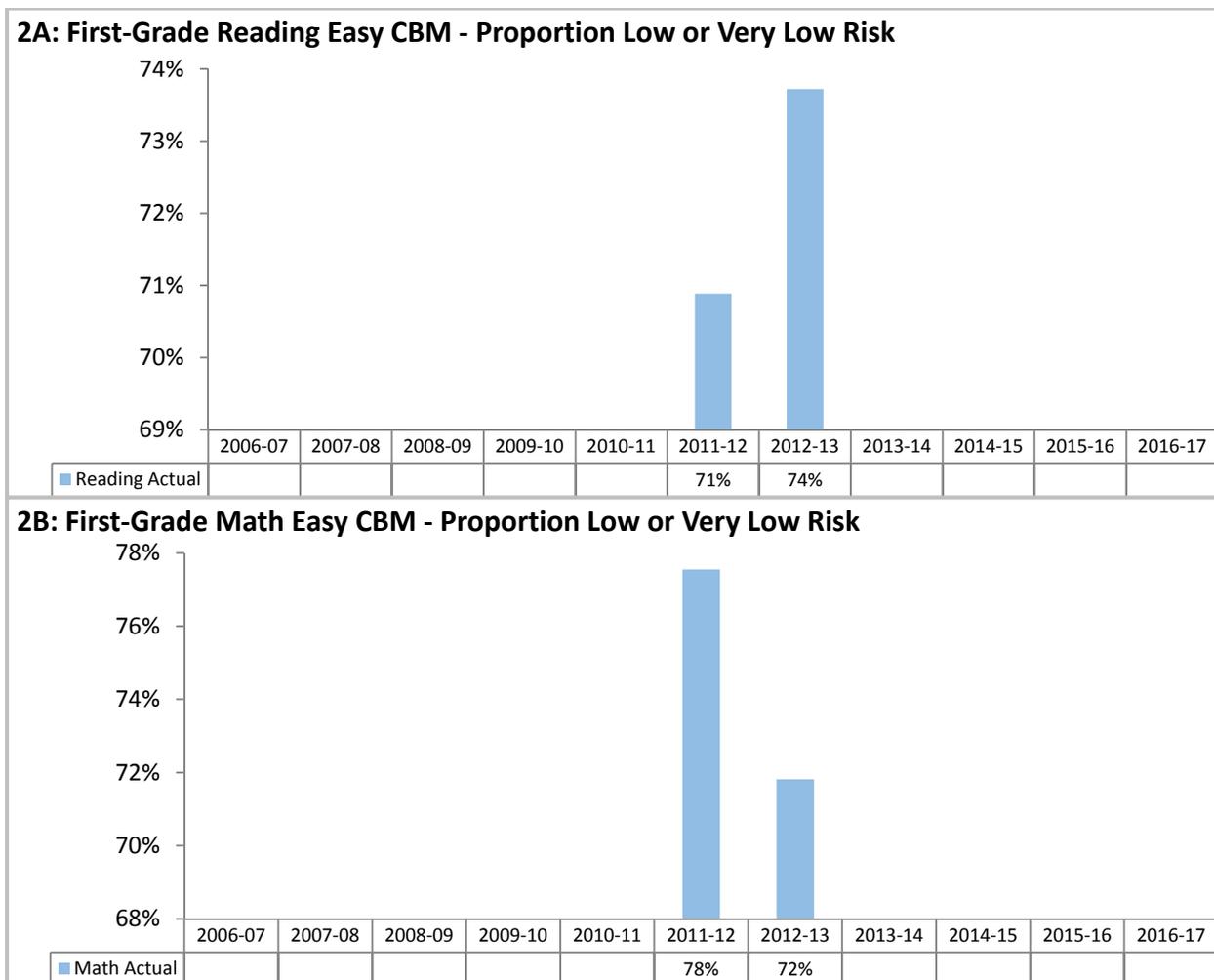
About the Data

Only one school in Lane County (Fairfield Elementary) was selected to pilot the KRA for 2012-13. The 2013-14 results will be available for the 14 districts in the Willamette ESD Data Warehouse. The data will be reported to the Willamette ESD Data Warehouse from ODE. Storage location for Eugene 4J and Springfield Public Schools data has yet to be determined.

The Kindergarten Readiness Assessment is an incoming assessment of student skills and should not be a reflection on the quality of Kindergarten education in Lane County.



2	First Grade Easy CBM	Since 2013
Goal	Increase academic achievement of first grade math and reading skills.	
Data Source	Individual districts	
Data Expert:	Kate Weber, Lane ESD, kweber@lesd.k12.or.us	
Initiatives:	Brian Megert, Springfield Public Schools, brian.megert@springfield.k12.or.us	



Our Strategy

In order to increase the academic achievement of our first grade students in mathematics and reading skills, the efforts must take place during and prior to first grade and Kindergarten. A large part of the strategy is ensuring that students are ready to learn when they begin Kindergarten (see metric 1). The strategies to improve the Easy CBM scores of future cohorts will largely reflect and expand upon the

principles United Way of Lane County uses in their Promise Neighborhoods. Specifically, Kids In Transition to School (KITS) is a program used in portions of the Promise Neighborhoods. This program, provided by Oregon Social Learning Center, gives an opportunity for students to receive additional programming 8 weeks prior to beginning of the school year and 8 additional weeks during the students' Kindergarten year. As part of the ConnectEd efforts, we would expand this programming throughout the county. Additionally, we would potentially bolster instructional aspects, expand Door-to Door efforts, and reinforce Data Collection pertaining to Success By 6®. Finally, in order to continue the successes generated by the efforts described above, we will continue to refine instructional programs during and after school hours as part of Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS).

How We are Doing

[JSJ] Who can interpret the results of 2011-12 and 2012-13?

How We Compare

As part of the easyCBM web-based system, local student performance is compared to results from students across the nation. When students complete the assessments, their score is compared to a national norm group. This can potentially provide information about how students in Lane County compare to students in other parts of the state and throughout the country in the areas of reading and mathematics in first grade. We will continue to analyze the results of local assessments and determine how the results compare to other communities. These types of results will assist with determining whether the rate of growth over time is adequate or not. [JSJ] National comparisons are referenced. Can we include them?

Factors Affecting Results

Easy CBM specifically measures skills associated with learning and applying mathematics and reading skills at a first grade level. The skills demonstrated by students on the reading and math easyCBM measures address pre-reading, reading, and early mathematics skills. Specifically, the pre-reading assessments measure skills in letter names, letter sounds, and phonemic awareness, which are associated with reading readiness. Reading skills in first grade are measured through fluency assessments that are closely correlated to future growth in the areas of vocabulary and comprehension. In the area of early mathematic skills, students are assessed in numbers, operations, and geometry. Evidence from existing studies closely associate the skills assessed in easyCBM with students passing the Oregon Statewide Assessment in 3rd, 4th, and 5th grades.

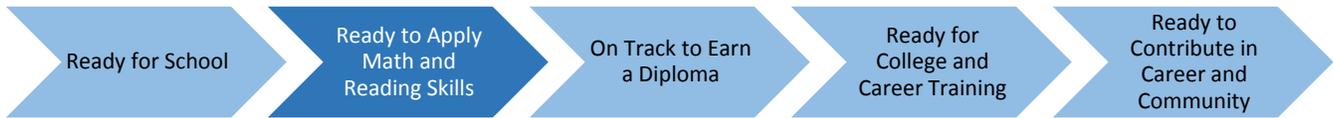
What Needs to be Done

In order to realize documented successes in reading by the time students reach 1st grade, a formulated approach to instruction must be used at the district, school, and classroom level. Students who arrived in Kindergarten with below average pre-reading skills and/or students who are not learning as quickly, must have additional instruction that fosters accelerated growth. Additionally, formative assessments must be regularly completed in order to track the progress of all students to ensure that they are on track to meet the next level of learning to read. The data must be readily available to teacher teams so that timely decisions can be made about instructional approach and intensity.

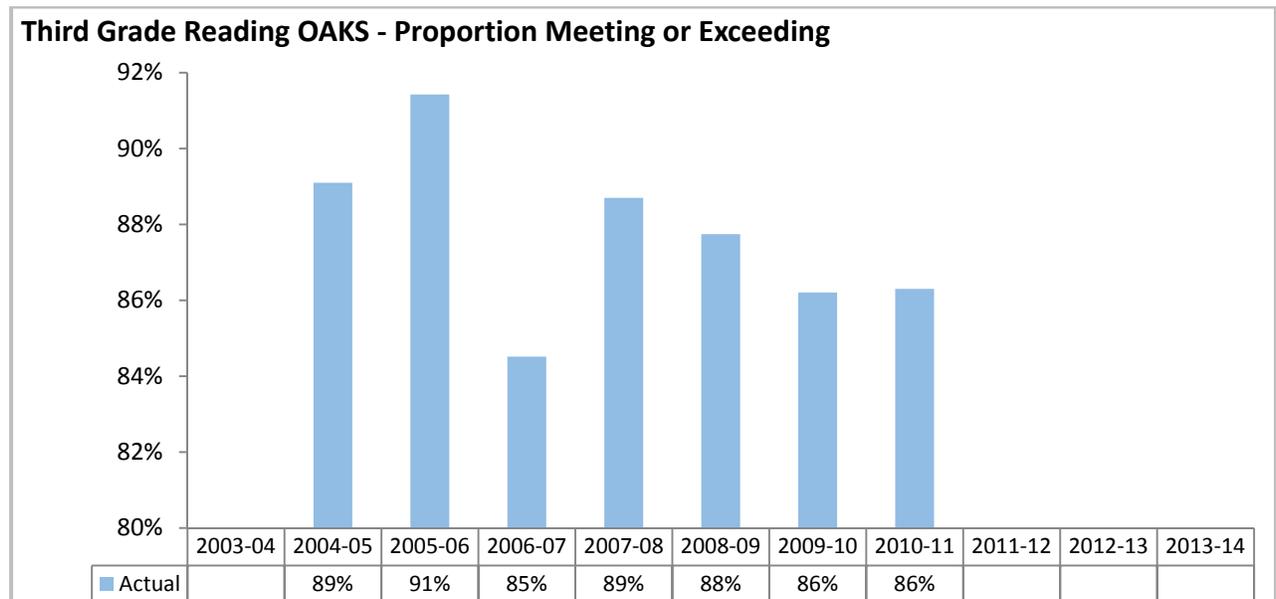
About the Data

We'll want to decide which testing period to take the data from. For the current graph, I've taken data from the Spring testing window for every year except 2012-13 (which I took from Fall because the Spring data wasn't available). Data is not available before 2011-12.

Current data does not encompass all districts in Lane County. Only a few are actively uploading their easyCBM data into the Willamette ESD Data Warehouse. Willamette ESD is in talks with Riverside to have these scores uploaded directly from Riverside. If the data is not sent by Riverside or uploaded into the Data Warehouse, this information will have to come mostly from the districts. [JSJ] How do we get all districts to upload easyCBM data? Or can Riverside send the data directly?



3	Third Grade Reading OAKS	Since 2013
Goal	Increase the level of reading comprehension of third grade students.	
Data Source	Oregon Department of Education	
Data Expert:	Kate Weber, Lane ESD, kweber@lesd.k12.or.us	
Initiatives:	Matt Coleman, Springfield Public Schools, matt.coleman@springfield.k12.or.us	



Our Strategy

[JSJ] Matt Coleman’s team working on

How We are Doing

Since 2004-05, the proportion meeting or exceeding third grade reading OAKS levels has fluctuated between 85% and 91% of the assessment takers. The trend has seen a bit of a decline from the 2005-06 high of 91% to a current level of 86%. [JSJ] Has anything changed during this time which would affect the trend?

How We Compare

[JSJ] Do we have the ability to compare to state or national trends?

Factors Affecting Results

[JSJ] When the data is available, do we have a metric expert who can speak to the pros and cons of this metric... what it measures and what it fails to measure? How have the cuts changed over time?

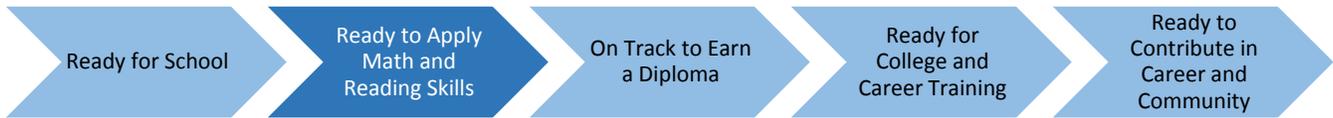
What Needs to be Done

[JSJ] Matt Coleman's team working on

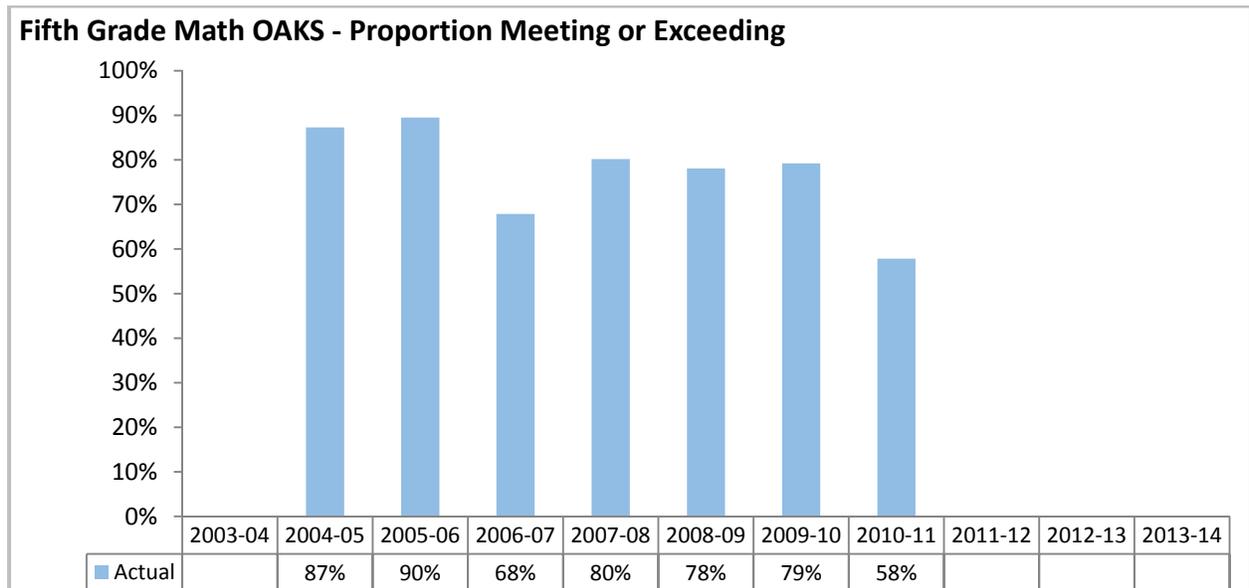
About the Data

Source: ODE Education Data Explorer: <http://www.ode.state.or.us/data/reports/toc.aspx#Assessment>

Includes proportion of students who meet or exceed the OAKS benchmark from all sixteen Lane ESD school districts. Cut scores defining meeting or exceeding benchmarks have shifted over the years.



4	Fifth Grade Math OAKS	Since 2013
Goal	Increase the level of Math comprehension of fifth grade students	
Data Source	Oregon Department of Education	
Data Expert:	Kate Weber, Lane ESD, kweber@lesd.k12.or.us	
Initiatives:	Matt Coleman, Springfield Public Schools, matt.coleman@springfield.k12.or.us	



Our Strategy

[JSJ] Matt Coleman’s team working on

How We are Doing

[JSJ] When data is available, metric expert should provide insight into the recent trend. There are some dips here, especially for 2010-11... Is there an explanation? Have the cuts changed? Does the trend follow the state level overall?

How We Compare

[JSJ] Do we have the ability to compare to state or national trends?

Factors Affecting Results

[JSJ] When the data is available, do we have a metric expert who can speak to the pros and cons of this metric... what it measures and what it fails to measure? How have the cuts changed over time?

What Needs to be Done

[JSJ] Matt Coleman’s team working on

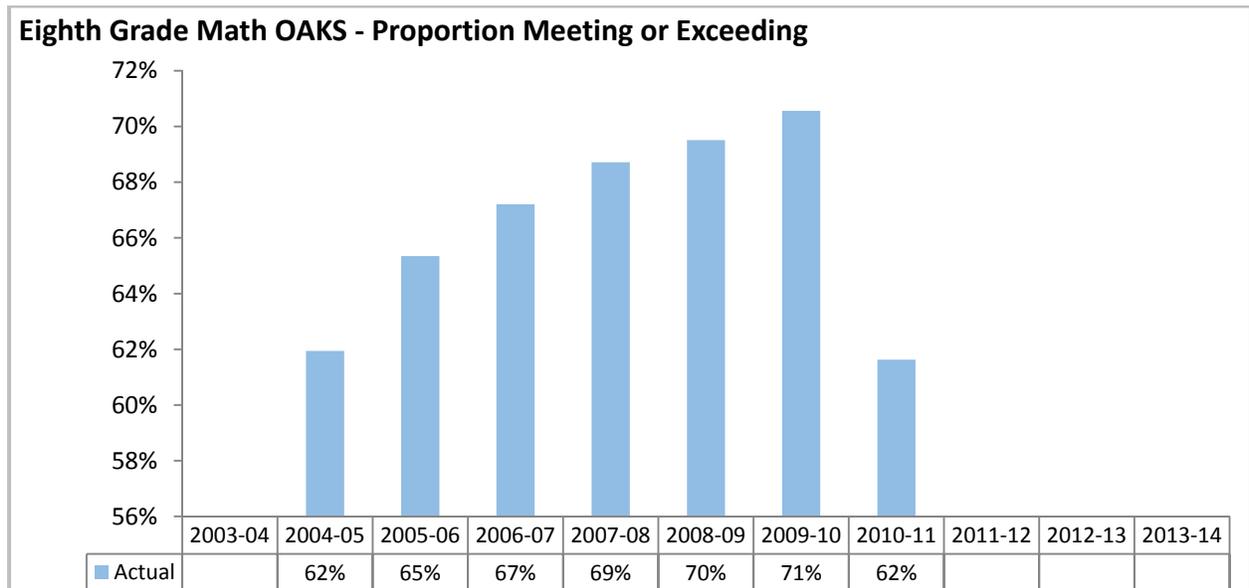
About the Data

Source: ODE Education Data Explorer: <http://www.ode.state.or.us/data/reports/toc.aspx#Assessment>

Includes proportion of students who meet or exceed the OAKS benchmark from all sixteen Lane ESD school districts. Cut scores defining meeting or exceeding benchmarks have shifted over the years.



5	Eighth Grade Math OAKS	Since 2013
Goal	Increase the level of Math comprehension of eighth grade students	
Data Source	Oregon Department of Education	
Data Expert:	Kate Weber, Lane ESD, kweber@lesd.k12.or.us	
Initiatives:	Matt Coleman, Springfield Public Schools, matt.coleman@springfield.k12.or.us	



Our Strategy

[JSJ] Matt Coleman’s team working on

How We are Doing

[JSJ] When data is available, metric expert should provide insight into the recent trend. There are some dips here, especially for 2010-11... Is there an explanation? Have the cuts changed? Does the trend follow the state level overall?

How We Compare

[JSJ] Do we have the ability to compare to state or national trends?

Factors Affecting Results

[JSJ] When the data is available, do we have a metric expert who can speak to the pros and cons of this metric... what it measures and what it fails to measure? How have the cuts changed over time?

What Needs to be Done

[JSJ] Matt Coleman’s team working on

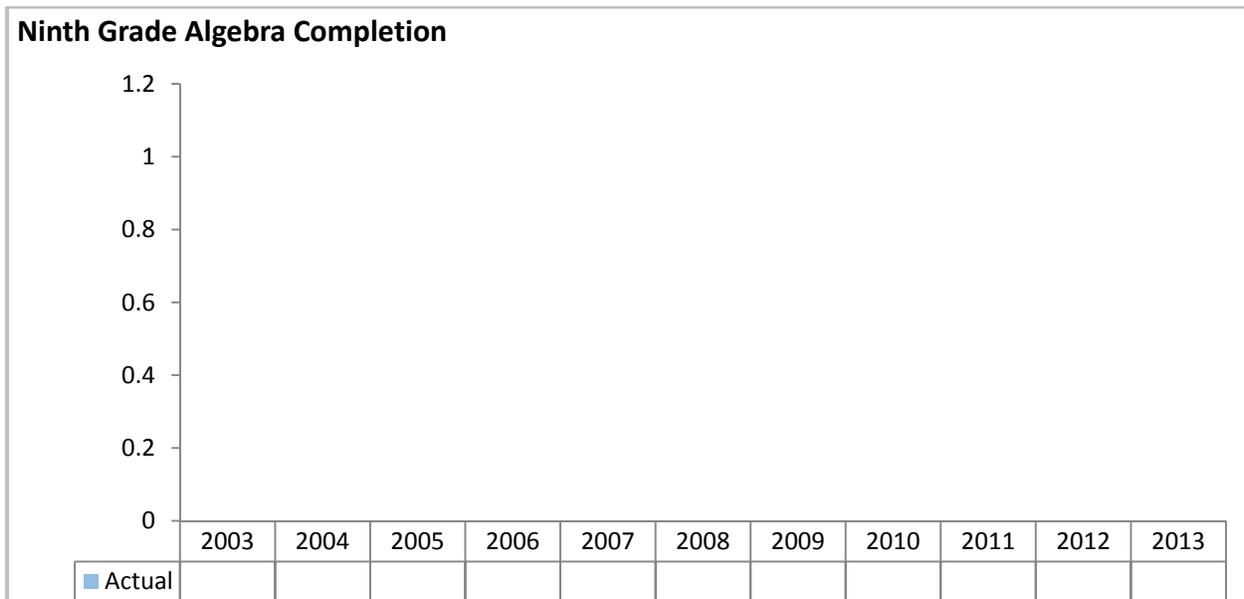
About the Data

Source: ODE Education Data Explorer: <http://www.ode.state.or.us/data/reports/toc.aspx#Assessment>

Includes proportion of students who meet or exceed the OAKS benchmark from all sixteen Lane ESD school districts. Cut scores defining meeting or exceeding benchmarks have shifted over the years.



6	Ninth Grade Algebra Completion	Since 2013
Goal	Increase the proportion of students who have completed elementary Algebra by the end of the ninth grade.	
Data Source	Willamette ESD Data Warehouse	
Data Expert:	Kate Weber, Lane ESD, kweber@lesd.k12.or.us	
Initiatives:	Matt Coleman, Springfield Public Schools, matt.coleman@springfield.k12.or.us	



Our Strategy

[SJ] Matt Coleman’s team working on

How We are Doing

[SJ] When data is available, metric expert should provide insight into the recent trend.

How We Compare

[SJ] Do we have the ability to compare to state or national trends?

Factors Affecting Results

[SJ] When the data is available, do we have a metric expert who can speak to the pros and cons of this metric... what it measures and what it fails to measure? How have the cuts changed over time?

What Needs to be Done

[SJ] Matt Coleman’s team working on

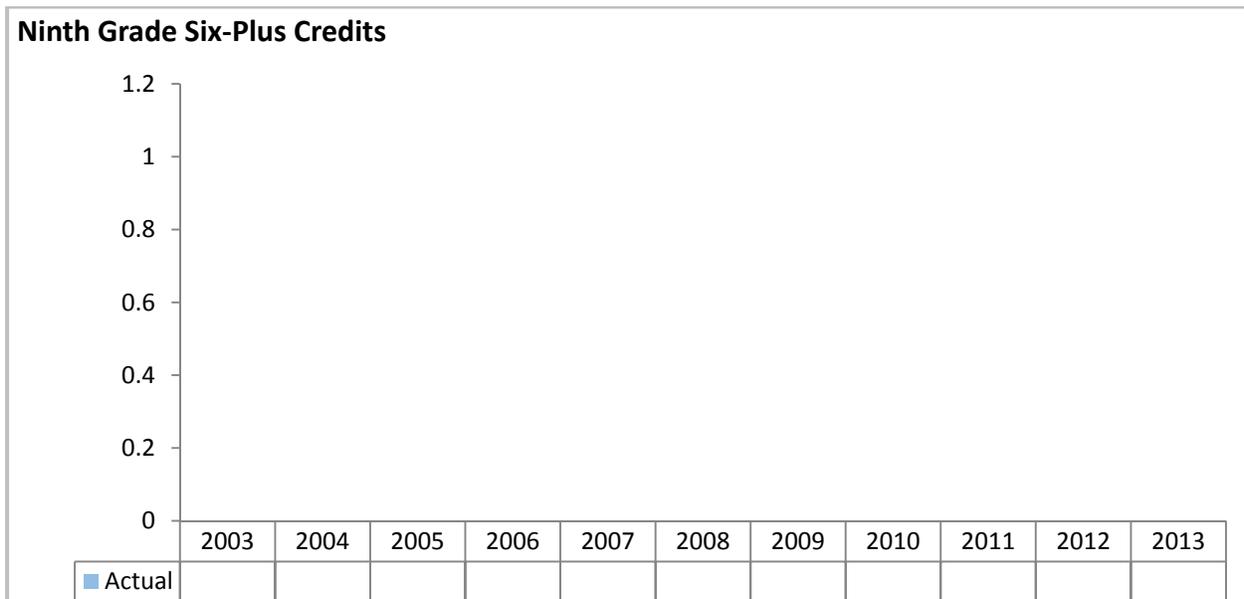
About the Data

Algebra completion data must be manually extracted by course and school for most Lane ESD districts. We are working with the data warehouse to get this information.

Questions regarding what is included in this metric: Will a virtual high school course count? What if the student took algebra in 8th grade? What if a student took algebra in 8th grade without receiving credit?



7	Ninth Grade Six-Plus Credits	Since 2013
Goal	Increase the proportion of students who have completed at least six high school credits by the end of the ninth grade.	
Data Source	Willamette ESD Data Warehouse	
Data Expert:	Kate Weber, Lane ESD, kweber@lesd.k12.or.us	
Initiatives:	Matt Coleman, Springfield Public Schools, matt.coleman@springfield.k12.or.us	



Our Strategy

Ninth grade students are fully scheduled. Use summer transition programs to “front load” students at risk of not completing at least six credits in 9th grade and remaining behind for the school year ahead. Use AVID as a support to monitor and ensure students complete at least six credits. How we measure? Auditing students Oct 1 and March 31.

How We are Doing

The School Board set our goal of 100% of students graduating by 2015. We looked at our actual cohort of students and depending on where they were in their achievement set the targets. The District as a whole by 2015 will increase 17 points in Oaks testing.

The majority of our 9th grade students are fully scheduled, have been analyzed as to weather they are in need of support and scheduled accordingly. We are awaiting the results of these strategies to see if the target is met.

How We Compare

[JSJ] Do we have any comparisons to other districts or national comparators?

Factors Affecting Results

[JSJ] When the data is available, do we have a metric expert who can speak to the pros and cons of this metric... what it measures and what it fails to measure?

What Needs to be Done

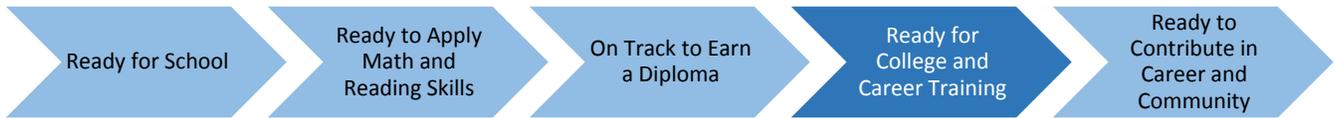
[JSJ] Are there any next steps or has all action been taken that needs to be taken to move this metric forward? This can be low-hanging fruit or long-term best practices with a statement that more funding is needed.

About the Data

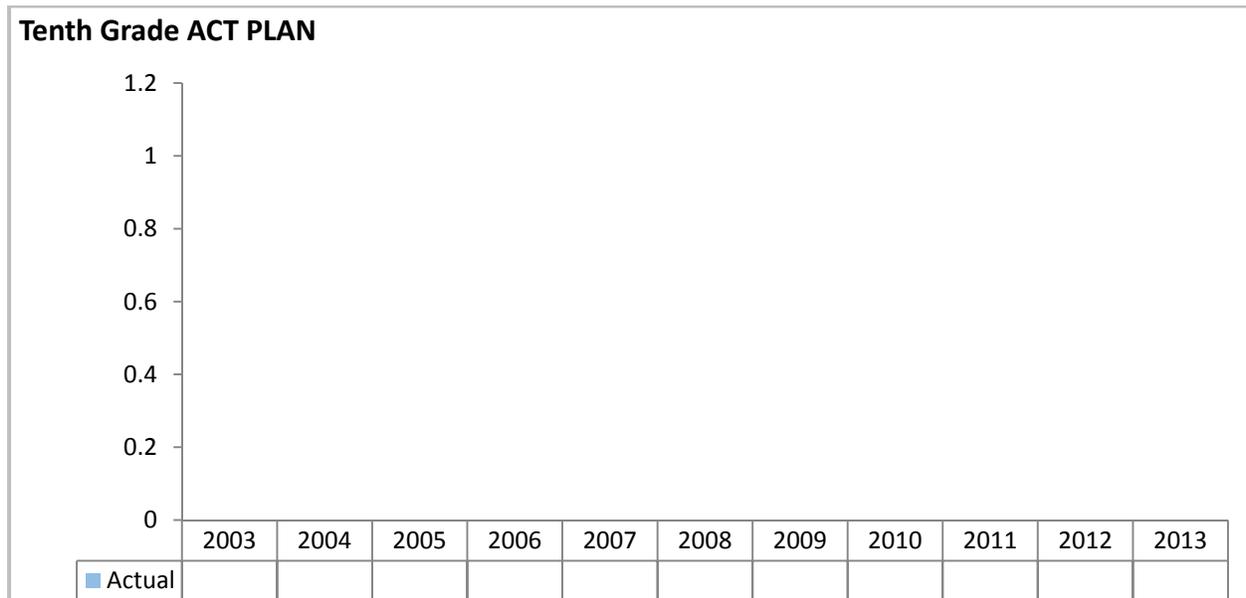
This information will be available from the Willamette ESD Data Warehouse soon, however they're just in the pilot phase with districts. From Jolly at WESD DW:

"Yes, the ACM reports are not for ESD level users yet. It is for district level users only. This functionality will be developed in the next phase of implementation which will start soon. I am keeping this issue open. I will update you with the progress soon. Thanks -Jolly"

The numbers from WESD DW will only be for the 14 districts, not 4j or SPS. However, because this information is necessary for the district Achievement Compacts, it should be relatively accessible by these two districts.



8	Tenth Grade ACT PLAN	Since 2013
Goal	Increase the academic achievement of tenth grade students	
Data Source	???	
Data Expert:	Kate Weber, Lane ESD, kweber@lesd.k12.or.us	
Initiatives:	Donna Sommerville, Eugene 4J, Somerville_d@4j.lane.edu	



Our Strategy

All students take the ACT College Readiness Assessment PLAN in the 10th grade. ORS 329.488 allows for a waiver and the District is reimbursed. The results are reported by school, number of students enrolled, number of students tested and participation rate.

How We are Doing

Aggregate results gives us information about overall progress for the District.

Detailed results provide other kinds of information:

- Strengths and weaknesses of students, useful for professional development planning
- Mismatches between student aspirations and performance
- Useful information for planning college-and-career-readiness curriculum

How We Compare

Math: 4j students outperformed the US average in all questions related to Pre-Algebra except one (question 9.)

Aspirations: We found mismatches between student aspirations and performance. For example three students with composite scores in the top 25% have no plans to attend any kind of post-secondary educational institution.

Factors Affecting Results

[JSJ] When the data is available, do we have a metric expert who can speak to the pros and cons of this metric... what it measures and what it fails to measure?

What Needs to be Done

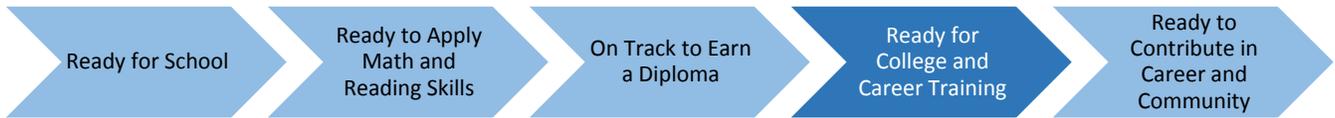
[JSJ] Who can speak to the plans to increase the achievement as measured by this metric?

About the Data

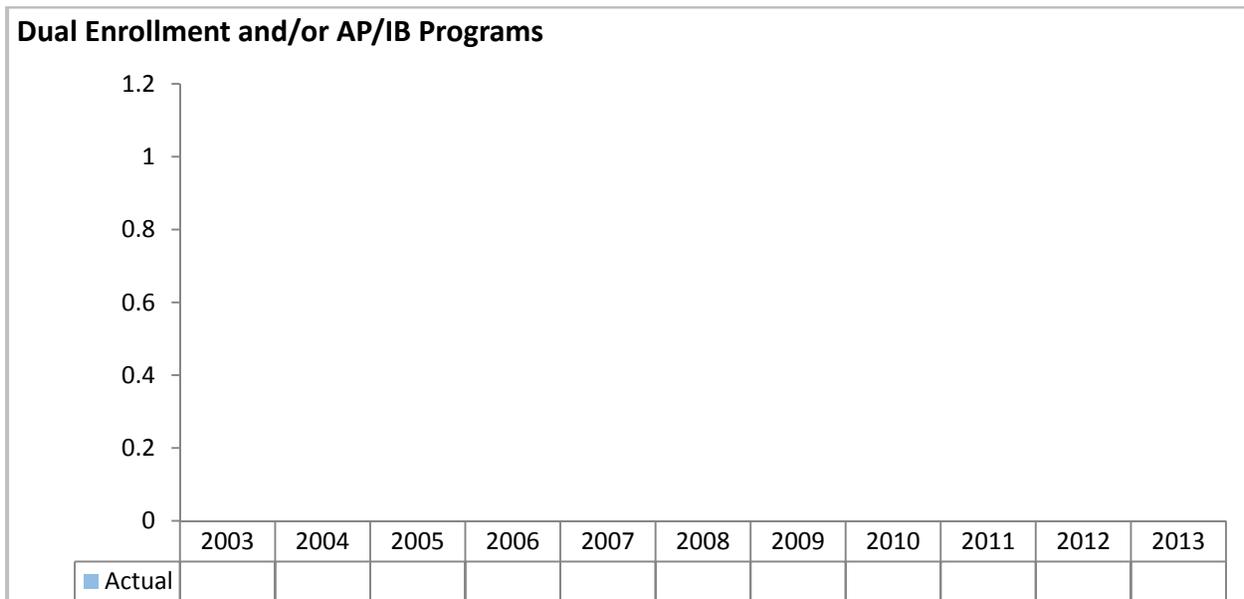
There is currently no upload from ACT PLAN to the Willamette ESD Data Warehouse, though this information is accessible in the data warehouse if the district uploads it there. We're looking into a possible LESD PHP/Google form.

4j may have this information in Quickbase. Checking in with Springfield to find out how to access their data.

Plan to measure this as a proportion scoring at the "college and career ready" threshold. Want to incorporate a PSAT measurement of the same, as well as talk about the proportion tested.



9	Dual Enrollment and/or AP/IB Programs	Since 2013
Goal	Increase the proportion of students who are gaining early exposure to college-level coursework and achieving early college credit	
Data Source	Individual Districts	
Data Expert:	Kate Weber, Lane ESD, kweber@lesd.k12.or.us	
Initiatives:	Donna Sommerville, Eugene 4J, Somerville_d@4j.lane.edu	



Our Strategy

We are creating a system for early identification of students who would qualify and do well in a challenging college level class. The use data analysis of past performance (Grades, Attendance, EXPLORE/PLAN results) allows us to “flag” students and counsel them into Dual Enrollment and or IB/AP Programs.

How We are Doing

[JSJ] When data is available, metric expert should provide insight into the recent trend.

How We Compare

[JSJ] Do we have the ability to compare to state or national trends?

Factors Affecting Results

[JSJ] When the data is available, do we have a metric expert who can speak to the pros and cons of this metric... what it measures and what it fails to measure?

What Needs to be Done

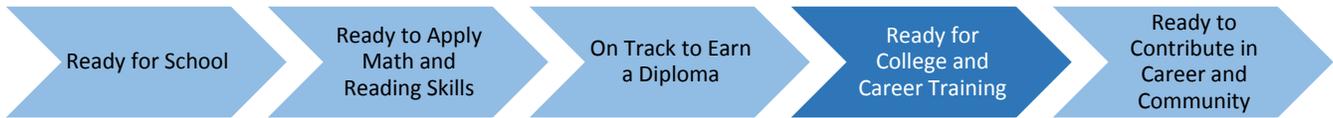
More coordination with the community college and university faculty to align courses that ready students for Dual Enrollment and/or AP/IB Programs. Better communication with the public (parents) and students as to the benefits of getting college credit while still in high school and the economic advantage of that. Creating a “college going culture” on the campus of all high schools.

About the Data

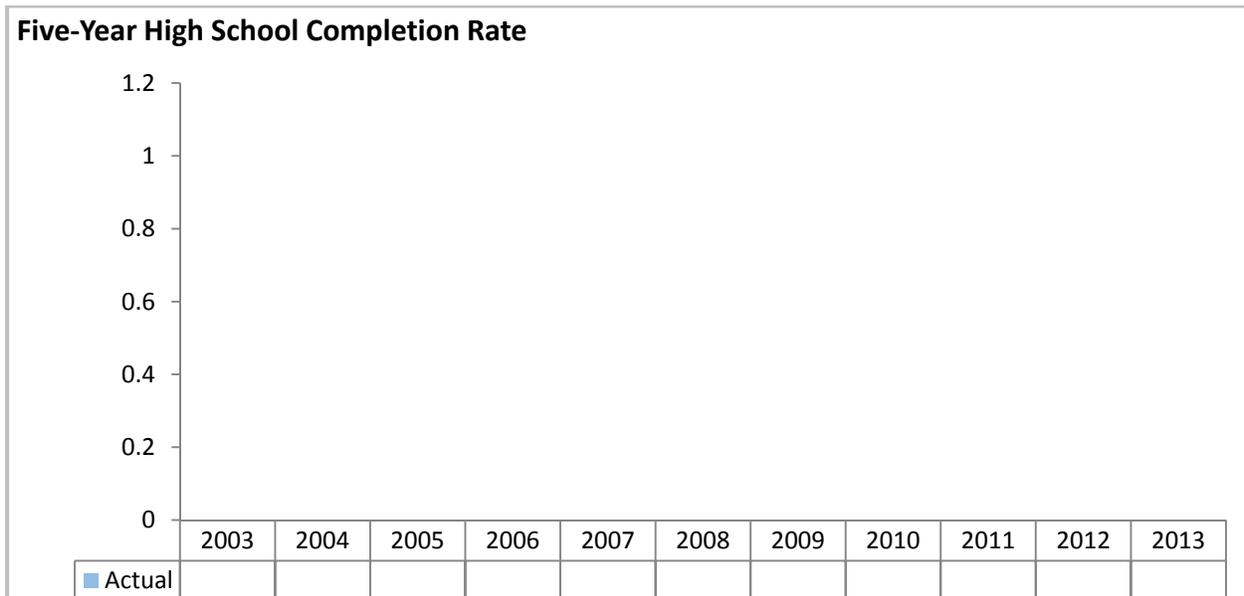
There’s currently no way to track dual credits in the Willamette ESD Data Warehouse, so we’ll need to get this information directly from districts.

4j has recently unified their course coding to correspond to NCES, which should make tracking this information easier for them. They’re happy to share their course coding system with other districts if there is interest.

Look at this as the proportion of graduating seniors taking at least X college-level credits (through AP, IB, dual credit, or dual enrollment).



10	Five-Year High School Completion Rate	Since 2013
Goal	Increase the graduation rate and time to graduation of all high school students.	
Data Source	Willamette ESD Data Warehouse	
Data Expert:	Kate Weber, Lane ESD, kweber@lesd.k12.or.us	
Initiatives:	Donna Sommerville, Eugene 4J, Somerville_d@4j.lane.edu	



Our Strategy

Analyze cohorts of students and make predictions as to when they will graduate. With the goal of 100% graduation by 2021, target individual students and create a learning plan that will allow them the time, and supports to graduate in five years. Put in place a 3X5 schedule which will allow students to have additional time and fewer classes in order to “know the subject deeply” and pass exit exams to earn credit. Provide Virtual High School opportunities for students who need to have a flexible schedule in order to graduate on time or in five years.

How We are Doing

[JSJ] When data is available, metric expert should provide insight into the recent trend.

How We Compare

[JSJ] Do we have the ability to compare to state or national trends?

Factors Affecting Results

[JSJ] When the data is available, do we have a metric expert who can speak to the pros and cons of this metric... what it measures and what it fails to measure?

What Needs to be Done

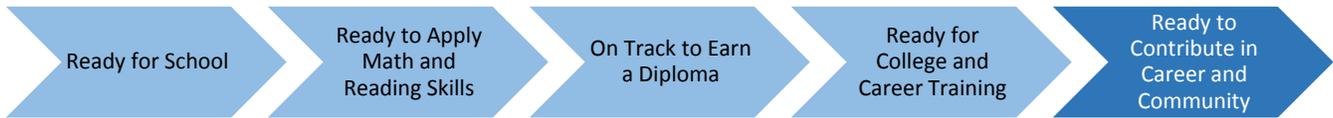
Added resources to fulfill the goals of a 3x5 schedule and the challenges presented by rescheduling multiple times during the year. Funding for technology to provide additional slots for Virtual High School slots.

About the Data

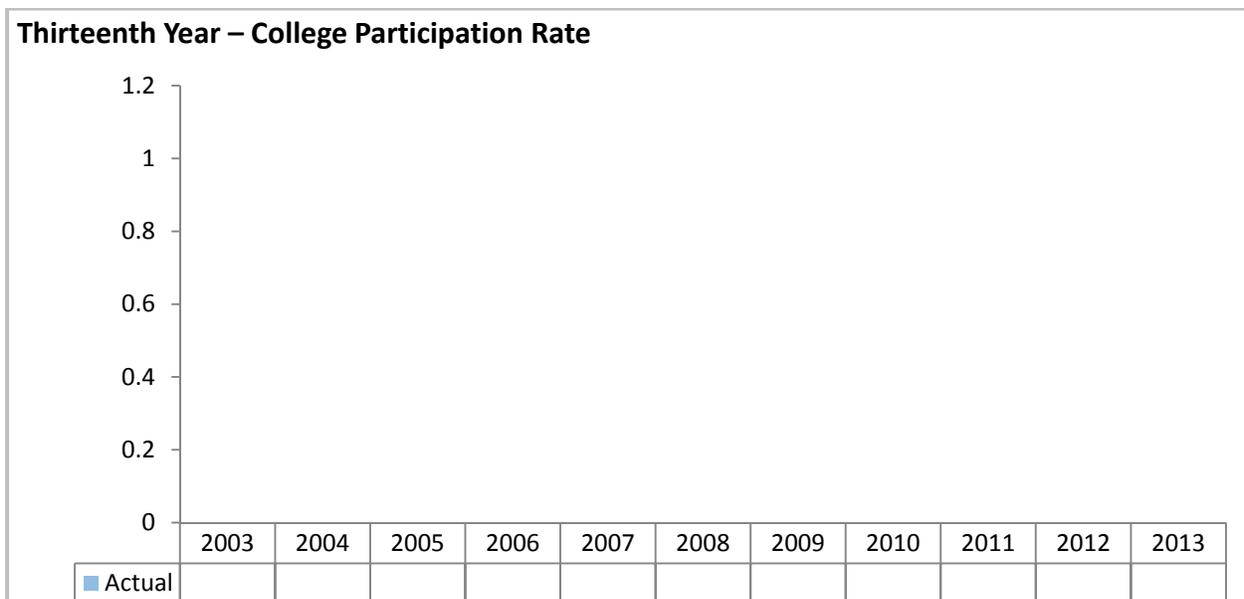
This information will be available from the Willamette ESD Data Warehouse soon, however they're just in the pilot phase with districts. From Jolly at WESD DW:

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The numbers from WESD DW will only be for the 14 districts, not 4j or SPS. However, because this information is necessary for the district Achievement Compacts, it should be relatively accessible by these two districts.



11	Thirteenth Year – College Participation Rate	Since 2013
Goal	Increase the number of high school graduates who continue on to college.	
Data Source:	???	
Data Expert:	?? Need to identify how we get a participation rate for all high school completers in Lane County? Is there a central National Student Clearinghouse match? Combine individual district matches for those that can submit to NSC?	
Initiatives:	Terri Ward, Center for Education Policy Research, terri@uoregon.edu	



Our Strategy

In 2008, at the UO the first PathwayOregon students arrived on campus as part of an innovative program to help more students than ever afford an education at the state’s flagship institution. Members of the original group graduated in the spring of 2012 in record-setting numbers, and PathwayOregon students still working toward their degrees are pursuing a host of academic possibilities that will continue to serve them long after they graduate from the University of Oregon. Beyond the classroom, PathwayOregon students are taking advantage of the UO’s full slate of opportunities, including study abroad programs and internships. Students who reside in Oregon, graduate from an Oregon high school within the previous two years, earn a GPA at that high school of 3.4 and qualify for Federal Pell grants qualify for the transition program. Pathway Oregon students receive one-on-one mentoring and special services to help them succeed at the UO.

Both UO and LCC admissions departments work closely with Lane County high schools meeting with students on the UO and LCC campuses and in respective high schools. They, along with their financial aid colleagues, are in regular contact with all area high school teachers, administrators and counselors and encourage Lane County high school students to visit and explore their campuses. **[JSJ] General**

question – when we talk about strategy for college participation are we speaking just from the postsecondary side or should we also have strategy for pushing from the K12 side?

How We are Doing

[JSJ] When data is available, metric expert should provide insight into the recent trend.

How We Compare

[JSJ] Do we have the ability to compare to state or national trends?

Factors Affecting Results

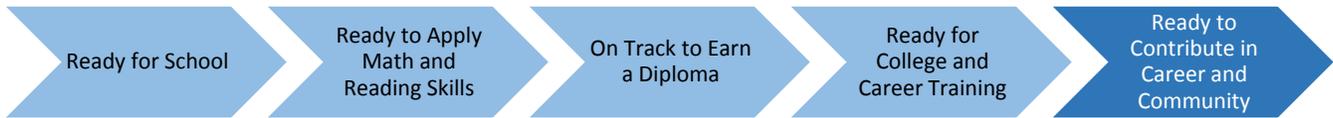
[JSJ] When the data is available, do we have a metric expert who can speak to the pros and cons of this metric... what it measures and what it fails to measure? How have the cuts changed over time?

What Needs to be Done

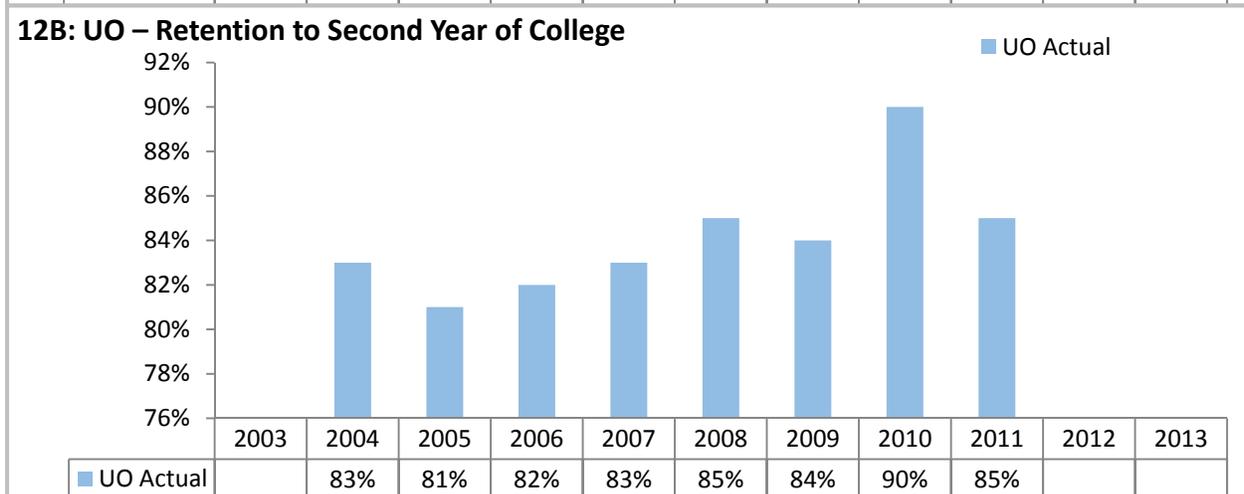
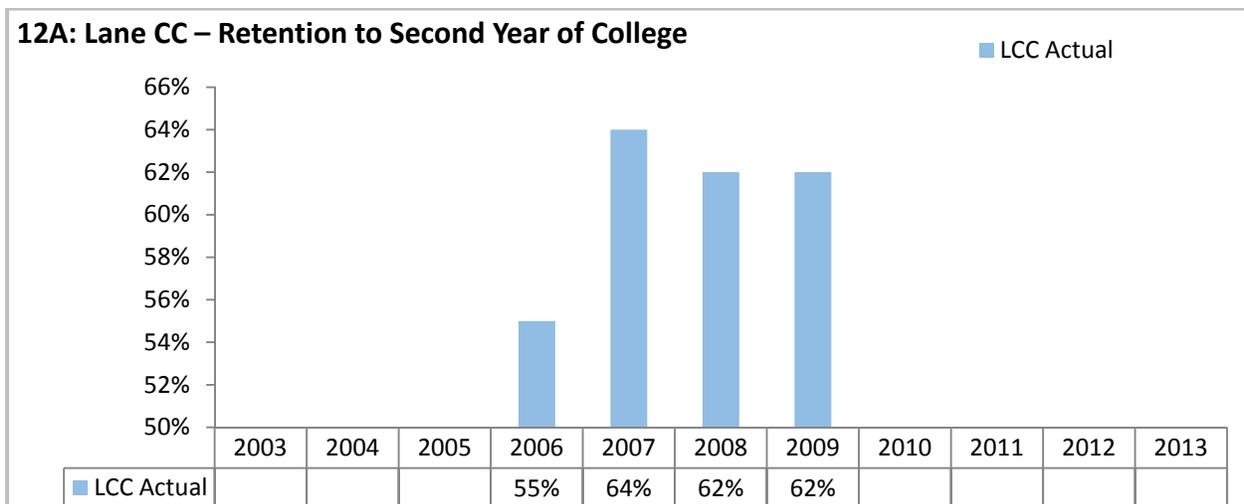
Many Lane County students do not consider enrolling in either postsecondary institution. The ConnectEd partnership is developing new strategies to increase these numbers. High school students and their parents who do not understand how the UO and LCC lead to improved career outcomes, increased lifetime earnings and enhanced career trajectories miss out on the personal, societal and financial successes that come with completion of postsecondary certificate and degrees. High schools that assign college essays as course activities, who require submission of a college application, who provide sliding scale or free access to entrance exams can help their students access UO and LCC.

About the Data

Early exploration is being made into how to get college participation data for all sixteen districts. National Student Clearinghouse or other clearinghouses are used to determine where students go to college, but the data is not collected centrally. [JSJ] Do we have identified next steps on how to collect this data?



12	Fourteenth Year – Retention to Second Year of College, Lane County Students	Since 2013
Goal:	Keep more Lane County students in college to keep them on the path to attain a college degree.	
Data Source:	Lane CC Institutional Research Assessment and Planning. UO Institutional Research.	
Data Expert:	Craig Taylor, Lane CC Institutional Research, taylorc@lanecc.edu Andrea Larson, UO Institutional Research, adlarson@uoregon.edu	
Initiatives:	Terri Ward, Center for Education Policy Research, terri@uoregon.edu	



Our Strategy

Successful transition to a second year of college seems to be directly related to secondary preparation. Students who have been taught in high school to seek help from college faculty and student support staff, who know how to use peers in study groups, who have practiced and honed note-taking skills, who understand how to formulate a problem, collect information, communicate, produce work with precision

and accuracy, who know how to write multiple drafts and seek review from others on each, who know how to manage their time and understand that persistence more than innate abilities most often leads to retention, academic success and degree completion are the students who move successfully from first to second year of college.

How We are Doing

The retention rate for Lane County high school students at Lane CC has been relatively constant for the last few years. The retention rate at UO has followed the overall retention rate of the entire student body, which has been increasing slowly over the past several years. The one exception is a spike in retention for the 2010 cohort above that of the rest of the class. This appears to be an outlier as the 2011 cohort returned to the normal retention trend.

How We Compare

Retention rates are higher for students from Lane County high schools than for Lane Community College students who are from outside the region (62% in-region vs. 56% out-of-region for a cohort of degree/award-seeking students who entered the college fall term 2009). This is due in part, to a much larger proportion of recent high school graduates from outside the region transferring to another institution before the second year of college (7% in-region vs. 15% out-of-region). This suggests that students from Lane County high schools are more likely than non-region students to continue at Lane Community College rather than transfer immediately to the University of Oregon.

UO Retention rates for Lane County students are typically at or above the retention rates for the overall population, though typically not by more than a percentage point or two. Looking at the entire state, the University has the best retention rate of the four-year public universities whose rate ranges between 64% for Eastern Oregon University to 82% for Oregon State University (source: IPEDS). Looking at UO's national peers, institutions such as UC Santa Barbara and the University of Washington, the first year retention rate can be much higher, from 89% to 97%. These institutions represent top tier research universities with very strong incoming student profiles.

Factors Affecting Results

At community colleges, a successful transfer program to four-year universities may actually decrease a retention rate despite being considered a successful outcome for the students. For the 2009 cohort, 7% of the students transferred to another institution after their first year. These students, while progressing toward their educational goals, are not included in a traditional retention rate performance indicator nor would they be included in a degree/award earned performance indicator.

Services provided to students and institution/student fit are key factors affecting retention which an institution may affect. Student preparation before attending college is critical as students who are more prepared academically are far more likely to be retained than those that do not. Affordability is a factor which is affected by the economy, increases to tuition, and changes to family/student income. Family emergencies or lack of institution fit are other key factors.

What Needs to be Done

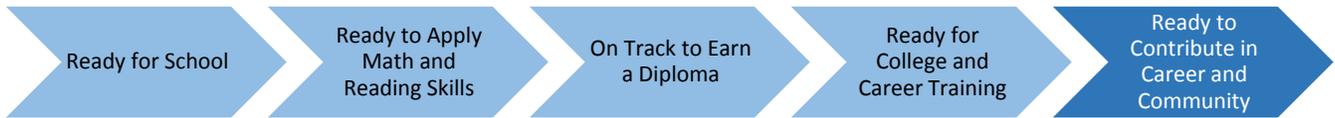
Lane County educators and administrators need to explore the development of paired courses taken by students in the last years of high school and the first years of college at the UO and LCC to better ensure proper sequencing. This strategy has been used by staff at the Educational Policy Improvement Center along with professional development faculty partnerships in South Carolina to strengthen the inter-

institutional connections so that students transition more successfully between secondary and postsecondary systems. (See: www.epiconline.org/south-carolina)

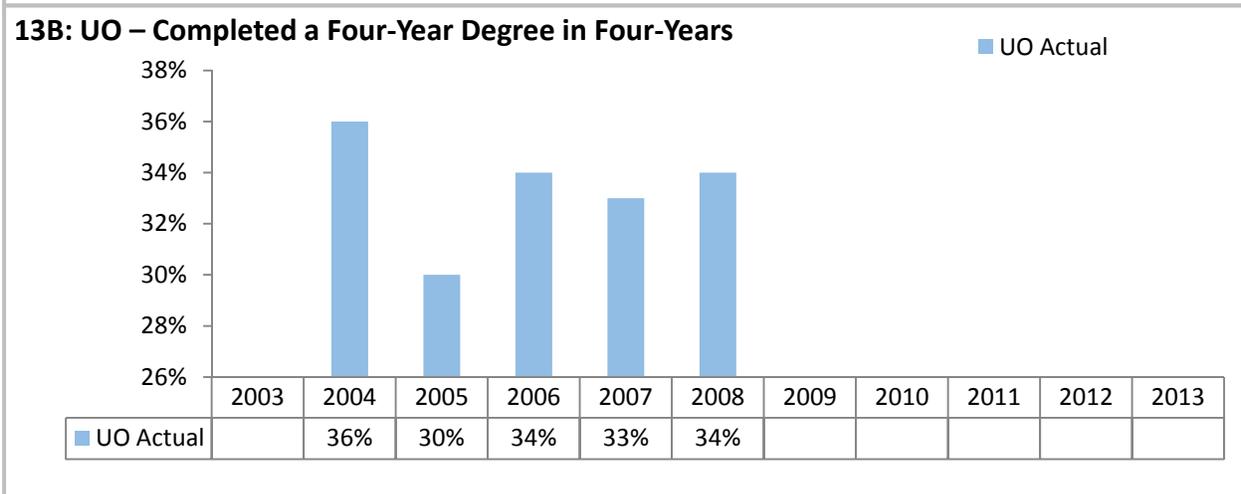
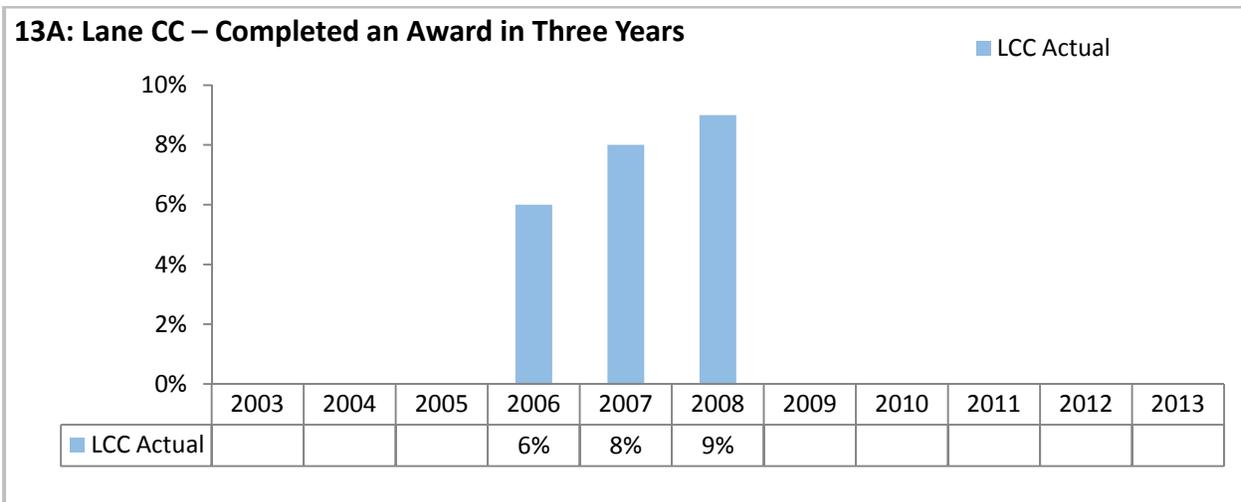
About the Data

Lane Community College retention rates are produced by LCC Institutional Research, Assessment and Planning. Cohorts are based on new students seeking an award who start in summer or fall term. The cohort is further restricted to only students from Lane County high schools who are age 22 or younger. This reflects approximately one-quarter of all new students at Lane Community College. Community college students are not necessarily expected to maintain continuous enrollment so retention includes enrollment in any term in the second year. Students are shown as retained if they receive an award in the first year even if they are not enrolled in the second year.

University of Oregon retention rates are produced by UO Institutional Research. Cohorts are IPEDS first-time full-time fall freshman cohorts. As UO serves a national student population, this metric restricts the population to only students graduating from a Lane ESD high school, and only students who are 22 or younger. This represents 7.5% of new first time freshmen at UO. University students are expected to maintain continuous enrollment so retention is measured by looking at enrollment in the second fall term.



13	Sixteenth Year – Completed a Degree in Four Years, Lane County Students	Since 2013
Goal	Increase the rate of Lane County students who graduate in a timely manner ready to start their careers or pursue graduate school.	
Data Source	Lane CC Institutional Research Assessment and Planning. UO Institutional Research.	
Data Expert:	Craig Taylor, Lane CC Institutional Research, taylorc@lanecc.edu Andrea Larson, UO Institutional Research, adlarson@uoregon.edu	
Initiatives:	Terri Ward, Center for Education Policy Research, terri@uoregon.edu	



Our Strategy

The UO and LCC have many outreach strategies in place to better prepare students for what they will encounter in Lane County’s postsecondary institutions. Using Dr. David T. Conley’s Four Keys of College and Career Readiness, the accompanying crosswalk shows how most of existing transition programs in Lane County are focused primarily in two of the four Keys. To address the missing areas, the Office of

the President at the UO funded a school-wide diagnostic CampusReady of the Educational Policy Improvement Center (EPIC) to measure college and career readiness in the Four Keys for any Lane County high school that chose to participate. This has helped those schools that did so better understand how to strengthen the areas they consider to be weakest in their schools. The findings of the CampusReady are aligned with a database of more than 300 online resources that schools can use free of charge to improve in the areas they choose.

Additional strategies include the development of the Oregon Toolkit, a document that tracks the trajectory of Oregon students from K-12 to post secondary institutions. The work was funded by the Office of the President at the UO and completed by EPIC staff. The 72-page document provides information on current trajectories of Oregon students and recommendations for ways to improve this pipeline of students to more successful completion rates.

At LCC, four programs of the many programs are highlighted here as evidence of LCC's commitment to ensuring that their students succeed. Title III: Engaging Students Project enhances student success by making institutional changes based on proven practices to improve retention and success of first-year credit students. The project provides students with a portal system of online tools to provide customized information to students and uniform communication among students, faculty and staff, note and address early warning signs for struggling students and use online and face-to-face learning modules to foster financial literacy, degree, career and life planning and successful self-management.

Achieving the Dream mentioned elsewhere enhancing student success by building an evidenced-based, student-centered, results-oriented culture that engages all campus stakeholders. The program helps students, particularly low-income students and students of color stay in school and earn a college certificate or degree through a system-wide approach of college leaders, community supports and policy makers. Career Pathways is a series of connected education and training programs and student support services that enable individuals to secure a job or advance in a high demand industry or occupation. The program focuses on easing and facilitating student transition from high school to college; from pre-college courses to credit postsecondary programs; and from community college to university or employment.

Finally the Mandatory/Online Advising and Orientation program enhances student success by providing comprehensive academic advising resources online for all students in all majors. Online orientations are available for students to access off-site, providing program specific information and course selection planning based on the student's placement test results.

How We are Doing

The trend over time is very positive for LCC, as more students complete an award. The UO trend has not shown improvement over the last few years.

How We Compare

Students who are not from a Lane County high school complete at higher rates. For example, the non-Lane County students who first enrolled fall term 2008, completed at a 12% rate, three points higher than the Lane County high school starts. They were also significantly more likely to transfer without an award, 31% of non-Lane County starts transferred to another institution compared to 18% of Lane County starts. This points in part to the fact that non-Lane County students may be more likely to use Lane Community College as a stepping stone to the University of Oregon, while local students are more likely to take a class or two for professional development or while looking for a job.

At UO, the four-year graduation rate for students from Lane County high schools is significantly lower than the overall UO population, which was 46% for the 2008 cohort graduating by spring 2012. Nonresident students have a very strong time to graduation relative to resident students. Although not measured here, students from Lane County high schools have much closer six-year graduation rates compared to the overall population, 65% for the 2006 Lane County cohort compared to 68% for the entire UO cohort.

Looking at the four-year graduation rate for the four-year public universities, UO leads all the other institutions, which, according to the 2005 IPEDS cohort, range from 13% at Portland State University to 30% at Oregon State University (this compares to a 41% for the 2005 cohort at University of Oregon). For our national peers, University of Iowa and University of Colorado Boulder have very similar four-year graduation rates, but the median of our peer institutions is 50%.

Factors Affecting Results

At community colleges, one outcome of a successful transfer program to four-year universities is that students transfer without earning a degree or certificate. With this indicator, those transfer students will actually decrease a cohort's graduation rate despite being considered a successful outcome. For the 2008 Lane cohort, 18% of the cohort successfully transferred to another institution, but in this report they would not be shown as a completer because they did not earn a degree or certificate at Lane.

Services provided to students and institution/student fit are key factors affecting graduation rates which an institution may affect. Student preparation before attending college is critical as students who are more prepared academically are far more likely to graduate than those that do not. Affordability is a factor which is affected by the economy, increases to tuition, and changes to family/student income. Family emergencies, lack of institution fit, and job offers affecting the ability to complete college are other key factors.

What Needs to be Done

Future strategies include strengthening connections across departments at both LCC and the UO, holding faculty summits to better prepared those who work with entry level students to understand how to support them in postsecondary courses, and explore the development of aligned placement tests to be used in high schools for postsecondary placement in entry-level college courses.

About the Data

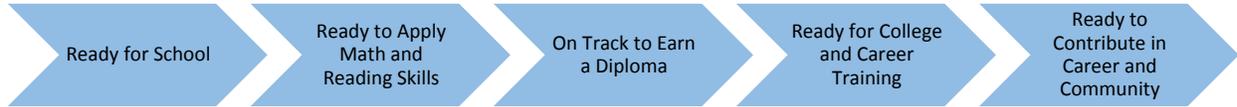
Lane Community College graduation rates are produced by LCC Institutional Research, Assessment and Planning. Cohorts are based on new students seeking an award who start in summer or fall term. The cohort is further restricted to only students from Lane County high schools who are age 22 or younger. This reflects approximately one-quarter of all new students at Lane Community College. Completion rate includes any student who received a certificate or degree within three years of starting college.

University of Oregon completion rates are produced by UO Institutional Research. Cohorts are IPEDS first-time full-time fall freshman cohorts. This metric measures any student who received their bachelor's degree within four years of starting as a new UO student. To look at the regional perspective, this metric restricts the population to only students graduating from a Lane ESD high school, and only students who are 22 or younger. This represents 7.5% of new first-time freshmen at UO.



Data Collaborative

Summary of Identified Outcomes



Outcome 1: Education Achievement Measurement	Outcome 2: Longitudinal Data Instance																												
<p>Report performance over time on identified initiatives related to student education achievement in Lane County across all sectors. Include detail on initiatives with the potential to impact those metrics. Reports performance for the 16 school districts in Lane County, Lane Community College, and the University of Oregon. Strategy and initiative work is provided by other ConnectEd subcommittees.</p> <table border="1" data-bbox="203 945 820 1638"> <thead> <tr> <th>ID</th> <th>Metric</th> </tr> </thead> <tbody> <tr><td>1</td><td>Kindergarten Readiness Assessment (KRA)</td></tr> <tr><td>2</td><td>First Grade Easy CBM</td></tr> <tr><td>3</td><td>Third Grade Reading OAKS</td></tr> <tr><td>4</td><td>Fifth Grade Math OAKS</td></tr> <tr><td>5</td><td>Eighth Grade Math OAKS</td></tr> <tr><td>6</td><td>Ninth Grade Algebra Completion</td></tr> <tr><td>7</td><td>Ninth Grade Six-Plus Credits</td></tr> <tr><td>8</td><td>Tenth Grade ACT PLAN</td></tr> <tr><td>9</td><td>Dual Enrollment and/or IB/AP Programs</td></tr> <tr><td>10</td><td>Five-Year High School Completion Rate</td></tr> <tr><td>11</td><td>Thirteenth Year – College Participation Rate</td></tr> <tr><td>12</td><td>Fourteenth Year – Retention to Second Year of College, Lane County Students</td></tr> <tr><td>13</td><td>Sixteenth Year – Completed a Degree in Four Years, Lane County Students</td></tr> </tbody> </table>	ID	Metric	1	Kindergarten Readiness Assessment (KRA)	2	First Grade Easy CBM	3	Third Grade Reading OAKS	4	Fifth Grade Math OAKS	5	Eighth Grade Math OAKS	6	Ninth Grade Algebra Completion	7	Ninth Grade Six-Plus Credits	8	Tenth Grade ACT PLAN	9	Dual Enrollment and/or IB/AP Programs	10	Five-Year High School Completion Rate	11	Thirteenth Year – College Participation Rate	12	Fourteenth Year – Retention to Second Year of College, Lane County Students	13	Sixteenth Year – Completed a Degree in Four Years, Lane County Students	<p>Create a cross-sector dataset of all Lane County students including K12, Lane Community College, and University of Oregon data.</p> <p>Analysis of a longitudinal dataset would allow us to identify which measures, as well as which individual high school courses, are directly correlated with college participation and success for those students who enroll at Lane Community College or the University of Oregon. Results would reveal correlations that cannot be uncovered without combining cross-sector data.</p> <p>NEXT STEPS:</p> <ul style="list-style-type: none"> • Satisfy all requirements of FERPA, student privacy policies, and OARs related to the sharing of data between educational agencies. • Sign inter-governmental agreements permitting the sharing of this data. • Identify the structure of the data • Move the data to the data warehouse • Create an algorithm to match students between the existing databases. • Formalize a process to update the dataset annually.
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KEY CONTACTS	<p>Larry Sullivan Superintendent Lane Education Service District lsullivan@lesd.k12.or.us 541-461-8212</p>	<p>Jonathan Jacobs Director, Enrollment Management Research University of Oregon jsj@uoregon.edu 541-346-7406</p>
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Oregon Learns

**Time to Invest
Seriously in STEM**



November 2012

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Coalition Leadership

The Oregon STEM Employer Coalition is an employer-led advocacy effort in partnership with educators and others. Nearly 60 business and education leaders attended one or both of the two conferences (See p. 16) that created the STEM Coalition. These are the members of the Coalition steering committee.

Jill Eiland (Co-Chair), *Intel Corporation*

Eric Meslow (Co-Chair), *Timbercon*

Eileen Boerger, *CorSource Technology Group, Inc.*

Chris Brooks, *WebMD Health Services Group*

John Cimral, *Cambia Health Solutions*

Craig Hudson, *Garmin AT*

Dick Knight, *retired business executive*

Molly O'Hearn, *iovation*

John Willis, *CH2M HILL*

Contact Information:

Oregon STEM Employer Coalition

c/o Oregon Business Council

11 SW 6th Avenue, Suite 1608

Portland, OR 97204-1017

Tel: 503-220-0691

Email: info@orbusinesscouncil.org

Summary Argument

Time to Act on STEM

The Oregon STEM Employer Coalition represents business employers and an array of partners in education. The STEM Coalition believes it is time for Oregon to get serious about greater investment in the STEM education disciplines (science, technology, engineering, and math). Oregon companies need a larger STEM-educated workforce but there is a gap between this need and the output of our education system. To meet that need Oregon must increase STEM attainment at all grade levels and double STEM postsecondary graduates. The economic impact (see box) justifies the investment.

By the Numbers:

STEM Investment in Oregon

2X student proficiency

+

2X postsecondary graduates

=

\$9 billion more personal income

\$1.4 billion more public revenue

\$389 million more General Fund revenue

62% reduction in per capita income gap

Why

Companies that compete through innovation depend on STEM postsecondary graduates. Whether in or out of scientific occupations, STEM graduates generate new ideas, new companies, new industries, and higher levels of productivity and value. They make more money than their non-STEM peers.

The Goal

Double student STEM proficiency in the K12 system by 2025, and in the same time frame double STEM postsecondary graduates. Similar focus and goal setting through the Engineering and Technology Industry Council

(ETIC) helped Oregon higher education move towards doubling its engineering output. The ETIC model will work for a broader STEM effort.

The Economic Impact

Targeted investment to achieve the goal above would dramatically increase Oregon's overall personal income, public revenue, and

General Fund revenue, and it would erase half of the gap between Oregon per capita income and the national average per capita income.

The Action Plan

The Coalition recommends that the Governor, the Oregon Education Investment Board, and the Legislature adopt aggressive STEM education goals and adopt funding strategies and policies

to advance them in the 2013-15 budget. It also recommends that public schools and nonprofit organizations work with the business community on this agenda.

Coalition Role

The Coalition will advocate for this agenda with elected policymakers and it will work with all stakeholders to maintain and monitor STEM investments and outcomes.

It's Time to Step Up on STEM

Oregon must elevate science, technology, engineering, and mathematics (STEM) attainment from the earliest grades through postsecondary programs. Not just a bit but a lot.

That's the assessment of the Oregon STEM Employer Coalition. The Coalition was formed in April 2012 through the efforts of nearly 60 business and education leaders who advocate for stronger STEM education. Formation of this employer-led coalition underscores the urgency of this issue and the need to make STEM education an investment priority in Oregon's redesigned education continuum.

It's time to elevate STEM education and build Oregon's STEM capacity in concert with state education redesign.

The STEM Gap

Coalition participants have reviewed data that confirm a significant STEM education gap in Oregon, a gap that they can see every day as employers. They know that innovation and productivity, which drive economic success, depend on strong STEM education. However:

- Oregon is failing to produce enough STEM graduates for the foreseeable future to fill demanding scientific and technical occupations and, in the near term, to replace retiring baby boomers in those fields.
- Too many of our high school graduates lack the foundation skills in math, science, and communication commonly required now in further education and in job responsibilities across the state's

economy. STEM skills are essential in specialty fields, but also in further studies, work, and life.

The Solution

As a result, the Coalition recommends that the state begin a long-range effort to achieve a challenging STEM goal in two parts:

- 1) By 2025, double the percentage of Oregon's 4th and 8th graders who are "proficient" and "advanced" in math and science as measured by the National Assessment of Educational Progress.

- 2) By 2025, double the number of Oregon STEM postsecondary graduates.

As the first step in that effort, with assistance from ECONorthwest, the Coalition has developed

this document, which spells out the need to elevate STEM education and build Oregon's STEM capacity in concert with state education redesign now taking place.

This document makes the case for stronger STEM education in Oregon, especially in terms of return on investment. It fleshes out the goal for STEM in student outcomes. It characterizes current STEM efforts and describes the strategic principles to elevate STEM within the broader education reforms being implemented under Oregon Learns. Most importantly, it positions STEM as a worthy, focused investment in the state's 2013-15 education budget.

The Case for STEM

Debt-financed consumption has proved to be an unsustainable model for the Oregon and US economies. To get back on a path of long-term prosperity in the global economy, we need long-term growth — high-quality jobs and higher incomes. Looking forward, economists see exports to the emerging consumer economies of China, Brazil, and India as a promising strategy for long-term growth.

STEM for Economic Competition

Boosting exports requires diverse, thriving clusters of traded-sector industries that are global leaders in innovation. For decades, however, the US has seen low- and middle-income traded-sector jobs move overseas into emerging economies with lower labor costs. As other nations continue to produce large pools of highly skilled and educated workers, we will face increasing competition for our higher income jobs as well.¹ To reverse this trend, the US—and Oregon—must invest in raising the skills and knowledge of its workers, particularly in

STEM workers determine the long-term growth trajectory of our nation's innovation and competitiveness by generating new ideas, new companies, and new industries.

science, technology, engineering, and mathematics (STEM).² STEM workers determine the long-term growth trajectory of our nation's innovation and competitiveness by generating new ideas, new companies, new industries, and higher levels of productivity and value.

STEM for Higher Incomes

STEM graduates and workers also add value to the economy through higher lifetime earnings. On average, workers in STEM occupations earn about 25 percent more than

workers in non-STEM occupations, with the largest differences among workers with less education (see Table 1). Moreover, all STEM graduates receive a wage premium relative to non-STEM graduates, whether they have a STEM job (19 percent premium) or not (12 percent premium). These higher wages for STEM workers

and graduates are good for individuals and families, but also the public sector. Higher per capita income leads to a larger tax base, with more dollars available for investments in public services.

Table 1. Average Hourly Earnings for STEM and Non-STEM Workers

	STEM job	Non-STEM job	% difference
High school diploma or less	\$24.82	\$15.55	60%
Some college or associate degree	\$26.63	\$19.02	40%
Bachelor's degree only	\$35.81	\$28.27	27%
Graduate degree	\$40.69	\$36.22	12%

Notes: Includes full-time private wage and salary workers. STEM jobs include 50 occupations in computer science and math, engineering, life and physical sciences, and management. Education, health care, and social science jobs are excluded. Source: ESA calculations using Current Population Survey public-use microdata. Beede, D. & Langdon, D. "Understanding and Expanding the STEM Workforce." Economics and Statistics Administration, U.S. Department of Commerce.

The STEM Challenge

Compared with other countries, STEM achievement and attainment in the US has been lagging for years. As measured by the Program for International Student Assessment (PISA), we rank 26th in math scores and 13th in science scores.³ Fewer than 40 percent of US students are proficient in math and science.⁴ And STEM degrees represent about one third of bachelor’s degrees in the US, compared with half of degrees in Japan, China, and Singapore.⁵ The US needs to increase its number of STEM graduates by more than 30 percent to stay competitive in STEM-related industries and markets.⁶

Oregon’s P20 education system is currently not producing enough STEM graduates needed by Oregon employers to fill new openings and to replace retiring baby boomers (see Figure 1).

Too long, Oregon has been relying on imported STEM talent. According to ECONorthwest analysis, non-native STEM college graduates

outnumber native STEM graduates 3:1.

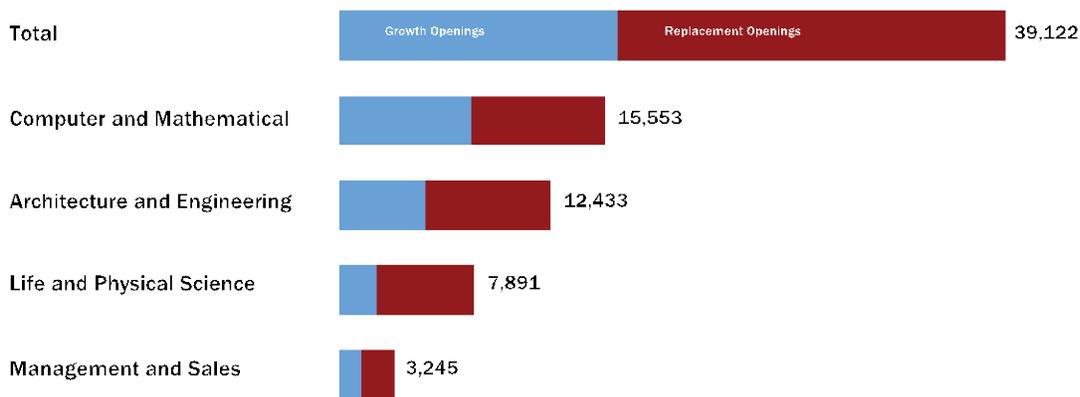
Oregon needs to grow, attract, and retain STEM graduates. While this includes STEM workers with advanced degrees, workers at all levels of production need a more solid foundation in math, science, and communication abilities.⁷

Other states have demonstrated that progress is possible. For example, Massachusetts improved its average NAEP math scores for 4th and 8th graders by about 12 points from 2003-2011, compared with Oregon’s 2-point improvements on the same tests.⁸

STEM skills and degrees are key to driving innovation and boosting productivity. Strategic investments in STEM education in Oregon are required to lift the math and science skills of younger learners, expose students to exciting STEM careers, and ensure access and affordability of degree attainment.

Oregon’s P20 education system is currently not producing enough STEM graduates needed by Oregon employers to fill new openings and to replace retiring baby boomers.

Figure 1. STEM Occupations in Oregon: 2010-2020



Source: Oregon Employment Department

Note: Includes 77 occupations (see appendix for list). Does not include education, social science, or health care occupations.

Oregon STEM Goal

Never has education been more important to the lives and fortunes of Oregonians and our communities. Our educational attainment rates aren't rising as fast as they need to, and persistent achievement gaps continue to challenge educators and policymakers.

A high-quality math and science education is essential for the success of all students, not only those who graduate with a STEM degree.

The Larger State Goal

The 2011 Oregon Legislature addressed these challenges and opportunities head on, passing the most ambitious package of education reforms in 20 years. The goal: By 2025, we must ensure that 40 percent of adult Oregonians have earned a bachelor's degree or higher, that 40 percent have earned an associate's degree or postsecondary credential, and that the remaining 20 percent or less have earned a high school diploma or its equivalent. These targets are known as the "40/40/20" goal. Governor Kitzhaber and the Legislature have set in motion the needed transformation by creating the Oregon Education Investment Board (OEIB) and charging it to ensure that educational dollars are applied where they do the most good for student success.

The Role of STEM

STEM education will play a key role in Oregon's efforts to reach 40-40-20. As discussed above, a high-quality math and science education is essential for the success of *all* students, not only those who graduate with STEM degrees. Competencies acquired through STEM education—basic math and computer skills, problem solving, spatial awareness—are needed in a broad range of occupations and industries.

But increasing the number of STEM graduates is just as important: the contributions of STEM innovators will propel the Oregon economy toward long-term competitiveness. Companies across industry lines, from high technology to wood products, from service providers to tourism and government, rely on engineers, computer scientists, and

knowledge workers to keep their enterprises competitive and profitable.

STEM Goal

In sum, STEM degrees and competencies are required for long-term growth and innovation. With this in mind, more than 40 Oregon business and education leaders convened on February 28, 2012, and developed a STEM goal for Oregon in two parts:

- 1) By 2025, double the percentage of Oregon's 4th and 8th graders who are "proficient" and "advanced" in math and science as measured by the National Assessment of Educational Progress.
- 2) By 2025, double the number of Oregon STEM postsecondary graduates.

Similar focus and goal setting through the Engineering and Technology Investment Council (ETIC) helped Oregon higher education double its engineering output. The ETIC model will work for a broader STEM effort.

The STEM goal will complement the state's 40-40-20 goal and efforts while providing needed focus on STEM achievement and progress.

Economic Return on STEM Investment

Governor Kitzhaber has set a goal of raising Oregon’s per capita income to the US level or higher. Achieving these STEM goals would make a major contribution to the income goal.

To illustrate the potential, consider the plausible long-run economic impacts if Oregon were able to match, and sustain, math proficiency at the levels measured on the National Assessment of Educational Progress (NAEP) for 4th graders in Massachusetts in 2011. Massachusetts’ 4th graders outperformed Oregonians by 16-scale points (253 to 237) in math—or 0.57 of a standard deviation. An analysis of the relationship between achievement and earnings suggests that such a shift in elementary test scores would increase long-run state earnings by more than 6 percent.⁹

- Measured on today’s base, that would

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STEM Investment in Oregon***

2X student proficiency
+
2X postsecondary graduates
=

- ***\$9 billion more personal income***
- ***\$1.4 billion more public revenue***
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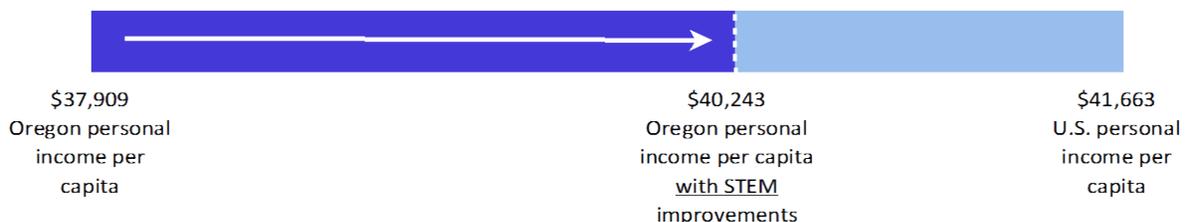
represent a \$9 billion increase in personal income annually.

- Personal income per capita would increase from \$37,909 to \$40,243 (see Figure 2.) —erasing over 60 percent of the existing difference with the U.S. average.
- State and local government general tax and fee revenue would increase by \$1.4 billion annually.
 - State general fund revenue would increase by \$389 million annually.

Oregonians might expect an even higher return. The stated goal of doubling the share of Oregon students deemed proficient in math likely would move Oregon past Massachusetts’ current achievement levels. On the other hand, high expectations should be

tempered by the understanding that long-run impacts would also depend on broader economic changes, the demand for STEM labor, and the migration of people and firms.

Figure 2. How stronger STEM education would help close Oregon’s per capita income gap.



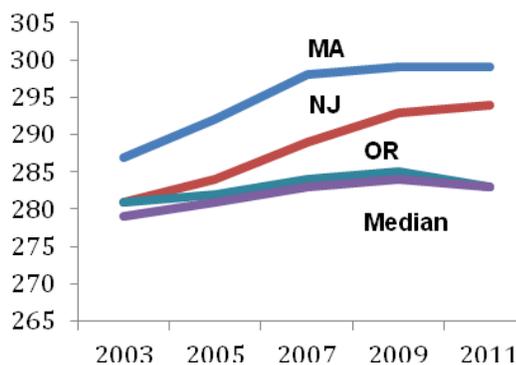
Current STEM Conditions

Oregon’s approach to STEM education needs to account for how the state is already doing. This section highlights how Oregon’s performance on standardized tests compares with national scores, and takes a “deep-dive” look at the Oregon high school class of 2006 and its attainment of STEM degrees as of 2011.

Middling NAEP Performance

During 2003-2011, Oregon students showed little progress in math and science proficiency as measured by the National Assessment of Educational Progress. While Oregon’s experience was typical for the nation, a small number of leading states—including Massachusetts and New Jersey—made significant gains over that period. A comparison with New Jersey on 8th grade mathematics is particularly telling. In 2003, average scores were an identical 281. By 2011, New Jersey students scored 294 compared with Oregon’s 283 (see Figure 3).

Figure 3. Over the past eight years, Oregon’s gains in eighth grade NAEP math scores have badly trailed leaders such as Massachusetts and New Jersey.



Weak AP Scores

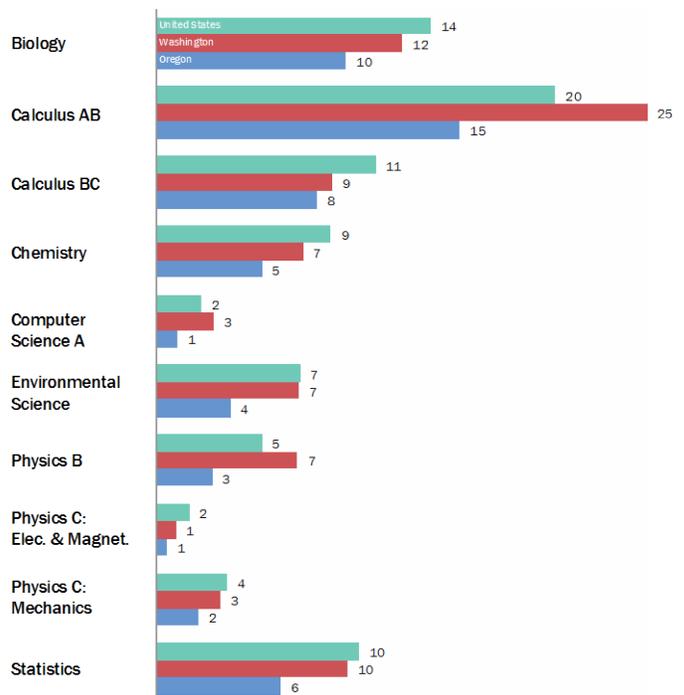
Another performance indicator is the distribution of Advanced Placement (AP) exam scores in STEM-related subjects. Here, Oregon doesn’t fare well either. The state produces fewer high AP scores per capita than the U.S. and Washington on every STEM subject (see Figure 4). For example, 15 out of every 1,000 18-year-olds in Oregon score a 4 or 5 on the Calculus AB exam; the corresponding numbers for Washington and the U.S. are 25 and 20 students per 1,000, respectively.

Low STEM Degree Output

A detailed look at the Oregon high school class of 2006 reveals that, five years after high school graduation, only 2 percent of students had received a STEM degree (17 percent had received degrees of any kind; see the appendix for the definition of a STEM

Figure 4. How do Oregon students fare on STEM-related Advanced Placement exams?

Number of high scores (4s and 5s) per 1000 18-year-olds



Source: ECONorthwest analysis of College Board and Census data.

degree). Figure 5 illustrates the various points at which potential STEM graduates move onto other pathways. By 2011, 10 percent of the 2006 class had not yet graduated from high school, and 83 percent of the class had not yet received any type of postsecondary degree.

We can also look at the characteristics of STEM graduates. On average, they have above-average math and science scores on Oregon’s 10th grade standardized test (OAKS) (see Figure 6). Of members of the 2006 class with college degrees by 2011, STEM graduates have a median OAKS score of 504 and non-STEM graduates have a median score of 485.

If only 14 percent of Oregon’s top math and science students are earning STEM degrees five years after high school graduation, what are the rest of those students doing?

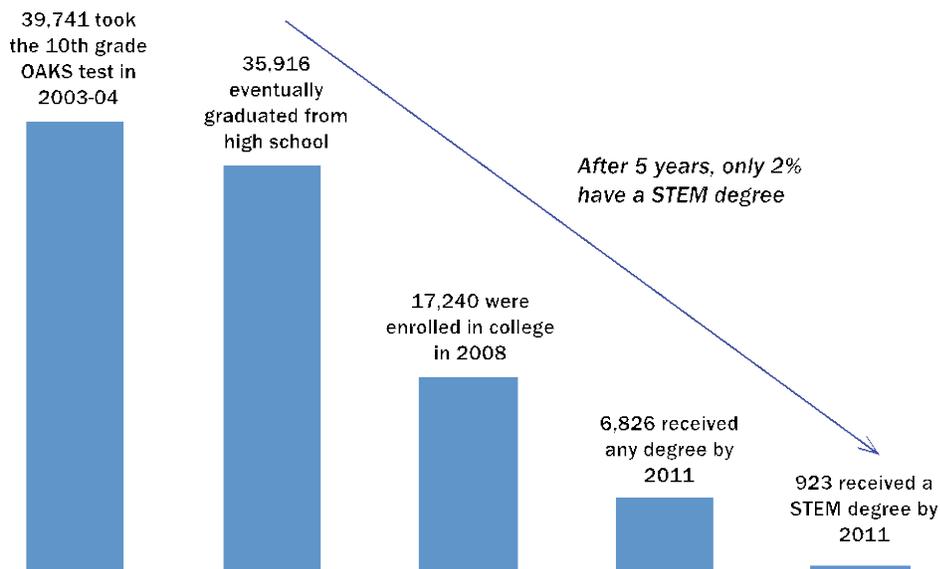
1,000 Hispanic students. STEM graduates are also likely to be economically stable: only 7 of every 1,000 economically disadvantaged students had a STEM degree in 2011.

Perhaps the key question is, if only 14 percent of Oregon’s top math and science students are earning STEM degrees five years after high school graduation (see Figure 8), what are the rest of those students doing? If the class of 2006 is any indication, nearly one third are receiving non-STEM degrees

or certificates, another 30 percent are still enrolled in two- or four-year institutions, and about 27 percent are not enrolled in school.

Some groups of students are disproportionately represented among STEM graduates (see Figure 7). For example, 60 of every 1,000 Asian members of the 2006 graduating class completed a STEM degree by 2011, compared with only 3 out of every

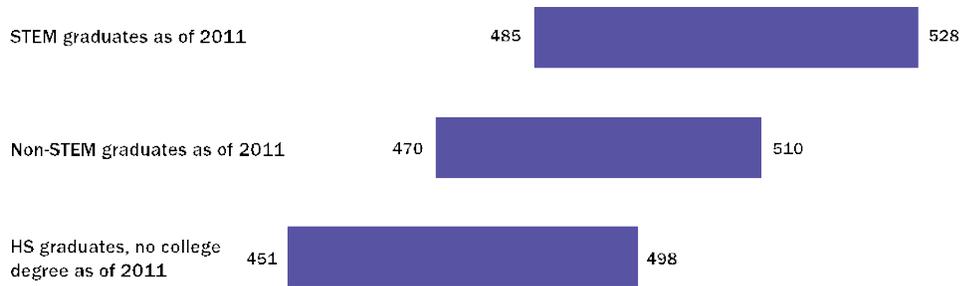
Figure 5. What happened to the Oregon high school class of 2006?



Source: ECONorthwest analysis of ODE and National Student Clearinghouse data.

Figure 6. What does it take to become a STEM graduate?

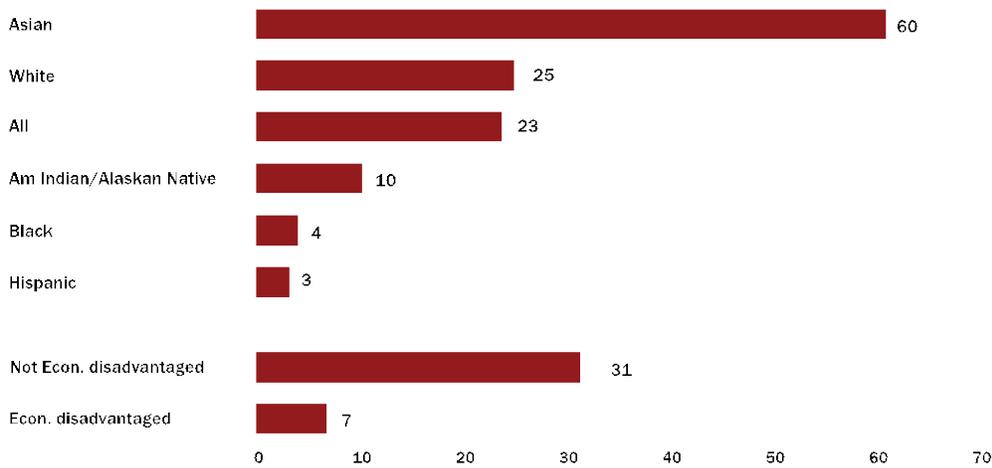
10th-90th percentile scores shown (Combined math and science scores on Oregon's 10th grade standardized test.)



Source: ECONorthwest analysis of ODE and National Student Clearinghouse data.

Figure 7. 2011 STEM graduates.

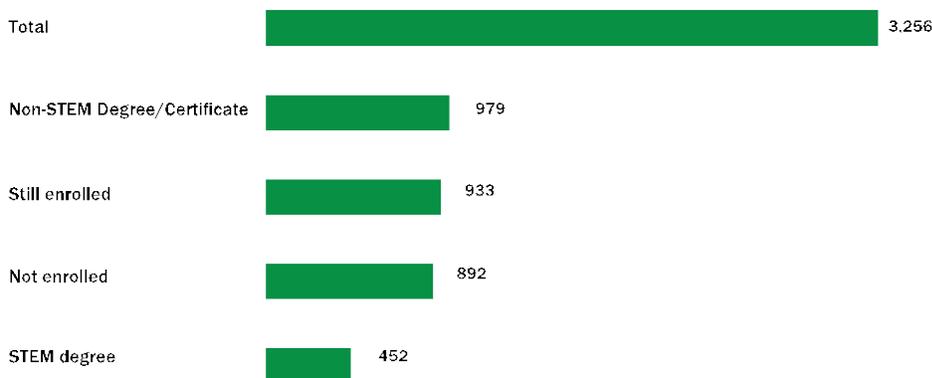
per 1,000 2003-04 10th Graders, by Race/Ethnicity and Income



Source: ECONorthwest analysis of ODE and National Student Clearinghouse data.

Figure 8. What happened to Oregon's top science and math graduates from the class of 2006?

2011 status of students with combined math and science scores of 504 on the 2003-04 10th grade test.



Source: ECONorthwest analysis of ODE and National Student Clearinghouse data.

STEM Investment Principles

In shaping Oregon's STEM investments to achieve the two key goals proposed in this paper, proponents should adhere to a framework of key strategic principles that parallel Oregon's broader redesign of education. With sufficient funding and smart implementation, this framework will result in more STEM graduates and increased STEM competencies for all students. The principles described below are highly interrelated and in some cases interdependent.

1. Define Outcomes as the Basis of all STEM Investments

As Oregon moves from enrollment-based payments in education to investing in outcomes, it should assign specific value to STEM education across the P20 continuum and make long-term, outcome-oriented investments accordingly. In particular, the orientation to targeted outcomes should be an overriding factor in all STEM education investments. For example, investments in STEM degree production might well be focused on degrees that align with forecasted employment demand.

2. Focus Investments on Students and a Seamless, Aligned Path

In Oregon's transformed education system, students will matter more than institutions, and diversified pathways will provide all students with opportunities to progress to college and career readiness. There will be unity and consistency in standards, budgets,

and curriculum throughout the P20 continuum, and information will flow freely between stakeholders through a shared data system. Course curriculums will be aligned from elementary through the college years, and postsecondary educators will receive comprehensive transcripts that provide rich descriptions of students' content knowledge and activities (in addition to grades and scores).

3. Invest in Effective STEM Teaching at Larger Scale

Excellent teachers are key to Oregon's STEM strategy, and Oregon has many excellent STEM teachers. However, Oregon will need many more of them. In particular, the state must produce more teachers with STEM degrees and it must raise the STEM competencies of teachers in general. How the state prepares, recruits, compensates, trains, evaluates, and develops more STEM teachers and others along these lines will shape the quality of STEM education for the next several decades.

The OEIB should invest in a coherent, focused, and sustained effort to encourage the hiring of STEM-trained teachers for STEM subjects. Moreover, Oregon should invest in in-service professional development support for STEM teachers to achieve and sustain a range of best practices, including professional learning communities and proficiency-based teaching and learning, discussed further below.

4. Make STEM Investments in Student Proficiency, Not Seat Time

In outcomes-oriented education investment, student proficiency rather than seat time must

STEM proponents should adhere to a framework of key strategic elements – or criteria – that parallel Oregon's broader redesign of education.

be the focus of teaching and learning. STEM is no exception. In STEM education students should be afforded the opportunity to learn and demonstrate proficiency at their own best pace, and teachers should have time to collaborate with other educators and improve their practices to foster student proficiency. In a proficiency-based classroom, students assume more responsibility for their own progress, so good learning habits and frequent assessment of progress become more important than content delivery methods.

Statewide STEM proficiency also depends on an effective system of standards and assessments that can be adapted to various pathways. Oregon's K12 system has adopted a set of core standards,¹⁰ but these have yet to be linked to postsecondary standards. The state needs to ensure that schools at all levels are using high-quality math and science assessments.

5. Show Students the Relevance, Payoff, and Excitement of STEM Studies to Attract and Retain Them

Oregon's STEM strategy must tap the intrinsic motivation of learners by generating interest and excitement around STEM topics and careers, and dispelling myths that prevent students from completing STEM degrees. Today, fewer than 40 percent of students who enter college intending to graduate in a STEM major actually do so.¹¹

Educators, institutions, and parents need to communicate to students the relationship between effective math and science education and future success, regardless of one's field of study or work.¹² Educators need to be supported in creating innovative, empirically validated learning environments that engage and inspire students from all backgrounds. Hands-on experience and

informal learning opportunities beyond the classroom can help spark and sustain students' interest in STEM topics and careers.

High schools should apply better teaching methods, supported by counseling and complementary STEM extracurricular activities. Colleges should offer smaller class sizes, math courses customized to the needs of students in specific STEM majors, better teaching methods, and extracurricular activities that better connect STEM students to each other and to faculty.

6. Provide Students Affordable and Equitable Access to STEM Programs

Not only must Oregon raise the STEM skills and aspirations of its students, it must do so in particular with underrepresented groups. All students—not just those from certain backgrounds or types of schools—need to achieve higher levels of learning in STEM areas. Research shows that talented, low-income students are underrepresented and fall farther behind at virtually every stage along the educational continuum.¹³ And women and minorities earn only 45 percent of STEM degrees, despite constituting about 70 percent of college students.¹⁴

Oregon community colleges and universities have already made progress in a variety of ways on the challenge of serving a new generation of minority and nontraditional students, but equity and demographic projections demand that these efforts remain a central part of the state's STEM strategy. The state should invest in scholarships for talented, low-income students—for challenging enrichment activities in high school (e.g., summer programs), and bachelor's, master's, and doctoral programs in STEM areas.

Finally, a coherent STEM strategy should address any lack of technological resources and infrastructure in rural and low-income

areas.¹⁵

7. Expand Postsecondary Course Capacity for STEM Studies

STEM courses, particularly upper division undergraduate courses, are more expensive to offer than many others. Some STEM programs in Oregon have restrictions on how many students can move from the sophomore level to the junior level. In other cases students are allowed to continue their studies but have trouble registering for the classes they need because they are offered infrequently or fill quickly. These problems force well qualified students to change majors, take longer to graduate or change universities. Enhancing capacity at the upper division level would increase the number of students who successfully complete STEM degrees in Oregon. The same argument holds for graduate STEM programs.

Next Steps

Given the goal and strategic principles for STEM attainment identified above, proponents envision the need to restructure STEM related education across the P20 continuum.

This should be done in concert with Oregon's broad redesign of public education and with strong partnership and active engagement of the business community.

The most urgent next steps in this effort are to:

- Adopt the aggressive two-part STEM goal outlined in this document:
 - By 2025, double the percentage of Oregon's 4th and 8th graders who are "proficient" and "advanced" in math and science as measured by the National Assessment of Educational Progress.

The Governor should incorporate the two-part STEM goal, a STEM investment strategy, and specific STEM investment targets in his 2013-15 budget.

- By 2025, double the number of Oregon STEM postsecondary graduates.
- Develop the STEM strategy outlined in this paper.
- Convert the strategic principles outlined here into a specific investment strategy with discrete investment targets.
- Request that the Governor incorporate the two-part STEM goal, a STEM investment strategy, and specific STEM investment targets in his 2013-15 budget.

The STEM Coalition

The Oregon STEM Employer Coalition is based on a draft charter that employers adopted April 20, 2012, at the second of two extensive conferences involving nearly 60 business and education leaders. The Coalition's stated mission is "to mobilize private sector leaders to advocate for actions by Oregon's public, private and non-profit institutions" to achieve the STEM outcomes described earlier.

The Coalition is a voluntary advocacy association of employers operating under the umbrella of the Oregon Business Council. Although it is not a separate legal entity, does not have fixed membership, and does not assess dues, it does have a leadership structure in the form of a steering committee, and its participants contribute financial and in-kind resources. So far, 38 companies have signed on to participate.

With significant startup donations from Intel, Timbercon, Inc., Portland General Electric, PHTech, and Google, the Coalition is well on its way to securing funding for its work.

That work includes:

- Advocating for ambitious STEM goals.
- Collaborating with state leaders and other businesses to develop a comprehensive STEM strategy that prioritizes targeted state investments.
- Facilitating and ensuring coordination and alignment of public (e.g. OEIB) and private STEM investments.
- Cultivating private sector champions for STEM and coordinate volunteer efforts of employer representatives on key committees, etc.
- Monitoring progress including progress on goals and employer satisfaction.

Definition of STEM

Occupations counted in Figure 1. Does not include social science, health care, or education occupations.

STEM Occupations in Oregon

Occupation Group, SOC Code, and Title

Management Occupations

11-3021 Computer and Information Systems Managers
11-9041 Engineering Managers
11-9121 Natural Sciences Managers

Computer and Mathematical Science Occupations

15-1011 Computer and Information Scientists, Research
15-1021 Computer Programmers
15-1031 Computer Software Engineers, Applications
15-1032 Computer Software Engineers, Systems Software
15-1041 Computer Support Specialists
15-1051 Computer Systems Analysts
15-1061 Database Administrators
15-1071 Network and Computer Systems Administrators
15-1081 Network Systems and Data Communications Analysts
15-1099 Computer Specialists, All Other
15-2011 Actuaries
15-2031 Operations Research Analysts
15-2041 Statisticians
15-2091 Mathematical Technicians
15-2099 Mathematical Scientists, All Other

Architecture and Engineering Occupations

17-1021 Cartographers and Photogrammetrists
17-1022 Surveyors
17-2011 Aerospace Engineers
17-2021 Agricultural Engineers
17-2031 Biomedical Engineers
17-2041 Chemical Engineers
17-2051 Civil Engineers
17-2071 Electrical Engineers
17-2072 Electronics Engineers, Except Computer
17-2081 Environmental Engineers
17-2111 Health and Safety Engineers, Except Mining Safety Engineers and Inspectors
17-2112 Industrial Engineers
17-2121 Marine Engineers and Naval Architects
17-2131 Materials Engineers
17-2141 Mechanical Engineers
17-2151 Mining and Geological Engineers, Including Mining Safety Engineers
17-2199 Engineers, All Other
17-3011 Architectural and Civil Drafters
17-3012 Electrical and Electronics Drafters
17-3013 Mechanical Drafters
17-3019 Drafters, All Other
17-3021 Aerospace Engineering and Operations Technicians
17-3022 Civil Engineering Technicians
17-3023 Electrical and Electronic Engineering Technicians
17-3024 Electro-Mechanical Technicians
17-3025 Environmental Engineering Technicians
17-3027 Mechanical Engineering Technicians
17-3029 Engineering Technicians, All Other
17-3031 Surveying and Mapping Technicians

Life, Physical, and Social Science Occupations

19-1011 Animal Scientists
19-1012 Food Scientists and Technologists
19-1013 Soil and Plant Scientists
19-1021 Biochemists and Biophysicists
19-1022 Microbiologists
19-1023 Zoologists and Wildlife Biologists
19-1029 Biological Scientists, All Other
19-1031 Conservation Scientists
19-1032 Foresters
19-1041 Epidemiologists
19-1042 Medical Scientists, Except Epidemiologists
19-1099 Life Scientists, All Other
19-2012 Physicists
19-2021 Atmospheric and Space Scientists
19-2031 Chemists
19-2032 Materials Scientists
19-2041 Environmental Scientists and Specialists, Including Health
19-2042 Geoscientists, Except Hydrologists and Geographers
19-2043 Hydrologists
19-2099 Physical Scientists, All Other
19-4011 Agricultural and Food Science Technicians
19-4021 Biological Technicians
19-4031 Chemical Technicians
19-4041 Geological and Petroleum Technicians
19-4061 Social Science Research Assistants
19-4091 Environmental Science and Protection Technicians, Including Health
19-4092 Forensic Science Technicians
19-4093 Forest and Conservation Technicians
19-4099 Life, Physical, and Social Science Technicians, All Other

Sales and Related Workers

41-9031 Sales Engineers

Notes:

*STEM stands for Science, Technology, Engineering, and Math
This list is based on the 2000 federal SOC*

In Figures 4-8, STEM degrees are defined by majors in the following categories:

- Biological and biomedical sciences
- Computer and information sciences
- Engineering and engineering technologies
- Mathematics and statistics
- Physical sciences and science technologies

Source: US Department of Education, National Center for Education Statistics, *Digest of Education Statistics, Table 249-252*.

STEM Conference Participants

February 28, 2012

Sonja Andrews, *Oregon State University*
Larry Bekkedahl, *Bonneville Power Administration*
Chris Brooks, *WebMD Health Services Group*
Dick Burnham, *Hoffman Corporation*
Ben Cannon, *Governor's Office*
Aubrey Clark, *Intel Corporation*
Lita Colligan, *Oregon Institute of Technology*
Jill Eiland, *Intel Corporation*
Lisa Graham, *Bend Research*
Steve Grant, *Triquint*
Nancy Hamilton, *McKinstry*
Wendy Hawkins, *Intel Foundation*
Marye Hefty, *Pacific NW National Laboratory*
Mike Holtzclaw, *Central Oregon Community College*
Peter Hutchinson, *Public Strategies Group*
Art Johnson, *KPFF Consulting Engineers*
Dick Knight, *Saturday Academy*
Nick Konidaris, *Electro Scientific Industries*
Rob Krueger, *FEI Company*
Michael Lampert, *Salem Keizer School District*
Rene Leger, *Oregon Business Council*
Dean Livelybrooks, *University of Oregon*
Andrew McCulloch, *Kaiser Foundation Health Plan & Hospitals*
Eric Meslow, *Timbercon*
Colleen Mileham, *Oregon Department of Education*
John Mohlis, *Oregon State Building Trades and Construction Council*
Perry Moore, *The Boeing Company (Portland)*
Pete Murray, *Welch Allyn*
Larry Pendergrass, *Tektronix*
Camille Preus, *Community College and Workforce Development*
Sabah Randhawa, *Oregon State University*
Mike Rohwer, *PhTech*
Bruce Schafer, *Oregon University System*
John Svicarovich, *Oregon Business Council*
John Tapogna, *ECONorthwest*
Dave Vernier, *Vernier Software & Technology*
Jeff Wheeler, *Portland General Electric*
Susan Wolff, *Columbia Gorge Community College*
Duncan Wyse, *Oregon Business Council*
Craig Zemke, *Jeld-Wen*

April 20, 2012

Bill Becker, *Portland State University*
Eileen Boerger, *CorSource Technology Group, Inc.*
Chris Brooks, *WebMD Health Services Group*
Lara Christensen, *Oregon Community Foundation*
Aubrey Clark, *Intel Corporation*
Lita Colligan, *Oregon Institute of Technology*
Carlos Contreras, *Intel Corporation*
Jill Eiland, *Intel Corporation*
Maureen Fallt, *Portland General Electric*
Larry Flick, *Oregon State University*
Michelle Girts, *EnTranRight*
Joelle Gruber, *JPMorgan Chase*
Marye Hefty, *Pacific NW National Laboratory*
Don Hendrickson, *The Boeing Company (Portland)*
Jonathan Hill, *Xerox*
Craig Hudson, *Garmin AT*
Dick Knight, *Saturday Academy*
Roy Koch, *Portland State University*
Mary Kramer, *Columbia Gorge Community College*
Rob Krueger, *FEI Company*
Michael Lampert, *Salem Keizer School District*
Rene Leger, *Oregon Business Council*
Alyson Lighthart, *Portland Community College*
Dean Livelybrooks, *University of Oregon*
Andrew McCulloch, *Kaiser Foundation Health Plan & Hospitals*
Carl Mead, *Beaverton School District*
Eric Meslow, *Timbercon*
Dennis McNannay, *Oregon Bioscience Association*
John Mohlis, *Oregon State Building Trades and Construction Council*
Molly O'Hearn, *iovation*
Sabah Randhawa, *Oregon State University*
Mike Rohwer, *PhTech*
Bruce Schafer, *Oregon University System*
Heidi Sipe, *Umatilla School District*
Brian Stewart, *JPMorgan Chase*
John Svicarovich, *Oregon Business Council*
John Tapogna, *ECONorthwest*
Dave Vernier, *Vernier Software & Technology*
Dorothy Waller, *Governor's Office*
John Willis, *CH2M Hill*
Duncan Wyse, *Oregon Business Council*
Craig Zemke, *Jeld-Wen*

End Notes

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- ⁶ President's Council of Advisors on Science and Technology (PCAST) (2012, February 7). "Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering and Mathematics." http://www.whitehouse.gov/sites/default/files/microsites/ostp/fact_sheet_final.pdf
- ⁷ Carnevale, A., Smith, N., & Melton, M. "STEM." Georgetown University: Center on Education and the Workforce. <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/stem-execsum.pdf>
- ⁸ NAEP State Comparisons, National Center for Education Statistics, <http://nces.ed.gov/nationsreportcard/statecomparisons/>
- ⁹ Bartik, Timothy, 2011, *Investing in Kids*, page 349, table 12.1.
- ¹⁰ <http://www.ode.state.or.us/teachlearn/real/standards/sbd.aspx>
- ¹¹ President's Council of Advisors on Science and Technology (PCAST) (2012, February 7). "Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering and Mathematics." http://www.whitehouse.gov/sites/default/files/microsites/ostp/fact_sheet_final.pdf
- ¹² Langdon, D., McKittrick, G., Beede, D., et al. (2011, July). STEM: Good Jobs Now and for the Future." U.S. Dept. of Commerce: Economics and Statistics Administration. <http://www.esa.doc.gov/sites/default/files/reports/documents/stemfinaljuly14.pdf>
- ¹³ National Science Board (2010, May 5). "Preparing the Next Generation of STEM Innovators: Identifying and Developing Our Nation's Human Capital." National Science Foundation. <http://www.nsf.gov/nsb/publications/2010/nsb1033.pdf>
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- President's Council of Advisors on Science and Technology (PCAST) (2012, February 7). "Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering and Mathematics." http://www.whitehouse.gov/sites/default/files/microsites/ostp/fact_sheet_final.pdf
- ¹⁵ National Science Board (2010, May 5). "Preparing the Next Generation of STEM Innovators: Identifying and Developing Our Nation's Human Capital." National Science Foundation. <http://www.nsf.gov/nsb/publications/2010/nsb1033.pdf>



Oregon STEM Employer Coalition Members

Autodesk
Bend Research
Boeing, Portland
Cambia Health Solutions
CH2M Hill
CorSource Technology Group
Electro Scientific Industries, Inc.
EdCailber
FEI Company
Garmin AT, Inc.
Cascade Steel Rolling Mills
Evergreen Aviation
Google
Gorge Technology
Hoffman Corporation
IBM
Intel Corporation
Iovation
Jeld-Wen
JPMorgan Chase
Kaiser Foundation Health Plan & Hospitals
KPF Consulting Engineers
Lightspeed Technologies
McKinstry
Mentor Graphics
nLight
NW Natural
Oregon State Building & Construction Trades
Council
Oregon Health & Science University
Pacific Power
Pacific NW National Laboratory
PGE
PhTech
Regence
SAM Medical
Samaritan Health Services
Solar World Industries Americas
Timbercon
Tripwire
TriQuint

Vernier Software & Technology
Vestas America
WebMD Health Services Group
Xerox
ZGF Architects, LLP

Business Association Endorsements

Associated Oregon Industries
Gorge Technology Alliance
Oregon Bioscience Association
Oregon Business Association
Oregon Business Council
Oregon Business Plan
Oregon Entrepreneurs Network
Portland Business Alliance
TechAmerica
Technology Association of Oregon

Oregon STEM Investment Council OEIB Meeting

Jill Eiland, Intel
Eric Meslow, Timbercon
John Tapogna, ECONorthwest
Dick Knight, Industry Executive/Academic

May 14, 2013



Oregon STEM Employer Coalition

Advancing ambitious STEM goals that will dramatically impact jobs, the economy, and career opportunities in Oregon

- By 2025, double the number of Oregon's K-12 students who are proficient in math and science
- By 2025, double the number of Oregon STEM post-secondary graduates



Oregon STEM Investment Council

Establish a STEM Investment Council to collaborate with Dr. Rudy Crew and the OEIB to develop and oversee a long-term PreK–20 strategy to achieve STEM goals



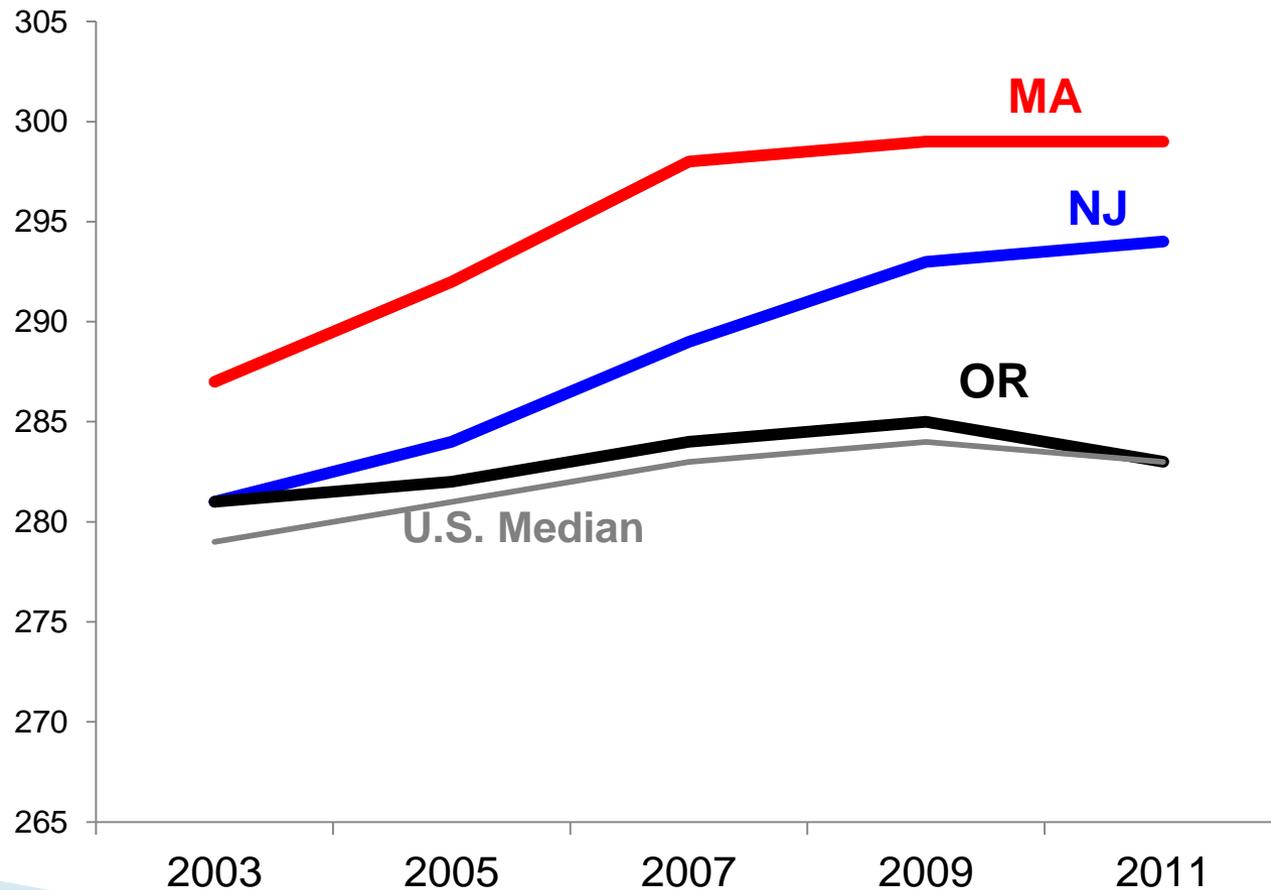
High Quality Jobs

	Non-STEM Job	STEM Job	% Difference
High School Diploma or Less	\$15.55	\$24.82	60%
Some College or Associate Degree	\$19.02	\$26.63	40%
Bachelor's Degree Only	\$28.27	\$35.81	27%
Graduate Degree	\$36.22	\$40.69	12%

STEM graduates and workers add value to the economy through higher lifetime earnings. On average, workers in STEM occupations earn about 25 percent more than workers in non-STEM occupations.

Proficiency Can Be Improved

8th Grade Math NAEP Scores



Oregon's STEM Gap

Oregon is failing to produce enough STEM graduates

- High school grads lack foundational skills in math, science and communication
- Less than 14% of our TOP math and science students are earning STEM degrees
- Less than 2% of ALL Oregon graduates earn a STEM degree



Impact of STEM Goals: Personal Income

+6%

Increase in long-run state earnings

+\$ 9 billion

Annual increase in personal income

\$37,909  **\$40,243**

Change in annual per capita personal income

Impact of STEM Goals: Public Sector Revenue

+\$1.4 billion

Annual increase in state and local
government general tax and fee
revenue

+389 million

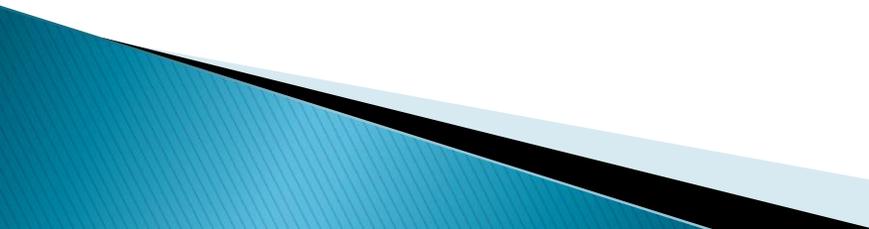
Annual increase in state general fund
revenue



Guiding Principles for Transformational Change in STEM

- Integrate and align STEM across a “learner centered” education continuum
 - Achieve high STEM standards that support the 40–40–20 vision
 - Connect students to the “world of work” for experiential learning and career preparation
 - Engage industry for career insights, learning opportunities, and support
- 

Key Roles for the STEM Investment Council

- Partner to support OEIB and Dr. Rudy Crew in setting strategy across the STEM continuum
 - Engine for accelerating change through strategic initiatives
 - Focus for STEM progress and accountability, including:
 - Implementation of seamless, learner centered system
 - Impact of outcome driven investments
 - Results of teacher development on effectiveness
 - Progress on underserved student motivation, success and retention in STEM
- 

Proposed STEM Investment Council in Action

Chief Education Officer

Oregon Education
Investment Board

Higher Education
Coordinating Commission

Universities
Community Colleges

Deputy Superintendent
Of Public Instruction

Oregon Department of
Education

STEM Investment Council

- Develop STEM Strategy
- Engage industry partners
- Guide innovation initiatives

Vision

- ▶ HB 2636 creates STEM Investment Council
- ▶ Reports to Chief Education Officer
- ▶ 9 private sector representatives, with strong support from education and STEM leaders
- ▶ Creates STEM Investment Grant Program
- ▶ Appoints STEM Council Director

Proposed STEM Investment Council in Action

Chief Education Officer

Oregon Education
Investment Board

Higher Education
Coordinating Commission

Universities
Community Colleges

Deputy Superintendent
Of Public Instruction

Oregon Department of
Education



STEM Investment Council

- Develop STEM Strategy
- Engage industry partners
- Guide innovation initiatives

Vision

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Strategic Role

- ▶ Set STEM education outcomes
- ▶ Report on progress
- ▶ Make strategic investment recommendations
- ▶ Make policy recommendations
- ▶ Develop strategy for business collaboration/partnerships



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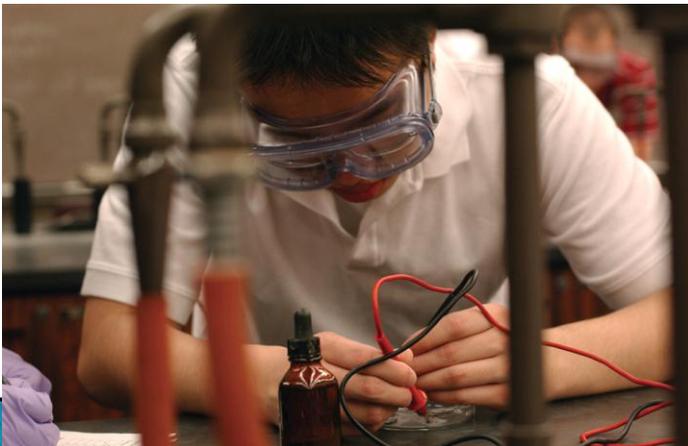
Strategic Role

- ▶ Set STEM education outcomes
- ▶ Report on progress
- ▶ Make strategic investment recommendations
- ▶ Make policy recommendations
- ▶ Develop strategy for business collaboration/partnerships

Activities

- ▶ Establish STEM education work plan under direction of Chief Education Officer
- ▶ Conduct research and analysis
- ▶ Engage business and other partners in STEM work
- ▶ Review proposals for STEM initiatives
- ▶ Fund Initiatives and innovation investments through agencies
- ▶ Conduct annual "State-of-STEM" review with OEIB

Join us in a Partnership for STEM Success



- Endorse the establishment of the Oregon STEM Investment Council
- Support HB 2636
 - Creates the STEM Investment Council and Grant Program

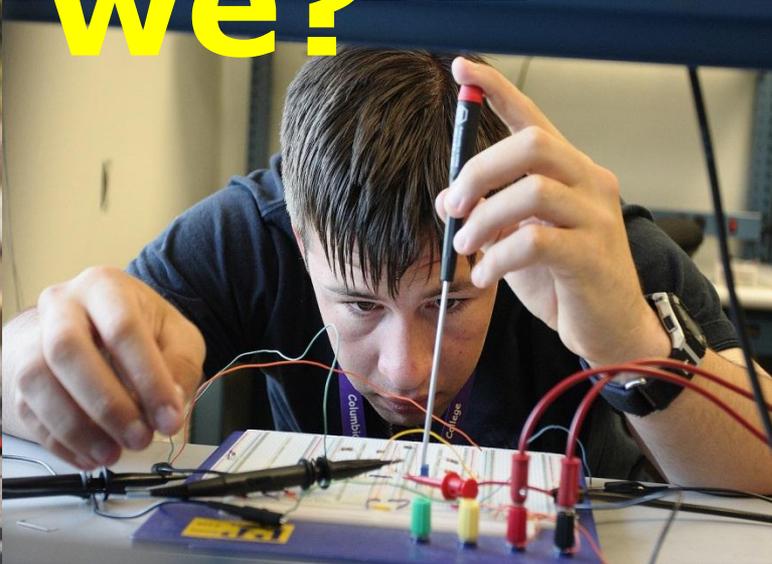


Columbia Gorge Regional Center of Innovation

**Connecting industry,
education
and community**



Who are we?



Goals:

- ❖ **Engage parents** in student success
- ❖ Engage **industry** in education
- ❖ Engage **education** in industry
- ❖ Create **new jobs** and teach the skills to **hire locally**

It's about industry

- ❖ **Bridge** the basic skills gap
- ❖ **Engage parents** to create a **work ethic**
- ❖ **Reduce costs** to recruit, retain and train
- ❖ Access **higher education**

It's about education

- ❖ **Engage parents** at all levels
- ❖ Start **from the beginning**
- ❖ **Align** pre-K through 20
- ❖ Measure success through **math achievement**
- ❖ **Engage industry** in learning

It's about community

- ❖ **Ensure equity** by reaching every population
- ❖ **Engage industry** in the classroom
- ❖ **Enroll parents** in student success
- ❖ **Measure** achievement
- ❖ **Replicate** the model

Engage Community

- Deploy regional Early Learning Hub
- Develop outreach and education program for parents
- Access to resources and training
- Integrate OSU Open Campus
- Launch OSU Extension summer programs

Engage Industry

- Develop structured mentoring/internship program
- Formalize industry partnerships through MOU's
- Scan workforce for catalog of desired skill sets in new hires

Engage Education

- Implement Pre-K STEM curriculum in Head Start
- Develop STEM Magnet Academies
- Implement Supported Math in 8th grade
- Engage project based learning in robotics, software development, and contextualized math skills (grades 5-8)
- Align secondary/post secondary math curricula (grades 9-12)
- Expand Dual Credit opportunities (grades 9-16)
- Focus on pathways to OUS
- Develop Chemistry track for high schools (U of O)

Supporting documentation:

- ❖ **Program detail**
- ❖ **Performance measures**
- ❖ **Academic research citations**
- ❖ **Budget detail**
- ❖ **Letters of support**

Regional points of contact

- **Mid-Col. Eco. Develop. Dist:**
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- **Col. Gorge Comm. College:**
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- **North Wasco Co. School Dist.**
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- **Mid-Col. Children's Council**
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(541) 386-3343 ext. 260

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

- June Stakeholder survey*—post online and promote via social media, listserv, CBOs, Ed groups etc.
*2013 survey will serve as baseline data for OEIB metrics as outlined in strategic plan.
- July Stakeholder survey data compiled and shared with CEdO and OEIB.
- 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 OEIB staff individually complete Section II Performance Measures and submit 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, OEIB staff, 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					

WORKING DRAFT

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					
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 CEdO has developed a strategic plan and goals that will design and implement a state-level P-20 education system					
2.2 CEdO has developed strategic plan and policies that will ensure we meet the 40-40-20 goals					
2.3 CEdO has assured OEIB’s resources and budget are aligned to the implementation of the strategic plan and the Governor’s 10-year budget plan					
2.4 CEdO has established processes that monitor and control works, ensuring that the effectiveness of OEIB’s performance is achieved					
2.5 CEdO 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					

WORKING DRAFT

Please provide information that will help us understand your score in this category

Performance Measure	1	2	3	4	N/A
3. STRATEGY EXECUTION					
3.1 CEdO 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 CEdO has established an effective organizational structure, ensuring that there is management focus on key collaboration necessary to implement a state-level P-20 education system to align to OEIB goals					
3.3 CEdO has established strategic goals to design and implement a common data system to guide teaching and learning across the education continuum (longitudinal database)					
3.4 CEdO has directed and controlled the early childhood services program to ensure that children are ready to enter kindergarten and aligned and integrated with the P-20 and 40-40-20 vision					
3.5 CEdO has reached an agreement with the university boards to direct, oversee and implement the work of the Higher Education Coordinating Commission					
3.6 CEdO has consistently made sound decisions and made timely adjustments in strategies when conditions demanded such changes					
3.7 CEdO has accurately supervised performance monitoring and control to ensure accountability at all levels of the organization					
STRATEGY EXECUTION SCORE					

Please provide information that will help us understand your score in this category

WORKING DRAFT

5.6 CEdO communicates openly with employees about information and decisions that impact them and when possible seeks their input on decisions					
5.7 CEdO has articulated a clear vision for the office and staff to understand their role in helping the office achieve that vision					
5.8 CEdO works collaboratively with staff and stakeholder to identify solutions to problems and achieve common goals					
5.9 CEdO 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

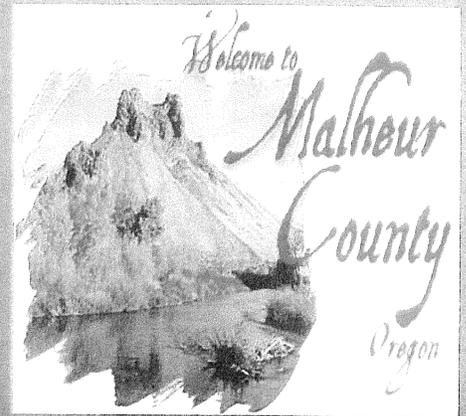
This section is to be completed by the CEdO and Board

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

**MALHEUR COUNTY:
POVERTY TO PROSPERITY**

A grassroots plan to raise up Oregon's most poverty- stricken county.

An Economic Recovery Plan
2013-2018



MALHEUR COUNTY: POVERTY TO PROSPERITY

Executive Summary

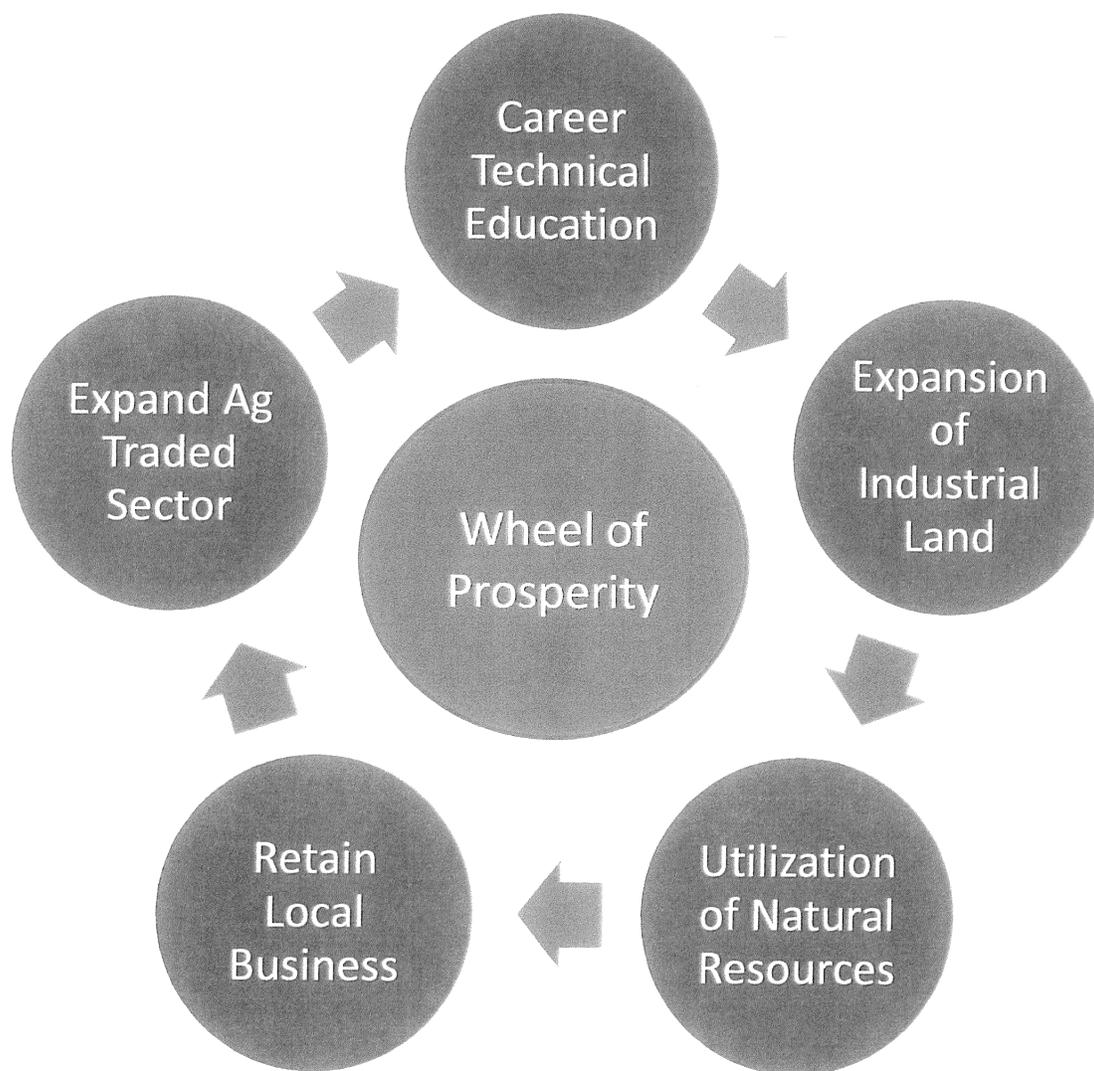
Historically, Malheur County is by far the poorest, most disadvantaged county in the state. Malheur County's poverty rate is currently at 22.6% compared to Oregon's 14.8%. This poverty results in a corresponding higher rate of unwed pregnant teens (teen pregnancy rate of 13.6; Oregon is 10.1%), high contact with the law enforcement, court and jail/prison systems, and a loss of the value these young men and women could add to Oregon's social and economic base. One of the causes of poverty is our failure to train our children for jobs readily available in our community, and in not using or developing resources that we have in abundance within Malheur County. This failure can be partially blamed on lack of investment in our schools, and our regulations/laws that are applied as a global policy without consideration for the environmental differences and potential land use across Oregon. The lack of trained 18 year olds is the result of no large scale technical training, along with the lack of opportunity of having a living wage job available in their future, and the liability costs to train 16-18 year olds.

Malheur County is ready for change. In the fall of 2011 separate groups of business people began to meet and discuss the past and future of Malheur County. One group focused on the many industrial business visitors who come to Malheur County but rarely stay because of the lack of properly zoned industrial land. Another focused on the lack of Career Technical Education (CTE) training offered in our school systems. Another group began to identify business opportunities in retention and better utilization of natural resources. A critical connection was made between these groups. They believed the solution for business growth rested within the cooperative and collaborative partnership between business and education leaders.

A dedicated group of local business people began a movement entitled "Malheur County: From Poverty to Prosperity." They worked closely with Oregon State Representative Cliff Bentz to bring to fruition his strategic five point economic development plan for Malheur County. A community business leader was selected to chair each part of the plan and action committees were formed. The plan consists of: 1) Building a Career Technical Education School, 2) Expansion of Industrial Land, 3) Utilization of Natural Resources, 4) Retention of Local Business, and 5) Expand Ag Traded Sector.



MALHEUR COUNTY WHEEL OF PROSPERITY



Changing Course

VISION

Economic growth in Malheur County will be achieved through quality education, better use of available resources, and coordination of the efforts of business, schools and government.

GOALS

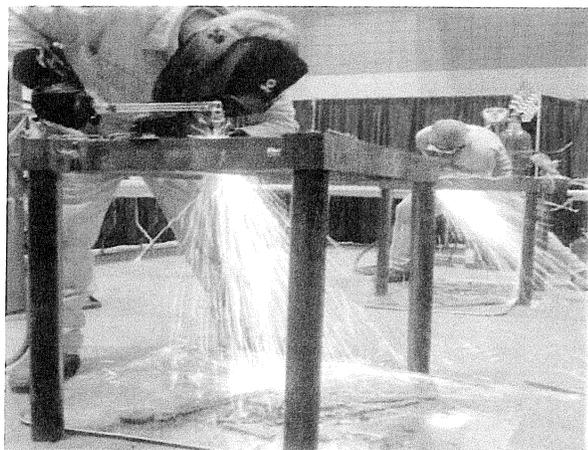
- Substantially reduce poverty
- Improve the lives and futures of our young people
- Build and maintain a vibrant Eastern Oregon

ACTIONS

- Malheur County Career Technical Education Center with Pilot Program beginning fall 2013
- Expansion of industrial land
- Better utilization of natural resources
- Retain local businesses
- Expand our ag traded sector

OUTCOMES

- Increase in skilled workforce
- Increase in living wage jobs
- Reduction in SNAP and TANF caseloads
- Increase high school graduation rates
- Increase per capita income.
- Business and industry job growth
- Increase leadership: youth succession plan
- Reduction in juvenile delinquency
- Stronger economy with more taxpayers



STRATEGIES

- Align Malheur County education system with Oregon's vision for prosperity (P-20).
- Develop a CTE Center, built to provide state of the art training for youth to be workforce ready in multiple industry disciplines; achieved through the existing partnership of Treasure Valley Community College, Malheur Education Service District, and the three largest school districts, Ontario, Nyssa and Vale, with support from local business and industry.
- Advocate to the Oregon Department of Land Conservation and Development to take appropriate steps in rule-making and support legislation for acquisition of additional industrial land in Malheur County.
- Make Malheur County a nationwide target for industrial development by designating three 1,000 acre parcels of industrial land.
- Streamline the mining permit process to decrease the time delays that hinder our participation in the world rare earth mineral market.
- Create a locally grown workforce that is trained and ready to work. Build Malheur County's reservoir of service technicians and individuals to support Treasure Valley business and industry needs.
- Create new customers for existing businesses by successful interaction between the five action committee areas.
- Establish three advanced programs at Treasure Valley Community College: Process Automation, Hydraulics & Pneumatics, and Manufacturing Processes.
- Establish "Leadership Oregon Ag" (an investment in mid-career ag industry leaders) by collaborative efforts of local Ag Leaders and OSU School of Agriculture.
- Establish irrigation upgrade working group.
- Pursue better rail transportation solutions for agricultural product in the Treasure Valley.

How Bad Is It?

Malheur County's economic base was once rooted in agriculture. Over time, federal policies shifted in favor of species protection and fire loss management. As a result, cattle grazing on public lands have drastically decreased despite the fact that 94 percent of the County's land mass is classified as rangeland.

Per Capita Income (US Census 2012) for Malheur County is \$16,703 while the State of Oregon is \$26,561 and the US as a whole is \$27,915. Currently, 22.6 percent of all persons (25.2 percent of all children) live at or below 100 percent of the federal poverty index. The local economy is precarious: public employees constitute the largest single class of workers. The local unemployment rate of 10.1 percent is significantly elevated over national rates of 8.3 percent.

Eastern Oregon is currently in survival mode. There are 3,141 counties or equivalents in the United States. Malheur County was doing well 30 years ago, ranked at 1,648 in per capita personal income. Now we rank as one of the poorest counties in the country at 2,974.

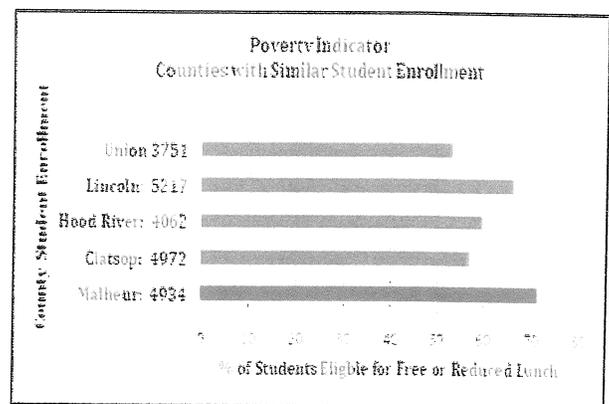
The Oregon Progress Board (2009) reports that among Oregon counties, Malheur County, ranks dead-last on per capita income, high school completion, overall poverty, juvenile arrest rates and recidivism. Forty percent of all arrests (36% female, 60% male) made in Malheur County are juveniles.

If you compare Malheur County indicators to our student ethnicity, we are not equipping our Hispanic youth for success. Hispanic student population is growing; Nyssa and Ontario are over 60%. We need to bring hope to all our students. They are our opportunity to break the cycle of poverty in Malheur County. A local juvenile law enforcement official cites that the best prevention of youth joining a gang is a good job.

From Bad to Worse...

County Indicators from Children First for Oregon 2012	2011 Number	2012 Rate	Current Rate Compared to Oregon
HEALTH			
Teen Pregnancy (per 1,000 girls ages 15-17)	20	31.5	84% Worse
CHILD WELFARE			
Abuse and Neglect Victims (per 1,000 ages 0-17)	155	19.4	45% Worse
FINANCIAL STABILITY			
Childhood Poverty ages 0-17	2,711	35.1	50% Worse
Child Support Payments		51.4	14% Worse
Unemployment		10.1	6% Worse
YOUTH DEVELOPMENT AND EDUCATION			
8 th Grade Math Proficiency	193	53.9	17% Worse
8 th Grade Reading Proficiency	204	57.1	15% Worse
Homeless Students	365	7.4	92% Worse

Eligible Students: Free or Reduced Lunch



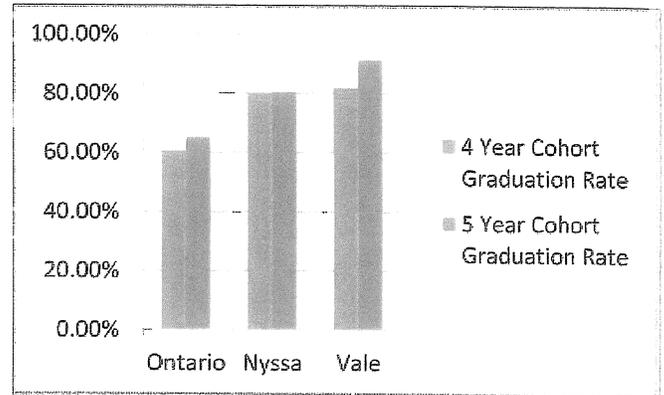
Malheur County's Education Goal

40/40/20

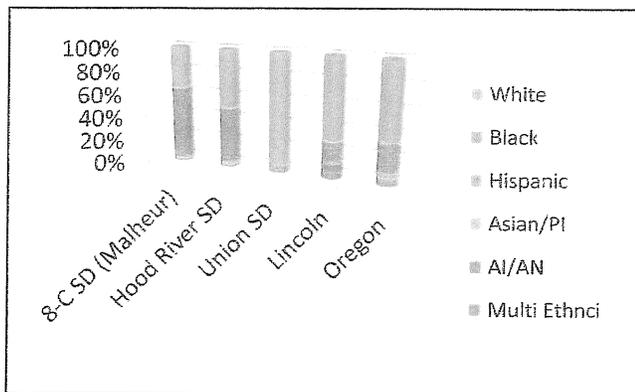
By 2025, 40 percent of adult Oregonians will have earned a bachelor's degree or higher, 40 percent will have earned an associate's degree or post-secondary credential, and the remaining 20 percent or less will have earned a high school diploma or its equivalent.

By placing an emphasis on the "Middle 40%," our grassroots efforts address and overcome the barriers that deter our students, especially those of color and those from economically disadvantaged backgrounds, from achieving success in our education system. Curriculum developers are focused on gender neutral curricula in each discipline.

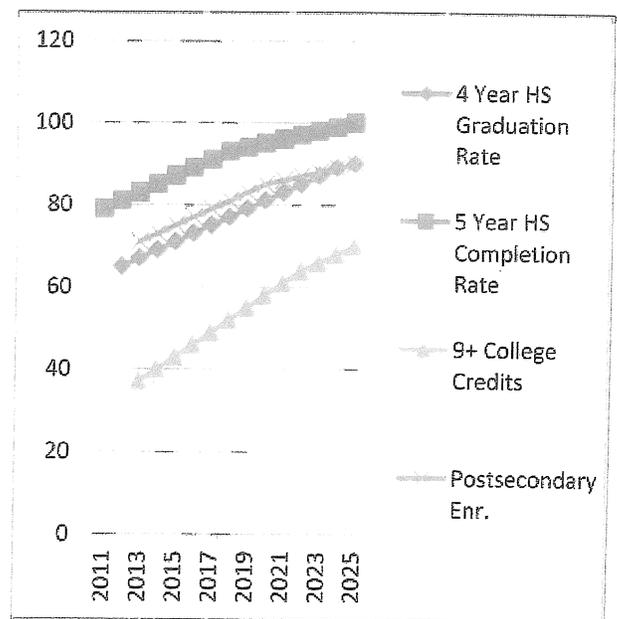
High School Graduation Rates for Most Recent Cohort 2008-2012



Student Ethnicity K-12



Malheur County 40/40/20 Target



School Districts	White	Black	Hispanic	Asian Pacific Is.	AI/AN	Multi Ethnic
8-C Malheur	34.6%	0.8%	61%	1%	0.7%	1.9%
Hood River	48.7%	0.6%	46.3%	1.7%	1%	1.7%
Union	97.7%	0	1.7%	0.3%	2%	3.4%
Lincoln	68.1%	0.7%	16.9%	0.9%	7.4%	6%
Oregon	64.5%	2.5%	21.5%	4.6%	1.4%	5%



Five Year Budget

A 60,000 square foot facility located on existing Treasure Valley Community College property. The facility will initially offer Diesel and Automotive Mechanics, Allied Health program, Welding/Fabrication, and Business Technology with room to expand to include industry needs. The cost to run programs is estimated at \$1.3-1.5 million annually. This budget includes a subsidy for the first five years of operation.



Cost to Build Facility: \$12,000,000*

Cost to Equip Facility: \$2,000,000*

Cost to Run Programs: \$6,000,000*

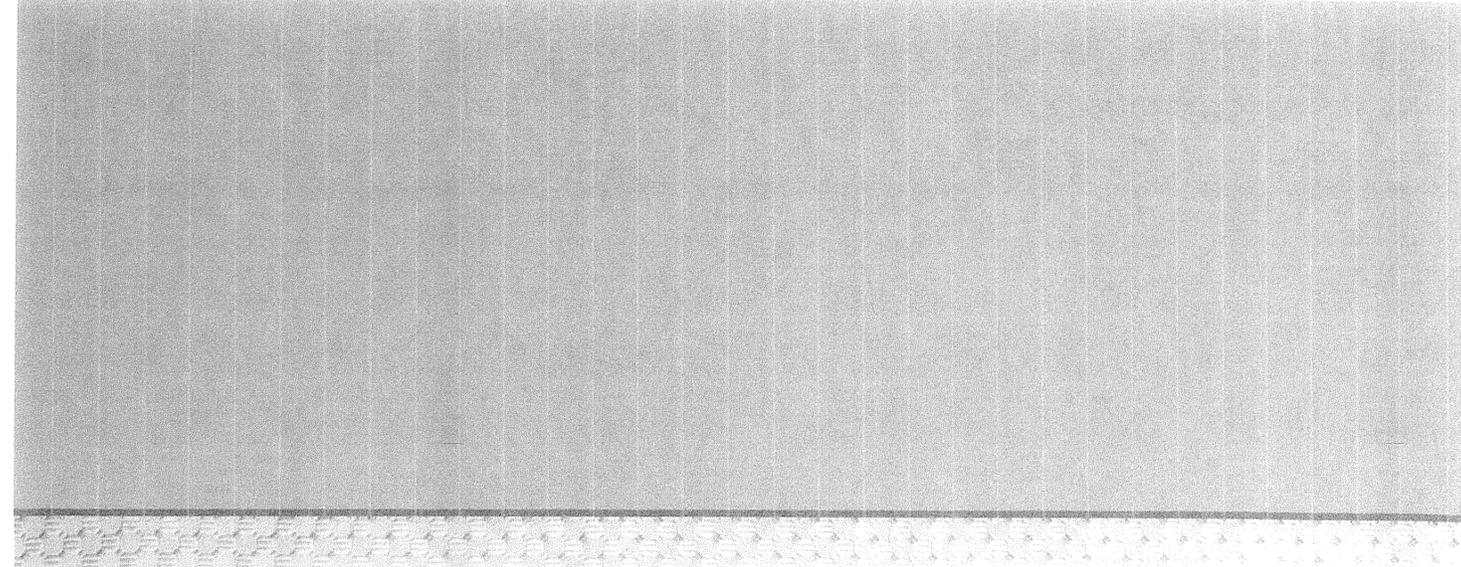
**Preliminary costs and detailed plans are in development.*



Why Should Oregon Invest in Malheur County?

LONG TERM VALUE OF OREGON'S INVESTMENT

- Through partnerships with local business and industry, we will upgrade our technology skills to be an efficient global competitor.
 - Malheur County CTE Programs will produce skilled technicians to operate and repair sophisticated farm, ranch, and mining equipment.
- Oregon packers and processors are buying equipment built in Europe because they have trained their workforce to meet the demands of industry and America has not.
 - Labor and production costs are higher in Europe. The five-point plan brings jobs to Oregon and generates additional tax revenue.
- It is cheaper to ship onions from Holland to the New York market than it is to ship from Malheur County to the New York market.
 - This plan will yield more efficient technological processing methods for agriculture businesses to offset transportation costs, while simultaneously pursuing better rail transportation solutions.
- Agriculture does not carry the political clout on policy issues as it once did. Advances in agricultural leadership did not progress in tandem with production efficiency.
 - Malheur County supplies food to the world. Establishing "Leadership Oregon Ag" will produce effective mid-career leaders, spokespeople, and policymakers in for Oregon and the nation.
- Eastern Oregon has advantages that the rest of state does not enjoy. A primary advantage is that Malheur County has 3.2 persons per square mile compared to Multnomah County with 1,705 persons per square mile.
 - Malheur County has land resources, airshed, cheap gas and power, and the convergence of multiple highways and Interstate 84. (An airshed is part of the atmosphere that behaves in a coherent way with respect to the dispersion of emissions.)
- Nearly 25% of Malheur County residents receive SNAP benefits. Forty percent of all arrests in Malheur County are juveniles (average cost for youth in closed custody is \$219.00 per day or \$79,935.00 per year).
 - This plan decreases the consumption of Oregon's social services and involvement in the criminal justice system.
- The US Census Bureau confirms persons of Hispanic or Latino Origin are the largest minority group in Oregon (12%), Malheur County (32%) and the United States (16.7%).
 - With a county-wide average high school graduation rate of 65%, this innovative CTE program will not only allow us to achieve the 40/40/20 goals, but it will also be a model for Oregon and a gateway to lead our youth out of poverty and into prosperity.

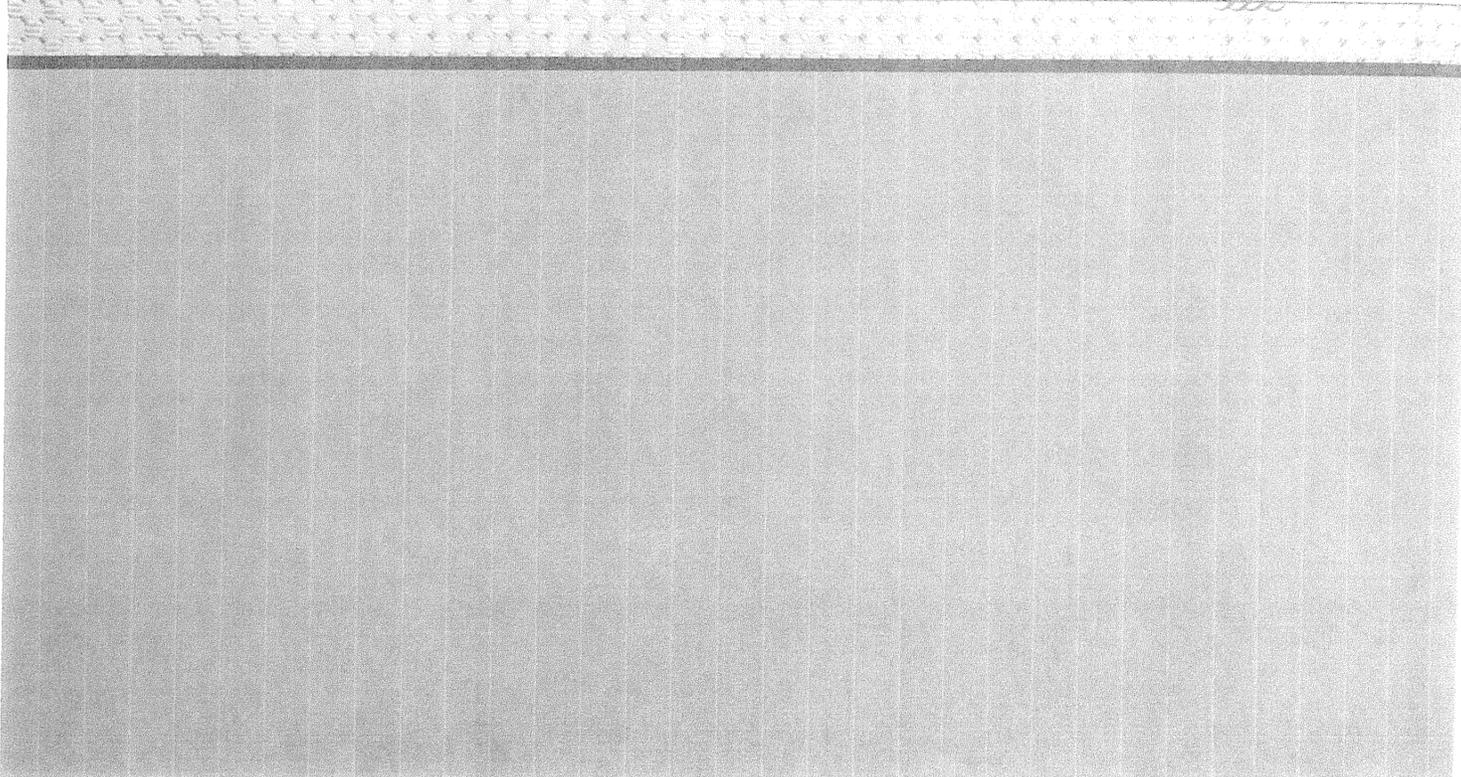


**MALHEUR COUNTY:
POVERTY TO PROSPERITY**

A grassroots plan to raise up Oregon's most poverty-stricken county.

Email Contact:

Poverty.Prosperty@gmail.com



May 14, 2013

Kimberly Melton & Mark Jackson

Thank you members of the OEIB for giving us the opportunity to address you today. My name is Kimberly Melton and I am the co-chair of the Oregon Alliance for Education Equity. I am also the Portland metro area director at Stand for Children.

About OAEE

The Oregon Alliance for Education Equity is a non-partisan coalition of community organizations that represent communities of color, English Language Learners (ELLs), education advocates, families, allies and other stakeholders. We initially came together around the issue of student discipline and worked together with the Oregon Department of Education to publish student discipline data annually broken out by race and ethnicity. As we all well know, the disparities in student discipline practices are a persistent challenge in communities of color but it is not the only important one.

A little over one year ago, we gathered on the Capitol Steps to call attention to the need better support and improved outcomes for students of color and ELL. We were glad to see David Bautista and Gov. Kitzhaber address our event.

After that action, the loose coalition of groups decided to commit to being a united voice at the state level to support policies that promote equity for our students and narrow Oregon's achievement gap.

At our monthly meeting at the end of April, our members discussed the recently-approved equity lens. Each fall when the doors to the schools open to a new crop of kindergartners, we are making a promise to them, committing to provide a high quality education that prepares them for life. We believe that this equity lens is a step forward in ensuring that state policies and initiatives will help schools make good on that promise. So, thank you.

We would also ask for two things:

- That you would be transparent as you evaluate proposed policies according to this equity lens and make it easy for parents and community understand and engage with you in this process.
- That you would truly take time to plan and create strategies to engage stakeholders. You called out this desire and commitment in the equity lens. We know it can be energizing, frustrating, full opinions and many voices but we believe it is an important part of creating effective public policy and we desire to be partners with you in this work.

I think this leads very nicely into my final piece.

The Oregon Alliance for Education Equity (OAEE) has appreciated the opportunity to engage with the Oregon Education Investment Board, the Oregon Department of Education and other lawmakers throughout the legislative session as for the first time, we began to advocate for policies as a network of organizations.

One of our highest priorities in the current legislative session was to address the need for parents and community members to have a meaningful voice on school district achievement compact advisory committees. We believe the implementation of those ambitious goals for student success

are shared by teachers, school leaders, state leaders,, parents and community. And, therefore, parents and community members (particularly those from communities are underserved and underrepresented) should be a meaningful part of their design, approval and implementation. Unfortunately, despite broad support for SB 297, it died in committee.

We recognize the importance of this issue and so have some of you and we hope that you would continue to find a path forward that provides parents and communities the voice they deserve.

As you may be aware, some school districts, including Portland Public Schools, have included ex-officio positions for parents on their advisory committee. While this should serve as a model for other districts, we understand that some districts have been advised by counsel that current law prohibits even non-voting parent or community members on these committees.

We would ask three things from you:

- That you clarify for school districts the flexibility they currently have
- That you provide 2 to 3 models or examples of ways that districts can engage parents and community within the current law
- And, finally, that you take the lead in finding a way to breathe life back into the spirit and purpose of SB 297. Non-voting status simply IS NOT enough. Parents and community members should be regarded as equals when setting goals for the young people of Oregon.

By working in partnership we can begin to address some of the deep-rooted issues and develop coordinated solutions and approaches to improving education in our state.

We desire to help our schools make good on the promises we make students and we know you do as well. Thank you so much for your time and your commitment to children.



Mark Jackson
Co-Chair (Spring 2013)
markj@reapusa.org
503.341.6161



Kim Melton
Co-Chair (Spring 2013)
kmelton@stand.org
503.415-1754

Oregon Alliance for Education Equity (OAE) Steering Committee:

Inger McDowell, Coalition of Communities of Color
Jason Trombley, Asian Pacific American Network of Oregon,
Eduardo Angulo, Salem-Keizer Coalition for Equality,
Becky Straus, American Civil Liberties Union (ACLU) of Oregon,
Damon Fournier, Chalkboard Project
Lakeitha Elliott, Urban League of Portland
April Campbell, Oregon Government to Government Tribal Education Cluster
Mark Jackson, Reaching and Empowering All People (REAP)
Kim Melton, Stand for Children



Oregon Alliance for Education Equity (OAE)

The OAE is ready to align our efforts and work together with policy makers towards solutions. Our membership is comprised of over 20 culturally specific and advocacy organizations throughout the State of Oregon. We are committed to a meaningful partnership to address the educational inequities faced by students and their families. We are united to eliminate racial and ethnic disparities in education, improve student achievement and ensure that all students have an opportunity to be successful in every community throughout our state.

Supporting the Future of Education for Oregon's Children:

- **Oregon's Student Body Is Changing**
 - The number of students of color in Oregon public schools has doubled over the past 15 years. Students of color comprised 16.3% (88,196) of public school enrollment in 1997. Today, students of color make up about 35% (198,922). (Oregon Dept. of Education)
- **Oregon Lags Behind Other States**
 - Oregon is one of seven states where achievement score gaps between higher and lower income students widened from 2003 to 2011. (National Assessment of Educational Progress)
- **Oregon Students Are Not Graduating from High Schools Prepared Or With Access to College**
 - In the Class of 2012, 71 percent of students graduated within four years. That number was 10 to 20 percent less for students of color. Among African American, Native American and English Language Learner students, only half graduated with a traditional diploma.

Where can we begin addressing disparities in education for students of color?

- Increase funding for priority populations (students of color, low-income, and ELL) that will assist schools with improving educational outcomes.
- Build a comprehensive system that supports students from Pre-K to high school and beyond.
- Cultivate a diverse workforce by making a commitment to full the mandate of the Oregon Minority Teacher Act (1991) and support efforts for every school district to train, hire and retain a diverse workforce of teachers of color.
- Support students in and out of school with wraparound services through resources allocated to effective culturally-specific organizations serving priority populations.
- Eliminate zero tolerance discipline policies that disproportionately target students of color.

OAE Member Organizations:

Asian Pacific American Network of Oregon (APANO)| Chalkboard Project| Coalition of Communities of Color| Oregon Indian Education Association| Reaching and Empowering All People (REAP) Inc.| Salem-Keizer Coalition for Equality| Stand for Children| The ACLU of Oregon| Urban League of Portland| Adelante Mujeres| Casa Latinos Unidos de Benton County| Centro Cultural of Washington County| Corvallis NAACP| Eugene/Springfield NAACP| Latino Network of Portland| Linn Benton Hispanic Advisory Committee| Oregon Association for Bilingual Education| Portland Teachers Program| Salem-Keizer NAACP| The Tribal Government to Government Education Cluster of Oregon| Una Voz: Latino Leadership and Advocacy Inc.,| Unete|

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