Summary of June 29 Planning Meeting #1 and Takeaways for Meeting #2

The following summarizes the areas of agreement, guidance from the Governor and Dr. Crew and issues identified as important and yet to be resolved, based on meeting notes and after-meeting reports prepared by Aims McGuinness and Tim Nesbitt.

✓ = consensus
○ = to be confirmed or better understood; need more clarity to establish place in our work.
➢ = critical to resolve

Goals

✓ 40/40/20 should be viewed as both aspirational and operational (informing and guiding our work), but not exclusive (e.g. need for content and qualitative measures as well).

✓ A focus on 40/40/20 should be consistent with our commitment to equity and encompass out-of-school youth and young adults, not just those in the pipeline.

Vision Statement, Framing the Case for Change

✓ Keep children at the center; adults will have to change.

✓ Every child should have the opportunity to learn and succeed.

✓ The bellwether should be students learning at their best pace and to their full potential.

✓ The case for change involves a campaign, e.g. Oregon's New Deal.

✓ The system, whether perceived as "broken" or not keeping pace with demands and expectations, clearly needs to change.

✓ Need stories to personalize our message.

○ Need clarity on the responsibility and role of government, differentiating obligation for access/opportunity and the delivery of services. Public schools are the foundation, but the system includes private providers.

○ Resolve the difference in connotation and emphasis between the potential for achievement and the case for change, from both individual and societal perspectives. These are not mutually exclusive. But we should decide where to place our emphasis.

	Individual	**Societal**
Potential for greater achievement	Best pace, full potential Equity Upward mobility	American Dream Economic prosperity Stronger civic society
Need for change	Opportunities lost System not working now	Other states, nations getting ahead Competitiveness and vitality in 21st Century global economy

- ○ Sustainability

- ○ OEIB should facilitate change, break down silos

(Draft statement to come.)

Leverage Points

Note: There is need for more clarity on the difference between leverage points and strategies. We have tended to view leverage points as learning stages; Aims McGuinness called these "interfaces" in his summary. In addition, there are interventions or opportunities that emerged from our discussion that can also be seen as strategies.

Learning stages or interfaces:

- ✓ 0 to 3 years of age.

- ✓ Age 3 to Grade 3.

- ✓ Parenting skills.

- ✓ High school and early college (Grades 11-14)

- ○ Out-of-school youth and young adults

Interventions and opportunities:

- ✓ Quality and effectiveness of educators; leadership

- ✓ Technology and the potential inherent in online learning

- ○ Achievement compacts

- ○ College-going culture

- ○ Outcomes-focused investments: Return-on-investment modeling needs more discussion. Time frames for return and reinvestment are a key issue.

Strategies

- ✓ Original three strategies for December Report:
  1. Create a coordinated P-20 system, beginning at the state level
  2. Focus state investment on achieving student outcomes
  3. Build statewide support systems

- ○ Key elements: revenue + support + leadership

- ✓ Leadership is key; accountability begins at the top; great leaders can get it done.
  - ○ How do you build the quality of leadership needed in a local control state?

- Need new strategies to address
  - Out-of-school youth
  - Communities of color

- Adopt as new strategies
  - Take a regional approach – map gaps and strengths by region
  - Establish regionalized support systems
  - Develop parenting skills
  - Wraparound service models
  - Preparation and support for teachers and educators

Obstacles

- ✓ Inertia is our enemy

- ✓ Race and class

- Limitations, confusion re: tight/loose.
  - Limitations of tight-loose: poor districts are not sharing services or merging functions; need rewards and sanctions.
  - Loose-tight should allow pressure from the top and pressure from the bottom.

OEIB Roles and Responsibilities

SB 909 (explicit):

- ✓ Ensuring achievement of 40/40/20 and educational outcomes

- ✓ P-20 system "streamlined and connected"

- ✓ Strategic investments

SB 909 (implicit):

- Convening authority for P-20 system

- Communications and engagement of the public

- Elevate and showcase good practice

- Authorize good practice

- Raise expectations and establish measures of success

SB 1581:

- ✓ Achievement compacts with all education entities

- ✓ Work with Quality Education Commission

- ✓ Chief Education Officer direction and control authority for P-20

From Strategies to Action Plan

- ✓ An 18-month action agenda (through December 2013)

- ✓ Be clear on the OEIB's responsibilities, roles and authorities (both statutory and implied, e.g. convening authority for P-20)

- o Will need a campaign approach and structure

- o Distinguish the following components for the agenda:
  - Administrative
    - Data base, achievement compacts
    - Data and practice
    - Coordination of efforts with existing boards/commissions and entities
    - Research/dissemination
  - Funding
    - Budget development for 2013 (in coordination with Education Funding Team)
  - Legislative
    - Policy changes for 2013: reorganization to create a P-20 agency; governance

- o Recognize and incorporate responsibilities and authorities for subordinate boards and entities:
  - Early Learning Council
  - Youth Development Council
  - Higher Education Coordinating Commission

- o Need to address strategies for those who are disconnected from or not effectively served by the current education system:
  - ✓ Out-of-school youth
  - ✓ College non-completers
  - ✓ Communities of color

- o Key components:
  - Vision Statement
  - Organization to execute work
  - Operational plan with timelines, deliverables and decision points for
    - o P-20: Governance
    - o P-20: Uniform standards and assessment
    - o Data: Need data bases and analytic capacity to monitor progress, identify strengths and best practices, inform investment decision and assist educators and students
    - o Mapping gaps and obstacles
    - o Marketing of 40/40/20
    - o Funding/strategic investment