

Panel for Regional Achievement Compact Hearing

Joint Ways and Means Subcommittee on Education

Scheduled for Monday April 15, between 9 – 10AM

Oregon State Capitol--Hearing Room F

Senate Members: Co-Chair Rod Monroe, Sen. Chris Edwards, Sen. Fred Girod

House Members: Co-Chair Betty Komp, Rep. Lew Frederick, Rep. Sherrie Sprenger

Panel: President Ed Ray, President Greg Hamann, Superintendent Erin Prince

Suggested Talking Points

Why does the idea of Regional Achievement Compacts appeal to you? (a region working together in a community effort to address challenges that exist beyond the classroom and help change the culture of its schools and colleges.)

We began the Mid-Valley Partnership 9 years ago with the goal of focusing on student success throughout the education continuum. We have two rules. We cannot talk about whose students they are and we cannot talk about whose money it is.

At OSU, 72% of our undergraduate students come from Oregon and therefore the effectiveness of public education at every level is of importance to us. We are committed to working with colleagues throughout Pre-K-20 to provide quality education to all qualified Oregonians. Our regional work has led to regional benefits and we hope that some of our successes can be scaled across the state.

An example of work you're doing vis-a-vis a collaborative model that you would not have been able to achieve individually to address historical gaps in student outcomes. Any results to date would be great too.

Together we did a longitudinal study of first year math success at OSU for students who came from our high schools and LBCC. We were able to advise math teachers in high schools about the importance for college

math success of when courses are taken in high school and alert them to our placement tests that are on line and can be used as a diagnostic tool in the high schools for sophomores and juniors.

We developed an early college program in collaboration with the Lebanon High School and LBCC and we expect to launch others in our region.

We initiated a reverse transfer program with LBCC to enable students at OSU to retroactively earn associates degrees at LBCC.

What other types of partners would you envision bringing to the table within the context of Regional Achievement Compacts?

Our partners include the Albany, Corvallis, Lebanon, Lincoln, and Philomath school districts along with the local ESD and LBCC. We anticipate using our formal ties and collaboration with OSU Cascades and COCC and their partner school districts to help promote regional accomplishments in both locations at reduced costs to each region and to share best practices.

Example of issues you could see Regional Achievement Compacts discussing that could involve or impact outcomes in your sector leading to 40/40/20

Together we expect to improve high school graduation rates, which in turn will improve community college and college going rates for better prepared students which should result in more associates, baccalaureate and advanced degrees. This is the key to 40-40-20, improving the throughput. Our focus will be on math education.

What types of priority outcomes and metrics for student success would you envision regional compacts monitoring and reporting relative to 40/40/20?

Regional compacts could track credits achieved beyond high school as well as increased completion rates at the high school, community college and university levels. All are critical to achieving 40-40-20.

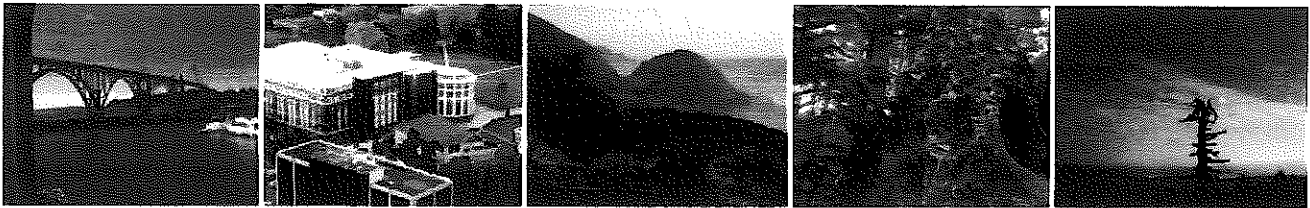
How would the pilots help further your collaborative work and stimulate other regional compact work in the state?

The focus for our collaborative work in the near term will be on teacher training and teacher professional development in mathematics in our region. Resources from a pilot grant for our regional compact could help underwrite the costs of initiating specific programs, training and conferences to better prepare new math teachers at every level and to provide current math teachers with skills and resources to attain better success rates in math for their students. We would share all of our findings with colleagues across the state.

How will the proposed funding help in the pilot phase of Regional Achievement Compacts?

Pilot funding will be used to assess the individual and overall needs of our current math teachers and the gaps between our current preparation of new teachers and the tools they will need to be successful and persist in their positions after graduation. The second phase would be to implement programs to address those needs.

Mid-Valley Mid-Coast Partnership



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Working together in support of success for all of our students.

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by [web_chs](#) on 8th March 2013

This discussion paper was generated to guide and provide focus to the MVMCP group in its efforts to think deeply

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Accomplishments

First year feedback forum

In 2005, first-year OSU students who graduated from local high schools joined administrators from local school districts, OSU, and LBCC for a conversation on the challenges of transitioning from high school to college. The goal of the feedback forum was to identify students' needs and challenges during their first year.

Major issues that emerged from the conversation included:

- the importance of rigorous high school classes, especially in the senior year;
- the need for better counseling and advice on college planning;
- the value of curricular alignment between high schools, community colleges, and universities.

Second year feedback forum

In 2006, second-year OSU students who graduated from local high schools joined administrators from local school districts, OSU, and LBCC for a conversation on the challenges of transitioning from high school to college. The goal of the feedback forum was to identify students' needs and challenges during their second year.

Major issues that emerged from the conversation included:

- the importance of rigorous high school classes, especially in the senior year (reiterating the concern identified by first-year students);
- the impact of especially strong high school teachers;
- the need for more "connecting" activities (both coursework and less formal activity) that connect high school students with college.

Teacher Mentoring/Professional Development Opportunities

In 2006-2007, a group of educators from MVP institutions discussed collaboration between organizations to address the need for teacher mentoring/professional development opportunities. The result of those discussions was the Synergy Seminars series.

Pandemic flu communication

In 2007, a review of the current communication between partner institutions was conducted. Individuals were identified to continue working together on incident response issues.

Work Readiness Study

In 2008, a study was conducted that focused on the assessment of workplace readiness of graduates of Mid-Valley Partnership institutions as they transitioned from education to the workforce, specifically with local employers. 2

Major issues that emerged from the study included:

- the need for mentoring programs woven into education to establish a context of professionalism in the classroom would be useful for student's career preparation;
- the need for students to engage in teamwork or service learning experiences at the high school level;
- the need for a reflective paper at the end of an internship or work experience should be mandatory;
- the need for a centralized internship process or a point of contact for employers seeking interns.

Issues addressed by the MVP:

- Internship process and employer relations.

Environmental and Water Education and Research Center (EWERC)

In 2008-2009, the MVP formed the EWERC Committee. EWERC's goal was to evaluate the development of a sustainable rural community and water/watershed opportunity that could be a mutually beneficial setting to foster learning, teaching, research, and outreach opportunities for the community, the state, and beyond.

The consensus was the EWERC Planning Committee conversations helped MVP members understand the type of programs related to the outdoor learning laboratory opportunities that are available within the region and how they can develop local programs within their districts. The MVP members agreed that the EWERC initiative served its purpose and fulfilled the goal of understanding the opportunities that are available to regional districts.

Integrated Data Systems Study

In 2009, a study was conducted, which focused on mathematics progression of students from Mid-Valley Partnership institutions. The goal of the study was to track student success in mathematics from kindergarten to postsecondary education and to identify challenges and opportunities for improvement in student progression.

Major issues that emerged from the study included:

- the need to create greater expectations and higher standards, especially during the senior year, for high school students for math;
- the need to reduce emphasis on math placement exam when transitioning from high school to postsecondary education;
- the need to standardize math placement exams between community colleges and universities;
- the need to standardize courses within and between school districts.

Issues addressed by the MVP:

- compared OSU and LBCC placement exams to identify differences and possible areas for standardization.
- discussed the need for greater expectations and higher standards for high school students with district math teachers.

Mid-Valley-Mid-Coast Partnership

Our Mission -- *Working together in support of success for all of our students.*

About the Mid-Valley-Mid-Coast Partnership

The Mid-Valley-Mid-Coast Partnership (MVMCP), established in 2004, is a partnership of local educational leaders. By focusing on collaboration opportunities among educational institutions, the MVMCP assists the local educational communities in identifying opportunities for transparency and shared resources.

The MVMCP is comprised of exceptional leaders in education from local communities in Oregon's Mid-Willamette Valley and Mid-Coast regions including Benton, Lincoln and Linn Counties. The MVMCP convenes once a month. In addition, individual members frequently meet informally to discuss issues of interest.

Members of the MVMCP

Maria Delapoer: Mrs. Maria Delapoer has been Superintendent of the Greater Albany Public School District since July 2008. Prior to becoming Superintendent, Mrs. Delapoer served as the Director of Human Resources for the Greater Albany Public Schools. She also served as a middle school principal for 10 years and has worked for non-profit agencies throughout her career.

Larry Flick: Dr. Larry Flick has been Dean of the College of Education at Oregon State University since July 2011. He came to OSU in 1994. In 2003, Dr. Flick became chair of Science and Mathematics Education, and was appointed part-time associate dean of the College of Education in January 2011. His areas of specialization include the psychology of concept formation in science and methods of teaching which orient students toward big ideas in science and mathematics.

Dan Forbess: Mr. Dan Forbess has been Superintendent of the Philomath School District since July 2010. Prior to becoming Superintendent of the Philomath School District, Mr. Forbess served as the superintendent/principal for Oakland and North Douglas school districts in Southern Oregon. He began his administrative career in Camas Valley, where he served as superintendent/principal from 1996-2000. He earned a bachelor's degree in industrial technology and education from California State University Long Beach in 1979 and a master's degree in industrial education there in 1984.

Greg Hamann: Dr. Greg Hamann has been President of Linn-Benton Community College since February 2010. Prior to serving as President at Linn-Benton Community College, Dr. Hamann served as president of Clatsop Community College in Astoria since July of 2003. He has a doctorate in educational leadership from Gonzaga University and a master's in counseling psychology from Trinity Evangelical Divinity School. He earned his bachelor's degree in psychology and social studies at the University of Minnesota.

Rob Hess: Dr. Rob Hess is the superintendent of Lebanon Community Schools. He was previously the principal at Pioneer School, also in Lebanon. He has served children for more than 20 years as a teacher, principal and superintendent at the elementary, middle and high school levels and is the founder of Breakthrough Schools, a network of educators who are dedicated to school improvement and who believe that all children can learn and achieve at high levels.

Mark Huey: Mr. Mark Huey has served as Chief Assistant to the President at Oregon State University since December 2012. In this role, Mr. Huey serves as a liaison to the Office of the President for internal and external constituents, outreach and communication, and special projects in support of the institution. He received his bachelor's degree in English from Yale University and his master's degree in English from the University of Virginia.

Erin Prince: Dr. Erin Prince is the Superintendent of the Corvallis School District. She has been with the Corvallis School District since July 2011. Dr. Prince earned a bachelor's degree in education from OSU in 1984, a master's degree in educational administration from Lewis & Clark College in 1998, and then, a doctorate in education from OSU in 2006. Prior to her position in Corvallis, she served as the assistant superintendent for the Sherwood School District.

Edward J. Ray: Dr. Edward Ray has been President of Oregon State University since 2003. Dr. Ray has overseen the expansion of the Degree Partnership Program (DPP) with the state's community colleges, making it easier for students to complete four-year degrees. He has also fostered a partnership with the P-20 system to strengthen institutional connections and enhance the student experience.

Tom Rinearson: Mr. Tom Rinearson has been Superintendent of the Lincoln County School District since July 2004. Before that he was superintendent for the South Wasco County School District in Maupin, Oregon, for eight years. His previous positions include

vice principal, principal and director of special programs—all in Oregon. Mr. Rinearson received his bachelor's degree at Portland State University, his master's degree in education from OSU, and his Superintendent license from the University of Oregon.

Susan Waddell: Ms. Susan Waddell is the Superintendent of the Linn Benton Lincoln ESD (LBL). She came to LBL in 2001 as director of Electronic Learning, now part of Learning Options. Ms. Waddell has a Bachelor of Science and M.Ed. in Education Policy and Management from the University of Oregon, and teaching licensure from Oregon State University.

Advisors to the MVMCP

Randy Bell: Dr. Randy Bell is Associate Dean and Professor of Science Education in the College of Education at OSU. His science background includes a bachelor's degree in Botany from Marshall University and a master's degree in Forest Ecology from Duke University. Dr. Bell's interest in sharing science with others led him to earn a teaching license and then teach science for six years in Lakeview, Oregon, where he was recognized as the Oregon Science Teachers Association's "New Science Teacher of the Year." Dr. Bell earned his Ph.D. in Science Education at OSU. Dr. Bell has maintained strong ties to public schools through a variety of collaborative projects.

Rebekah Elliott: Dr. Rebekah Elliott is Associate Professor and the CLD/STEM Discipline Liaison in the College of Education at OSU. Dr. Elliott's research, teaching and development work centers on professional education along the professional continuum--pre-service teachers to teacher-leaders. In particular, she is interested in how teachers learn the mathematical knowledge needed for teaching, the ways that these forms of knowledge are deployed in practice and how to support teachers detailing their practice in ways that support professional learning. Dr. Elliott earned her bachelor's degree from the University of California-Santa Barbara and her Ph.D. in Curriculum and Instruction Mathematics Education from the University of Colorado at Boulder.