2013 – 2015 Budget Presentation

Oregon Education Investment Board • 25-28 February 2013

DAY 1

Rudy Crew, Chief Education Officer
Oregon Education Investment Board

Ben Cannon, Education Policy Advisor
Office of the Governor

Duke Shepard, Labor & Human Services Policy Advisor
Office of the Governor

Investing in Students and Teachers Now, and For the Future

The Governor and Chief Education Officer recommend, as a high priority, the funding of strategic investments specifically intended to:

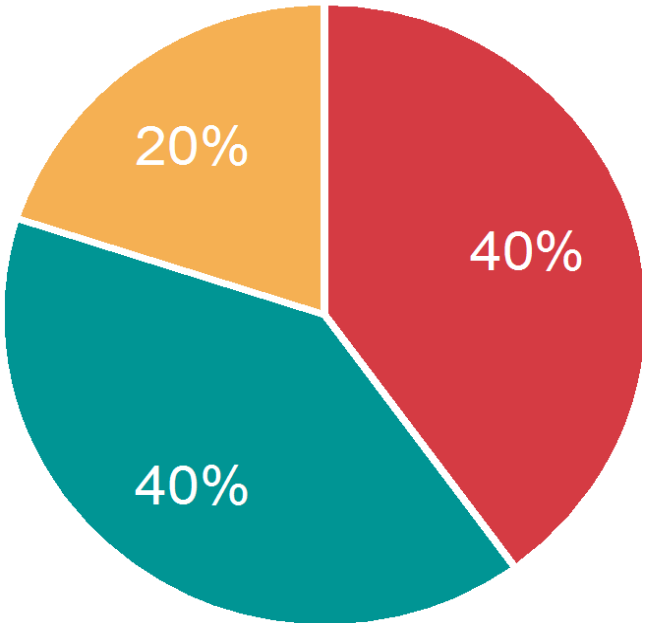
- **Rapidly improve performance** on several key measures of progress, including Kindergarten readiness, 3rd grade reading proficiency, 9th grade progress toward graduation, high school completion, and college enrollment.
- **Decrease the achievement gap** that exists between historically underserved populations and white Oregonians on the key measures; and
- **Increase levels of educational attainment and employability** for Oregonians.

2011-2012 Education Reform Principles

1. All students are capable (SB 253)
2. The state's P-20 system should be unified and streamlined (SB 909, 242, 552, 1581, HB 4165)
3. State investments should be focused on outcomes (SB 909, 242)

SB 253 (2011)

"The mission of education … includes achievement of the following by 2025:"



- **40%** of adult Oregonians will have earned a bachelor's degree or higher (now **30%**)
- **40%** of adult Oregonians will have earned an associate's degree or postsecondary credential (now **18%**)
- **20%** of all adult Oregonians have earned at least a high school diploma, an extended or modified diploma, or the equivalent of a diploma (now **42%**)

SB 909 (2011)

The OEIB is created:

"for the purpose of ensuring that all public school students in this state reach the education outcomes established by the state … by overseeing a unified public education system that begins with early childhood services and continues throughout public education from kindergarten to post-secondary education."

SB 909 (2011)

OEIB duties include:

- "Ensuring that early childhood services are streamlined and connected to public education from kindergarten through grade 12 and that public education from kindergarten through grade 12 is streamlined and connected to post-secondary education."
- "Recommending strategic investments in order to ensure that the public education budget is integrated and is targeted to achieve the education outcomes established for the state."
- "Providing an integrated, statewide, student-based data system."

SB 909 (2011)

The OEIB shall:

- “Appoint a Chief Education Officer who shall serve at the pleasure of the board.”
- “Submit a report to the interim legislative committees on education on or before December 15, 2011.”

SB 552 (2011)

Establishes the Governor as Superintendent of Public Instruction; provides for the Governor to appoint, with Senate confirmation, a Deputy Superintendent of Public Instruction.

SB 242 (2011)

Establishes OUS as a *public university system*

Establishes the Higher Education Coordinating Commission to:

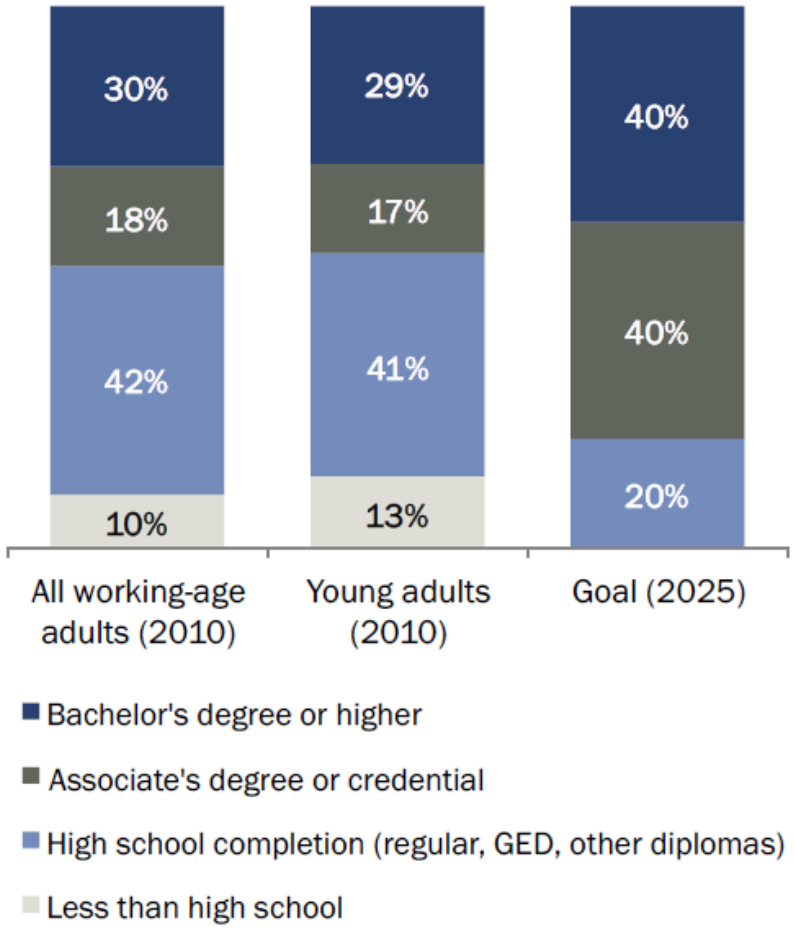
- Develop state goals and accountability measures for the state post-secondary system, including community colleges and public universities, and for the Oregon Student Access Commission.
- Develop a strategic plan for achieving higher education goals
- Evaluate and recommend changes to statutory goals and missions for community colleges and public universities
- Develop a finance model for higher education aligned with the goals in the system strategic plan
- Recommend to the Governor and the Legislative Assembly a consolidated higher education budget request consistent with the finance model
- Coordinate with OSAC to maximize the effectiveness of student financial assistance programs, including the Oregon Opportunity Grant
- Authorize degrees to be offered in this state

Oregon Learns: Report to the Legislature from the OEIB (15 December 2011)

"Defined outcomes should drive our investment strategies. In turn, we must provide educators with the flexibility, support, and encouragement they need to deliver results. That partnership – tight on expected outcomes at the state level, loose on how educators get there – will be codified in annual achievement compacts between the state and its educational entities."

Recommendations for:

- Early learning streamlining
- Achievement compacts
- Authority for Chief Education Officer
- A 2013-15 budgeting model that provides sustainable baselines, plus investment models "that encourage innovation and reward success."



SB 1581 (2012)

Achievement compacts – align the state around a common set of metrics, and create intentionality in local budgeting

- Requires annual achievement compacts between the OEIB and the governing bodies of each school district, ESD, community college, OUS, public universities, and OHSU's education programs.

SB 1581 (2012)

Chief Education Officer – authority to organize, connect, and streamline the P-20 system

Provides the Chief Education Officer with "direction and control … for matters related to the design and organization of the state's education system" over senior educational officials:

- Commissioner for the Community College System
- Chancellor of OUS
- Executive Director of OSAC
- Early Childhood System Director
- Executive Director of HECC
- Deputy Superintendent of Public Instruction

Did you know we had a system?

HB 3659, 2001

Oregon Early Childhood System

Oregon Early Childhood System

Based on the findings expressed in ORS 417.708, there is created the Oregon Early Childhood System. The goals of the system are to:

1) Prevent child abuse and neglect;
2) Improve the health and development of young children;
3) Promote bonding and attachment in the early years of a child's life;
4) Support parents in providing the optimum environment for their young children;
5) Link and integrate services and supports in the voluntary statewide—early childhood system pursuant to ORS 417.728;
6) Link and integrate services and supports in the voluntary local early childhood system pursuant to ORS 417.777;
7) Ensure that children are entering school ready to learn; and
8) Ensure that children receive quality childcare.

(a) **Consolidate administrative functions relating to the voluntary statewide early childhood system, to the extent practicable, including but not limited to training and technical assistance, planning and budgeting. This paragraph does not apply to the administrative functions of the Department of Education relating to education programs;**

(b) Adopt policies to establish training and technical assistance programs to ensure that personnel have skills in appropriate areas, including screening, family assessment, competency-based home visiting skills, cultural and gender differences and other areas as needed;

(c) **Identify research-based age-appropriate and culturally and gender appropriate screening and assessment tools that would be used as appropriate in programs and services of the voluntary statewide early childhood system;**

The voluntary statewide early childhood system shall include the following components:

1) A process to identify as early as possible children and families who would benefit from early childhood services;
2) A plan to support the identified needs of the child and family that coordinates case management personnel and the delivery of services to the child and family; and
3) Services to support children who are zero through eight years of age and their families who give their express written consent, including:
4) Screening, assessment and home visiting services pursuant to ORS 417.795;
5) Specialized or targeted home visiting services;
6) Community-based services such as relief nurseries, family support programs and parent education programs;
7) High quality child care, as defined by the Commission for Child Care;
8) Preschool and other early education services;
9) Health services for children and pregnant women;
10) Mental health services;
11) Alcohol and drug treatment programs that meet the standards promulgated by the Oregon Health Authority pursuant to ORS 430.357;
12) Developmental disability services; and
13) Other state and local services.

A decade of process

The right goals but…

- No one in charge
- No one accountable
- No outcomes or metrics
- Dependent on agency and stakeholder voluntary action

Head Start

Improving Head Start for School Readiness Act of 2007

“Section 642 B(b)(1)(A)(i) of the Head Start Act requires the Governor of each “State” as defined in Section 637.25 to designate or establish a council to serve as the State Advisory Council on Early Childhood Education and Care for children from birth to school entry (referred to as State Advisory Councils).

The overall responsibility of the State Advisory Council will be to lead the development or enhancement of a high-quality, comprehensive system of early childhood development and care that ensures statewide coordination and collaboration among the wide range of early childhood programs and services in the State, including child care, Head Start, IDEA preschool, infants and families programs, and pre-kindergarten programs and services.”

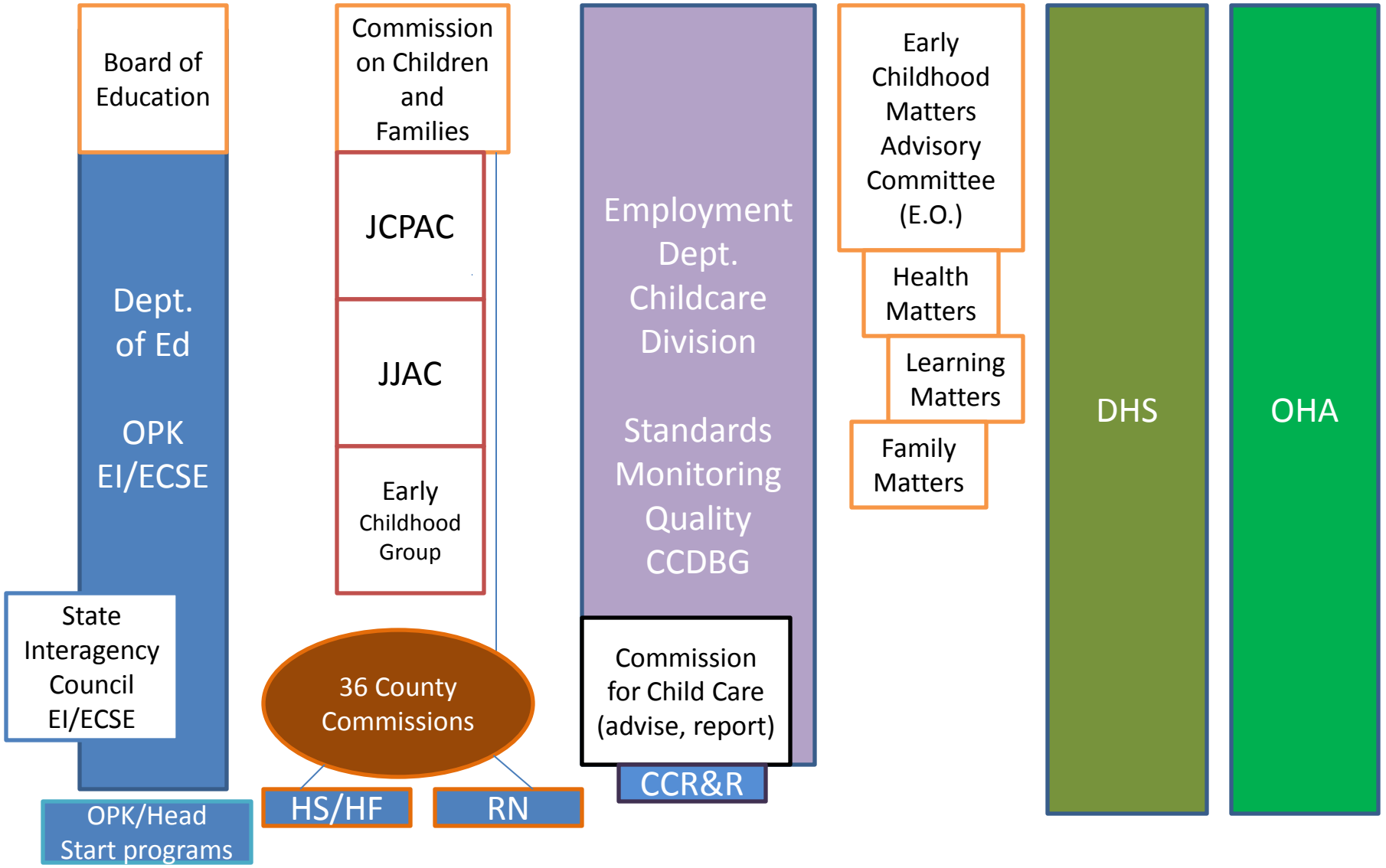
ECLKC
Early Childhood Learning & Knowledge Center
A Service of The Office of Head Start
Toll-Free: 1-866-763-6481

Oregon's Response to the Act

- Created another committee
- Early Childhood Matters Advisory Committee
- Three subcommittees
- Advise, report. No authority

- In 2009, Oregon's Kindergarten Readiness Assessment (KRA) is found invalid and is discontinued

Oregon's Early Learning Governance and Accountability (until 2011-2012)



Legislative Actions 2011-2012

SB 909

Established ELC under OEIB with one *crossover member*

Created Early Learning Director

ELC to report on how to merge, redesign, improve

HB 4165

Aligned/incorporated Head Start Act

Eliminated:

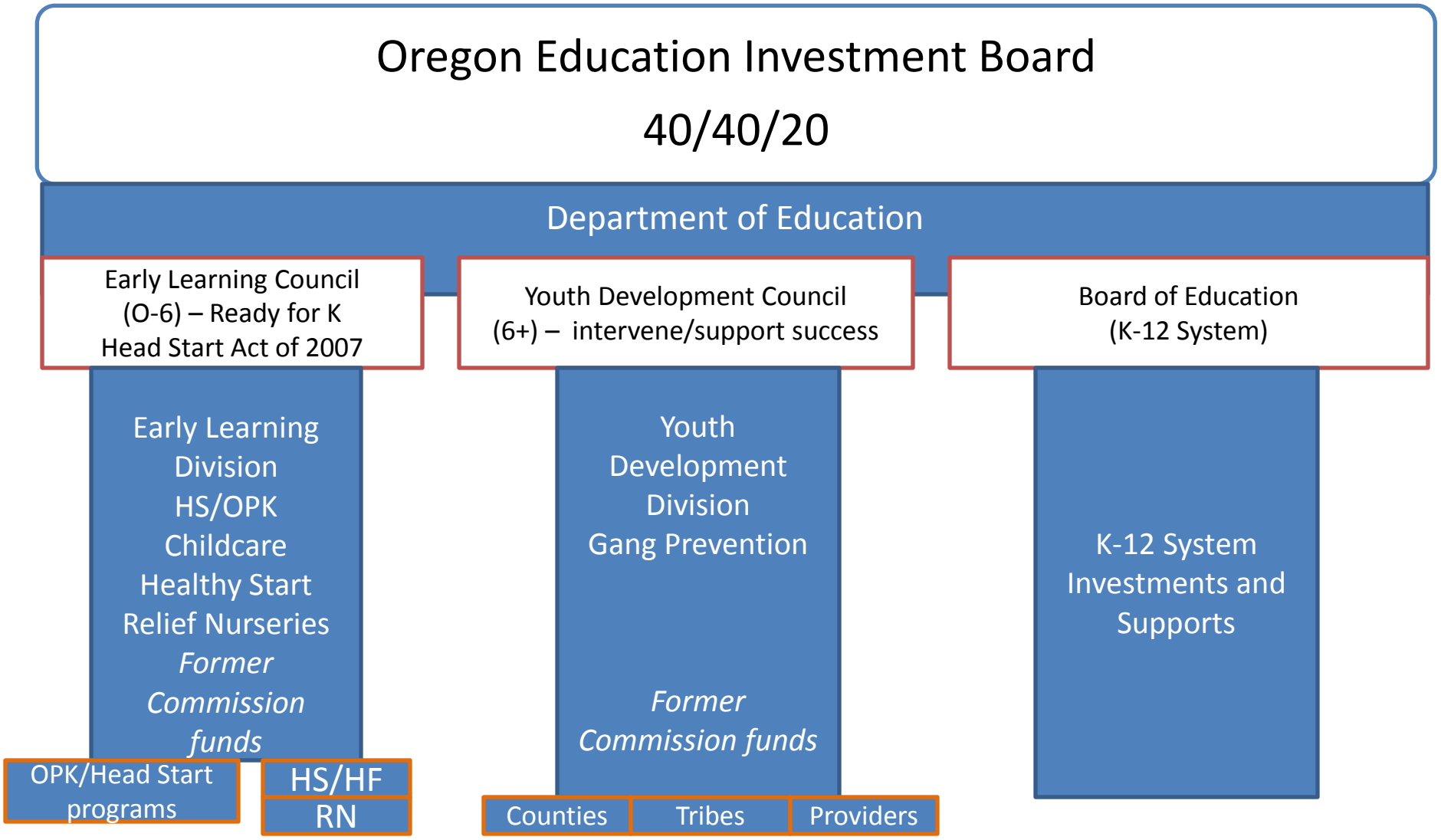
- Oregon Commission on Children and Families
- Commission for Childcare

Sunsets 36 County Commission system

Executive Action:

- Eliminated Early Childhood Matters

Streamlined Accountability Connected to Outcomes



2012-2013 next steps

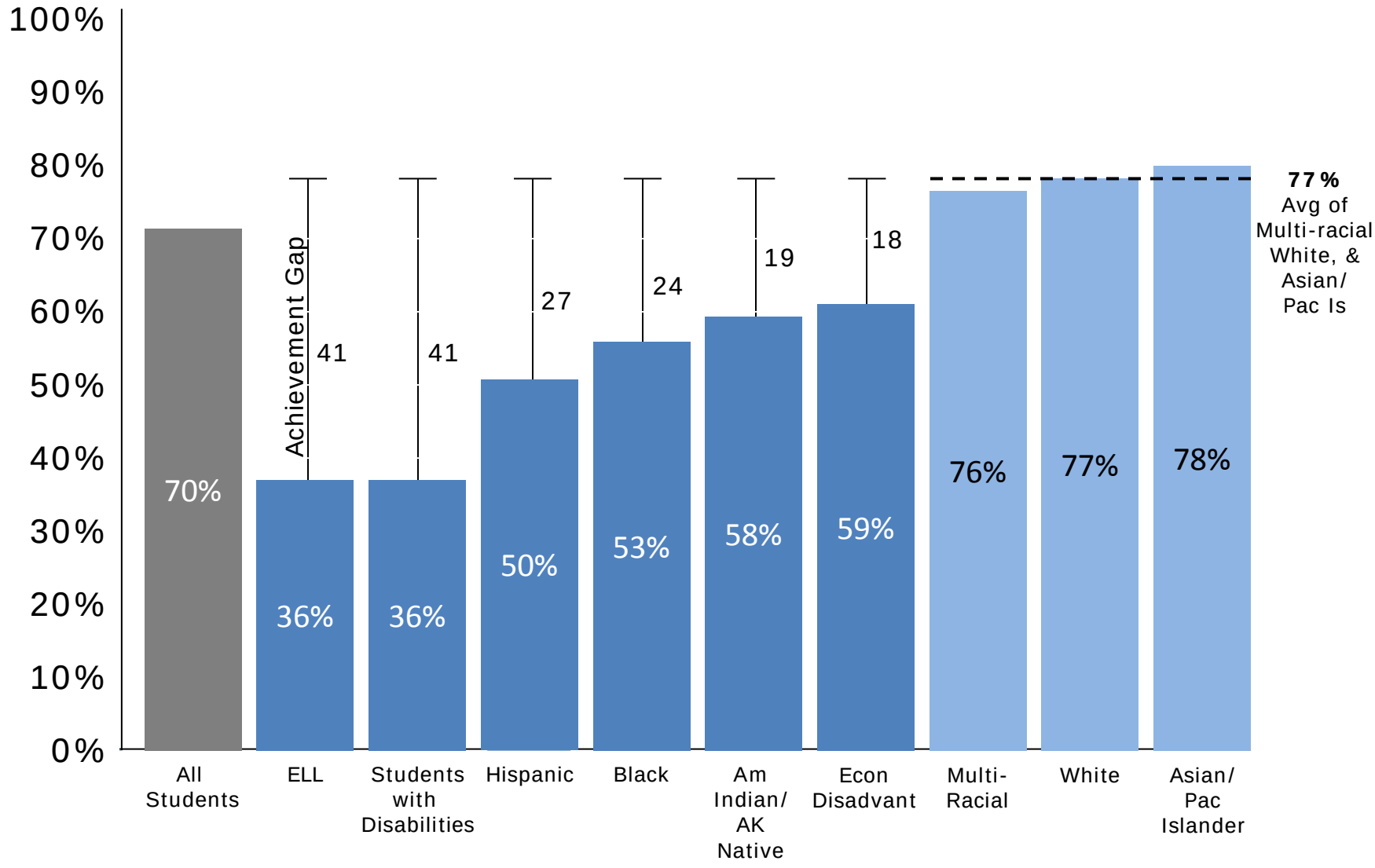
HB 4165 required:

- Pilot KRA in 2012; statewide 2013
- Joint report with ELC/SICC
- Comprehensive Children's Budget Report
- Family Resource Manager Report
- Report on implementation of new coordinated delivery model (Community Based Coordinators, or "hubs")
- Start Tiered Quality Rating Improvement System

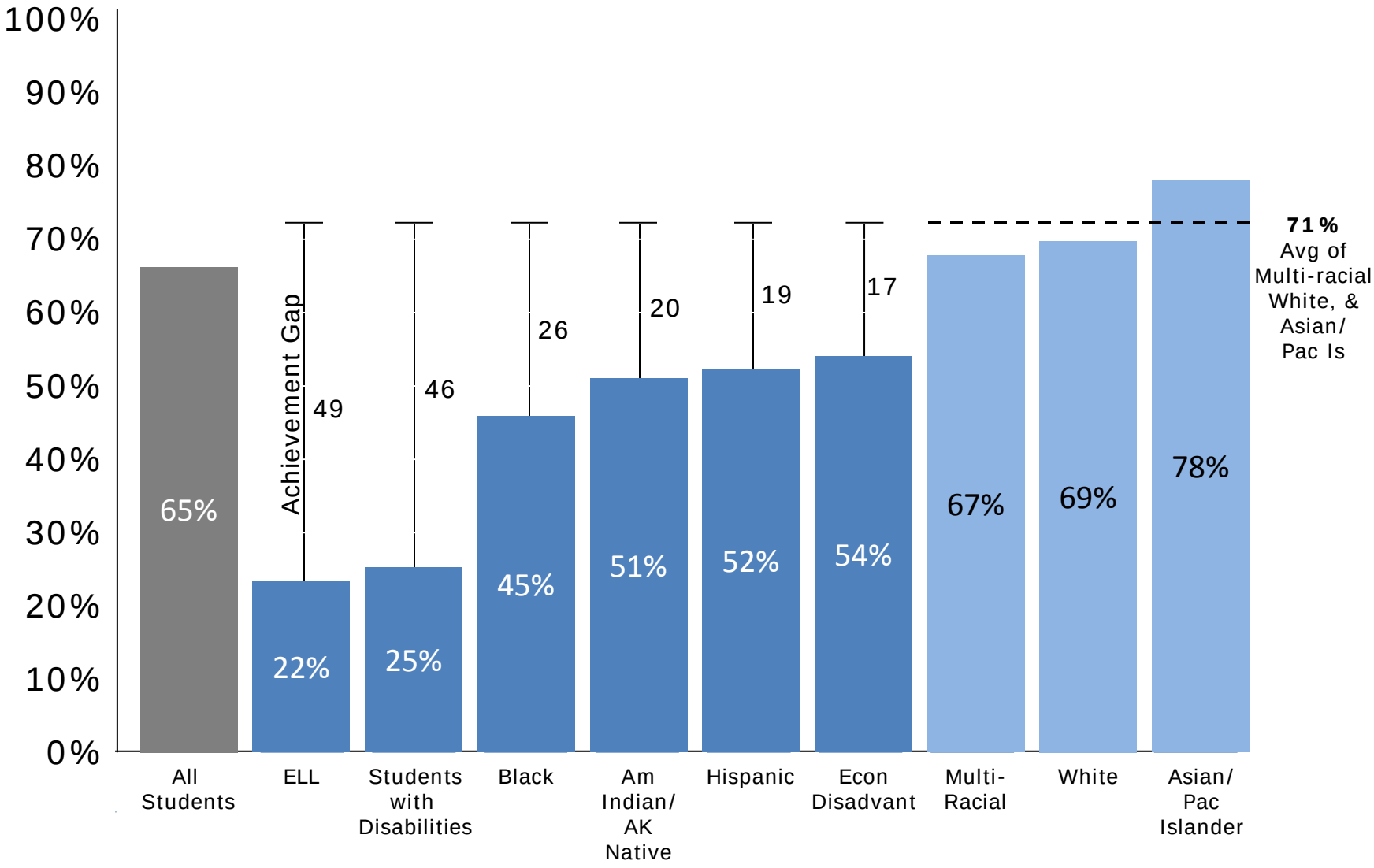
Where We Are Now

- 0-5 year olds at risk for not entering K ready to learn
- 3rd grade Reading
- 8th grade Math & Science
- Graduation Rate
- College Enrollment

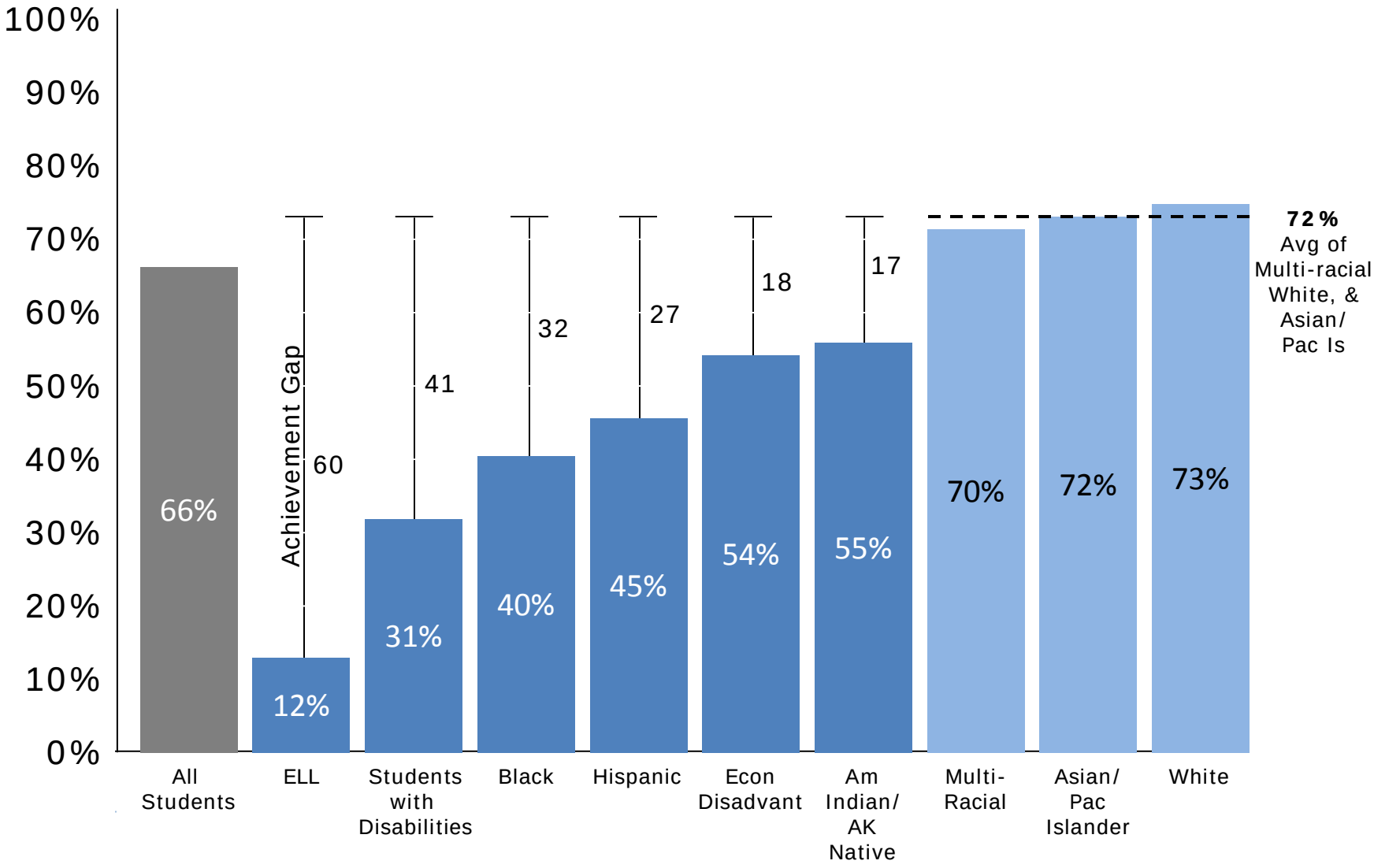
Percent of students who met/exceeded benchmark (3rd Grade Reading, 2011-12)



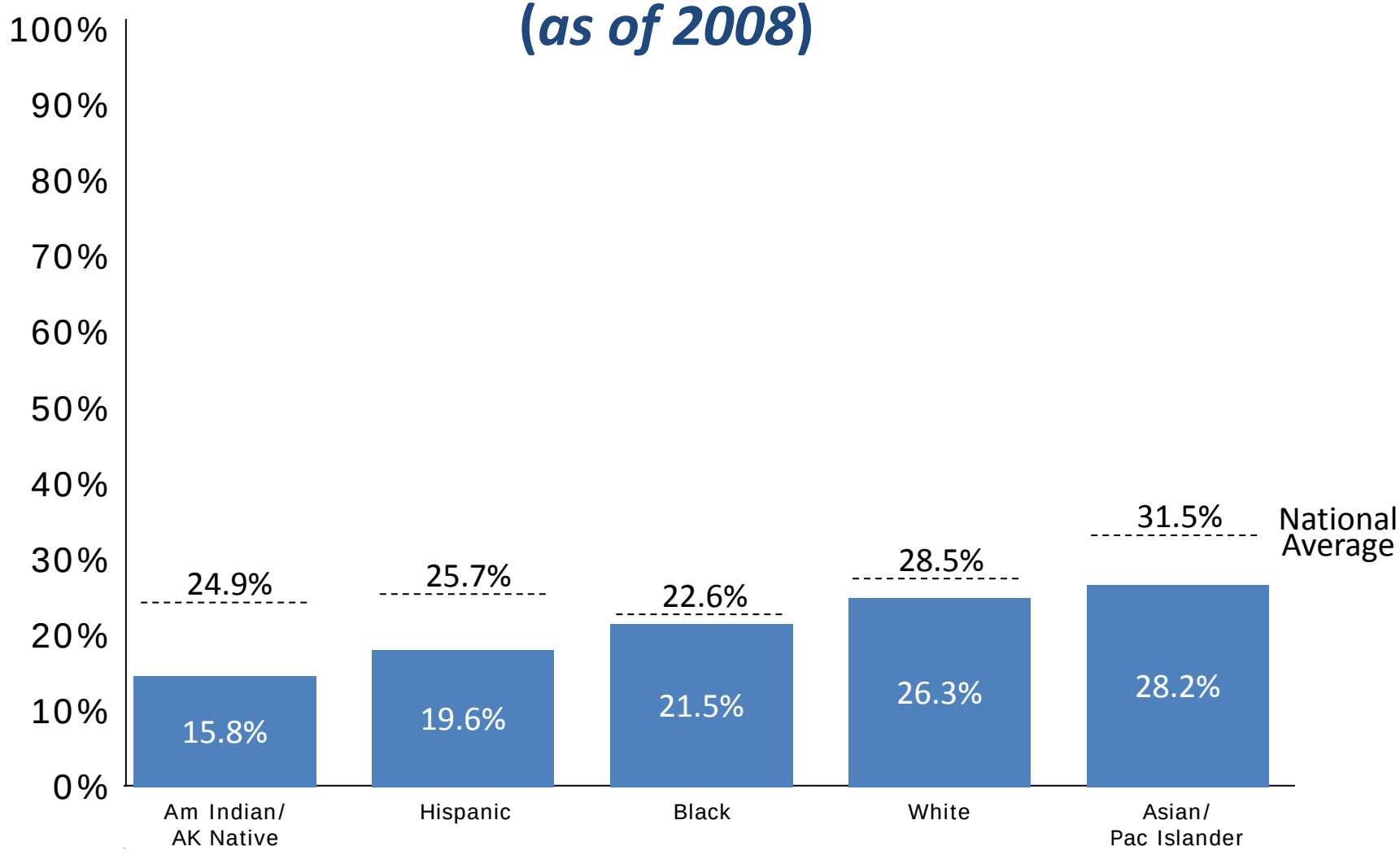
Percent of students who met/exceeded benchmark (8th Grade Math, 2011-12)



Percent of students who met/exceeded benchmark (8th Grade Science, 2011-12)

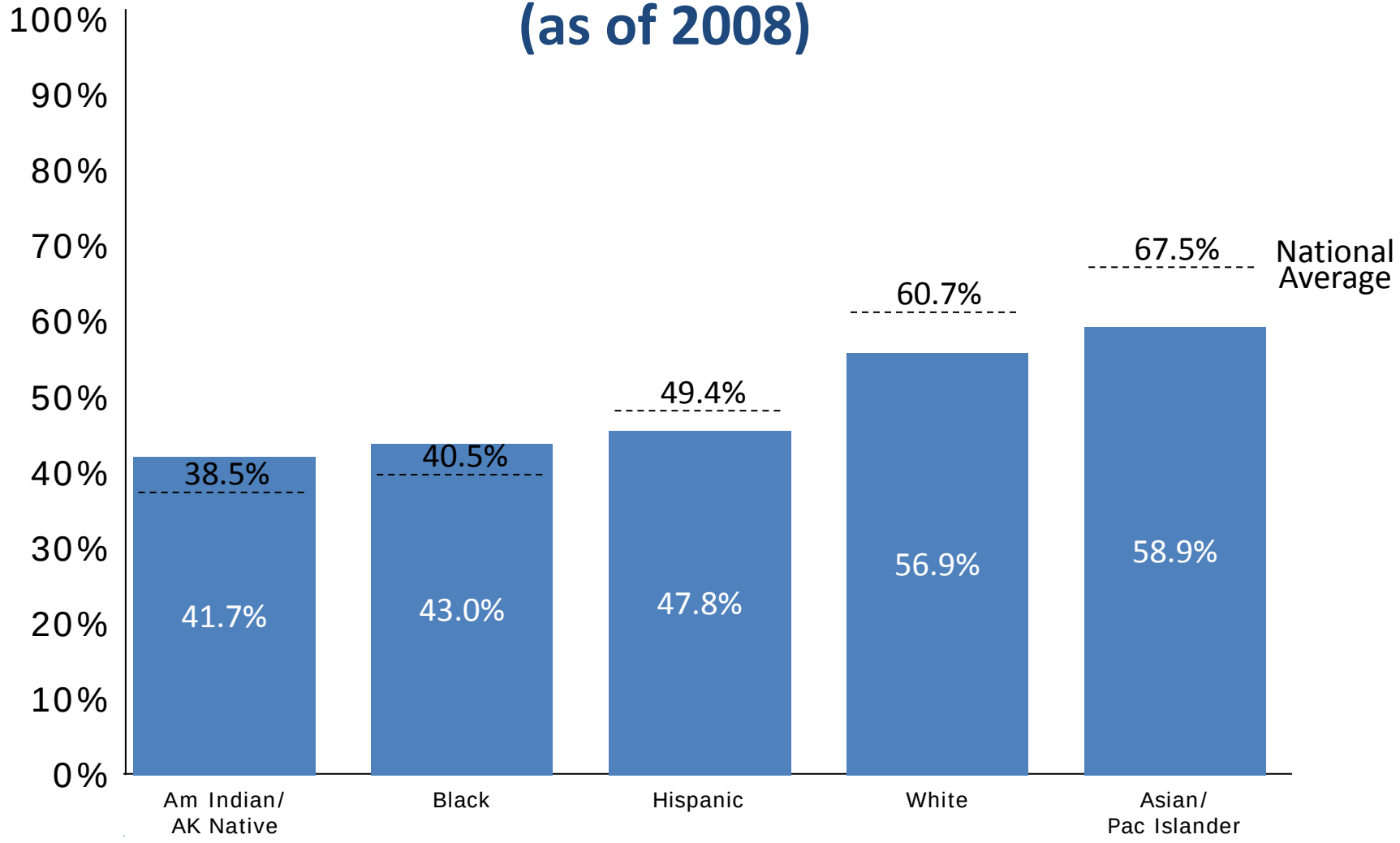


Oregon Three-Year Graduation Rates at Two-Year Colleges (*as of 2008*)



Source: Lee, Edwards, Menson, Rawls, "The College Completion Agenda 2011 Progress Report", CollegeBoard, Advocacy & Policy Center.

Oregon Six-Year Graduation Rates at Four-Year Colleges (as of 2008)



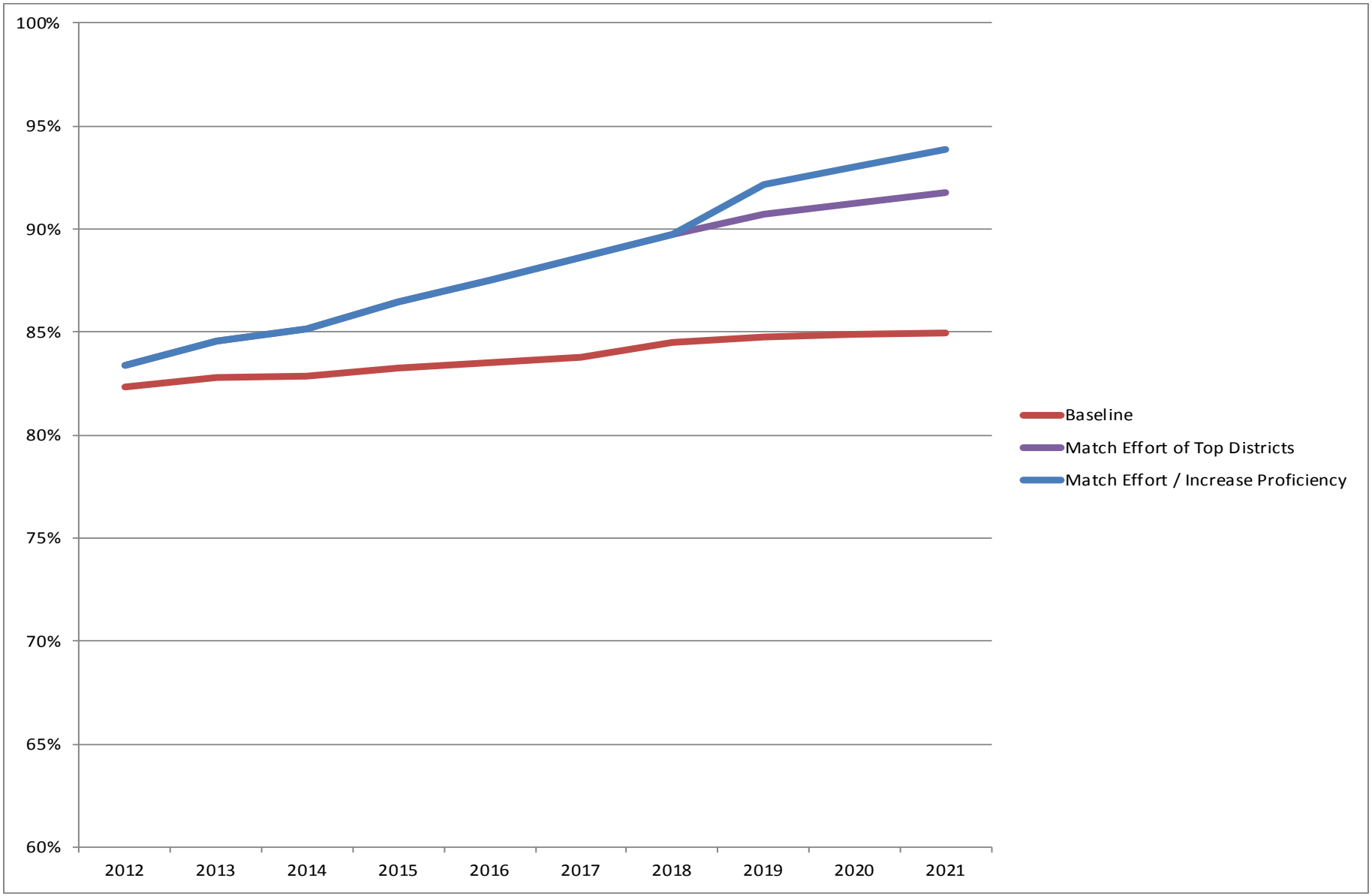
Source: Lee, Edwards, Menson, Rawls, "The College Completion Agenda 2011 Progress Report", CollegeBoard, Advocacy & Policy Center.

America's Best-Educated and Worst-Educated States

STATE	BACHELORS DEGREE OR HIGHER	MEDIAN HOUSEHOLD INCOME	BELOW POVERTY LEVEL	
MA	39.10%	$62,859	11.60%	
MD	36.90%	$70,004	10.10%	
CO	36.70%	$55,387	13.50%	
CT	36.20%	$65,753	10.90%	Best
VT	35.40%	$52,776	11.50%	
NJ	35.30%	$67,458	10.40%	
VA	35.10%	$61,882	11.50%	
NH	33.40%	$62,647	8.80%	
NY	32.90%	$55,246	16.00%	
MN	32.40%	$56,954	11.90%	
OR	28.70%	$46,816	17.50%	
OK	23.80%	$43,225	17.20%	
TN	23.60%	$41,693	18.30%	
IN	23.00%	$46,438	16.00%	
NV	22.50%	$48,927	15.90%	
AL	22.30%	$41,415	19.00%	Worst
LA	21.10%	$41,734	20.40%	
KY	21.10%	$41,141	19.10%	
AR	20.30%	$38,758	19.50%	
MS	19.80%	$36,919	22.60%	
WV	18.50%	$38,482	18.60%	

The 24/7 Wall Street Newsletter
http://247wallst.com/2012/10/15/164232/

Changing Our Trajectory: Path to 40-40-20



OEIB Strategic Plan & 7-Year Framework

Categories of Work

Connections between labor and the economy	Career training / college-going culture	Communities for healthy children	Family support of learning	Academic preparation and civic-mindedness
Define and create pathways for students to be connected to jobs today and in the future	Raise expectations for all students for post-secondary achievement	Reconstruct service delivery model of health, education, and family support	Educate and empower families to engage, intervene, and demand outcomes	Provide academic rigor, promote civic knowledge, and intentionally link outcomes with investments

Results

More Oregonians employed today and in the future leading to a stronger economy	Oregonians expect career training/post-secondary education for all students (based on interest and choice)	All children are emotionally-centered, able and ready to learn, and missing fewer days of school	More engaged public and clear set of resources for families to access, leading to improvement	Education is understood as a critical investment in quality of life, employment potential, and economic growth of OR

Primary roles in implementing OEIB strategic plan

OEIB Staff

Curriculum & Instruction

- Provide overall leadership and support to ODE C&I
- Lead P-20 alignment of stds and assessments

College & Career Readiness

- Connect post-secondary and K-12
- Lead design of plan to recruit, develop, and support educators

Policy

- Coordinate design of P-20 structure
- Lead design of accountability systems
- Secure legislative support for strategy

Data & Budget

- Lead longitudinal data system design
- Lead budget creation
- Create and implement ROI systems

Communications and Outreach

- Lead marketing and communication
- Coordinate strategic plan and metrics

Strategic Initiatives

- Codify best practices and learnings
- Conduct research, assess, and support design of new initiatives

OEIB Agencies / Divisions

Oregon Dept. of Education

Early Learning

- Implement strategies that support stable and attached families
- Design and support teaching and learning strategies for ages 0-5
- Connect early learning to K-12

K-12

- Participate in design of OEIB strategies
- Lead implementation of K-12 strategies
- Connect OEIB to field
- Design and implement hubs

Youth Development

- Identify, invest in, and monitor youth programs and services that support strategy
- Oversee Juvenile Crime Prevention state and federal programs

Dept. of Post-Secondary

- Design and support strategies for post-secondary (community colleges, universities, technical and career)
- Connect post-secondary to K-12

DAY 2

Rudy Crew, Chief Education Officer
Oregon Education Investment Board

Duke Shepard, Labor & Human Services Policy Advisor
Office of the Governor

Cam Preus, Commissioner
Community Colleges & Workforce Development

Rob Saxton, Deputy Superintendent
Oregon Department of Education

A strategic, long-term investment in education will build the infrastructure for real change

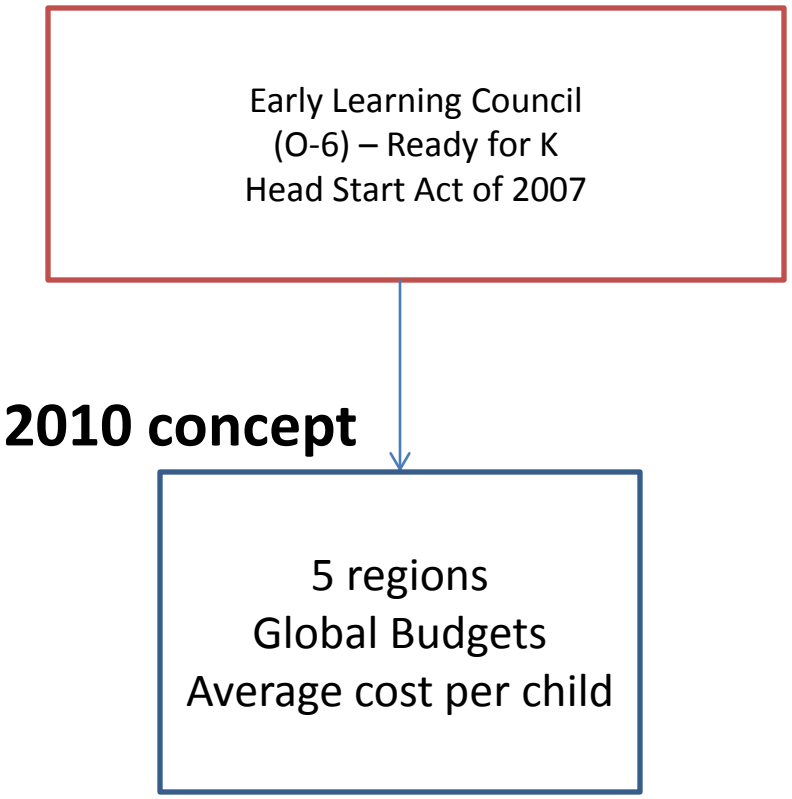
A seamless, more rigorous accountable P-20 system begins with **eliminating the silos** between early learning, K-12, and post-secondary education and training and **making the connections** between:

- **Pre-school Health/Nutrition** and Kindergarten Readiness
- **Kindergarten Readiness** and Third Grade Reading Proficiency
- **Third Grade Reading Proficiency** and High School Graduation
- **High School Graduation/Degree Attainment** and **Income Mobility**

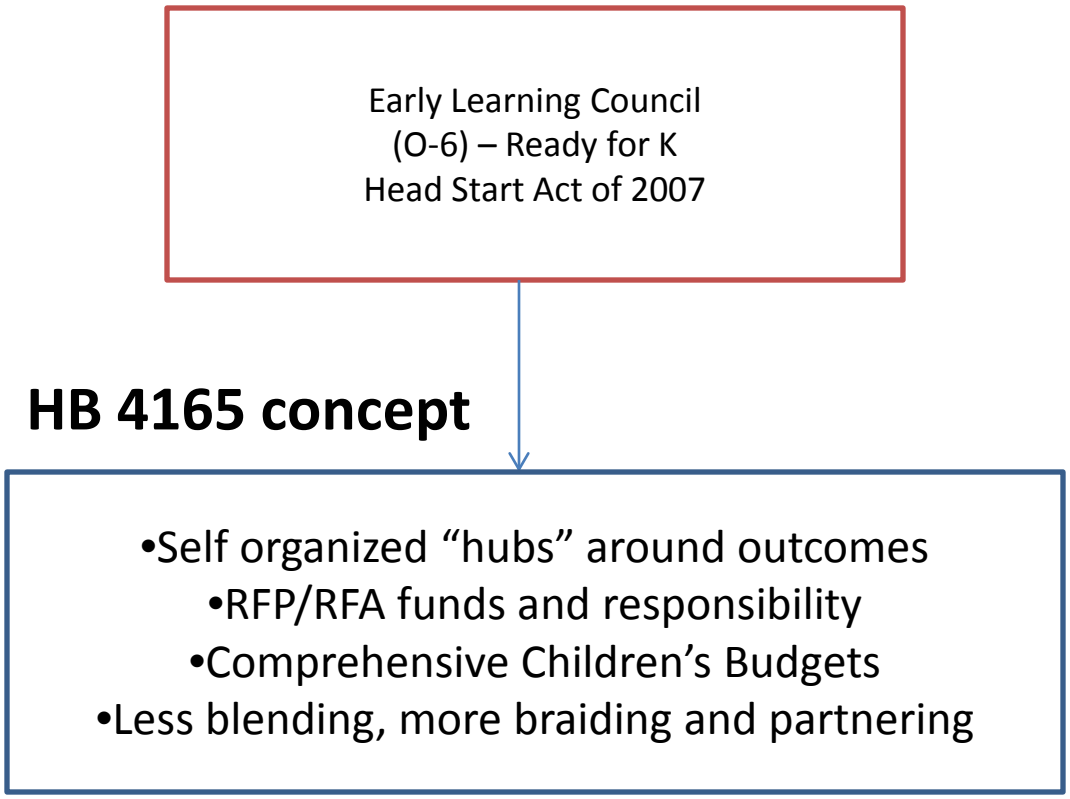
Strategic Investment

Early Learning & Literacy

Early Learning Hubs



Early Learning Hubs



Legislative Action Required

Funding

Through Hubs
All flexible funds formerly through Commission system
Tied to Outcomes

Connected to Hubs
Head Start/OPK
Relief Nurseries
Healthy Start Healthy Families
Child Care providers
CCR&R
CCOs

Early Learning Investments

Head Start OPK	$128,964,261	(+ **6.1M** ‘11-13)
EI	$28,257,253	(**+ 4M** ‘11-13)
ECSE	$108,110,675	(**+ $16.4M** ‘11-13)
Early Head Start	$1,540,108	(**+$36K** ‘11-13)
Healthy Start	$14,964,325	(**+$847K** ‘11-13)
Relief Nurseries	$6,817,107	(**+$3.2M** ‘11-13)
ERDC	$19,410,298	(**+$16.6M** ‘11-13)
Social Impact Pilot	$800,000	(*New*)

Early Learning Investments

Former Commission General Funds for services and (former) overhead

Children, Youth and Families	$1,691,746*
Great Start	$1,674,117*
Basic Capacity	$10,000,000*

**An increase of $547,674 over '11-13*

These are the general funds that would be RFP'd for and through Hubs.

Outcomes

System and Child:

- Kindergarten Readiness (starting 2013)

Child & Family Outcomes:

- Child motor development
- Language and Literacy
- Family Support/Parent Engagement
- Social/Emotional
- Child Cognitive

Outcomes

System Outcomes

- % children screened with developmental tool
- % children with “health home”
- % high risk identified before age 3
- % increase in adult caregivers reading to child
- % participating in quality Early Learning
- % children with access to health food and activity
- Reduce Foster Care
- Reduce Special Ed enrollment in K-12
- Increase coordination among sectors
- Decrease in duplication among sectors
- Increase effectiveness, reduce wait list

Oregon Early Literacy

The **Oregon Early Literacy** initiative will strategically invest **$9.25 million** to improve Kindergarten readiness and 3rd grade reading proficiency through programs that:

- Start early in children's lives and involve parents, childcare providers and the community in ensuring all children have an early start at reading;

- Expand the amount of time, adult support, materials, cultural relevance and sense of joy that literacy brings; and

- Provide the differentiated instruction necessary for every Oregon student to read in the primary grades.

Oregon Early Literacy

Early Learning Division, Oregon Department of Education

ODE's Early Learning Division will administer $1.8 million under the direction of the Early Learning Council as follows:

Online and Print Materials & Curriculum	$250,000 *The projected reach is 50,000 families*
Access to School and Public Libraries	$800,000 in grants *The projected reach is statewide*
Engagement, Instruction & Professional Development Opportunities	$750,000 in grants *The projected reach is 5000 educators, parents or caregivers*

Oregon Early Literacy

Oregon Department of Education

ODE will administer $7 million as follows:

Support for Title I Priority and Focus Schools $5 million

Implement plans for increasing 3rd grade reading proficiency through extended or expanded reading opportunities, such as using summer breaks, intersessions, afterschool, weekends and technology in innovative and powerful ways.

Response to Intervention Network $2 million

Expand Oregon's Response to Intervention (RTI) Network.

Oregon Early Literacy

Oregon Education Investment Board $250,000

Developing a statewide approach to early reading awareness.

Oregon State Library $200,000

Initiative to develop opportunities for cross-age mentoring and support for emerging readers.

Strategic Investment

Guidance & Support for Post-Secondary Aspirations

Guidance & Support for Post-Secondary Aspirations

While many students have ambitions beyond high school, they too often find they are not adequately prepared to successfully enroll in or complete postsecondary aspirations, and the growing achievement gap between students of color, living in poverty and whose first language is not English, and white students is unacceptable.

- The high school graduation rate is 68.5 percent.
- The disparity between aspirations and expectations is dramatic for underserved students. Four-Year cohort graduation rates for students in poverty is 61 percent; students with limited English Proficiency is 49 percent; African American, Native American, and Hispanic American students is 60% or below.
- The loss of earning from students who did not graduate from Oregon high schools in 2010 is estimated at $3.1billion.

Guidance & Support for Post-Secondary Aspirations

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students

OEIB Initiative	OEIB Metric (June '15)
A) Implement initiatives that directly affect student learning in all segments of P-20	Post-Secondary Aspirations: • At least 85% of students will be on track for graduation by the end of 9th grade with no gaps greater than 10%* • *Five-year cohort graduation rate increases 5 percentage points and achievement gap decreases 5%* • *Post-secondary enrollment of underserved students increases 10 percentage points (gap eliminated)*

Key Strategies

- Transitional supports at critical entry points (K-20)
- Advanced Placement course offerings
- Services for at-risk youth
- Credits universally accepted throughout OU system
- Increase of post-secondary access and retention

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established. Note: Italicized metrics are also reflected in the K-12 Achievement Compacts.

Guidance & Support for Post-Secondary Aspirations

The **Guidance and Support for Post-Secondary Aspirations** initiative will strategically invest **$10.4 million** to increase the number of 9th grade students who are on-track for graduation and to increase the number of students who earn a high school diploma and enroll in post-secondary by:

- Supporting comprehensive systems of monitoring and support for struggling students, and

- Ensuring that middle and high school students who have never thought of themselves as college-going are directed toward, and able to access, post-secondary and career and technical opportunities that match their interests.

Guidance & Support for Post-Secondary Aspirations

Student Access Division, Department of Post-Secondary Education *(currently OSAC)*

The Student Access Division of DPSE will administer the funds as follows:

ASPIRE Program	$1.9 million

Department of Post-Secondary Education (*currently CCWD*)

The DPSE (or CCWD) will administer $5.5 million as follows:

Innovative Counseling Programs & Parent Advocacy/Education	$2.5 million in grants *The projected reach is 25,000 students/families*
Scholarships and Grants	$3 million for scholarships and grants *The projected reach is 6000-10,000 students*

Guidance & Support for Post-Secondary Aspirations

Additional Investments to Build Post-Secondary Aspirations:

- **$113.4 million in Oregon Opportunity Grant**
  - Administered by OSAC or its successor
  - 13 percent increase over 2011-13
  - Projected to serve 63,000 lower income Oregonians

- **$1 million for Gang Prevention**
  - Administered by Youth Development Council
  - Development and implementation of comprehensive statewide plan for preventing and reducing gang violence

Strategic Investment

Connecting to the World of Work

Connecting to the World of Work

Available jobs in Oregon require an increasing amount of skill and training in Science, Technology, Engineering, and Math (STEM), as well as specific training tied to industry needs, but schools are limited in their ability to provide the essential STEM education.

- **There are 1.7 STEM jobs for every unemployed Oregonian, and there are 4.3 unemployed people vying for every one non-STEM job.**
- **Fewer than 10 percent of college degrees awarded in Oregon are in STEM fields**

Connecting to the World of Work initiative will strategically invest **$13.5 million** to increase students' proficiency in science and math; increase their engagement and essential college and career skills; and connect students with the world of work, through:

- Regional STEM Network
- Investment in programs that engage underserved students in STEM and arts-related industries
- Consortiums of districts and post-secondary institutions committed to developing more innovative, flexible pathways for grades 9-14

Connecting to the World of Work

Oregon Department of Education

ODE will administer $13 million as follows:

STEM Network	$2.5 million in grants
STEM Schools	$3 million *Projected reach is 500-1500 students & 1500 teachers*
STEM and CTE Learning Opportunities Targeting Underserved Students and Girls	$2.5 million in grants *Projected reach is 10,000 students*
Delivery Models and College Credit for High School Students	$5 million for grants
Oregon Arts Commission	$500,000 for grants* *Projected reach is 3-5000 students*

** In collaboration with a STEM advisory council, OAC will award to K-12 districts or public schools, post-secondary institutions and/or nonprofit organizations to increase opportunities for students to engage and connect with arts-related industries.*

Connecting to the World of Work

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students

OEIB Initiative	OEIB Metric (June '15)
A) Implement initiatives that directly affect student learning in all segments of P-20	Connecting to the World of Work: • *Number of students who demonstrate proficiency in math and science in Middle School increases 15% and achievement gap decreases 5%* • *At least 65% of students who graduate HS earned nine or more college credits and the achievement gap decreases 5%** • At least 90% of students who graduate from OR education system are employed within 12 months*

Key Strategies

- STEM initiatives – e.g., STEM schools
- Internships and apprenticeships for students
- Grade 11-14 redesign and dual enrollment
- Essential skills curriculum
- Connections to career and technical trade unions
- Integration of arts into curriculum

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established. Note: Italicized metrics are also reflected in the K-12 Achievement Compacts.

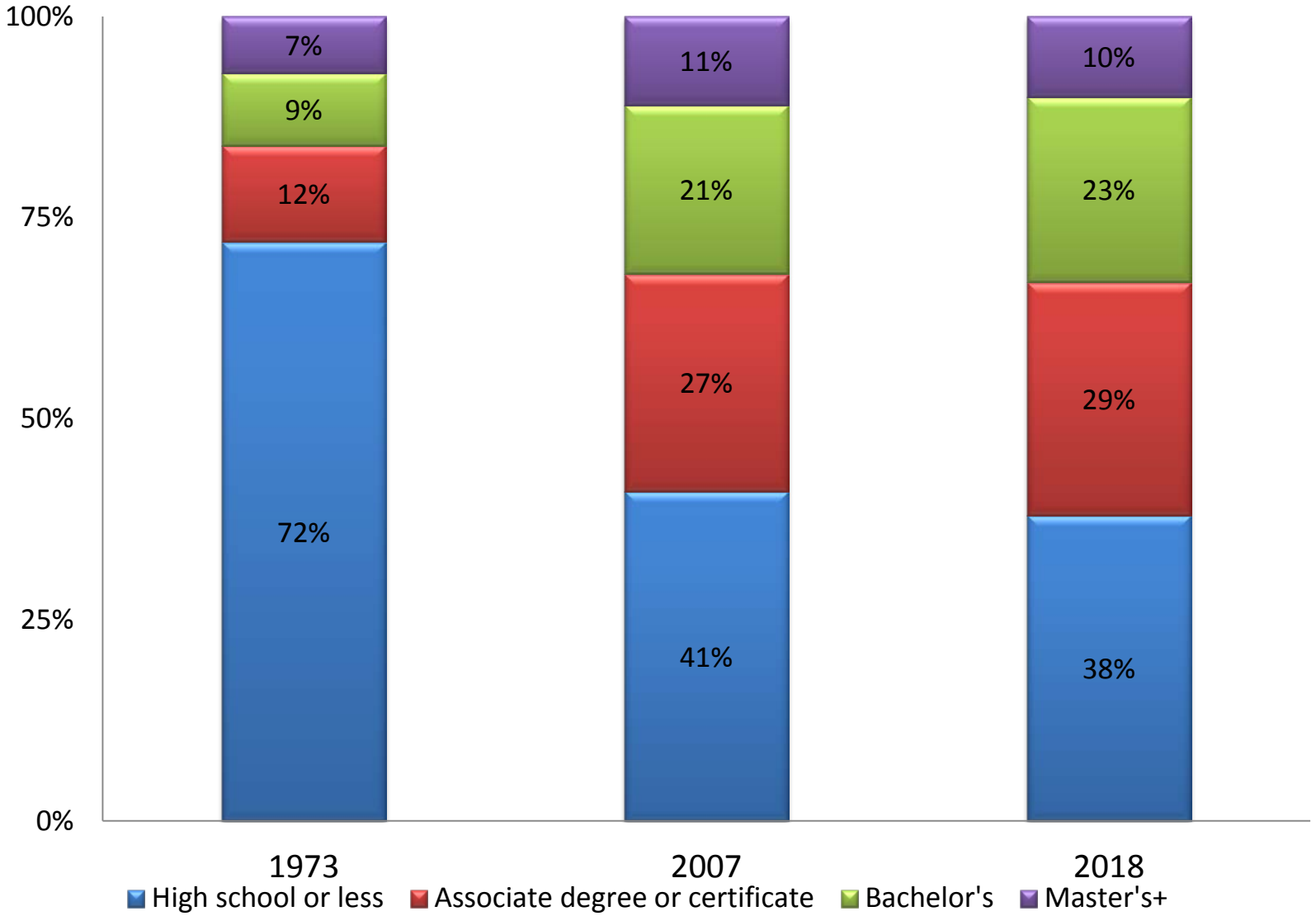
Comprehensive Workforce Initiative

Comprehensive Workforce Initiative

Recommended $10 million to:

- Expand the Back to Work Oregon and National Career Readiness Certificate programs
- Fund a Certified Work-Ready Communities program and sector-related workforce training
- Provide technical assistance to local workforce programs

Comprehensive Workforce Initiative



Note: From Carnevale, Smith, and Strohl (2010)

Comprehensive Workforce Initiative

Strategy	Assessment
Coherent, structured pathways to certificate and degree completion	Oregon is a national leader in Career Pathways with over 5000 awarded
Promote transfer from community colleges to universities	Much work has been completed with next steps to the completion of a Transfer Student Bill of Rights
Identify students with 30 credits and no credential or degree and assist them in earning credential	Oregon is engaged in a collaboration with OUS on projects grant funded projects WIN-WIN and Reverse Transfer

Comprehensive Workforce Initiative

Strategy	Assessment
Fundamentally redesign developmental education	Oregon is actively working to redesign developmental delivery
Define readiness for college by connecting to Common Core State Standards	Oregon has a grant to define “college ready” to align high school graduation exit with college entrance standards
Bring K-12 collaborations to scale and build a college-going culture	Oregon had 25,000 dual credit high schools students earning college credit last year and the Governor’s budget recommends increases to the ASPIRE program

Comprehensive Workforce Initiative

Strategy	Assessment
Build stackable, industry recognized credentials	Oregon has a national model in Career Pathways and Nat'l Assoc. of Manufacturers
Accurately identify unfilled labor market needs and ensure training programs are responsive and streamlined	Oregon uses most current available data to develop or revise Career & Technical Programs to remain in sync with business and industry
Mobilize partnerships to ensure programs target skill gaps and use alternate models for skill credentialing	Oregon is building Sector Strategies responses to skill gaps and is piloting Credit for Prior Learning to give credit when it is earned

Comprehensive Workforce Initiative

Strategies	Assessment
Redesign the educational delivery system	Oregon CC's have a statewide network for distance education delivery and considerable work needs to be done to serve diverse student needs and demands
Engage governing boards in intentional conversations on hard choices: whom will we serve? In what ways? For what outcomes?	Oregon CC's have engaged in board development work to increase the knowledge of elected board members about institutional and student success

Comprehensive Workforce Initiative

Strategies	Assessment
Create partnerships to develop student data systems, institutional research and professional development	Oregon is redesigning and streamlining our college data collection and reporting system and providing institutional research capacity to support the 8 colleges
Implement programs to strengthen credentialing through rigorous assessment of student knowledge and skill	Oregon is a pilot state for the Degree Qualifications Profile (DQP) a project to align skills and knowledge expectations across associates, bachelors and masters degrees

Comprehensive Workforce Initiative

Strategies	Assessment
Advocate for renewed public investment	Oregon is focused on achievement of the 40/40/20 goal
Incorporate incentives for student progress and outcomes	Oregon CC's are currently considering a outcome-based funding model
Implement strategies that target incentives for collaboration across the P-20 continuum for student success	Oregon's OEIB has championed collaboration and investments for increasing student success across the P-20 continuum
Develop funding models that balance access and success	Oregon CC's outcome-based funding model targets both access and success
Create interactive and accessible data & accountability systems	Oregon's OEIB is focused on P-20 longitudinal data system

Comprehensive Workforce Initiative

Strategies	Assessment
Ensure credentials represent real knowledge and skills	Oregon is a pilot of the DQP to align the skills and knowledge across associates, bachelors & masters
Press for the development of learning outcomes assessments that meet CC specifications tied to DQP	Oregon is a pilot of the DQP to align the skills and knowledge across associates, bachelors & masters
Track students beyond their community college experience into higher education and workplace	Oregon has the ability to follow students into higher education and the workplace via data sharing with OUS and Employment
Implement the Voluntary Framework of Accountability	Oregon CC's have focused their accountability metrics on student success indicators

Strategic Investment

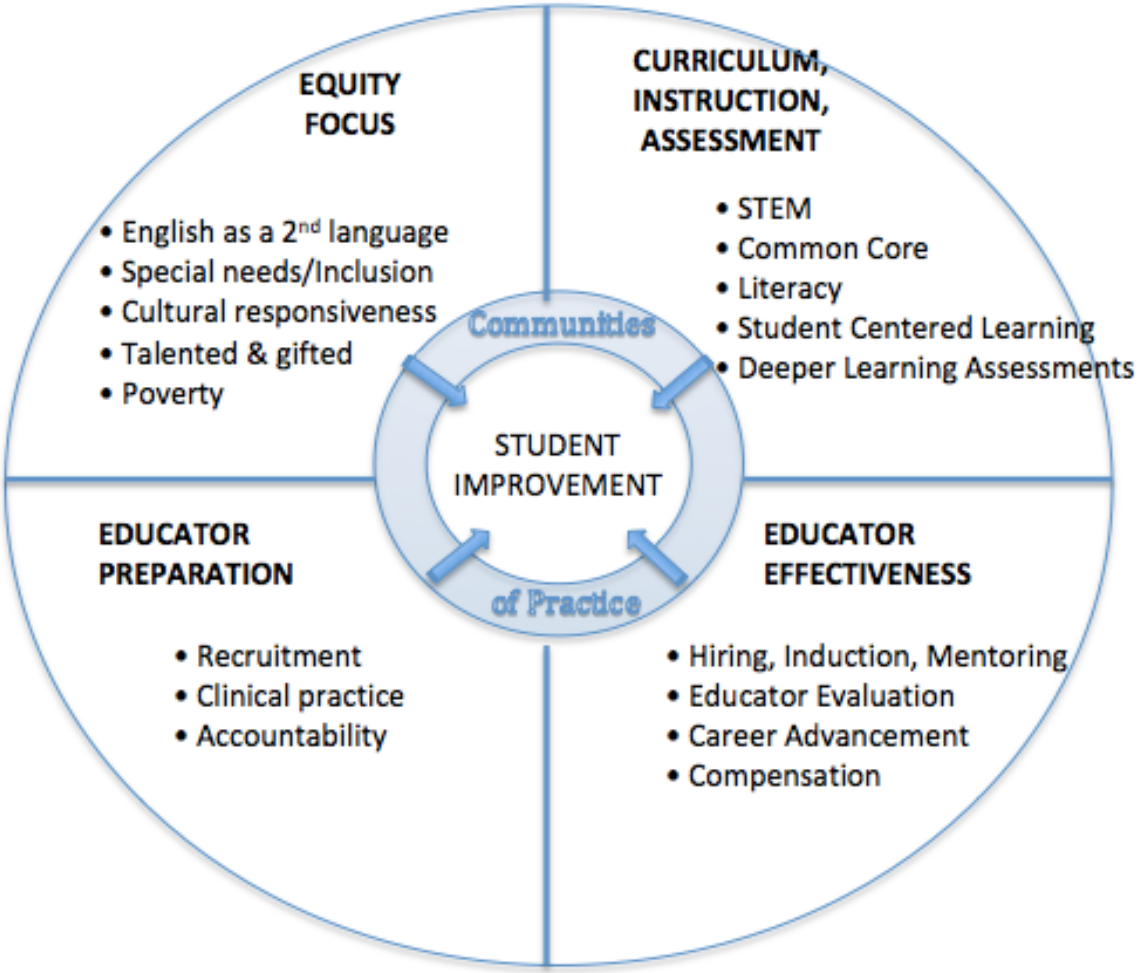
Quality Teaching & Learning

To reach 40-40-20, we must invest in our educator workforce

While there might be disagreement about the most effective ways to measure and develop effectiveness, educators and policymakers generally agree that ensuring that teachers are capable of improving student learning—and that school leaders are able to help them do so—is perhaps the most significant step they can take to raise student achievement.

Dr. Linda Darling Hammond
Teacher Leader Effectiveness Report

Strategic Funding in Four Areas



Quality Teaching & Learning

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students

OEIB Initiative	OEIB Metric (June '15)
A) Implement initiatives that directly affect student learning in all segments of P-20	Diverse Professional Corps of Educators: • Number of education professionals (PK-12) projected to enter OR education workforce within two years who are non-white, non-Hispanic or whose native language is not English increases 10%* • Levels of employer satisfaction with new teachers prepared in OR increases 30%* • At least 30% more educators report increased satisfaction in professional support/development* • Early childhood educators who achieve AA or higher on OR Registry increases 30%

Key Strategies

Statewide effort to recruit, prepare, and support educators:

- Four to six professional development centers
- New career maps and licensure structures
- Teacher collaboration and mentorship
- Dissemination of best practices and models
- Focus on early educators and post-secondary faculty

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established.

Quality Teaching & Learning

The **Quality Teaching and Learning initiative** will invest up to **$120 million** to create and coordinate a Network to:

- Support teachers and administrators through communities of effective practice that can improve student learning

- Strengthen recruitment, preparation, induction, advancement and support of educators (teachers, administrators, and counselors)

Quality Teaching & Learning

The OEIB will build the Network of Quality Teaching and Learning on these core principles:

- Educators are engaged and empowered to develop, deliver and lead the efforts;
- All corners of the state have access to the services of the Network; and
- The Network and its providers are focused on, and accountable for, improving outcomes for all students.

Quality Teaching & Learning

Funding Providers

The Network for Quality Teaching and Learning shall accomplish its mission by funding providers who have demonstrated success in:

- Preparing and supporting educators with evidence based resources and opportunities for professional collaboration and development;
- Providing professional development and training for early learning services and teachers of early grades;
- Assisting local school districts in developing professional development plans to meet school improvement objectives; and
- Determining the effectiveness of professional development.

Quality Teaching & Learning

Disseminating Evidence-based Models

The Network for Quality Teaching and Learning will support best practices and disseminate evidence-based models across the state that:

- Strengthen and connect educator preparation programs;
- Recruit high-ability and culturally diverse candidates to become educators and to work in high-need communities and fields;
- Coordinate induction and mentoring of new teachers and administrators;
- Support development and implementation of standards-based curriculum, high leverage practices, and assessments that promote student learning and improve outcomes for English language learners and students with disabilities; and
- Implement educator effectiveness systems.

DAY 3

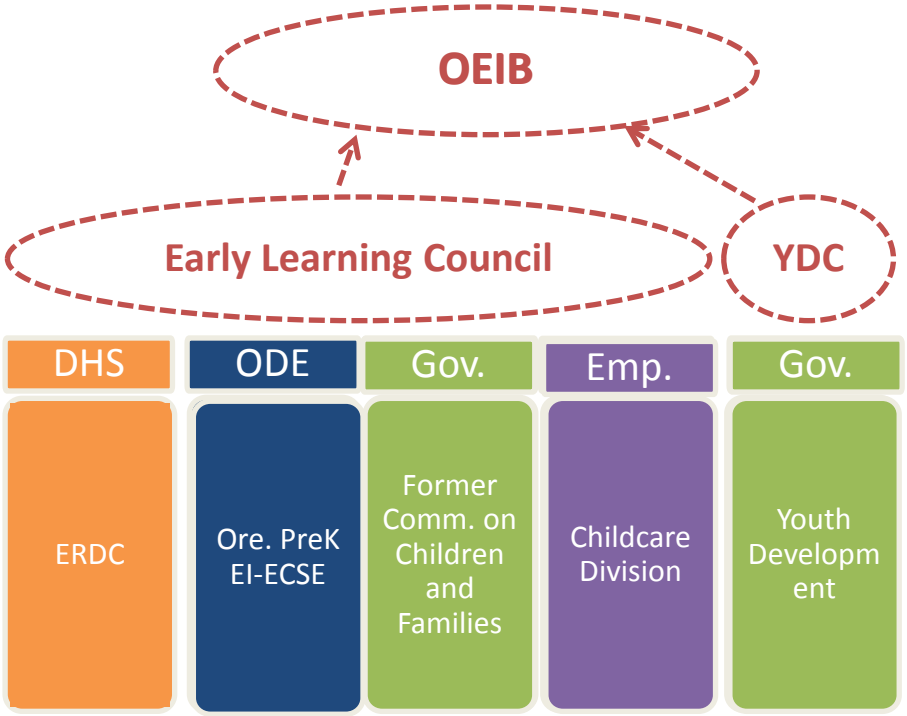
Rudy Crew, Chief Education Officer
Oregon Education Investment Board

Ben Cannon, Education Policy Advisor
Office of the Governor

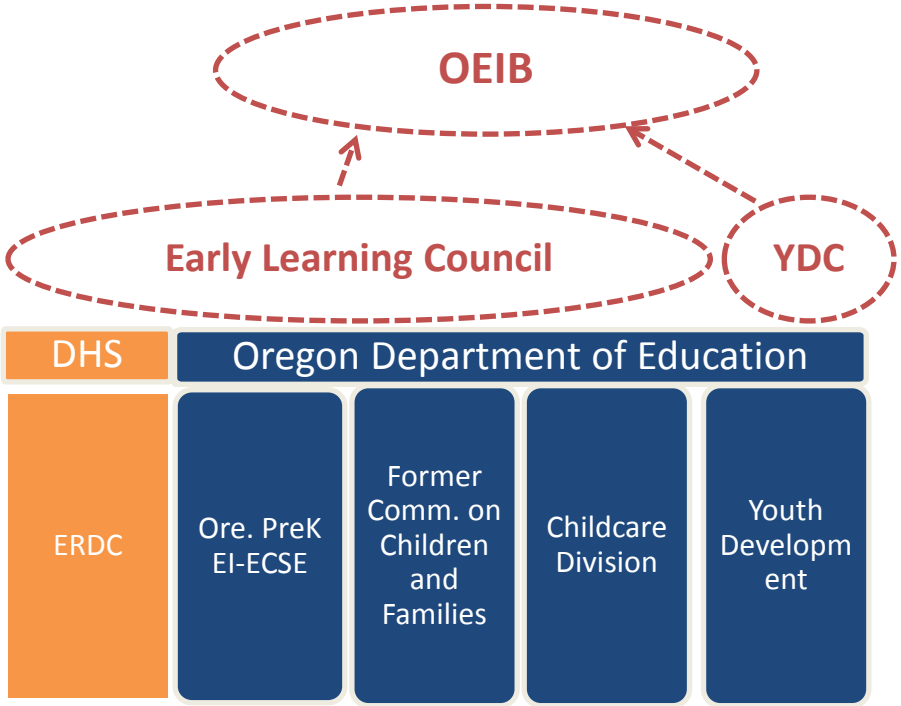
Designing a State System
Early Learning and K-12

P-12 (Current)

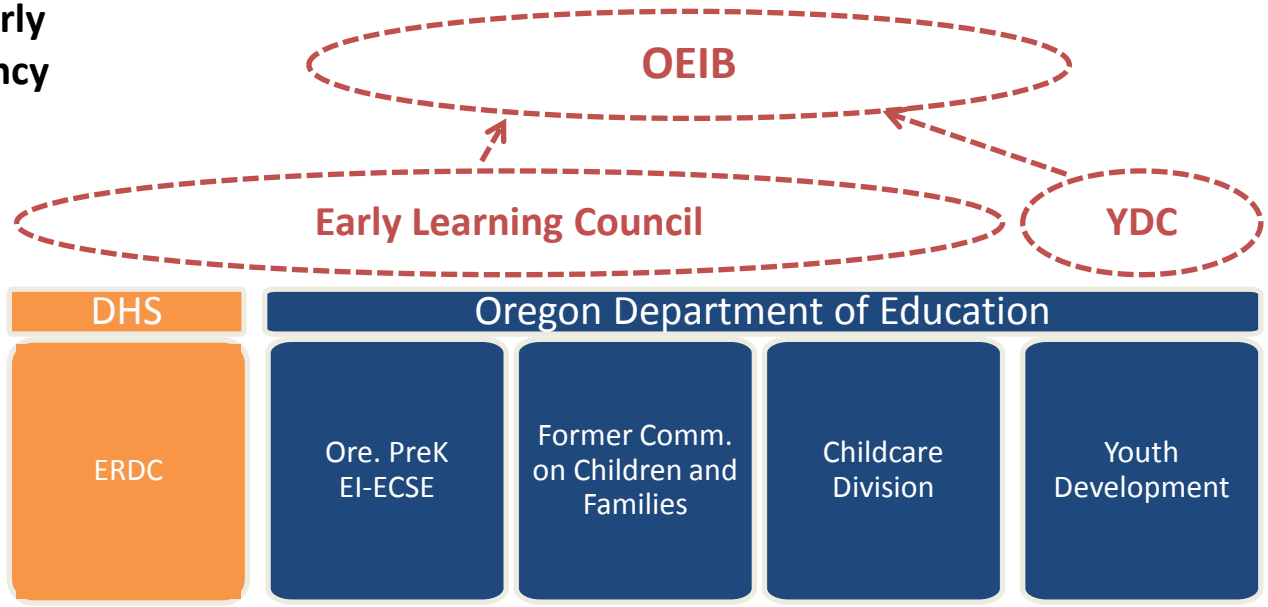
Board/Council
Agency/Administration



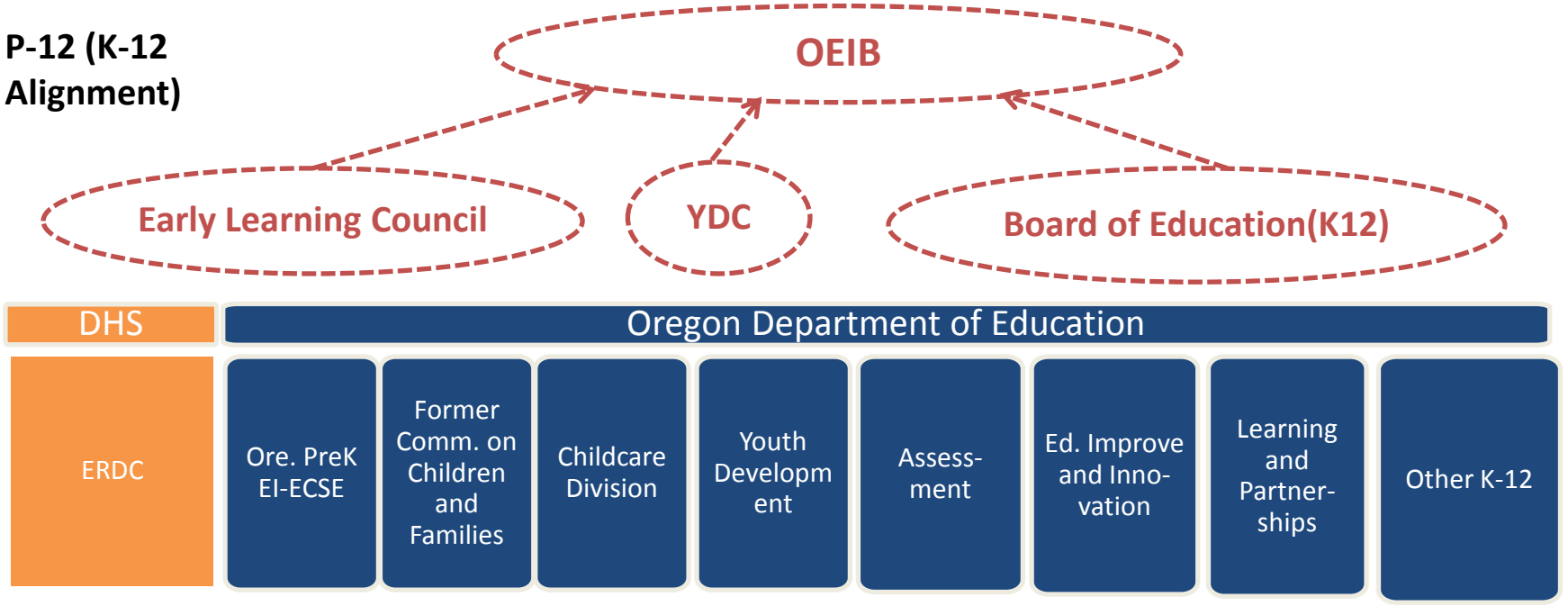
P-12 (Future Early Childhood Agency Shift)



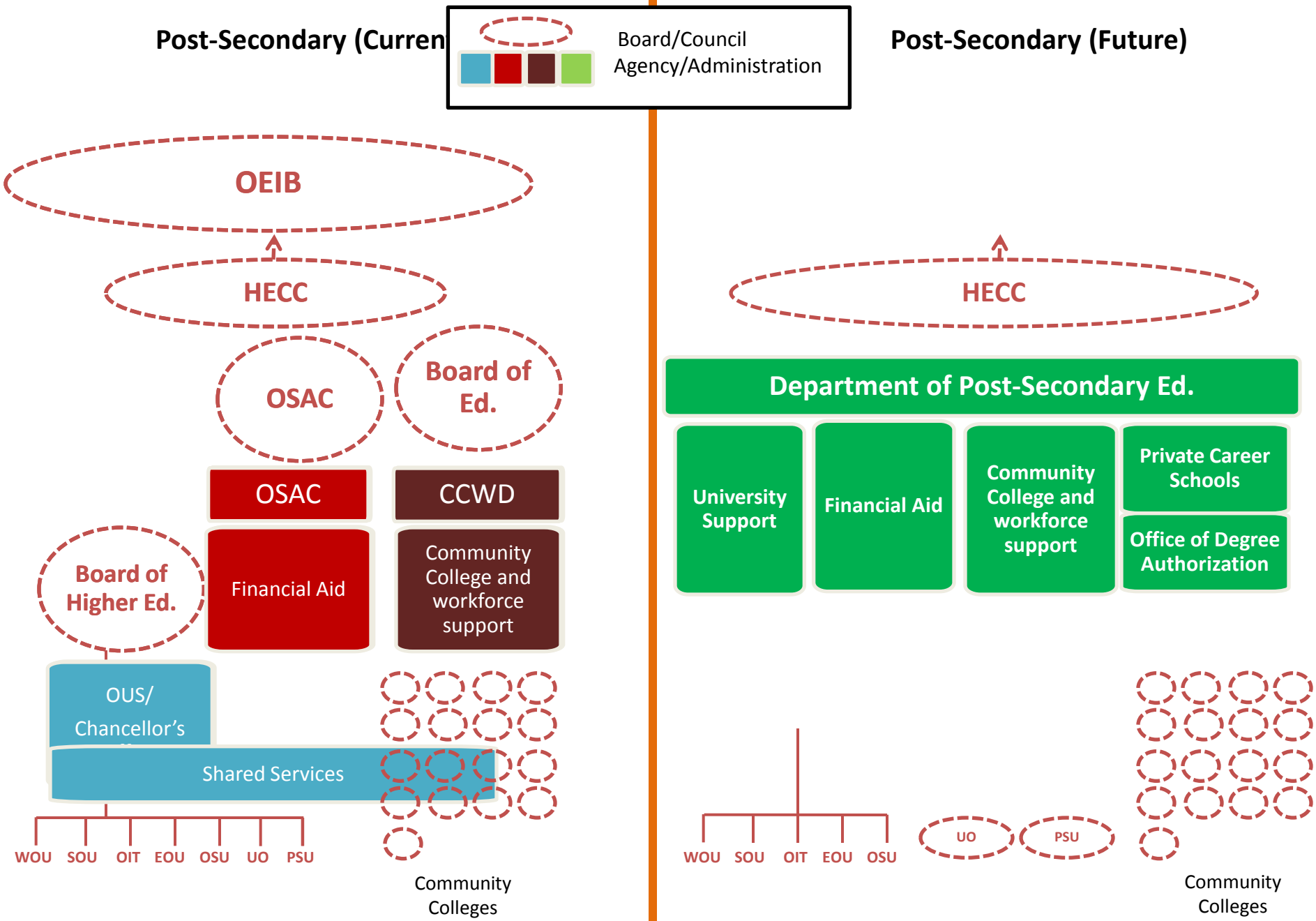
P-12 (Future Early Childhood Agency Shift)



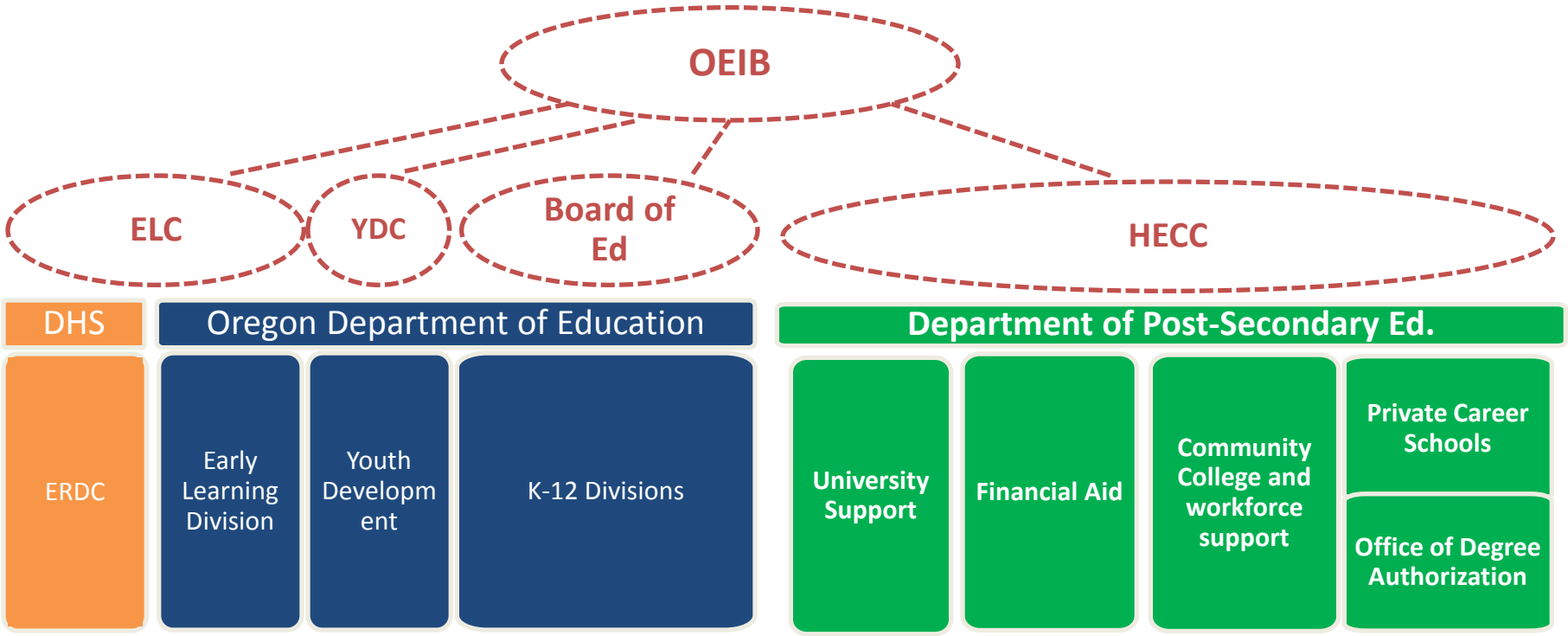
P-12 (K-12 Alignment)



Designing a State System Post-Secondary


Post-Secondary (Curren
Board/Council
Agency/Administration
Post-Secondary (Future)
OEIB
HECC
OSAC
Board of Ed.
OSAC
CCWD
Board of Higher Ed.
Financial Aid
Community College and workforce support
OUS/ Chancellor's
Shared Services
WOU SOU OIT EOU OSU UO PSU
Community Colleges
HECC
Department of Post-Secondary Ed.
University Support
Financial Aid
Community College and workforce support
Private Career Schools
Office of Degree Authorization
WOU SOU OIT EOU OSU
UO PSU
Community Colleges

P-20 Future (Future)



Metrics for Objective 1: Complete design and implement P-20 structure

OEIB Initiative	OEIB Metric (June '15)
A) Specify how to operationalize P-20 integration, particularly around governance and structure	Structure 100% designed, legislation passed, structure fully implemented 100% of regions report increased satisfaction in support from OEIB
B) Implement common aligned learning standards, assessment tools, and support systems for P-20	Learning standards and assessment tools are compatible, integrated, and span across P-20
C) Complete longitudinal data system	Longitudinal data system is 100% complete and serves the functions identified by end users

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students

OEIB Initiative	OEIB Metric (June '15)
B) Shift systems and cultures to address equity and result in learning environments that address needs of all learners	*At least 75% of Priority and Focus schools will achieve growth for all students and for subgroups greater than the state average* Number of students who have or are receiving ELL services reading at grade level by 5th grade increases 75%

Key Strategies

- Reengagement of hard-to-reach youth (immigrants, homeless, dropouts, and gangs)
- West Coast network to elevate and share tools and talent for immediate and continued growth of ELL
- Intense support of and guidance to Priority and Focus Schools
- Policy and planning documents for dissemination throughout PK-12 leadership
- Focus on reducing need for, while improving quality of, post-secondary developmental education

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established. Note: Italicized metrics are also reflected in the K-12 Achievement Compacts.

Metrics for Objective 3: Assess, write, and respond to policies needed to accomplish initiatives and create "tight/loose" direction of OR Learns

OEIB Initiative	OEIB Metric (June '15)
A) Analyze, write, and advocate policies that support initiatives and affect how education is delivered in the field B) Create policy framework, including R&D, consistent with "tight/loose" direction C) Review current policies with eye towards which should be eliminated to achieve initiatives and lessen compliance burden	Policies, explicitly linked to strategic initiatives, demonstrate impact on student performance. Policies affected/created are regarding: • ESD redesign • Educator workforce (licensure, minority recruitment) • Grade 11-14 redesign (funding formula, credit transferability) • Equity (data collection, accountability) • Early learning (hubs, Kindergarten readiness, subsidy policy) • Diploma and credentials (Oregon diploma rollout, career pathways) • Mandate relief

Data and Research

- Efforts to improve education across the country have increasingly identified the use of data as a key element of the strategy.
- Data analysis is essential for:
  - continuous improvement
  - ensuring budgets are strategically aimed at promoting outcomes, and
  - supporting educational institutions, students, families and policymakers with valid and reliable information about what works.
- To support these efforts, the Governor has recommended:
  - $200,000 (plus $10 million in reserved bonding capacity) for P-20 longitudinal student database
  - $1.7 million for OEIB Policy & Research Unit

Longitudinal Database

Since the late 90's Oregon has made significant investments in Web-based data collection, storage and reporting systems. These investments have allowed Oregon to become a leader:

- Improve the timeliness of data
- Collecting data from across the state using a common framework and data standards.

Work left to do:

- Create a cohesive system that allows educators to be reading from and orchestrating instruction from the same "sheet of music"
- Make this information available immediately from the classroom level to the policy makers.

Metrics for Objective 2: Design and implement high-impact, cost-effective initiatives that improve achievement of all students

OEIB Initiative	OEIB Metric (June '15)
C) Determine and implement processes of support and accountability (including Achievement Compacts and OR Report Card)	Data from accountability system is used to affect policy and change practice At least 80% of educators, students, and families surveyed report accountability system as useful*
D) Analyze initiatives to understand impact and ROI	100% of key initiatives are analyzed for impact and ROI ROI information is used to develop policies and recommend strategic investments

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established.

OEIB Policy & Research Unit

Governor has recommended a unit of 8 staff focused on:

- gathering information on the process and methodologies used by districts to set achievement compact goals;
- analyzing the return on investment, variance in conditions, and educational best practices in place in various school districts;
- examining policy and financial barriers to implementing best practices broadly; and
- drafting model policies and working closely with the Legislature to analyze policies.

Achievement Compacts

SB 1581 required OEIB to enter into contracts with:

- 197 school districts
- 19 Education Service Districts
- 17 Community Colleges
- OUS, the 7 public universities, and OHSU

By which goals are set for key students outcomes to demonstrate “progress toward the 40-40-20 Goals.”

Achievement Compacts are…	Achievement Compacts are not…
Shared goals, with shared accountability for results	Top-down goal-setting and accountability
A roadmap to 40-40-20	A comprehensive system for rating district quality
Outcomes	Inputs
A tool to guide budget and policy-setting at the state and local level	A formulaic system of rewards and consequences
A tool for focusing attention on districts that appear to be higher or lower-performing	A deeper diagnosis that reveals what works and doesn't
Succinct: key leverage points for reaching statewide priorities for student achievement	Lengthy: every component of a high-quality, comprehensive education
Evolving	Static

Achievement Compact Implementation to Date

Successes

- Institutions across the state are focused on same key indicators
- “Budgeting a plan” rather than “planning a budget”
- In K-12 districts, advisory committees engaged in rich conversations about student achievement

Challenges

- Implementation resulted in complex document
- Concerns the compact is a “new NCLB”
- Institutions continue to work in silos

Evolving Thinking

Regional Achievement Compacts

- To engage institutions in ongoing problem solving and build a culture of statewide, continuous improvement.
- To focus, align and measure the value of state resources against models designed specifically to increase student growth while decreasing historical gaps in student outcomes.
- To transition away from institutional silos, and ensure that parents, students, teachers and leaders share knowledge, collaborate and build a statewide culture of collaboration.
- To shift focus away from punitive accountability toward support and shared responsibility

Regional Compact Pilot

Governor recommends $1 million:

- $750,000 grants-in-aid to 6-10 regional consortia representing early learning, K-12, community college and 4-year universities; that have demonstrated readiness to participate, and met criteria established by the CEdO.
- $250,000 for state connections conference – bringing together consortias with health providers, civic and cultural groups, parent advocates, non-profits, businesses, and social services that can commit to partnering with the institutions to meet the needs of children, students and graduates.

DAY 4

Rudy Crew, Chief Education Officer
Oregon Education Investment Board

Ben Cannon, Education Policy Advisor
Office of the Governor

Developing an outcomes-based budget

Moving From		Moving Toward
2-year budgeting focused on "balancing" the budget	→	Budgeting inside fiscal constraints to meet long term outcomes
Funding specific agencies	→	Funding programs designed to achieve outcomes
Unlimited budget requests for agencies	→	Clear limits, expectations, and criteria to focus agency budget proposals
Debating levels of funding	→	Debating the results we want to achieve with state spending
Competition for funding between agencies	→	Saving and creating fiscal sustainability
Disconnected agency performance indicators	→	Success measured by outcome-indicators

Comparing the 11-13 LAB with the 13-15 GRB

	2011-2013 LAB	2013-2015 CSL	2013-2015 GRB (% increase over LAB)	PERS avoided costs (all funds)	GRB Purchasing Power*
Early Learning Programs	$274.3	$312.3	$324.2 (18.2%)	N/A	N/A
State School Fund (K-12)	$5,714.7	$6,315.4	$6,151.4 (7.6%)	$253.8	$6,405.2*
Community College Support Fund	$396.3	$434.4	$428.4 (8.1%)	$44.1	$450 - $470* (est.)
Public University Support Fund and system administration	$451.6	$486.9	$483.9 (7.2%)	$51.9	$502 – $517* (est.)
Oregon Opportunity Grant	$99.4	$105.5	$113.7 (14.3%)	N/A	N/A
Strategic Initiatives	N/A	N/A	$35.1 (100%)	N/A	N/A
Other**	$453.7	$479.3	$476.7 (5.1%)	N/A	N/A

Figures in millions

*The general fund equivalent necessary to purchase the GRB's level of service, if Governor-proposed PERS changes are not adopted.
** This row includes funding for state agencies, OHSU, OUS statewide programs, ODE grants-in-aid and deaf school, and debt service.

Investing in Post-secondary Access and Completion

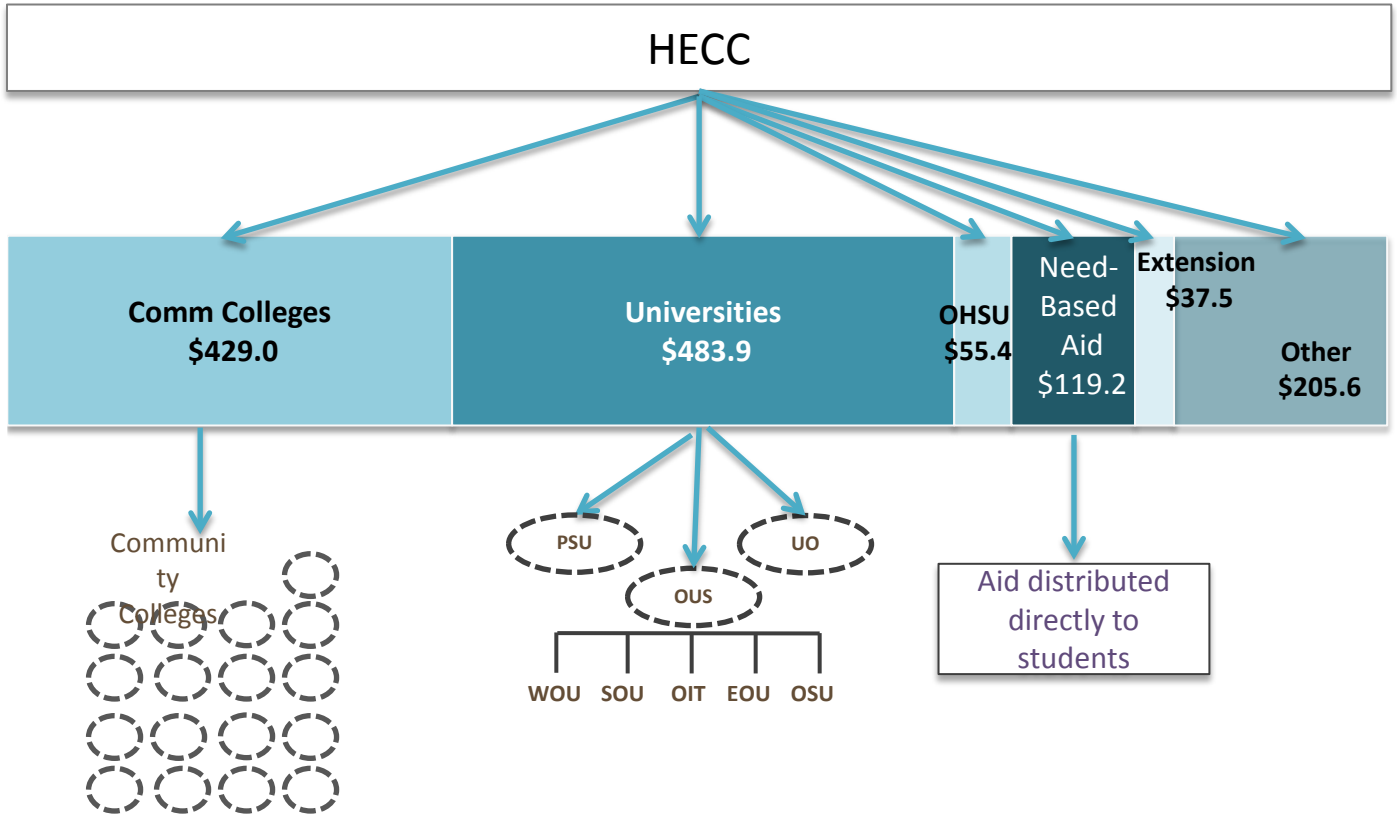
- $483.9 million for the public university support fund and institutional administration
- $428.4 million for the community college support fund
- $113.7 million for the Oregon Opportunity Grant

Investing in Post-secondary Access and Completion

- Merge authorities for resource allocation decision-making within a single board (HECC) in order to promote outcomes-based decision-making.

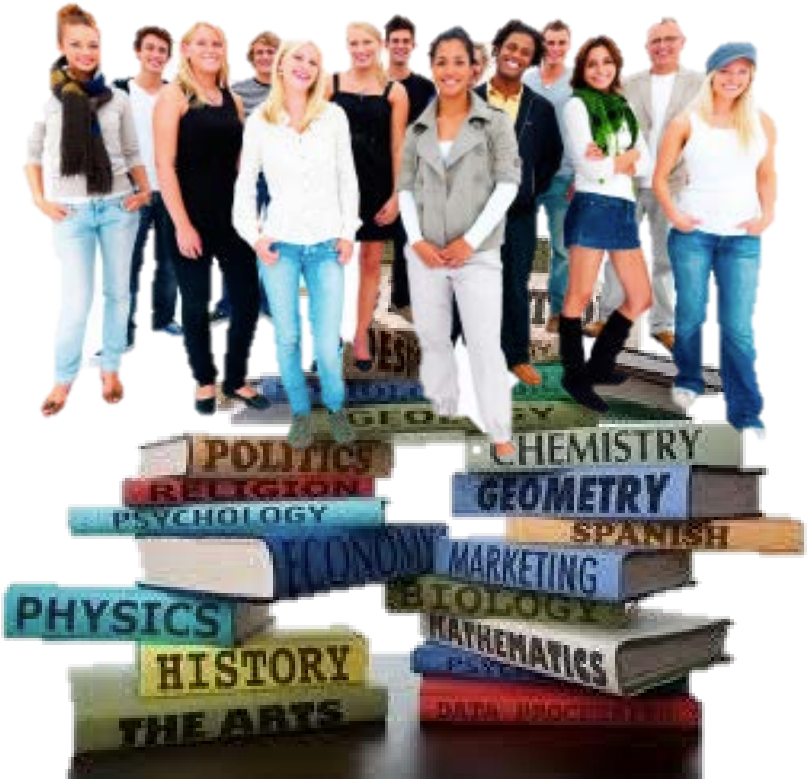
HECC Distributes Funding

Higher Education Funding



Student-Centered Budgeting for Higher Ed

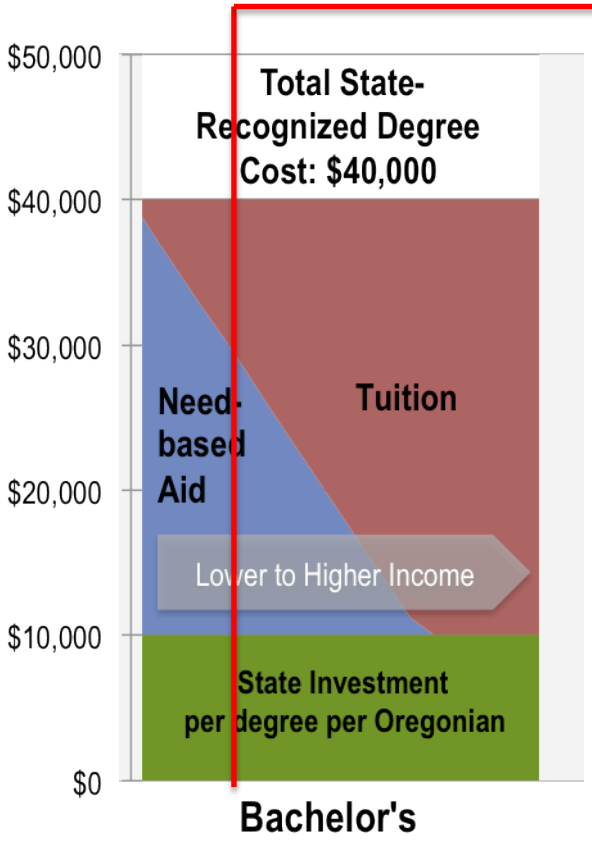
Money will be distributed based on number of students and the courses they pursue, not on the cost of individual institutions.



Outcomes-Based Budgeting in Higher Ed

Rather than paying by seat time or activities as we do now, the state is exploring models based on payments for outcomes.

New Models for Higher Education Funding?



Example:

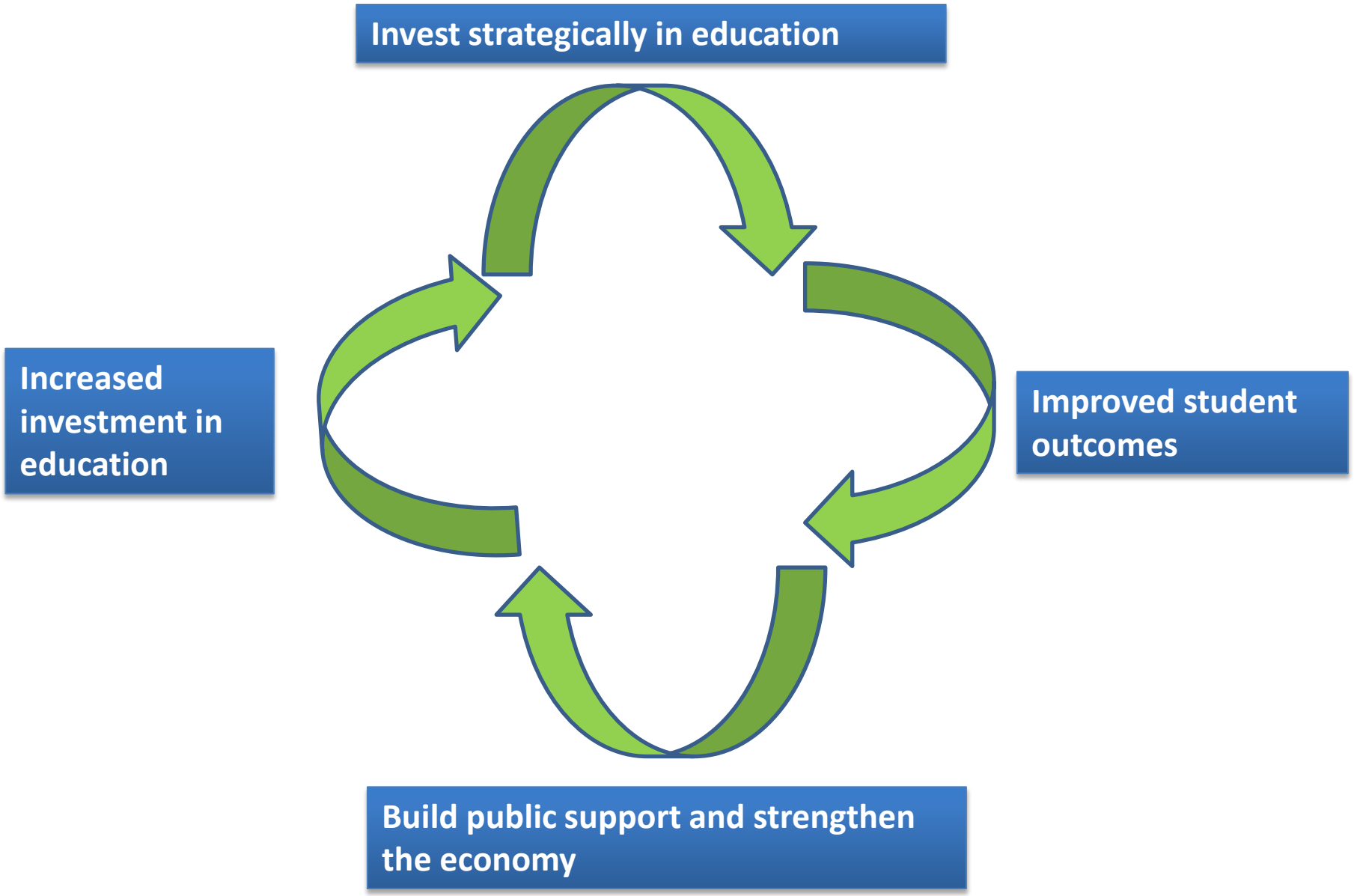
- All Oregon students receive a $10,000 state investment toward their Bachelor's degree.
- This low-income student qualifies for $20,000 in need-based aid.
- She will pay the remaining $10,000 as tuition to the university.
- If her university charges $45,000 for a degree, it will have to provide financial aid for the additional $5,000.

Investing in K-12 success

- $6.151 billion for K-12 State School Fund
- Possible areas for consideration of future formula changes
  - ELL funding
  - Special Education funding
  - Transportation funding

A 10-year Strategy for Reinvestment

- Avoided costs in health care and public safety
- A strategic focus for investments in education
- Economic growth and new revenue


Invest strategically in education
Improved student outcomes
Build public support and strengthen the economy
Increased investment in education

Metrics for Objective 4: Create outcome-based budget, aligned to student achievement initiatives

OEIB Initiative	OEIB Metric (June '15)
A) Create, monitor, and revise the strategic and operations plan (including metrics)	Strategic plan and metrics are monitored at least biannually, and updated and shared at least annually Multi-year strategic plan and metrics for 2015 and beyond is created (see pgs 7-8 for seven-year view)
B) Contribute to the development of the biennium budget, tying budget to strategic initiatives	Budget recommendations are developed, explicitly aligned to strategic initiatives and outcomes, and delivered on time

Metrics for Objective 5: Work to build an informed, motivated, and engaged public

OEIB Initiative	OEIB Metric (June '15)
A) Create channels of two-way communication with major stakeholders about the need for change, strategies, and opportunities for engagement	At least 85% of stakeholders feel "adequately informed"* At least 90% of stakeholders report having adequate opportunities to provide input*
B) Use achievement compacts to establish regional collaborations and community commitment to meeting outcomes	100% of regions report having business and community partners engaged in meeting Achievement Compact goals
C) Support learning organizations in creating strategies, tools, and practices to engage their communities	85% of education institutions report that the created tools and processes have been useful in engaging their communities

* Baseline not available prior to January 2013 OEIB Board meeting. Targets may change once baseline is established.