



Oregon Education Investment Board

SB 215 WORKGROUP
OREGON EDUCATION INVESTMENT BOARD
2015



TABLE OF CONTENTS

ROLES AND RESPONSIBILITIES OF THE OEIB

ROLES AND RESPONSIBILITIES OF THE OEIB AGENCY VS. PARTNER EDUCATION AGENCIES	TAB 1
SHARED AGENCY WORK UNDER THE DIRECTION OF THE OEIB	TAB 2
DUTIES OF THE OEIB: SENATE BILL 909 AND BEYOND	TAB 3
CHIEF EDUCATION OFFICER ROLES AND RESPONSIBILITIES	TAB 4
ORGANIZATIONAL CHARTS: OEIB AND HECC	TAB 5
BOARD MEMBER REQUIREMENTS, APPOINTMENT PROTOCOL AND VACANCIES	TAB 6
ROLE OF THE BOARD	TAB 7
KEY OEIB DECISIONS AND BOARD LED INITIATIVES	TAB 8

OEIB ACCOMPLISHMENTS

LEARNING FROM STRATEGIC INVESTMENT RECOMMENDATIONS	TAB 9
KEY RESEARCH AND DATA ON OEIB LED INITIATIVES	TAB 10
SCORECARD OF KEY OUTCOMES	TAB 11
COLLECTIVE IMPACT FRAMEWORK	TAB 12
ACHIEVEMENT COMPACT IMPACT	TAB 13



Oregon Education Investment Board

ROLES AND RESPONSIBILITIES OF THE OEIB

TAB 1
ROLES AND RESPONSIBILITIES OF
THE OEIB AGENCY VS. PARTNER EDUCATION AGENCIES



An Outline of the Distinct Roles of Oregon’s Education Agencies

This document is designed to illustrate the distinct roles of the OEIB, Early Learning Division (ELD), Department of Education (ODE) and Higher Education Coordinating Commission (HECC). On the front, are the roles of the OEIB and on the back are those for ELD, ODE and HECC.

OREGON EDUCATION INVESTMENT BOARD: Roles and Responsibilities

Agency Coordination to Create Seamless System of Education: Provides strategic direction to agencies to ensure a seamless system of education. The OEIB establishes a common framework for the critical drivers of student success and works with agencies to build bridges between key student transition points. The agency leads the conceptualization and the building of a statewide longitudinal database to track student outcomes across agencies, from birth through college.

Equity Lens: Through the use of the Equity Lens, the OEIB considers the impact for each of our students when making investment, strategy and policy recommendations, and challenge partners to do the same. The makes recommendations to scale up strategies with demonstrated success in closing the opportunity gap in Oregon.

Conveners: The OEIB convenes and builds greater coordination among all stakeholders and impacting student success both at the state-level and with diverse communities across the state. This includes bringing together traditional and non-traditional partners invested in student success.

Outcomes: Recognizing the need for unprecedented coordination, OEIB identifies critical milestones and transitions across the educational pathway that, if reached determine long-term student success. Through the Achievement Compact process and via strategic investments, the OEIB empowers shared-leadership, community-based strategies, and collaboration among diverse stakeholders to meet these critical outcomes.

Policy and Investment Recommendations: Through its Research and Policy Center, and eventual use of the longitudinal database, the OEIB is charged with finding the best levers of change that demonstrate student outcome improvement. Once identified, the OEIB makes policy and investment recommendations to bring best practices to communities across the state.

Elevate Best Practices: Through its Regional Achievement Collaboratives and STEM Hubs the OEIB fosters collective impact through community-led strategies and seeks to replicate proven effective programs and practices.

Barrier Busters: The OEIB breaks down silos between education agencies and barriers impeding student success. This includes the elevation of key issues facing students across the educational continuum and a particular focus on key student transitions.

Student-Centric Vantage Point: With its oversight of the entire birth through college and career continuum, the OEIB has an unprecedented vantage point to collaboratively lead the development of a shared vision to accelerate student outcomes throughout Oregon. The OEIB is charged with leveraging its unique positioned to view the learning continuum from the perspective of the student.

ROLES AND RESPONSIBILITIES

Early Learning Division	→ Department of Education	→ Higher Ed Coordinating Commission
Oversees a unified system of early learning services for the purpose of ensuring that children enter school ready to learn	Provides leadership for the P-12 component of the P-20 system	Approves/disapproves new or changed programs at community colleges and public universities
Overseeing the Oregon Early Learning System, a joint effort with other state and local early childhood partners to establish the policies necessary for a voluntary statewide early learning system that shall be incorporated into the local coordinated comprehensive plan	Works with the Oregon Education Investment Board and the State Board of Education on education policy design and implementation	Authorizes degrees to be offered at private post-secondary institutions
Adopts policies to establish training and technical assistance programs to ensure that early learning personnel have skills in appropriate areas, including screening, family assessment, competency-based home visiting skills, cultural and gender differences and other areas as needed	With the State Board of Education, adopts rules for the governance of P-12 schools	Approves mission statements for public universities
Identifies 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 learning system	Develops and adopts state academic content standards, defining what students should know and be able to do	Oversees licensing of private career schools
Develops a plan for the implementation of a common data system for voluntary early childhood programs and that it ties to the longitudinal data base	Supports standards-based teaching and learning through professional development of educators (e.g., through the Network on Quality Teaching and Learning)	Determines how to allocate state funding to public universities and community colleges
Coordinates existing and new early childhood programs to provide a range of community-based supports (Early Learning Hubs)	Develops and administers Oregon's statewide student assessment (testing) system	Determines how to allocate state grant aid to students (the Oregon Opportunity Grant)
Establishes a common set of quality assurance standards to guide local implementation of all elements of the voluntary statewide early	Reports school, district and student performance to a variety of stakeholders	Develops policies and practices to improve coordination and student success within Oregon higher education and

ROLES AND RESPONSIBILITIES

Early Learning Division	→ Department of Education	→ Higher Ed Coordinating Commission
learning system, including voluntary universal screening and assessment, home visiting, staffing, evaluation and community-based services		transitions to workforce
Ensures that all plans for voluntary early childhood services are coordinated and consistent with federal and state law, including but not limited to plans for Oregon prekindergarten programs, federal Head Start programs, early childhood special education services, early intervention services and public health services	Guides school improvement efforts to improve student performance	
Identifies how the voluntary statewide early learning system for children who are zero through six years of age will link with systems of support for older children and their families	Helps districts comply with state and federal law – such as special education and Elementary and Secondary Education Act (ESEA) law - through monitoring and technical assistance	
	Operates the Oregon School for the Deaf	
	Regulates licensed child care providers (4,420 licensed child care facilities)	
	Ensures school buses transporting Oregon’s students are safe and drivers are trained	
	Conducts criminal background checks for certain school district personnel and volunteers	
	Oversees the distribution of approximately \$7 billion in State School Fund grants and administers over two dozen state and federal grants totaling about \$2 billion	

TAB 2

SHARED AGENCY WORK UNDER THE DIRECTION OF THE OEIB



AGENDA ITEM 7

Presentation

Key Transitions for Students in a Seamless System

- **Shared Work: From Birth to Third Grade**
 - Rob Saxton
Deputy Superintendent of Public Instruction, Oregon Department of Education
 - Megan Irwin
Acting Early Learning System Director, Early Learning Division

- **A Snapshot of Work Underway to Align Grades 11-14**
 - Rob Saxton,
Deputy Superintendent of Public Instruction, Oregon Department of Education
 - Ben Cannon
Executive Director, Higher Education Coordinating Commission

A Snapshot of Work Underway to Align Grades 11-14

Our vision: The transition to college or career is seamless and supported to advance 40/40/20.

1. Ensure HS students are college and career-ready

What	Why	Who	Progress	Remaining work	Barriers
Implement college and career-ready (CCR) standards in 197 school districts	66% of Oregon HS graduates who enroll in community college take remedial classes in math and/or English	Oregon Department of Education (ODE)	State Board adopted CCR standards in 2010; all districts received state training; 80% of teachers surveyed say their curriculum aligns; aligned assessment will be taken by students this academic year	Help districts that are further behind implement new standards	Implementation is uneven across the state; local control; politicization of new standards and aligned assessment
Essential Skills requirement within the Oregon Diploma	To ensure Oregon's HS graduates can demonstrate reading and comprehension of a variety of tasks, writing clearly and accurately, and applying mathematics in a variety of settings.	ODE	State Board adopted the Essential Skills in 2008; Essential Skills requirements in math, writing, and English are now in place for HS students.	Review of diploma requirements with stakeholders for recommendation to the State Board.	Some argue that 40/40/20 will be harder to achieve with Essential Skills. However, Oregon's HS graduation rates have increased as Essential Skills were phased in.
Ensure more access to high quality college and career planning		ODE, HECC	More schools are deploying Naviance and Oregon Career Information System (CIS). ASPIRE, GEAR-UP.		Inconsistent access to and use of resources.

2. Increase rates of student participation in Grades 11-14

What	Why	Who	Progress	Remaining work	Barriers
Ensure more meaningful schedules for HS students, especially during their senior year	Students who take a full, rigorous schedule in HS are more likely to succeed in college and career	Oregon Department of Education (ODE)	Concept for technical changes to State School Fund (SSF) funding formula	Additional vetting; ODE adoption of changes to technical manual	Likely some concern from school districts, administrators, school boards, and parents of elementary and middle school aged students

A Snapshot of Work Underway to Align Grades 11-14

Our vision: The transition to college or career is seamless and supported to advance 40/40/20.

Promote higher rates of full-time college enrollment directly from high school	Full-time students who enroll more quickly from HS are more likely to complete post-secondary education.	Higher Education Coordinating Commission (HECC)	Proposals for more need-based aid; lower tuition; potential financial aid incentives for swifter and/or full-time enrollment, projects to expand ASPIRE and Free Application for Federal Student Aid (FAFSA) completion outreach	Additional vetting; HECC adoption of financial aid allocation changes; legislative adoption of affordability budget	Funding for affordability; concern from students and institutions about proposals to focus aid on younger students, full-time students
--------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	-------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------

3. Increase accelerated learning opportunities and improve outcomes

What	Why	Who	Progress	Remaining work	Barriers
Ensure ample dual credit opportunities for Oregon high school students; provide targeted state funding for dual credit / accelerated learning	Students who earn college credits in high school are more likely to enroll in and complete post-secondary degrees.	Oregon Education Investment Board (OEIB), HECC, ODE, institutions Accelerated Learning Committee	Accelerated Learning Report finished Oct. 1; legislative concept drafted	Adopt legislative concept and related funding model	Funding, student advising, qualified instructors, student readiness
Create more opportunities for HS teachers to teach courses for college credit	Expanding dual credit opportunities requires more HS teachers who are able to provide college-level instruction	OEIB, HECC, institutions Accelerated Learning Committee	Accelerated Learning Report finished Oct. 1; legislative concept drafted	Adopt legislative concept and related funding	Higher education concern about lower standards, reduced control, accreditation issues

4. Align curricular pathways between K-12 and post-secondary

What	Why	Who	Progress	Remaining work	Barriers
Encourage alternative measures for college placement—specifically students who	Reduce unnecessary remediation in college, incent the postsecondary “value-add” of the SB	HECC, institutions Core to College Workgroup,	A rubric has been developed that provides for use of SB in lieu of college	Promote the adoption and use of rubric at colleges, universities	Current state policies and authorities would not compel colleges and universities to

A Snapshot of Work Underway to Align Grades 11-14

Our vision: The transition to college or career is seamless and supported to advance 40/40/20.

demonstrate college and career readiness on the 11 th grade Smarter Balance (SB) assessment	score.	Development Education (DevEd)workgroup	placement exams for writing, math		adopt this policy and make it the default; traditional placement measures are still necessary for returning adults; technical issues.
Develop alignment processes and tools to provide support for writing alignment between K-12 and postsecondary	Professional development of instructors at all levels	HECC, institutions Education Northwest, Core to College Workgroup, Oregon Writing and English Advisory Committee (OWEAC), pilot institutions and partnering high schools Eastern Promise replication grants	Pilot conducted with two institutions and their partners	Recruitment of additional sites to test and refine tools. Too much variation across regions could jeopardize course transferability for students.	Funding, time
Align math course outcomes from HS to college	Reduce unnecessary remediation in college; ensure student preparation for college-level courses	ODE, HECC, institutions Core to College Workgroup Eastern Promise replication grants	Currently examining the relationship between Algebra II (HS) and Math 95/111 (College)	Potential adjustment of HS diploma requirements to more accurately nest HS math sequence with college level math Too much variation across regions could jeopardize course transferability for students.	Political will; funding; capacity (staff and time).
Create new math pathway for non-STEM (Science, Technology,	Reduce unnecessary remediation; focus general math	HECC, institutions Jt. Boards Articulation	Some colleges are piloting newly-developed Math 98	Revise Associate of Arts Oregon Transfer degree (AAOT) requirements	Current state policies and authorities would not compel colleges

A Snapshot of Work Underway to Align Grades 11-14

Our vision: The transition to college or career is seamless and supported to advance 40/40/20.

Engineering & Math) majors	requirements on actual needs for non-STEM majors	Commission (JBAC), DevEd Workgroup	courses. Working with math faculty from four-year and two-year institutions to clarify consistent outcomes for Math 105.		and universities to adopt this policy and make it the default
----------------------------	--------------------------------------------------	------------------------------------	--------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------

5. Improve developmental education outcomes

What	Why	Who	Progress	Remaining work	Barriers
Create a common statewide approach to how students are placed in development education	High-stakes placement tests are likely misclassifying some students; a better, coordinated approach should be used	HECC, institutions DevEd workgroup	DevEd Phase 2 starts in October 2014	Implementation plans developed in November 2014	Current state policies and authorities would not compel colleges to implement these interventions, funding for implementation is limited
Create accelerated DevEd options (eg combining courses, using co-requisite model)	Reduces exit points, supports students' entry into college courses.	HECC, institutions DevEd workgroup	Phase 2 of the DevEd work is starting in October 2014. Institutions will be making decisions on interventions they will be implementing and plans to move the work forward on their campuses	Institutional teams are being developed, will start meeting in November 2014 to develop implementation plans for the interventions each campus chooses to implement	Current state policies and authorities would not compel colleges to implement these interventions, funding for implementation is limited
Strengthen college advising both before HS graduation and in college, orientation, foundational student support, first-year experience	Non-academic supports play key role in promoting success in developmental education	HECC, institutions, ODE DevEd workgroup	DevEd Phase 2 starts in October 2014	Implementation plans developed in November 2014	Current state policies and authorities would not compel colleges to implement these interventions, funding for implementation is limited

Early Learning Division/Oregon Department of Education Shared Work: From Birth to Third Grade

Shared vision: Children ready for school and succeeding by third grade.

- More children “on track” at school entry and reading on grade level by third grade.
- Fewer children with untreated developmental delays or chronic absenteeism.
- More children in schools where race and income based reading gaps are eliminated by third grade.

1. Alignment of early childhood standards across early childhood and K-3.

What	Why	Who	Progress	Remaining work	Barriers
Align early childhood standards with K-3 standards.	Child development is a continuous process and aligned standards allow consistency in instruction through age 8, and allow for continuous gains from pre-K through third grade.	ODE/ELD	Adoption of statewide standards for 0-3 Adoption of statewide standards for 3 – 5 year olds. Early childhood standards for each developmental stage aligned.	Alignment crosswalk/analysis between ECE standards and K-3.	Once articulation/alignment work is completed, to make the standards meaningful educators will need time and resources to ensure adequate training and adjusted instructional practices across both systems.
Statewide implementation of the kindergarten assessment based on early childhood standards.	Allows the state to see a snapshot of school readiness and to drive early childhood investments toward populations and school catchment areas that need more support.	ODE/ELD	Implemented	Assessment is implemented, with more work to do to improve how data is used to inform decision making.	Need for continued support to school districts in implementation. Need for timely turnaround of information from state, to schools, to educators.

2. Early screening and identification of developmental delay, paired with intervention and supports for children and families.

What	Why	Who	Progress	Remaining work	Barriers
Implementation of statewide developmental screening tool.	<p>Early identification/diagnosis of a delay makes a tremendous difference in supporting a child’s developmental progress.</p> <p>Even when a delay is not identified, the screening process allows parents time to engage with their child and learn about how to support on track health and development.</p>	ELD/OHA	<p>Universal developmental screening tool adopted by ELC and OHA.</p> <p>Shared accountability across the health and early learning system for universal developmental screening.</p> <p>Training for providers (both medical and early childhood) in progress.</p>	Complete statewide provider training and implementation of online tool.	Lack of a coordinated way to share information across health/early learning systems and providers.
Ensure families are connected to services that meet developmental needs of children based on results of screening.	Once a need or risk factor is identified, it’s critical children receive early intervention to address their needs and support family health/child health and school readiness. The sooner an intervention occurs in a child’s development, the more effective it can be.	<p>ODE: Early Intervention/Early Childhood Special Education</p> <p>ELD: Home visiting and respite services.</p> <p>OHA: Home visiting and public health services.</p>	Services exist to support intervention, coordination efforts have begun at both state and local level. Common outcomes identified for home based services.	Increase coordination at the state and local level, including the adoption of a common intake form and referral protocol.	<p>Lack of a coordinated/consistent way to conduct service referral and follow up.</p> <p>Need for interventions and supports far outstrips funding available for service.</p>
Connect early childhood positive behavior supports with response to intervention.	Early positive behavior support implementation improves kindergarten readiness for both social/emotional health and approaches to learning – two components of our state early learning framework.	ODE/ELD	Piloting this approach in Multnomah County through the Kindergarten Partnership and Innovation Fund. Age 3 to grade 3 literacy initiative work.	Determine if this is a strategy that ODE/ELD have a real interest in and capacity to take state wide.	Funding and capacity to implement with fidelity.

	Early Response to Intervention will increase identification accuracy and early support for children with learning challenges.				
--	-------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

3. Aligned practices and approaches to support children and families through the transition to kindergarten.

What	Why	Who	Progress	Remaining work	Barriers
Coordinated/aligned approach to summer transition activities between the two systems including: identification of children who would benefit, stronger connection between ECE providers and summer-school/Kindergarten teachers, and supports for parent engagement.	Children who need and get additional support in the summer before kindergarten/for the first weeks after kindergarten start do better in the early grades of elementary school than similar peers who do not. Additionally, programming that engages families in how to support their children through the transition into formal schooling have shown positive impacts on school readiness and third grade reading.	ODE/ELD	Piloting all of these strategies on a small scale across the state through Kindergarten Partnership and Innovation Fund. A key component of the age 3 to grade 3 literacy initiative.	Capture early lessons learned from the pilot and tie together more seamlessly with the larger reading initiative under way.	Coordination across ECE and K-3 takes time; there are financial and time barriers child care workers that are hard to overcome; there are time barriers for kindergarten teachers that are hard to overcome; lack of cohesive data base to use to identify kids and track progress.
Shared professional development and alignment of instructional practices across K-3 and early learning.	Similar to aligned standards, aligned instructional practices create a smoother educational experience for young children – critical during the early years of development.	ODE/ELD	Some shared professional development currently being piloted and tested through Kindergarten Partnership and Innovation Fund. Key component of age 3 to	Connect this work more cohesively to school improvement plans/early literacy initiative. Learn from districts and ESDs piloting this	Similar barriers re: time for child care/other ECE providers and elementary teachers to meet and connect.

			grade 3 literacy initiative.	work to see what is scale-able.	
Develop and pilot a mixed delivery model for Pre-K that includes elementary schools, family and center based child care providers, community based organizations and existing OPK/Head Start grantees.	Children who have access to high quality pre-K do better in the early grades of elementary school and later in life, however, in Oregon only about 10% of our three and four year olds are in state funded pre-K programs. Expanding the model to include more children, in a wider variety of settings could increase the number of children ready for school at kindergarten entry.	ELD	Competing for a federal grant that would fund this mixed delivery model at \$15mm a year.	If successful and receive grant, pilot approach in four communities and adjust to ensure it's a good fit for Oregon.	Have to get the grant first. Sustainable state funding/ a state level commitment to funding pre-K for more 4-year-olds through a mixed system is unclear.

TAB 3

DUTIES OF THE OEIB: SENATE BILL 909 AND BEYOND



Duties of the OEIB: House and Senate Bills

OR Laws	Sec.	Authorizing Bill	ORS	Duty	Owner as of 3/15/16	2015 Legislation
Chap. 113, 2014	3	SB 1525	351.735	Develop state goals associated with achievement compacts & determine strategic investments in CC's and universities & coordinate postsecondary elements of data collection in order to construct SLDS	HECC	SB 215
Chap. 85, 2014	1, 2	HB 4020	351.663	ETIC submit biennial performance reviews	HECC	SB 215
Chap. 85, 2014	7, 8, 9, 10	HB 4020	351.663	ETIC Fund in State Treasury and continuous appropriation to HECC	HECC	SB 215 would repeal this
Chap. 83, 2014	2	HB 4018	351.735	Develop state goals associated with achievement compacts & determine strategic investments in CC's and universities & coordinate postsecondary elements of data collection in order to construct SLDS	HECC	SB 215
Chap. 778, 2013	5, 6	SB 755	342.443	Minority Teacher Act report	Education & Workforce Policy Advisor	SB 215
Chap. 739, 2013	4, 5	HB 2636	326.500	STEM Investment Council	SBE & SBHE, Supt. CCWD Commissioner & Chancellor	SB 215
Chap. 739, 2013	6	HB 2636	326.500	STEM Investment Council	SBE & SBHE, Supt. CCWD Commissioner & Chancellor	SB 215
Chap. 739, 2013	8	HB 2636	327.380	STEM Investment Grant Program	Supt.	SB 215
Chap. 661, 2013	2, 3	HB 3233	342.95	Network of Quality Teaching & Learning	SBE, ODE & public and private entities	SB 215



OR Laws	Sec.	Authorizing Bill	ORS	Duty	Owner as of 3/15/16	2015 Legislation
Chap. 660, 2013	5, 6, 7, 8, 9	HB 3232	327.800, 327.810, 327.815, 327.820	strategic investments, including Early Reading Program, Guidance & Support for Postsecondary Aspirations Program, and Connecting to World of Work Program	SBE	SB 215
Chap. 624, 2013	88, 89	HB 3234	326.021	OEIB member of SBE	At-large member	SB 215
Chap. 623, 2013	5	HB 3231	417.847	Youth Development Council functions under direction and control of OEIB		SB 215
Chap. 286, 2013	4, 5	HB 3254	342.208	Develop model career pathways for educational assistants to become licensed teachers	SBE	SB 215
Chap. 36, 2012	9	SB 1581	351.762	CCWD Commissioner serves under CEO for matters related to design and organization of state's education system		SB 215
Chap. 36, 2012	10	SB 1581	351.075	Chancellor serves under CEO for matters related to design and organization of state's education system		SB 215
Chap. 36, 2012	11	SB 1581	351.725	HECC executive director serves under CEO for matters related to design and organization of state's education system		SB 215
Chap. 36, 2012	12	SB 1581	326.300	Deputy supt. serves under CEO for matters related to design and organization of state's education system		SB 215
Chap. 36, 2012	22b	SB 1581	325.425	Early Learning Council functions under direction and control of OEIB and Early Learning System Director serves under CEO for matters related to design and organization of state's education system		SB 215
Chap. 37, 2012	7	HB 4165	417.796	Duties of Early Learning Council as state advisory council for purposes of federal Head Start Act	ELC	SB 215
Chap. 37, 2012	23	HB 4165	417.487	Youth Development Council functions under direction and control of OEIB		SB 215



Initial OEIB Duties under SB 909

OR Laws	Sec.	Authorizing Bill	ORS	Duty	Owner as of 3/15/16	2015 Legislation
Chap. 519, 2011	1	SB 909	Notes before 326.011	Ensure early childhood services are streamlined and connected to K-12 & K-12 is streamline and connected to postsecondary		
				Oversee Early Learning Council and HECC		
				Recommend strategic investments in order to ensure public education budget is integrated and targeted to achieve outcomes		
				Providing SLDS that monitors expenditures and outcomes		
				Enter into achievement outcomes		
				Work with QEC		
Chap. 519, 2011	3	SB 909	Notes before 326.011	Oregon Education Investment Fund established in State Treasury to fund duties of the board related to early childhood services and public education kindergarten through postsecondary		
Chap. 519, 2011	11	SB 909	Notes before 326.011	Transfer of records and property from OEIB	Chancellor, Early Learning System Director	



Bills Introduced during the 2015 Legislative Session that Impact the OEIB

OR Laws	Sec.	Authorizing Bill	ORS	Duty	Owner as of 3/15/16	2015 Legislation
			326.500, 344.075	Establishes CTE Investment Council. Functions under the direction and control of the OEIB. Chief Education Officer appoints council director.	SBE, Supt. & HECC	SB 112
				Directs OEIB to evaluate methods for providing components of two-generation strategy to address poverty. Report required by March 1, 2016.		SB 114
			327.800, 327.810, 327.815, 327.820	Modifies requirements of OEIB-directed strategic education investments.	SBE	SB 217
			244.050	Requires Chief Education Officer, OEIB board members and auditor of metropolitan service districts to file verified statements of economic interest.		SB 295A
				One OEIB member to serve on Two-Generational Approach to Success Task Force. Task Force sunsets December 31, 2016.	Task Force Chairperson	SB 890
			327.008	Directs ODE to award grants to districts; rules for grants to be written in consultation with OEIB.	ODE	SB 898
				Adds two members to OEIB to represent school district boards and parents.		HB 2608
			344.055	Directs Oregon Education Investment Board and Department of Education to advance career and technical education opportunities by fulfilling specified requirements. Appropriates moneys from General Fund to Department of Education for purpose of complying with requirements.	ODE	HB 2624



OR Laws	Sec.	Authorizing Bill	ORS	Duty	Owner as of 3/15/16	2015 Legislation
				Removes sunset on achievement compacts. Allows OEIB to specify timeline by which governing body of education entity must submit achievement compact to OEIB.	SBE	HB 2953
			327.820	Directs ODE to distribute strategic investment moneys to regional partnerships dedicated to improving education outcomes.	SBE	HB 3067
				Appropriates moneys from General Fund to Oregon Education Investment Board for biennial expenses.		HB 5022
				OEIB identifies model practices to encourage participation in Accelerated Learning Programs	SBE	SB 84

Glossary of Acronyms:

- 1) SBE: State Board of Education
- 2) SBHE: State Board of Higher Education
- 3) ODE: Oregon Department of Education
- 4) ELC: Early Learning Council
- 5) HECC: Higher Education Coordinating Commission
- 6) CCWD: Community College and Workforce Development

TAB 4

CHIEF EDUCATION OFFICER ROLES AND RESPONSIBILITIES



Oregon Education Investment Board
Chief Education Officer – Quarterly Scorecard – Q1 2015

OEIB'S vision is to advise and support the building, implementation and investment in a unified public education system in Oregon that meets the diverse learning needs of every pre-K through post-secondary student, and provides boundless opportunities that support success. By doing so, we ensure 100% high school graduation by 2025 and ensure that Oregon students are college and career ready. 40-40-20 Goal: 40% completing 2-year degree, 40% completing 4-year degree and 20% career ready.

OEIB Objective #1: IMPLEMENTATION AND LEADERSHIP SUPPORT OF THE P-20 SYSTEM

Goal 1: Provide leadership to assist the state in meeting the 40-40-20 goal

September 2016 Outcomes	Q1: Aug–Dec 2014	Q2: Jan- Mar 2015	Q3: Apr-June 2015	Q4: Jul-Sep 2015	Status			
Outcome #1: <i>Ongoing systems of communication to build support for key outcomes-based strategies/ investments among the public and Legislature</i>								
Outcome #2: <i>A strong alignment of 40-40-20 within the P-20 education system is demonstrated</i>								
Outcome #3: <i>Support built for key outcomes-based strategies/investments among the educational institutions, public & Legislature</i>								
Outcome #4: <i>Demonstrated connection between the OEIB's strategies/investments and the state's trajectory for meeting 40-40-20</i>								
Outcome #5: <i>A smoother transition from birth to College and career</i>								

Goal 2: Implementation of functional P-20W longitudinal data system

September 2016 Outcomes	Q1: Aug–Dec 2014	Q2: Jan-Mar 2015	Q3: Apr-June 2015	Q4: Jul-Sep 2015	Status			
Outcome #1: <i>Implement a strong communication plan to present the positive side of the OEIB State Longitudinal Data System</i>								
Outcome #2: <i>Resolve privacy issues as they relate to the Longitudinal Data Base System</i>								
Outcome #3: <i>Longitudinal data system launched in September 2015</i>								

Key: ● = On Track to Meet Target ● = Target Attainable with Continued Efforts ● = Continued Focus Required

OEIB Objective #1: IMPLEMENTATION AND LEADERSHIP SUPPORT OF THE P-20 SEAMLESS SYSTEM (Continued)						
Goal 3: Children ready for school and succeeding by 3 rd grade						
September 2016 Outcomes	Q1: Aug – Dec 2014	Q2: Jan- Mar 2015	Q3: Apr-June 2015	Q4: Jul-Sep 2015	Status	
Outcome #1: Alignment of early childhood standards across early learning and K-3						
Outcome #2: Early screening and identification of developmental delay, paired with intervention and supports for children and families						
Outcome #3: Aligned practices and approaches to support children and families through the transition to kindergarten						
Goal 4: The transitions to college or career is seamless and supported to advance 40/40/20						
September 2016 Outcomes	Q1: Aug – Dec 2014	Q2: Jan- Mar 2015	Q3: Apr-June 2015	Q4: Jul-Sep 2015	Status	
Outcome #1: Ensure HS students are college and career-ready						
Outcome #2: Increase rates of student participation in Grades 11-14						
Outcome #3: Increase accelerated learning opportunities and outcomes						
Outcome #4: Align curricular pathways between K-12 and post-secondary						
Outcome #5: Improve developmental education outcomes						
OEIB Objective #2: IDENTIFYING LEADING INDICATORS FOR STUDENT SUCCESS						
Goal 1: Align education goals with Achievement Compacts outcomes for birth through college and career						
September 2016 Outcomes	Q1: Aug – Dec 2014	Q2: Jan- Mar 2015	Q3: Apr-June 2015	Q4: Jul-Sep 2015	Status	
Outcome #1: Enhanced qualitative and quantitative metrics that define success are established						
Outcome #2: Developed aligned equity measures						
Outcome #3: Regional Achievement Collaboratives engaged, supportive and contributing to increased student achievement						

Key: ● = On Track to Meet Target ● = Target Attainable with Continued Efforts ● = Continued Focus Required

OEIB Objective #3: DEVELOPMENT OF EQUITY FRAMEWORK ACROSS EDUCATION AGENCIES

Goal 1: Utilize the equity lens to ensure student outcomes

September 2016 Outcomes	Q1: Aug – Dec 2014	Q2: Jan- Mar 2015	Q3: Apr-June 2015	Q4: Jul-Sep 2015	Status			
Outcome #1: Policies are developed and implemented that will increase achievement for students in the opportunity gap								
Outcome #2: Policies are developed and implemented that will close the achievement gap								

OEIB Objective #4: BUDGETING TO OUTCOMES

Goal 1: Develop an outcomes-based budgeting process that will enhance the outcomes on the Achievement Compacts, align effort, leverage resources and applies the equity lens

September 2016 Outcomes	Q1: Aug – Dec 2014	Q2: Jan- Mar 2015	Q3: Apr-June 2015	Q4: Jul-Sep 2015	Status			
Outcome #1: OEIB board approves proposed concepts								
Outcome #2: Governor includes concepts for inclusion in the budget								
Outcome #3: Legislatively-approved concepts are implemented								

OEIB Objective #5: ENGAGE AND MOTIVATE PUBLIC

Goal 1: Strengthen engagement with public to support the outcomes on the achievement compacts

September 2016 Outcomes	Q1: Aug – Dec 2014	Q2: Jan- Mar 2015	Q3: Apr-June 2015	Q4: Jul-Sep 2015	Status			
Outcome #1: Civic leaders, parents and diverse communities are engaged								

Goal 2: Utilize educators and practitioners to help inform policy development with post secondary institutions and communities

September 2016 Outcomes	Q1: Aug – Dec 2014	Q2: Jan- Mar 2015	Q3: Apr-June 2015	Q4: Jul-Sep 2015	Status			
Outcome #1: A strong network of diverse educators and practitioners are developed and engaged								

Key: ● = On Track to Meet Target ● = Target Attainable with Continued Efforts ● = Continued Focus Required

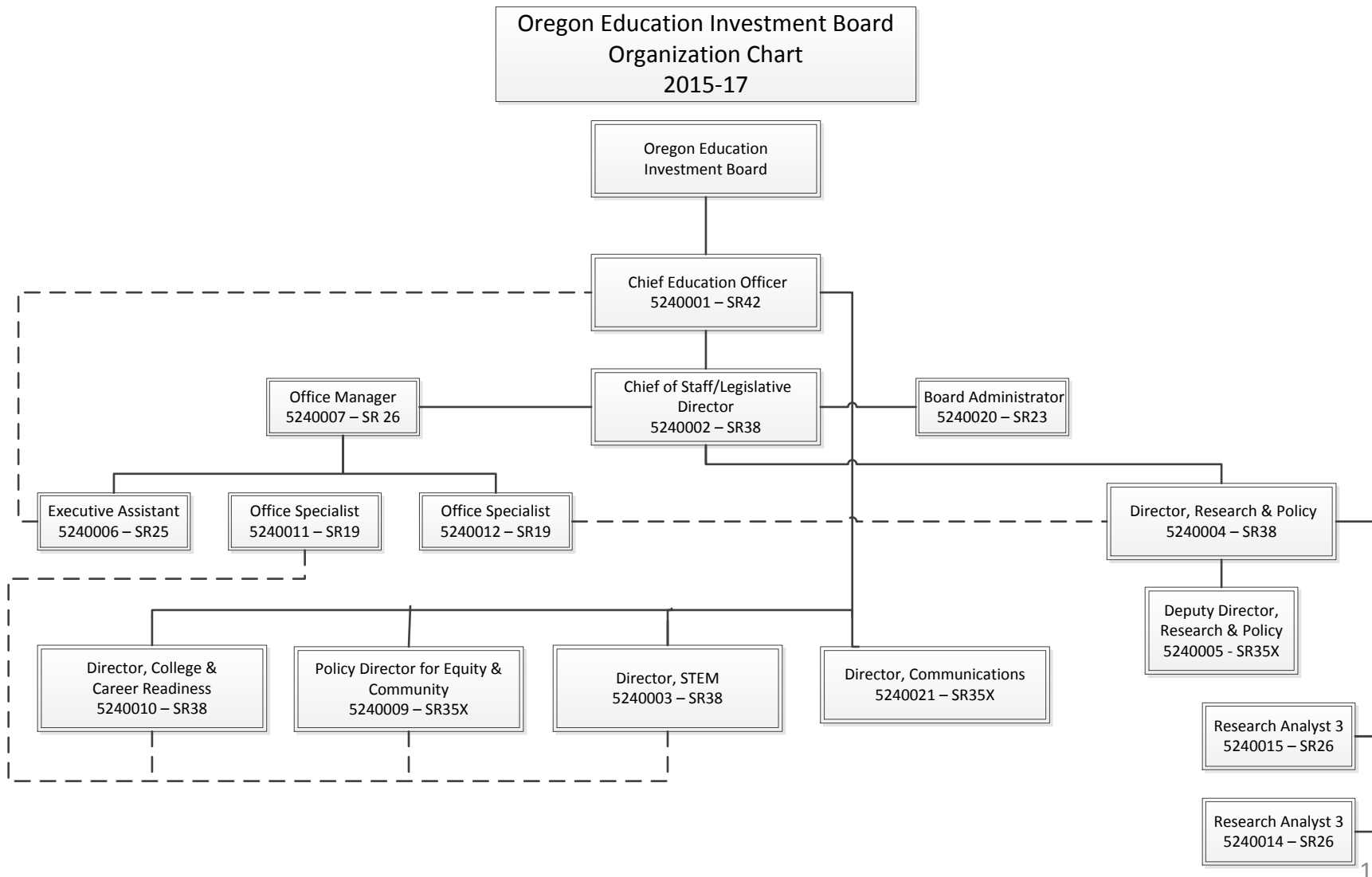
OEIB Objective #6: ENHANCE THE STRATEGIC INVESTMENT PROCESS						
Goal 1: Refine outcomes-based strategy and investment recommendations in consultation with the Board and Legislature						
September 2016 Outcomes	Q1: Aug – Dec 2014	Q2: Jan- Mar 2015	Q3: Apr-June 2015	Q4: Jul-Sep 2015	Status	
Outcome #1: <i>Role and responsibilities of P-20 education agencies are monitored/refined</i>						
Outcome #2: <i>Investment strategies and student-based outcomes for postsecondary institutions are clearly defined and articulated</i>						
Outcome #4: <i>Recommended outcomes-based strategies and investments are mapped to long-term attainment of 40-40-20</i>						
OEIB Objective #7: BUILD A DIVERSE, STABLE AND EFFECTIVE TEAM THAT EXEMPLIFIES THE EFFECTIVE USE OF THE EQUITY LENS						
Goal 1: OEIB will be a highly effective, stable organization that ensure better outcomes for our students						
September 2016 Outcomes	Q1: Aug – Dec 2014	Q2: Jan- Mar 2015	Q3: Apr-June 2015	Q4: Jul-Sep 2015	Status	
Outcome #1: <i>Create an Onboarding System</i>						
Outcome #2: <i>Support and monitor work of OEIB staff members</i>						
Outcome #3: <i>Set clear expectations for an ensure accountability for the ODE, HECC and Early Learning Division</i>						
OEIB Objective #8: PROVIDE TIGHT-LOOSE –TIGHT DIRECTIONS						
Goal 1: Support and accountability will be in place to ensure increased results for students birth to college and career						
September 2016 Outcomes	Q1: Aug – Dec 2014	Q2: Jan- Mar 2015	Q3: Apr-June 2015	Q4: Jul-Sep 2015	Status	
Outcome #1: <i>Support and accountability systems have been established</i>						

Key: ● = On Track to Meet Target ● = Target Attainable with Continued Efforts ● = Continued Focus Required

TAB 5
ORGANIZATIONAL CHARTS: OEIB AND HECC

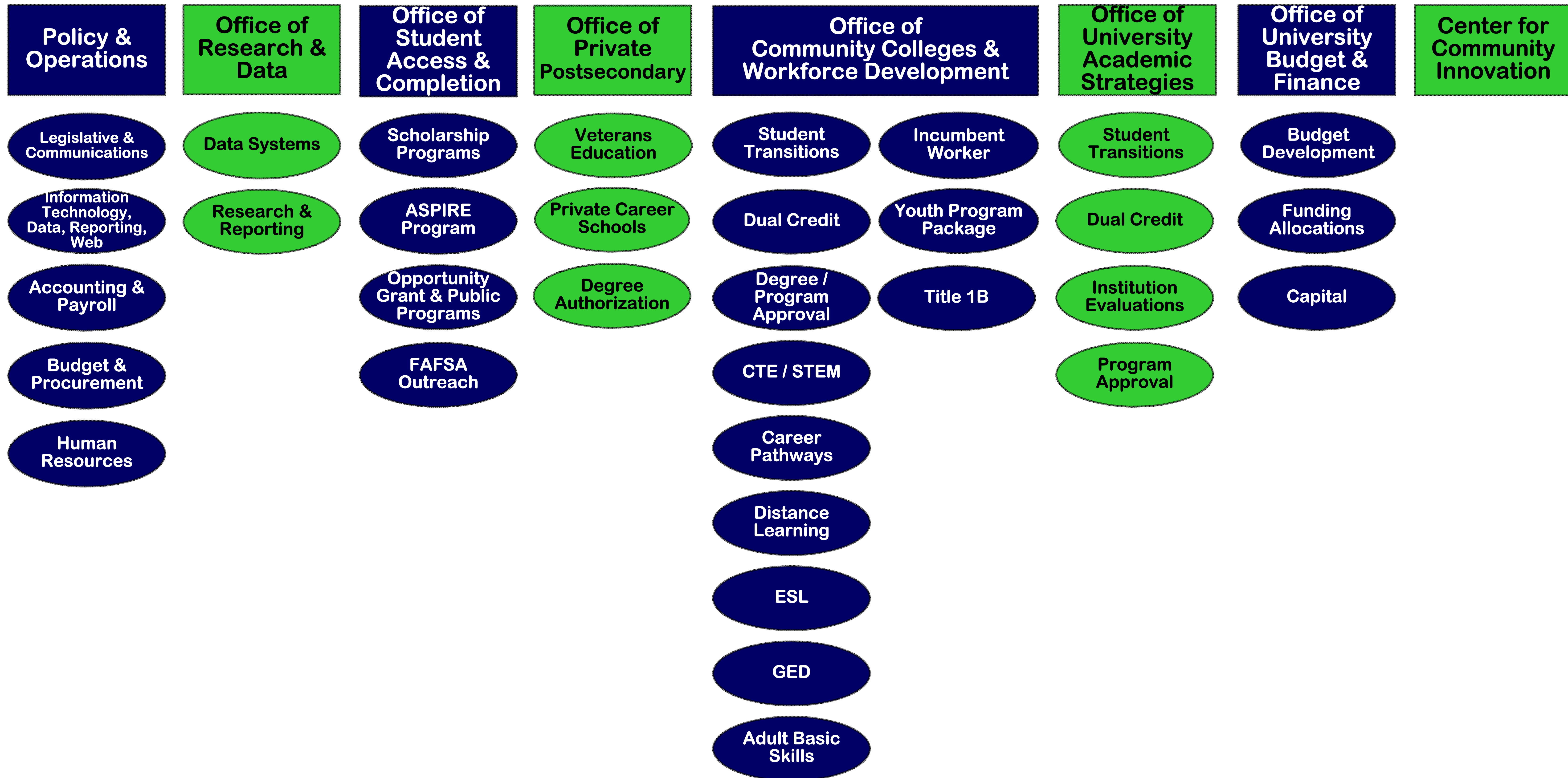


AGENCY ORGANIZATIONAL CHART



HECC Program Areas

HECC Executive Director



TAB 6
BOARD MEMBER REQUIREMENTS,
APPOINTMENT PROTOCOL AND VACANCIES



Current Members, Vacancies and Appointing Protocol

VOTING MEMBERS:

Kate Brown, *Governor Of Oregon, OEIB Chair*

Julia Brim-Edwards

Yvonne Curtis

Matthew Donegan

Samuel Henry

Nichole June Maher, *Chair-Designee*

Mark Mulvihill

David Rives

Ron Saxton

Kay Toran

Johanna Vaandering

EX-OFFICIO MEMBERS:

Iris Bell

Ben Cannon

Victoria Chamberlain

Megan Irwin

Rob Saxton

VACANCIES

VACANCY 1 (Created by the resignation of Mary Spilde)

VACANCY 2 (Created by the resignation of Dick Withnell)

APPOINTING PROTOCOL

Number & Terms of Office

The Oregon Education Investment Board consists of 13 members as follows:

- The Governor, or the designee of the Governor
- Twelve members appointed by the Governor, subject to confirmation by the Senate in the manner provided in ORS 171.562 and 171.565 (Chapter 519, Oregon Laws 2011).

The term of office for each member shall be for no more than four years (Article 15, section 2, Oregon Constitution).¹ A person appointed under this paragraph may not be appointed to serve consecutively more than two full terms as a board member.²

Members serve at the Governor's pleasure and may be removed at any time.



Eligibility for Board Membership

In making appointments to the Oregon Education Investment Board, the Governor selects at least one member from each congressional district. The Governor shall solicit recommendations from the Speaker of the House of Representatives for at least two members and from the President of the Senate for at least two members (Chapter 519, Oregon Laws 2011). A member who completes another's term is still eligible to serve two additional four-year terms; a member whose final term has expired may remain on the board until replaced.³

Vacancies

The Governor fills vacancies by appointment. Those nominations must be confirmed by the Senate (Chapter 519, Oregon Laws 2011). Appointments made to fill vacancies occurring prior to the expiration of a term are for the remainder of the unexpired term. When a vacancy occurs in an appointment made from a congressional district, the successor shall be appointed from the congressional district for which the vacancy exists.

¹ SB 909 does not include terms of office: length of term, starting terms

² This language reflects current restrictions on board members serving on the State Board of Education (ORS 326.021) and State Board of Higher Education (ORS 351.040).

³ Advice from the Office of the Governor, 2005

TAB 7
ROLE OF THE BOARD



Board Members Roles

In order to achieve the 40-40-20 goal, the Oregon Education Investment Board (OEIB) was created to:

1. Build a seamless pathway of education for Oregon students from birth through college and career by:
 - a. Aligning early learning, K-12 and post-secondary agencies
 - b. Focusing on key student transitions (age 3 to grade three and high school to post-secondary/workforce)
 - c. Identifying and recommending policies and investments to help students overcome barriers to success particularly at the key transitions
2. Establish and monitor key outcomes for students that will ensure they are on track to move successfully along the educational pathway. These outcomes are articulated on the achievement compacts.
3. Recommend key investments to the Governor and legislators. These investments are based on a tight-loose system and designed to increase outcomes articulated on the achievement compacts. There are three types of investment, which are:
 - a. Policy investments (e.g. Equity lens)
 - b. Legislative investments (e.g. SB 1581 that established achievement compacts)
 - c. Financial investments
4. Play a key role in leading the policy and budget recommendation process by providing a thorough analysis of the investments that are recommended by subcommittee members and education agencies.
5. Use best practice data developed by the Research and Policy team to inform investment recommendations; and leverage data on investments made to analyze the effectiveness of the investments on driving improved student outcomes (e.g. research on the achievement compacts).
6. Create a longitudinal data system that provides data from birth through college and career.
7. Hire and evaluate the Chief Education Officer.



Senate Bill 909

- Passed in 2011.
- Created the board and outlined specific charges.
- Creates an efficient and accountable zero-to-20 funding and governance system for public education, from early childhood services through post secondary education and training for career.
- Creates strategies for development of a unified public education system from early childhood through K-12 and post-secondary education.
- Includes the use of strategic investments to achieve the state's education outcomes. Outcomes include Senate Bill 253 (2011) as 40/40/20 goals for high school and college completion by 2025.
- Established the Early Learning Council as an entity to subordinate to the OEIB.

Role of Oregon Education Investment Board

SB 909:

- Established OEIB to help ensure all public school students in the state reach the education outcomes established for the state.
- Appointed a Chief Education Officer to oversee the unified public education system.
--CEO has direction and control over the positions related to the organization of the P-20 system.
- The board shall establish goals by overseeing a public education system that begins with early childhood services.
- Section 5 of Senate Bill 909 charged the Early Learning Council with formulating recommendations for the Oregon Education Investment Board (OEIB) to merge, redesign or improve the coordination of early childhood services.
- The Early Learning Council should engage in a joint planning process with the State Interagency Coordinating Council on Early Intervention/Early Childhood Special Education to consider the unique complexities of these services and make recommendations to the OEIB and legislature related to these services.
- Under the direction of OEIB, the Higher Education Coordinating Commission (HECC) will develop strategic plans for the achievement of state higher education goals.
- OEIB is charged with creation and maintenance of an integrated, student-based, statewide educational data system to monitor expenditures and outcomes to determine returns on statewide education investments.

Source:

http://www.oregonedccc.org/wp-content/uploads/pdf/Aug2011Retreat/sb909_enrolled.pdf

<http://www.ode.state.or.us/search/page/?id=4073>



Senate Bill 1581

- Passed in 2013.
- Identifies positions that will be under direction of the Chief Education Officer for matters related to design and organization of Oregon's education system.
- Describes some of the terms that must be included in the achievement compact.
- Includes a state and local accountability for education outcomes.
- Creates annual achievement compacts for K-12 schools and colleges to provide a measure of how Oregon schools are performing and how they intend to improve.
- Assists Oregon schools engage in goal setting to set clear, measurable objectives.
- Ensures that all students reach the education outcomes established for the state.
- Expanded and clarified the Higher Education Coordinating Commission's duties relative to the OEIB.
 - Advise OEIB on state goals and achievement compacts for public universities, community colleges, and the Oregon Student Access Commission.

Role of Oregon Education Investment Board SB 1581:

- Requires education entities to enter into achievement compacts with the OEIB.
- Appoint Chief Education Officer with authority to serve at the pleasure of the board to carry through goals and objectives.
 - Authorizes the Chief Education Officer to direct other state education officials in the design and organization of the state's unified public education system to streamline the P-20 system.
- Requires an agreement between the OEIB and the governing body of an education entity to reach the achievement compacts (terms established by board).
- Requires that all of the state's education entities enter into annual achievement compacts with OEIB beginning with the 2012-13 school year.

Sources:

<http://www.michaeldembrow.com/rep/misc/SB1581.pdf>

<http://stand.org/national/blog/2012/03/15/oregon-legislature-approves-achievement-compacts-adjourns-2012-session>

TAB 8

KEY OEIB DECISIONS AND BOARD LED INITIATIVES



Key OEIB Decisions and Board Led Initiatives

Key Decisions (in alphabetical order)

40-40-20 Policy Statement

Adopted by the OEIB April 8, 2014

Oregon's 40-40-20 goal provides a clear target – a “North Star” aligned with Oregonians’ economic, civic, and social aspirations -- against which to generally gauge the state’s educational progress. Its purpose is to help drive state policy decisions as well as permit the measurement of Oregon’s progress against a fixed goal.

Achievement Compacts

Adopted by the OEIB on January 8, 2013

2013 K-12 Achievement Compact metrics

Adopted by the OEIB on January 13, 2015

OEIB adopts five recommendations from the Chief Education Officer to improve the process and outcomes on the Achievement Compacts. Chief Education Officer Nancy Golden introduced the recommendations based on input from the field, community, and board members.

Chief Education Officer Evaluation Process

Adopted by the OEIB June 10, 2014

The evaluation process consists of 2 overlapping phases:

Phase 1 – Self-Evaluation

Dr. Golden provided feedback on her own performance through the Chief Education Officer scorecard as well as by completing a written feedback form.

Phase 2 – Board & Key Agency Leaders/Staff Input

OEIB Board members and key agency leaders and staff provide feedback via written evaluation form. Subcommittee Chair Julie Brim-Edwards summarizes Board, agency leader and staff feedback in each area of the evaluation criteria. The feedback is then presented to the full OEIB Board.

College and Career Readiness Definition

Adopted by the OEIB April 8, 2014

The creation of a common definition was intended to break down the “silos” in which education and workforce sectors often operate. In addition, significant research has shown that although the knowledge, skills, and applications of learning required for success in particular fields and programs of study vary, the overarching skills and strategies required for students of all ages entering colleges and careers are consistent.

Equity Lens

Adopted by the OEIB on April 9, 2013

The OEIB adopted the Equity Lens to guide policy recommendations and community engagement in support of building an education system that supports each and every student. The tool was vetted by more than 60 organizations and individuals throughout the state, including high school students.



Feedback from the organizations added clarity and guided the development core beliefs in the Equity Lens summarized below:

- Every student has the ability to learn
- Speaking a language other than English is an asset
- Special Education Services are an educational responsibility
- Students previously described as "at risk" are the best opportunity to improve outcomes
- Intentional, proven practices must be implemented to return out of school youth to an educational setting
- Supporting great teachers is important
- Ending disparities and gaps in achievement begin in quality delivery
- Resource allocation demonstrates priorities and values
- Shared decision making with communities will improve outcomes
- All students should have access to information about future opportunities
- Community colleges and universities play a critical role in serving diverse, rural and ELL communities
- Rich history and culture is an asset to celebrate

[Joint HECC/OWIB Recommendations for Achieving the Middle 40](#)

Adopted by the OEIB on December 9, 2014

The OEIB accepted the joint taskforce report of the Oregon Workforce Investment Board and the Higher Education Coordinating Commission, *Recommendations to Achieve the Middle 40*. Pursuant to Oregon's 40-40-20 goal, adopted into law in 2011, the Oregon Education Investment Board (OEIB) oversees and shares responsibility with other state education boards, commissions, and agencies to significantly improve the education achievement levels and prosperity of Oregonians by 2025.

[Oregon Education Investment Board Strategic Plan](#)

Adopted by the OEIB February 12, 2013

[Proposed Strategic Investments](#)

OEIB adopted October 14, 2014

The OEIB recommended outcomes-based policy and investment concepts for inclusion in the Governor's Recommended Budget and the Legislatively Adopted Budget for the 2015-2017 Biennium. They are:

- Pathway to Kindergarten Readiness and 3rd Grade Reading Proficiency
- Pathway to High School and Postsecondary Completion
- Pathway Connecting Education to Career

Board Led Initiatives (in alphabetical order)

[Accelerated Learning](#)

To reach the state's 40-40-20 goal line by 2025, the OEIB is helping to create a smoother pathway between K-12 and post-secondary education through a variety of Accelerated Learning options. The OEIB staffed the Accelerated Learning Committee, a team of legislators and citizens that focused on how policy leaders, state agencies, administrators and educators can encourage and enable students to earn college credit while still in high school and thus improve key transitions for students from high school to



postsecondary education. The committee, formed by House Bill 222, met eight times between October 2013 and October 2014. On October 1st, the committee submitted a legislative report that included a list of key recommendations.

Assessment Workgroup

Nancy Golden, Chief Education Officer, Oregon Education Investment Board (OEIB) convened a group of teachers from across the state in partnership with the Oregon Education Association (OEA), the Oregon Department of Education (ODE) and the Governor's Office to propose an "ideal" system of assessment which makes sense for both students and educators. A set of twelve recommendations is currently being vetted with educators and stakeholders across the state.

Chronic Absenteeism

Nearly one in five Oregon students missed 10 percent or more of the school year last year. Chronic absenteeism among Oregon students is more prevalent among students with disabilities, communities of color, or from economically disadvantaged families. In order to reach Oregon's 100% graduation goal of 40 -40 -20, OEIB is committed to ensuring that every student enrolled in school attends on a regular basis. Consistent attendance is critical for students reaching key outcomes pointing to success in school and life.

Through its focus on Chronic Absenteeism, OEIB's goals are:

- Reduce/ eliminate barriers to school attendance; all students reach benchmarks and graduation rates increase.
- Increase family and community knowledge on the importance of students attending school.
- Increase family and community engagement.
- Improve reporting to ensure all students are identified and served.
- Identify effective practices to combat chronic absenteeism from across the state and leverage them to formulate impactful policies and investments.

Early Literacy

The OEIB believes that one of the most effective return on investments Oregon can make in the future is to prioritize resources that ensure that gaps between students don't develop, and those that have, are closed before students are in third grade. OEIB has made early literacy and the building of a bridge between early years and early grades a top priority. Many of the components of the Age 3 to Grade 3 strategic investment proposal recommended by the OEIB were informed by a *Reading Equity Summit* the Board convened twice in 2014. On both occasions, educators and community leaders from across Oregon came together to discuss persistent barriers many of their students face to reading by third grade. The group learned from urban and rural communities alike some of the effective practices that have been successful in getting students on track.

Early Literacy Campaign: stORytime

In response to a legislative invest and request, the OEIB launched the Statewide Literacy Campaign, stORytime designed to empower families to find every day, everywhere activities to build literacy skills. The campaign was designed *with* communities across the state to directly respond to barriers parents experience in helping their children with literacy building.



stORytime emphasizes the importance of meeting families where they are and challenges communities across Oregon to come together to find regionally and culturally specific strategies to help parents play, talk, read and sing with their children to put them on track for success.

High School Equivalency

The OEIB has recommended policies and investments designed to provide pathways for the disproportionate number of students of color who do not finish high school and need support attaining high school equivalency. The recommendations will support three activities: (1) a statewide systemic coordination and elevation of the GED to make it part of the seamless P-20 education system; (2) direct funding to a pilot set of community based organizations with a track record of serving students of color to initiate or expand GED training programs; and (3) cost defrayment for GED testing and training.

Minority Teacher Report

Senate Bill 755 (2013) required that representatives of the Oregon Education Investment Board (OEIB), the Oregon University System (OUS), the Oregon Department of Education (ODE), and the Oregon Teacher Standards and Practices Commission (TSPC) jointly submit a report to the Oregon Legislature on the Minority Teacher Act of 1991.

A statewide advisory group representative of the changing demographics in Oregon was formed to develop a status report on the recruitment and retention of a diverse education workforce; and to assess, evaluate and advocate for continuous accountability and improvement of conditions and policies that impact educator equity. An updated report is due to the Oregon Legislature by July 1, 2015.

Regional Achievement Collaboratives

Launched by OEIB in 2013, the Regional Achievement Collaborative (RAC) initiative forges connections between schools, community organizations, businesses and local leaders to drive communities to actively support improving education outcomes beyond the classroom. A RAC is a partnership that brings together leaders across the P-20 continuum, including early learning providers, K-12 leaders and university presidents. RAC members work with their community to review local achievement data, identify underlying problems that impede education and focus on collective impact strategies to boost educational outcomes.

OEIB's Role:

The OEIB is charged with facilitating a collaborative process with the RACs to identify measures of progress and success so each region can plan and implement its own on-going work. This means co-constructing overarching logic models, gathering baseline data, conducting initial data analyses and gathering qualitative data to form a common understanding of the process, the measures of success and the best strategies to strengthen the collaborative.

STEM Council Established: HB 2636

The STEM Investment Council was appointed by the Chief Education Officer in 2013 to advise the OEIB regarding effective strategies and investments to increase student interest, preparation, and attainment in high-wage, high-demand STEM fields to drive economic prosperity for communities and families across Oregon. The legislated goals of the STEM Council are to dramatically improve STEM outcomes for



students so that by 2025 we: 1) Double 4th and 8th grade student achievement in math and science; and , 2) Double the number of STEM degrees and certificates in order to meet changing workforce needs.

STEM Hubs

In 2013, STEM Hubs were created as a strategy to accomplish the STEM Council's goals. STEM Hubs unite schools, nonprofits, businesses and civic leaders on the regional level to drive local STEM education. The Hubs leverage local resources and opportunities to bring STEM to students early, engaging with them in the classroom and out-of-school workshops.

Student Longitudinal Database

With the creation of the Oregon Education Investment Board (OEIB) in 2011 by Senate Bill 909 (SB 909), the agency was charged with a mission to provide an integrated, statewide, student-based data system that monitors expenditures and outcomes to determine the return on statewide education investments. The goal for the OEIB is to develop a data system (or identify/modify an existing system) that accomplishes the stated mission, and to ensure that the data system is maintained.

Work Plans for Key Student Transitions

Age 3 – Grade 3

The OEIB, Oregon Department of Education and the Early Learning Division all have a shared vision of: Children ready for school and succeeding by third grade.

This means:

- More children “on track” at school entry and reading on grade level by third grade.
- Fewer children with untreated developmental delays or chronic absenteeism.
- More children in schools where race and income based reading gaps are eliminated by third grade.

Steps:

1. Alignment of early childhood standards across early childhood and K-3.
2. Early screening and identification of developmental delay, paired with intervention and supports for children and families.
3. Aligned practices and approaches to support children and families through the transition to kindergarten.

Grades 11-14

Shared vision: The transition to college or career is seamless and supported to advance 40/40/20.

Steps:

1. Ensure HS students are college and career-ready.
2. Increase rates of student participation in Grades 11-14
3. Increase accelerated learning opportunities and improve outcomes
4. Align curricular pathways between K-12 and post-secondary
5. Improve developmental education outcomes