



Oregon Education Investment Board

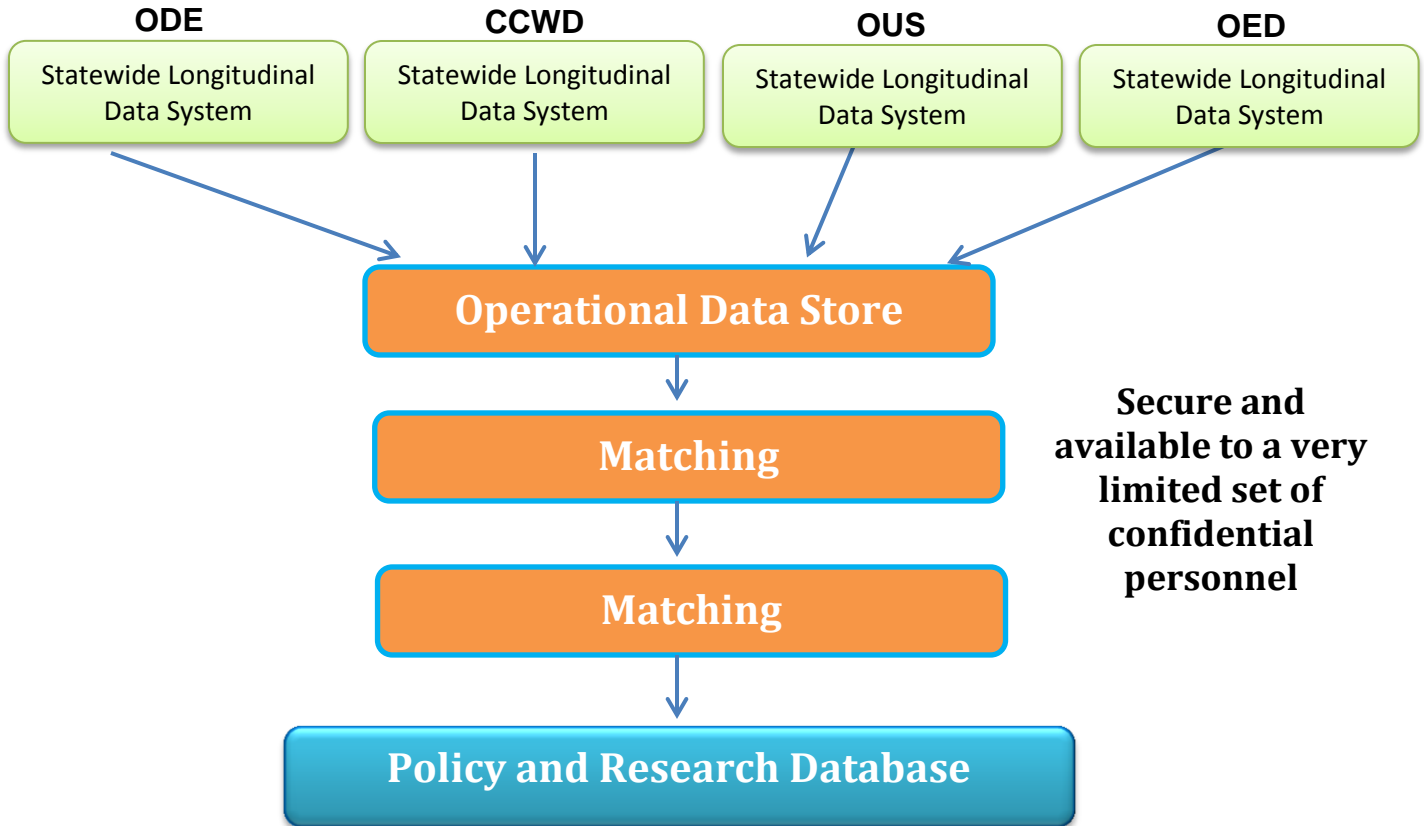
SB 215 WORKGROUP

OREGON EDUCATION INVESTMENT BOARD

ADDITIONAL INFORMATION REQUESTED
MARCH 24, 2015



OEIB P-20W State Longitudinal Data System for Education



Example of research and evaluation questions:

1. How is Oregon progressing towards its goal of 40/40/20?
2. What are the student outcomes 5, 10 and 15 years after high school?
3. How do early learning interventions affect long-term outcomes? For example, how does Head Start participation affect college completion?
4. How does 3rd grade reading proficiency affect college completion?
5. What high school course are most determinant to college and career success?
6. What are the outcomes for students who complete CTE programs?
7. How does bilingualism contribute to college and career success?



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



Miscellaneous Questions from March 17 SB 215 Workgroup Meeting

Question: Where are the OEIB board terms and/or rotation defined? Is there “default” language in the law for all boards?

Answer: The adopted OEIB Policies and Procedures manual defines the following:

☒he term of office for each member shall be for no more than four years (Article 15, section 2, Ore-gon Constitution). A person appointed under this paragraph may not be appointed to serve consec-utively more than two full terms as a board member. Members serve at the Governor’s pleasure and may be removed at any time.

Note: SB 909 (which created the OEIB) did not include terms of office.

Question: What is the impact of No Child Left Behind on the OEIB work and the equity lens?

Answer: NCLB required the collection and reporting of student level data that showed the differing growth and performance of students based on demographic characteristics like race and ethnicity. Differences in achievement and growth lead to deeper questions about access, cultural-ly responsive practices, curriculum, assessment practices, student engagement, etc.

Question: What is different about the new GED?

Answer: The new GED elevates the value of this measure of high school equivalency, through its alignment to Common Core State Standards and College and Career Readiness standards. It is much more rigorous and requires significantly higher levels of student preparation.

Question: What amount of money went to Eastern Promise replication sites?

Answer: \$4 million