Straw Proposal

November 30 2012
Straw Proposal Highlights

(1) P-20 integration and cross-sector collaboration

- Early Learning and K-12 state functions connected in a single agency
- Community college and university state functions connected in a single agency
- HECC’s purview stretches from the transition out of high school through grade 20
- Co-locate responsibility for postsecondary funding allocation formulas
- Shared staff support for both OEIC and its sub-commissions
Straw Proposal Highlights

(2)
Attracts Non-State Investment & Maintains Public Purpose

• Institutional boards established at UO and PSU
• Charters structured to protect public mission
Straw Proposal Highlights

(3) Decentralization, Empowerment & Innovation
- Institutional governing boards maintained and created

(4) Critical Central Functions
- Integrated state investment
- Program approval
- Shared services
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(5) Clarified state role of investment and leadership
- Horizontal organizational design
- OEIB, ELC, OSBE, and HECC recast as “commissions,” clarifying that they are not “governing boards”

(6) Streamlining
- Merged HECC and OSAC boards into single commission
- Consolidated state postsecondary education agencies

(7) Clear lines of responsibility
- OEIC has flexibility to delegate many of its responsibilities to its sub-commissions depending on expertise needs or workload limitations (Non-core investment and leadership functions do not reside in OEIC, but are maintained by HECC, OSEC, and ELC outside the purview of OEIC.)
- Sub-commissions partially comprised of OEIC members
State
“Active Strategic Investment & Leadership”

1. Establish and Explain Core Outcomes
   - Establish state goals
   - Structure achievement compacts

2. Funding for Results
   - Decide how much to invest
   - Increase flexibility for all Education Providers
   - Constructively intervene when necessary

3. Develop Multiple, Interlaced Pathways for Success
   - Aligned P-20 standards and assessments
   - Limit specification of standards to most necessary
   - Develop an assessment-validation system

4. Support and Intervention to Improve Results
   - Use achievement compacts to establish accountability
   - Participate in networks and collaboratives
   - Experiment with new approaches

5. Policies and Rules
   - Broker research and best practices
   - Provide aid and tools for capacity building
   - Recognize and direct partnerships

6. Great Educators
   - Fund and steer schools of education
   - Support effective feedback loops
   - Equip teachers to achieve outcomes

7. Informed and Motivated Public
   - Articulate and promote the core values
   - Foster two-way communication

8. Data and Research
   - Learner data
   - Educator data
   - Investor data

Schools
“Education Providers”

1. Establish and Explain Core Outcomes
   - Identify local priorities
   - Structure achievement compacts

2. Funding for Results
   - Identify and implement optimal investments
   - Complement core outcomes with local outcomes
   - Report on results
   - Innovate to produce better results per dollar spent

3. Develop Multiple, Interlaced Pathways for Success
   - Complement state standards with local practices
   - Develop and use meaningful assessments

4. Support and Intervention to Improve Results
   - Participate in networks and collaboratives
   - Experiment with new approaches

5. Policies and Rules
   - Establish local policies to meet state & local outcomes
   - Comply with state and federal rules and regulations

6. Great Educators
   - Define the qualities sought in educators
   - Hire, evaluate, and develop educators

7. Informed and Motivated Public
   - Articulate and promote the core values
   - Foster two-way communication
   - Use achievement compacts to establish accountability

8. Data and Research
   - Learner data
   - Educator data
   - Investor data
## State Functions

### 1. Establish and Explain Core Outcomes
- Establish state goals
- Structure achievement compacts

<table>
<thead>
<tr>
<th>Roles of Commissions in “Active Strategic Investment &amp; Leadership”</th>
<th>OEIC</th>
<th>ELC</th>
<th>OSEC</th>
<th>HECC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Set state goals and adopt a strategic plan to achieve 40-40-20</td>
<td></td>
<td>• Recommend to OEIB on achievement compacts</td>
<td>• Recommend to OEIB on achievement compacts for postsecondary</td>
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<tr>
<td></td>
<td>• Enter into achievement compacts</td>
<td></td>
<td>• Recommend strategic plan elements for K-12</td>
<td>• Recommend strategic plan elements for postsecondary</td>
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</tbody>
</table>

### 2. Funding for Results
- Decide how much to invest
- Increase flexibility for all education providers
- Constructively intervene when necessary

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<td></td>
<td>• Recommend funding allocation and strategies to achieve outcomes</td>
<td></td>
<td>• Recommend funding priorities to achieve outcomes</td>
<td>• Recommend funding priorities for postsecondary to achieve key outcomes</td>
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<td></td>
<td>• Promulgate or delegate postsecondary funding allocation formulas currently at OSBHE, OSBE, and OSAC</td>
<td></td>
<td>• Recommend outcome-based funding allocation formulas for K-12</td>
<td>• Develop outcome-based funding allocation formulas for postsecondary</td>
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### 3. Develop Multiple, Interlaced Pathways for Success
- Aligned P-20 standards and assessments, credentials and certificates.
- Develop an assessment-validation system

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<td></td>
<td>• Promulgate or delegate P-20 standards after process involving ELC, OSEC, HECC and all key stakeholders</td>
<td></td>
<td>• Recommend to OEIC P-20 process to develop and implement standards</td>
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<td></td>
<td></td>
<td></td>
<td>• Adopt high school diploma requirements consistent with standards</td>
<td>• Adopt AA, BA, and other certificate requirements</td>
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<td>• Recommend on or execute mission and program approval</td>
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### 4. Support and Intervention to Improve Results
- Use achievement compacts to establish accountability
- Participate in networks and collaboratives
- Experiment with new approaches

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<td></td>
<td>• Establish accountability framework using principles of “tight on outcomes/loose on how” governance</td>
<td></td>
<td>• Oversee the performance of K-12 institutions and create intervention framework consistent with OEIB policy</td>
<td>• Oversee the performance of postsecondary institutions and create an intervention framework consistent with OIEB policy</td>
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<tr>
<td></td>
<td>• Establish policy to provide support and guidance for under-performing institutions</td>
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<td>• Recommend appropriate thresholds for achievement compacts</td>
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<td><strong>5. Policies and Rules</strong></td>
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<td>• Establish policies and rules that guide the education system, including the definitions of public and private schools, qualifications for educators, access opportunities for Oregonians as well as the funding and oversight requirements.</td>
<td>• Establish high level policies for education system, consistent with legislation and based on national best practices</td>
<td>• Adopt rules for K-12 consistent with legislative and OEIC policy</td>
<td>• Adopt rules for community college, university, and need-based aid consistent with legislative and OEIC policy</td>
<td>• Make decisions on issues that arise from those rules (e.g., charter school reviews, waivers, etc.)</td>
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<td></td>
<td>• Recommend policy changes to accelerate achievement of state goals</td>
<td>• Make decisions that arise from those rules (e.g., program approval, mission review)</td>
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<td><strong>6. Great Educators</strong></td>
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<td>• Equip teachers to achieve outcomes</td>
<td>• Establish strategy for faculty professional development, working closely with representatives from faculty at all levels</td>
<td>• Establish rules for teacher professional development and review consistent with OEIC policy</td>
<td>• Establish rules for faculty professional development, consistent with traditions of strong local autonomy on decision-making</td>
<td>• Review high performing schools with an aim to spread best practices</td>
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<td>• Fund and steer schools of education</td>
<td>• Support promising models for professional development.</td>
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<td>• Establish rules for licensure and professional educator performance.</td>
<td>• Establish strategy for faculty professional development, working closely with representatives from faculty at all levels</td>
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<td>• Articulate and promote the core values</td>
<td>• Adopt a clear statement of strategy for public review, updated regularly based on feedback from the various publics</td>
<td>• Communicate OEIC strategy with stakeholders and seek feedback.</td>
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<td>• Foster two-way communication</td>
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<td>• Learner data</td>
<td>• Identify data needs</td>
<td>• Review longitudinal system from perspective of K-12 and offer insights to OEIC</td>
<td>• Review longitudinal system from perspective of postsecondary and offer insights to OEIC</td>
<td>• Provide postsecondary data collection best practices to OEIC</td>
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<td>• Educator data</td>
<td>• Reevaluate state longitudinal data strategy and develop plan going forward with P-20 input</td>
<td>• Provide K-12 data collection best practices to OEIC</td>
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<td>• Investor data</td>
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**Straw Proposal Summary**

| 1. Lowers Student Costs | • Build-out of P-20 enterprise reduces time to degree/certificate  
• Shared services avoids waste and duplication |
|-------------------------|------------------------------------------------------------------|
| 2. Promotes Quality     | • Creates multiple venues for best practices, joint & collaborative activities  
• Streamlines governance to improve decision-making and shift resources to student success (some TBD) |
| 3. Increases Strategic Approach to State Investment Function | • Outcome-based postsecondary funding formula redesign, including financial aid |
| 4. Concentrates Limited State Resources | • Maintains state-wide 40-40-20 strategy (within OEIB)  
• Maintains mission and program approval (within OEIB) |
| 5. Attracts Additional, Non-State Resources for Student Success | • Enables non-state funding via local boards |
| 6. Improves Workflow, Clarifies “Tight/Loose” Roles & Expectations | • State: “Active Strategic Investment,” commissions aligned within OEIB  
• Education Providers: “Operations and Delivery,” maintain role in policy |
| 7. Decentralizes, Empowers Local Expertise, and Rewards Innovation | • Maintains CC and OUS boards, creates UO and PSU boards |