Joint Boards of Education
Communicating Common Messages

Common Message Areas for Joint Boards:
- Access
- Affordability
- Accountability and Effectiveness
- Economic and Workforce Development

Over-riding Themes for Joint Boards:
- Student-centered Approaches
- Collaboration and Partnering between Sectors
- Statewide Impact
- New ways of doing business

Aligned Approaches to Policy and Budget Messages

Access:

- An aligned P-16 system focused on student success and increased educational attainment means success for all Oregonians.

- Helping students become better prepared through increased college awareness and preparation in K-12 reduces barriers to postsecondary education.

- Today in Oregon we lose thousands of students along the pathways that lead to college and to associate’s and bachelor’s degrees. This cross-sector group of stakeholders is working to determine how to increase the flow of students in the pipeline and reduce the numbers who drop out along the way.

- Increased opportunities for students to earn college credits while in high school – including through the use of dual enrollment, advanced placement courses, and distance education – can improve academic preparedness for postsecondary education, improve retention rates, and accelerate students’ time-to-degree, thus decreasing the cost barriers of a higher education and increasing the number of students who can access college and earn a certificate or a degree.

- Opportunities for more Oregonians to receive an undergraduate degree must be expanded and improved through alignment and connections that:
  - enable students to seamlessly apply earned credits to a degree through improved dual enrollment partnerships, and improved statewide general education transfer arrangements among Oregon’s community colleges and universities.
DRAFT FOR 2nd REVIEW

- improve graduation and completion rates
- accelerate the time-to-degree

- Dual enrollment, articulation agreements, **statewide general education transfer agreements**, and an aligned data transfer process are student-centered approaches that adapt the system to the non-lateral movement and needs of today’s students.

- Collaborative approaches to student success – such as retention, addressing affordability issues, and degree attainment – will crisscross sector boundaries.

- Easing student transitions between sectors is necessary in order to increase retention, and accelerate and facilitate degree/certificate attainment.

- Focusing more attention on retention efforts, such as academic advising for populations with lower degree-attainment rates, will result in improved retention rates and more Oregonians receiving college degrees.

- Identifying course “log-jams” that slow down student movement through the system, and coordinating access across sectors, will accelerate student movement through college.

- Students need to be able to move from high school to a community college to a university in a seamless manner that does not create barriers that impede their postsecondary goals.

- Identifying underserved populations and broadening collaboration within Pre-K to 16 as a means to increase college-going rates and expand student support systems before and during college, and will ensure greater equity in postsecondary education opportunities for all Oregonians.

- It is access to a quality postsecondary education that will allow Oregon to take its place in the knowledge economy and that will drive Oregon’s growth.

**Affordability:**

- Increases in the Oregon Opportunity Grant (OOG) are not a “hand-out” or a “free-ride” for students with financial need, but a helping hand that will mean the difference for thousands of students in being able to attend college.

- The Governor’s doubling of the Opportunity Grant in his Recommended Budget could have a significant impact on access and college affordability for Oregon.

- The proposed changes to the Oregon Opportunity Grant would include funding of part-time students who currently are unable to receive the grants due to limited funding, despite being technically eligible for the OOG. This would greatly expand access and affordability for part-time students, a growing segment of Oregon’s college-going population, who have less ability to receive various types of financial aid.

- Making college more affordable by increasing the Oregon Opportunity Grant and funding all eligible students will create greater equity in college attendance across the state, increasing access for our lowest-income and part-time students. Currently only 1/3rd of eligible full-time Oregon students receive grants.
Addressing the impact of tuition increases and student loan borrowing on movement of underserved students into college will help postsecondary sectors to proactively improve affordability in the state.

**Accountability and Effectiveness:**

- Aligned performance and accountability systems that integrate outcomes reached through efforts in all sectors ensure that more students succeed, and that Oregonians understand “where the money goes”.

- Through performance measures, Pre-K-12, community colleges and universities set measurable targets and are held accountable for student success, and alignment of education outcomes with state economic needs such as training students in high demand job areas.

- Engagement of all stakeholders is critical through a common vision and end-goal for Pre-K-16 education: stronger, more sustainable Oregon communities.

- Technology can be used across education sectors (Pre-K-16) in Oregon to increase efficiency and empower more students to prepare for and graduate from a postsecondary institution through use of student data systems that provide self-advising and student tracking, and college placement for high school seniors and adult learners returning to school.

- There is a growing community of interest in Oregon working to ensure that postsecondary education goals are an integral part of Oregon’s statewide goals: quality jobs for Oregonians through increased educational attainment; safe, caring, engaged communities supporting students’ and families’ educational aspirations; healthy, sustainable surroundings that allow Oregonians to have access to educational opportunities in their own communities; and well paying jobs that support families in our diverse rural and urban areas across the state.

- Every community has lives saved or positively affected daily by EMTs, nurses, firemen, police officers, doctors, social workers, teachers, ministers, engineers, and many others who received education and training from a community college or university in Oregon.

- Our ability to live and work in the community of our choice relies on a supply of qualified workers who make it possible for us all to thrive and survive the many times in our lives when we must count on others.

**Economic and Workforce Development:**

- Increased educational attainment is needed across the state to create and/or maintain balanced communities that can support their citizens, and support the needs of Oregon’s economy and workforce.

- Collaborative efforts between the public education sectors are working to ensure increased graduation rates at all levels, and increased degree/certificate attainment in order to build a richer pipeline that will better support Oregon’s economic and workforce needs.

- An investment in postsecondary education is an investment in our families and extended families, in our neighborhoods and communities, in our schools and colleges, and in our future, which includes a growing population of diverse seniors and young children with growing needs for healthcare and education services.
By working towards reinvestment in our future, we are building an Oregon that we want to be in, and thus nurture accordingly so that it can sustain our needs and improve the quality of our lives.

Right now the education-economy relationship is out of balance in Oregon, and we are seeing the side effects of this and the consequences of continuing with the status quo. Oregon’s economy cannot grow in any significant way without being nourished by increased educational attainment to meet the changing needs of our economy and job market.

The knowledge economy is not something in the future, it is here today and Oregon is failing to meet its workforce requirements. That means more jobs lost to other states and overseas markets, and more Oregonians out of work.

Oregon companies will continue to import non-Oregonian employees, relocate their businesses, or not come at all, as long as we fail as a state to provide a workforce with a greater level of educational attainment and training in the areas demanded by our highest employing sectors and our specialized, niche industries.

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**MISSION STATEMENT**

- Draft mission statement offered at the full Joint Boards meeting:
  "PK-20 continuum that provides success to students of all ages and is student-centered."

- James Sager noted "adult worker" should be reflected in the mission statement:
  "PK-20 continuum that provides success to students of all ages, including adult workers, and is student-centered."

- Director Tim Nesbitt wondered if there was too much jargon:
  "An education system, including pre-school, elementary, secondary, and postsecondary sectors, that provides success to students of all ages, including adult workers, and is student-centered."

- Director Richmond added it should include reference to lifelong learning:
  "An education system, including pre-school, elementary, secondary, and postsecondary sectors, that provides success and lifelong learning to students of all ages, including adult workers, and is student-centered."

- Director Berger commented that the system should assist students to be successful:
  "An education system, including pre-school, elementary, secondary, and postsecondary sectors, that assists students of all ages, including adult workers, to succeed and learn over their lifetimes, and is student-centered."

- Some editing…:

  "A student-centered education system, including pre-school, elementary, secondary, and postsecondary sectors, that prepares students of all ages, including adult workers, to succeed and learn over their entire lifetimes."