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Background Brief on ...

Education Reform

Oregon Education Investment Board

The Oregon Education Investment Board (OEIB) was established by Senate Bill 909 (2011) at the request of Governor John Kitzhaber. The measure defined the purpose of the OEIB as “ensuring that all public school students in this state reach the education outcomes established for the state. The board shall accomplish this goal by overseeing a unified public education system that begins with early childhood services and continues throughout public education from kindergarten to post-secondary education (P-20).” Senate Bill 253 (2011) defined the desired education outcome as follows: By the year 2025, 40 percent of adult Oregonians will have earned a baccalaureate degree or higher; 40 percent will have earned an associate degree or post-secondary credential; and the remaining 20 percent will have earned a high school diploma or its equivalent. This target outcome is commonly referred to as 40-40-20.

Chief Education Officer

As directed by Senate Bill 909 (2011), the OEIB appointed a Chief Education Officer (CEO) to oversee Oregon’s integrated public education system. Following the development of a job description and a nationwide executive search, Dr. Rudy Crew, former Chancellor of New York City Public Schools and Superintendent of Miami - Dade County Public Schools and a professor at the University of Southern California’s Rossier School of Education assumed the position on July 1, 2012. As outlined in Senate Bill 1581 (2012), the CEO has direction and control over the following positions related to the organization of the P-20 system: Commissioner for Community College Services; Chancellor of the Oregon University System; Executive Director of the Oregon Student Access Commission; Early Childhood System Director; Executive Director of the Higher Education Coordinating Commission; and Deputy Superintendent of Public Instruction.

Achievement Compacts

In keeping with the Governor’s “tight/loose” management philosophy, the OEIB will enter into annual *achievement compacts* with education entities which stipulate desired outcomes, but not specific methods for their achievement. Senate Bill 1581 (2012) defined achievement compacts as “an agreement entered into between the Oregon Education Investment Board and the governing body of an education entity.” The OEIB determines outcomes and measures of progress and each entity (school district, education service district, community college, state university and the Oregon University System) submits targets for outcome achievement in the upcoming fiscal year as part of the budget process. Data must be disaggregated for each disadvantaged student group specified by the OEIB.

Early Learning Council

Senate Bill 909 (2011) also established the Early Learning Council (ELC) as an entity subordinate to the OEIB and directed it to “conduct an analysis of plans to merge, redesign or improve the coordination of early childhood services and to align (them) with child centered outcomes.” ELC goals, as specified in House Bill 4165 (2012), include the early identification of children and families in need of support services and establishment of kindergarten readiness assessment and early learning benchmarks to ensure that all Oregon children enter school ready to learn.

Higher Education Coordinating Commission

Senate Bill 242 (2011) created the Higher Education Coordinating Commission (HECC) and Senate Bill 1538 (2012) expanded and clarified its duties relative to the OEIB. The HECC is directed to advise the OEIB on state goals and achievement compacts for public universities, community colleges and the Oregon Student Access Commission. Under OEIB direction, the HECC will develop strategic plans

for the achievement of state higher education goals with special emphasis on access, affordability and facilitation of transfer and movement through the post-secondary education system. The HECC will also work with state and local workforce investments boards and private independent colleges toward attainment of Oregon’s 40-40-20 goal described above.

Statewide Educational Data System

The OEIB is also 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. The data will be used in concert with achievement compact results to determine best practices that can be adapted to like institutions across the state.

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