OREGON EDUCATION INVESTMENT BOARD
Best Practices and Student Transitions Subcommittee

Thursday, December 10, 2013
10:00 AM – 1
:00 PM

Meeting Notes

1.0 Welcome & Roll Call

Members in attendance: Yvonne Curtis, David Rives, Mark Mulvihill, Kay Toran, Lynne Saxton

2.0 Review and approval of the agenda

Mark made a motion to approve the agenda, Kay seconded the motion and the agenda was approved as presented.

3.0 Approval of the October 31st meeting notes

David made a motion to approve the agenda, Mark seconded the motion and the notes were approved as presented.

4.0 Follow up on audit activities & other initiatives

Vickie Chamberlain reviewed the objectives of the Secretary of State's audit and shared TSPC's role in responding to the recommendations.
Ensuing discussion on clinical preparation focused on

- Need for "masterful" cooperating teachers and Oregon's participation in the CAEP Alliance on Clinical Partnerships
- Monitor potential increase in online teacher prep programs via new State Authorization Reciprocity Agreement and impact on requests for student teacher placements
- Desire of teachers to retain instructional role with students balanced with more use of co-teaching models
- Need for better incentives that comply with restrictions from Government Ethics about direct remuneration
- May need to re-leverage resources reserved for strengthening TWS to help educator preparation programs implement edTPA

Action: Mark recommended that the Subcommittee look at incentives for cooperating teachers in light of SB 290. It was agreed that potential work include surveys and focus groups to determine what incentives really make a difference for teachers to take on this role with an eye to better resourcing of student teaching.

Vickie also reviewed intent and progress of TSPC Licensure Redesign work and advised against tying teacher evaluation to licensure. Discussion ensued regarding the use of

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data to help inform what kinds of systems will result in outcomes and ultimately drive performance.

Action: Vickie will provide a written update on Dual Language Program Standards as well as efforts to enhance all new educators' knowledge and skills in working with EL students.

5.0 NW Rural Innovation Network & best practices

Matthew Eide presented the focus and intent of the NW Rural Innovation and Student Engagement Network. The project includes other states besides Oregon and is being submitted for review by the Institute on Education Sciences. Currently the project will be limited in its large-scale impact in Oregon and it was noted that the three districts selected are not necessarily low-performing. Members are interested in more immediate next steps and determining what we need to do to identify access issues and start with what we know works.

Action: Yvonne asked Hilda to follow up with Lynne Saxton to pursue potential barriers and/or recommendations that the group should be considering.
Hilda to send out summary from Chalkboard's CLASS rural district project.

6.0 Postsecondary practices for English Language Learner student transitions

Linda Herrera summarized key barriers and identified the following best practices:

- Offer bilingual orientations
- Host family engagement activities
- Connect with local high schools to cosponsor events for students
- Provide culturally appropriate messaging (radio, TV, etc)
- Consider targeted use of Oregon Opportunity Grant for those not able to apply for PELL grants or work study due to not having US citizenship (others states do this)
- Offer cost effective or cost neutral childcare
- Engage students outside of classes (evening events for those working, tuition waivers in return for students involvement in college leadership initiatives)
- Make first year experience mandatory for all students
- Offer career and guidance orientation (offered in Spanish as well as English) at no cost
- Use federal programs (CAMP, TRIO, HEP) when possible to connect to students
- When students exit programs, they still need services, need to find way to continue programs respectful
- Keep some flexibility in the course schedule
- Translate resource materials into Spanish

Action: Hilda to forward Highline Community College article referenced by Linda Herrera.

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Julie Haun and Mirela Blekic presented on the needs of immigrant and refuge students in the postsecondary system which they have dubbed as the "hidden population." They are using a Prior Learning Survey to help identify these students but this does not capture the transfer students.
Barriers that these students are facing include:

- Difficulty in navigating financial aid
- Underemployment
- Cultural transition
- English fluency in reading, writing and academic texts
- Need for bridge programs rather than separate classes

Action: Chair Curtis invited Julie to come back in Spring with a tight list of barriers/solutions and identified needs that the subcommittee can address.
It was recommended that HECC be made aware of the needs of immigrant and refuge students within their student success work group.

7.0 Update on Kindergarten Readiness

Jada Rupley and staff presented overview and preliminary results of the recent Kindergarten Assessment which involved almost 40,000 children. After an Executive Briefing on December 17th more detailed results can be released.
Chair Curtis was interested in learning more about the types of programs that children were in but the Kindergarten Enrollment Form is inadequate for capturing these data.

Action: Jada will forward research on Self Regulation to the Subcommittee.
Action: Chair Curtis asked Jada to return to subcommittee in January to discuss the Early Learning Hubs and early findings and to provide recommendations on what needs to be added to the Kindergarten enrollment forms in order to have the necessary data to learn more about the results from various early learning programs.

8.0 Grades 11-14 Transitions Current Status Report

Hilda Rosselli reviewed a sheet summarizing current work underway in the state and requested that subcommittee members send her any additional edits or additions that should be made. Policy and strategic investment recommendations from several of the working groups identified will be brought back to the subcommittee in 2014.
Chair Curtis noted the competing agendas that are placing additional financial pressures on districts: full day kindergarten, full schedules for high school juniors and seniors as well as more 11-14 college bearing credit activities.

9.0 Public Testimony

Swati Adakar from the Children's Institute testified regarding HB 2013. She addressed the need for capital funds and developmentally appropriate spaces to support full day kindergarten and the failure of the Innovation Funds to address this barrier.

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10.0 Review of Tasks and Next Meeting

- Monitor potential increase in online teacher prep programs via new State Authorization Reciprocity Agreement and impact on requests for student teacher placements.
- Mark recommended that the Subcommittee look at incentives for cooperating teachers in light of SB 290. It was agreed that potential work include surveys and focus groups to determine what incentives really make a difference for teachers to take on this role with an eye to better resourcing of student teaching.
- Vickie will provide a written update on Dual Language Program Standards as well as efforts to enhance all new educators' knowledge and skills in working with EL students.
- Yvonne asked Hilda to follow up with Lynne Saxton to pursue potential barriers and/or recommendations that the group should be considering regarding rural community needs and student access
- Hilda to send out summary from Chalkboard's CLASS rural district project
- Hilda to forward Highland article from Linda Herrera.
- Chair Curtis invited Julie to come back in Spring with a tight list of barriers/solutions and identified needs that the subcommittee can address.
- Alert HECC to the issues and barriers surrounding immigrant and refuge students in postsecondary
- Jada will forward research on Self Regulation to the Subcommittee and more details on the Kindergarten Assessment after briefing 12/17/13
- Chair Curtis asked Jada to return to subcommittee in January to discuss the Early Learning Hubs and early findings.

Meeting was adjourned at 1:20 PM.

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