OREGON EDUCATION INVESTMENT BOARD
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January 3, 2012
Department of State Lands,
775 Summer Street, NE, Salem, OR 97301

OEIB Members Present
Gov. John Kitzhaber, Chair; Nancy Golden, Chair Designee; Richard Alexander, Yvonne Curtis, Julia Brim Edwards; Samuel Henry; Mark Mulvihill; David Rives; Ron Saxton; Mary Spilde; Kay Toran; Johanna Vaandering

Advisors Present
George Pernsteiner, Chancellor, OUS; Susan Castillo, Supt of Public Instruction; Camille Preus, Commissioner of Community Colleges; Josette Green, Director, Oregon Student Assistance Commission

Members/Advisors Excused
Nicole Maher; Matt Donegan

Staff/Other Participants

Tim Nesbitt	Mgr, Education Investment Proj.	Sarah Ames	Communications, Ed Inv. Project
Ben Cannon	Office of the Governor		
Margie Lowe	Policy Advisor, Ed Invest Proj.	Todd Jones	Policy Advisor, Ed Invest Project
Seth Allen	Executive Support		
Gary Cordy			

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1. Welcome and Introductions

Governor John Kitzhaber opened meeting and welcomed guests. He mentions that Director Matt Donegan will be on conference call and Director Nicole Maher is out due to illness. He will be leaving between 3:00 and 3:30, at which point Director Nancy Golden will take over. Thanks the Board for all the work to get the report into the Legislature before the Dec, 15th deadline. Delighted at the unanimous support for the recommendations within the report and looking forward to discussing item number five on the Agenda, Outreach and Communications. Reminds member that we will be trying to fill the Chief Education Officer position by April. Re-emphasizes the importance of coming out of the meeting with a clear action plan for the upcoming legislative session, including the critical step of reorganizing the resources for building out the P-20 system.

2. Adoption of Minutes

Motion: Director Alexander moves to adopt the Amended 11/21/11 minutes, the 12/1/11 minutes, the 12/7/11 minutes and the 12/12/11 minutes; Director Henry seconds the motion.

Discussion:

- Director Ron Saxton mentions that in the 12/12/11 minutes he is both Not Present and Voting. Has been corrected.

3. Chief Education Officer Recruitment and Selection Timeline and Process

Dr. Jan Greenwood Dr. Betty Asher from Greenwood/Asher & Associates
Dr. Jan Greenwood introduces herself. Hopes that the presence of the firm's principal officers confirms the priority that they place on this. Introduced documents. a) Contact Sheet b) Statement about the firm. c) tentative search schedule. Two expectations from today. 1)Clarity of your expectations of the person. Where they've been, what they have accomplished. 2) Expectations about the process. So when they leave today both parties will be on the same page regarding the market that they are going to be recruiting from as well as the process they are going to be using. When they leave, they will do several things:

1) Place Advertisements – mostly online ads. You will get candidates from three places: a) ad responses, b) nomination, c)market outreach
2) Develop a pool.
3) Prospect review meeting. Reviewing top candidates with you.
4) Round One interviews
5) 360 degree reference procedure- includes supervisors, peers and subordinates.
6) Round Two interviews
7) Round Three interviews

Will use the criteria the OEIB has given when they start the recruitment.
Discussion:

- Director Richard Alexander: How a candidate breaks free elegantly from his/her current employer by April? Greenwood: The late April , early May date wouldn't necessarily be a start date. Twenty years ago, people wanted six months to a year to disentangle themselves from their current position. These days, they often leave within a two week period. Each candidate will have their own unique situation that will be addressed. Director Alexander then suggested that the type of person that they are looking for may not be the type of person that could walk away from a job with two weeks notice. Greenwood says that a lot of people today understand succession planning. Asher: It is not uncommon for a person to accept an offer but not be available for another 30, 60 or 90 days, but in the meanwhile take on the responsibilities of a consultant.
- Director Ron Saxton: Can they predict what the pool will look like? School Superintendants? University leaders? Business people? Who is going to apply for this job? Greenwood thinks that it is going to depend a lot on what is discussed in this meeting. Where are your ideal candidates coming from? Where is it being advertised? For example: Higher Ed journals will receive more responses from Higher Ed, etc… Nominations are encouraged from everyone. Both as sources or potential candidates. Your pool will reflect the criteria that you lay down. Most likely responses will come from people involved in P-20. Director Saxton hopes that the pool includes those who are stars in the education system, but also includes those who come from less conventional sources. Greenwood says that that is a common "want" these days.
- Director Mark Mulvihill: What is challenging and exciting about this position. Greenwood: Because it is a brand new position, you will attract people that are less risk adverse. Candidates will be more creative, who want to leave a mark. Have entrepreneurial spirit. Closely aligned with the Governor's vision. Asher: You will find people who really like to build and have good track records with program development. The states budgets have affected the way Higher Ed executives have dealt with their budgets. Some are always gasping for air, others have figured out how to move beyond and bring resources in. This will affect how they will target potential candidates.
- Director Kay Toran: a) how they plan to target candidates with a rich diverse background, and b)how will they find candidates who have experience regarding the Achievement Gap.

  a) Greenwood: Part of the diversity will come from their expectations. Past experiences showed that sometimes they have to open up their expectations in order to attract a diverse pool of

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candidates. That can lead to very productive results. Their candidate pools are known for being very diverse.

b) Asher: They will be reaching out to people with experience in reform. They have filled positions before where an understanding of the Achievement Gap was needed, and they would be going back to those people as candidates and as sources. Greenwood adds that they use a behavioral assessment methodology that looks for details in a statement. (What was your role? What process did you use? What did you achieve?)

- Director Hanna Vaandering : What strategies will be used to make sure that the candidate brought to them is a "collaborator" that can work with parents, students, educators and community and business leaders? Greenwood: You would look for things in their background that suggests they have had to collaborate. You don't know for sure until you do referencing. Director Vaandering : Do they have a very stringent test for that since it is important to them. Greenwood: The referencing is a real test. Research on effective leaders states that the best evidence is through referencing.
- Director Alexander: Do they recommend site visits when a small group goes and spends the day with them and their peers. Greenwood: They reserve all options for the Board if they think it is necessary. Testing, private investigators, etc.
- Director Vaandering: Elaborate on the testing. Greenwood: Past Boards have used personality testing and profiling.
- Greenwood: Asks the Board for input regarding the recruitment.
- Governor suggested three things: 1) You have to have someone that is a consensus builder and a collaborator. 2) Someone who is willing to lead. Willing to take risks, fall down a few times and learn from the experiences. 3) Someone who has the capacity to envision the world, not as it is or as it was, but as it ought to be. Not allow their thinking to be constrained by current statutory, regulatory or political restraints.
- Director Vaandering: They should have education experience so they know what it takes to educate a child.
- Director Henry: Looking for "Wonderwoman". Someone who has had experience in all the sectors. Someone who understands P-12, Community Colleges and Higher Education. Then asks what the options are if they bring back all white males as candidates?
- Greenwood: They have never had a search that ended with all white males. They will track diversity relative to their outreach, relative to the application pool, relative to those the panel wishes to interview, relative to those who wish to have referencing. So at every step, the panel will be reviewing. If any point the diversity is not at the expected level, they will recruit more.
- Director Mulvihill: This person will be on a very quick learning curve and with very high expectations. Although it would be wonderful to have someone who has experience at each one of those levels, he feels that that would be a stretch. Suggests finding someone that can recognize talent and build a team around himself. This person is going to have to be a quick learner, and be savvy with identifying talent to achieve the vision that they establish.
- Director Curtis: The design for the system may not look like anything the candidate has created anywhere else, but has had some experience with those kinds of tasks.
- Director Rives: Should be someone who really understands the mission of public education. They may be a star in other fields, but we're not talking about widgets or numbers here, we are talking about student success and achievement.
- Director Mulvihill: Candidates need to be financially sophisticated and understand that what they are looking for is a connection between the state investment in education and education results.
- Greenwood as: How will you know this is your person when you meet her?
- Director Vaandeing: She would know if the candidate was able to walk in to a room full of educators and "own" the room. They would be able to talk about the issues that are important and share their passion for public education.
- Greenwood finishes the presentation by giving out their contact information.

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- Tim Nesbitt asks if that is an invitation to the public.
- Greenwood: Absolutely, and she expects that people from all over the state will nominate individuals either as sources or as potential candidates. Potential candidate= Prospect. Would not be surprised if they generate up to 100 nominees.

There was no one signed up for public comments regarding the Chief Education Officer recruitment.

The Governor asks Gary Cordy if there are any changes or if the Board should reaffirm the process at this point. Gary Cordy agrees. There was nothing different from the Dec. 7th meeting as far as the approach for the process. Need a "belt and suspenders" approach for this process to assure that you maintain the ability to hold an (executive session) at the end.
Director Saxton: Doesn't want to lose a good candidate because they couldn't be here (available) in April or May. The right person may need more than a couple of weeks notice.
Governor wants to be sure the search committee has the flexibility to make those judgments.
Gary Cordy says that the Board needs to formally reaffirm the recruitment process.
Governor reflects for the record that although there was no public testimony, at this point in time, our search firm has encouraged the public to contact them. The contact information is available on the website and he encourages your input into this selection process.

Motion: Director Henry moves to reaffirm the search process that the Board adopted on Dec. 7, 2011. Director Toran seconds the motion. Motion passes.

4. Act on Governor's Recommendations to Organize the P-20 System

(Part B of Governor's Letter of Dec. 1, 2011, with modifications)
The Governor reads verbatim the primary directive to the OEIB from Senate Bill 909:

> "…overseeing unified public education system that begins with early childhood services and continues through public education from kindergarten through post secondary education…"

The Governor says that this is a critical task that has to be done at the state level, formed by local educators. The principals in Part B are very important and important that we get it right going forward. Is the board comfortable with the modifications?

Discussion:

- George Pernsteiner references Part B of the Governor's Dec. 1, 2011 letter, Section 2 (a). Do we really need to say for investment specifying the outcomes desired. Is that a separate function? He suggests specifying outcomes.
- Nesbitt: Board is established for the purpose of ensuring that all public school students in the state reach the education outcomes established by the state, implying that by legislation, the outcomes are established as well as by Board action to accomplish those outcomes. The 40-40-20 outcomes is an example of an outcome established for the state.
- Director Vaandering : If there are going to be achievement compacts, we have to be able to set those outcomes. That it is the Board's role to set the outcomes.
- The Governor says that if this body agrees on the achievement compacts, then they have to specify what those outcomes are. And, along with that, what outcomes can be reasonably achieved with the resources available? The point of the achievement compacts is to set outcomes that are much more detailed than 40-40-20.
- Pernsteiner looks ahead to 2013 session: Do we have all the right principles to be able to explain why the choices were made the way they were in the legislation. Is it enough to say *investmen*t, or do we specify the outcomes and make the investment? Needs to be clear enough as the legislation is evolving for 2013 so that the agenda can be moved in future sessions.

- Director Mulvihill: Chancellor Pernsteiner's point is well taken, but thinks that it is well articulated in the reports and executive summary. Not sure that it is well called out in the Part B of the Governor's Dec. 1, 2011 letter. Reads it as a process memo. The Governor agrees that that is how it was intended.
- Director Saxton: Not letting a governance structure be an obstacle to the results the Board wants. Not sure where the change in 2 (d) came from but he preferred the language *recognized* instead of *emphasized.* Nesbitt: During conversations on Dec. 7, it was agreed that the word *recognized* wasn't strong enough. Achievement compacts will emphasize the importance as well as the independent role of local boards. Director Saxton: This work group will be guided by a principal, and the principal should be "results for students". Director Curtis: When talking about governance, we can't forget that school boards make up a very large part of that. Understand how that works and how to get it to continue to work under new governance.
- Director Brim-Edwards: Suggests language change: "The representatives of the boards and commissions and the executive identified in Section 3, herein, shall work to inform the work group towards combining and aligning the functions … " Otherwise there isn't a process of condensing or streamlining.
- The Governor summarizes work done:
    - 2(b) – Streamline and consolidate governance and management to improve decision making and maximize resources to support student success.
    - 3 & 4 - The representatives of the boards and commissions and the executives identified in Section 3 herein shall inform the workgroup in its effort to combine and align the functions of their systems and agencies and those of the Higher Education Coordinating Commission and arrive at a recommendation for a single entity coordinated structure to carry out these functions.
- Director Vaandering wants to make sure that we are not "throwing the baby out with the bathwater." That the changes we are making really are in the best interest of the students.

Director Saxton moves to accept changes in sections 2(b), 2(d), 3 and 4 in Part B of the Governor's letter of Dec.1, 2011. Director Mulvihill seconds the motion. The motion passes unanimously.

Director Alexander moves to adopt Part B of the Governor's letter of Dec.1, 2011. Director Mulvihill seconds the motion. Motion passes unanimously.

5. Outreach and Communication

Tim Nesbitt, Sarah Ames , Todd Jones
Outreach to Legislators – Nesbitt: Iand others on your staff have had 30+ one on one meetings or phone conversations with members of the legislature. Presenting to interim policy committees in both House and Senate.
Community Forums – Todd Jones: One page outline for community forums.

Discussion:

- Director Mulvihill is concerned that there are no meetings in Eastern Oregon. Jones says that we will make that happen.
- Director Henry likes the idea, and would like some sort of data back. Jones says yes.
- Director Mulvihill asks if it would be possible to align some of the questions asked in the Chalkboard presentation with the community forums. Jones: The prompts were chosen because they are very general, but we will go back and look.
- Director Curtis wants to be sure that there is outreach to poverty stricken areas and areas with high minority populations. The Governor agrees and wants to make sure there is real outreach. Jones: Already reached out and will continue to do so.
- Will there be coordination on the part of the board regarding who will be representing the board at each meeting?

- The Governor would like feedback regarding strategies for reaching diverse populations.

6. Report from the Task Force on Higher Education Student and Institutional Success (HB 3418)

Rep. Michael Dembrow, Task Force member
Ed Dodson, Task Force Co-Chair
PowerPoint presentation

Discussion:

- Director Rives: Appreciates the differentiated goals for different institutions, and the incremental steps. What can we do with existing resources and what substantial things could we do with more?
- Director Curtis: Appreciates the work done on barriers. Need to find a way to address those in the achievement compacts otherwise we are going down the same road. Maybe there is a way to measure, not only the outcomes for students, but the progress on the strategies we have used.
- The Governor: In developing the compacts we should also keep in mind how to identify the barriers in the regions and partner with other entities.
- Ron Saxton: Limited college culture is not a strictly rural phenomenon. Many communities around Oregon that have a limited college going culture. Rep. Dembroe: One of the challenges with the rural students is that they may not have a college nearby, so they also have to think about relocation. Different note: A lot of overlap between the barriers that students face. Very similar. Don't want to create silos for the solutions.
- Julia Brim-Edwards: Regarding common barriers, combined data. Rep. Dembrow: The students/parents could access this system.
- Director Vaandering: Tests are not only indicator if a student will learn given the opportunity. When creating a database, how do we collect data that will really help us ensure that everyone has a path to success?

7. Review of the Quality Education Model

Susan Massey, Chair, Quality Education Commission
Brian Reeder, assistant Superintendant, Dept. of Education

- Massey: There is some anxiety about where we would land after it's all sorted out. The QEMs functions should continue. Independent of the political system.
- Reeder: The QEM was built in 1997-98 for a sense of what resources it would take if all of our schools used best practices to meet the education goals that are in statute. Defined by getting roughly 90% of students to hit state benchmarks. Last 7-8 years, put a little more detail into the model s it could be a useful tool for policy makers.

PowerPoint presentation

Discussion:

- Director Vaandering: It is important to know best practices and what it would cost.
- Governor: Does the large 90% number take into account everything that attributes to the achievement gap before children even get to school? Reeder: Because we look at the demographics of the student population we are indirectly taking that into account. Governor: If you are focusing on things that happen in the classroom and best practices, you are assuming that all barriers can be dealt with in the classroom. Is that a false assumption? Reeder: I agree. The model starts out in kindergarten.

- Director Mulvihill: Another success story when looking at the uphill climb for performance is the increase in the benchmark standards.
- Director Vaandering : Regarding "what is tested, matters". What matters is that our students can move on and be successful.
- Director Curtis: What has been sacrificed in order to continue to get the gains in the light of decreased funding? Might be a helpful piece of the picture. Reeder: QEM as a lot of data that can answer questions like that. Course level data / etc…
- Reeder: The Commission has been going into the field and speaking with teachers and principals about what they are doing in their buildings. Then we use the data to identify schools that are doing well *despite* the challenges. Trying to find out what they are doing that is working:
    - Continuity of teaching over the grades
    - Clear focus on improving achievement at the school building level
    - Teachers that are committed to their students, not just their subject area
- Duncan Wyse, longest standing member of the QEM. Wants to stress the set of tools available to the board. Interactive aspect of it. You can go look at every school in Oregon and see how they are spending their money and what their performance is. Things that didn't work as well as they should have:
    - The ability to apply it across the continuum
    - Needs to be integrated into the budgeting process itself
    - Rethink the model of the high schools. They based original model off a school that perhaps wasn't working.
- Nesbitt: Can you look at high school completion rates? Are the scores we see (in PowerPoint) adjusted for drop-out rates? Reeder: Percentages of all the students who took test. High school drop- out wouldn't have taken the test so they aren't in there. We can look at completion rates. Also, with National Student Clearing House, we can see what degrees our students achieve in post secondary education. Where they are enrolled, how long they are enrolled. Director Henry: Can we track statewide what high schools were successful in graduating Latinos, where they went for post secondary education, and where the successes have been? Reeder: That is correct.
- Chair Golden: As we talked about achievement compacts, we have talked a lot about providing support to the schools that need support, and it sounds like you can help fill in what that support looks like.

8. Invited Testimony: Mandate Relief

Dr. Karen Fischer Gray, Superintendant, Parkrose School District and
President, Education Enterprise Steering Committee

Discussion:

- Director Brim-Edwards: Examples of unnecessary mandates? Gray: Division 22 Assurances. The reporting of those is burdensome. Smaller districts can be overwhelmed. Looked at 100 mandates and found 15 – 20 that seemed unnecessary.

9. Update on ESEA/NCLB waiver

Susan Castillo, Superintendant of Public Instruction
Ben Cannon, Governor's Senior Education Policy Advisor
Document

Castillo: States have been urging Congress to make changes in No Child Left Behind. Now focused on a college ready/work ready agenda for students. President Obama offered the waiver option under conditions that:

- Continue working towards the college ready / work ready standards
- Working to updating and improving the assessment systems
- Identify the lowest and highest performing schools
- Plan for how you will be supporting your lowest performing schools. How will you hold them accountable?
- Implement a rigorous educator evaluation system in your state
- Engage citizens of the state regarding the application.

Cannon: Waiver application released Dec. 20th. Feedback by Jan. 10th. Oregon will submit to the federal government before the end of January. Not a competitive effort. Optimistic that we will be successful. Cannon reads/walks through the ESEA/NCLB waiver document .

10. Introduction to the 10 – Year Budgeting Process

Tim Nesbitt

Nesbitt references the 10 – Year Budgeting Process document. More detailed presentation at the Feb. 7th meeting. New key element is the appointment of Program Funding Teams. At least one member of OEIB is requested to be part of the funding team.

11. Schedule of Meetings for 2012

Tim Nesbitt
Nesbitt reads / walks through schedule for 2012 Meetings document

12. Public Testimony

- Mary Daly-Piehl 1,2,3
- Kris Alman
- Jennifer Schuberth
- Dana Hepper, Stand for Children
- Roger Bassett

Discussion:

- Director Mulvihill: Two presentations on the importance of discipline data. Support that and the mention of PBIS.
- Hepper: Important to consider regarding the number of suspensions and expulsions is the disparate impact of the suspensions and expulsions specifically by race. The disproportionality piece is worth digging into.
- Director Vaandering: Sometimes we are not proactive in finding out what is going on. We wait until there is a problem.

Last Discussion Points:

- Director Curtis: Regarding final reading of the Oregon Learns report. Couple of things to keep in mind:
  - Did not address leadership to the extent that it needs to be discussed.
  - How we describe our students of color or our ELL students. Do a better job next time of how we (the board) talk about that because we know language is so important.
  - Develop more understanding in the area of race and poverty, and issues of language and how those cross over.

- Addressing needs for ELL students.
- Be aware of deficit language.
- Recommends David Bautista as a great resource.

Chair Designee Golden adjourns meeting.

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