OREGON EDUCATION INVESTMENT BOARD
*****DRAFT MINUTES*****
February 7, 2012
Land Board Conference Room
Department of State Lands
775 Summer St. NE
Salem, OR

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

Staff/Other Participants

Tim Nesbitt	Mgr, Education Investment Proj	Duke Shepherd	Early Learning Council Staff
Marjorie Lowe	Education Investment Proj.	Seth Allen	OEIB Staff Support
Gary Cordy	Dept. of Justice	Todd Jones	Education Investment Project

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1. Welcome and introductions
Chair Golden called the meeting to order at 1:03 pm and called the roll. Excused were Edwards, Donegan, and Saxton. Governor Kitzhaber was delayed 15 minutes.

2. Review of Actions Taken at Meeting of Jan 3, 2012
Tim Nesbitt provided a draft of the action taken at the last meeting, entitled "Process for Organization of the State's P-20 Education System." He reported that the Governor wished to wait until the conclusion of the February legislative session to form the work group that will organize the p-20 system.

3. Report and Discussion: Community Forums
Todd Jones summarized the feedback from the meetings held around the state (website with all reports)
Discussion:

- The value citizens put on assessing the whole child, rather than standardized assessments in a few subjects.
- Importance of the relevance of school to students, particularly at-risk students.
- Importance of student activities, such as music.
- Resource challenges; the choice districts may face between holding onto a comprehensive curriculum maintaining achievement in the targeted areas.
- Parents' concerns about growing class sizes.
- Next steps; making community and student input an ongoing conversation.
- The need for teacher professional development and additional funding.
- The importance of aspirational goals (40-40-20) to drive efforts.
- The goal to free up resources to invest in the front end.
- Community forums can lead to the citizens being more supportive and involved in education reform.

4. Legislation and Plans to Implement Achievement Compacts
Tim Nesbitt and Duke Shepherd updated the board on legislative activity on HB 4165, the Early Learning Council proposal, and SB 1581, the OEIB proposal.

HB 4165: Duke Shepherd described the proposed legislation. It establishes the Early Learning Council Fund and expands the oversight responsibilities of the ELC. It establishes a Youth Development Council. Some communities are excited about how they can come together as a regional "hub." The bill aligns with the Race to the Top application. It also recommends a new financial model across agencies. Head Start has concerns, although there is no change to Head Start in the bill. Head Start serves 14,000 kids.

Discussion:
- Kindergarten assessment instruments; aligning pre-kindergarten and kindergarten.
- Connecting practitioners with decision makers in the front office.
- Children who will not have participated in the kindergarten assessments.

SB 1581: The Governor drew the board's attention to a summary of the proposed amendments. Nesbitt reported that the amendments grew from conversations with stakeholders and legislators. The stakeholders approve of the amendments. Nesbitt reviewed the eight changes.
1. There would be achievement compacts between OEIB and seven universities, as requested by Sen. Beyer and Sen. Courtney.
2. The Quality Education Model language is added.
3. Section 15 clarification: Didn't intend to give OEIB blanket authority to waive laws, just the specified reporting requirements. Also looking to ease federal Continuous Improvement Plan (CIP) requirements.
4. Language developed with OEA and COSA, OSBA; starting next school year, the districts will set up achievement compact committees. They will inform the setting of targets for the next school year.
5. Clarify that school district achievement will be compared with the 40-40-20 goal.

Nesbitt also reviewed proposed language concerning Achievement Compact Committees.

MOTION: Director Henry moved to endorse the amendments and re-endorse SB 1581 as amended ; the motion was seconded by Director Rives.
VOTE: Hearing no objections, the motion passed unanimously.

The Governor noted that rule-making will take place following enactment of the bill. Temporary rules will need to be adopted because of timelines. He informed the Board that Seth Allen will be named the board's Rules Coordinator. Also, work groups will need to be appointed. Suggested naming two subcommittees, one for K-12 / ESDs, and one for Post Secondary education. He also announced the need for an advisory committee to be appointed, to include representatives of stakeholders and organizations representing minority communities, students, Oregon PTA, early childhood advocates and healthcare organizations.

For the K-12/ESDs Subcommittee: Nancy Golden will chair. Subcommittee will include Hannah Vaandering, Nichole Maher, Yvonne Curtis and Samuel Henry. Ron Saxton has also been invited to join. Susan Castillo will serve as ex officio.

For the Postsecondary Committee: Matt Donegan will chair. Subcommittee will include vid Rives, and Mary Spilde. Invited Cam Preus and George Pernsteiner to join as ex officio members.

Governor asks the subcommittees to have the proposed compacts back to the board by March 13.

Discussion:

- The subcommittee meetings will be public.
- How to measure achievement beyond the state assessments; want to show proficiency and growth, yet keep the compact short.

5. Presentation: Western Governors University

Scott Jenkins, Director of External Relations and Joanne Park, faculty member, Western Governors University, described the university. Presented a PowerPoint.

Discussion:

- Director Rives: Some of the things in the model are great. Questions about who is involved in the curriculum. What are the faculty qualifications? Jenkins: There is program council that works on and develops the course of study. They are made up of experts from across the country, course mentors and faculty members. Faculty includes PhDs. Student mentors have masters degrees and experience in the field.
- Graduation rates are 38%.
- Jenkins: Graduates are surveyed once or twice a year.
- Director Henry: The difference between socially constructed and technology mediated education. Does the WGU make a difference because it *is* technology mediated? Park: The WGU has many programs to be sure that the students are professionally developed. There needs to be voice to voice contact with a student mentor once a week. Manage time and course work. Many available opportunities for professional development. Director Henry requests data.

6. Presentation: Ten-Year Budgeting Process

George Naughton, Administrator of Budget Management Division, Dept. of Administrative Services, explained the Governor's ten-year budget process. Presented a PowerPoint

Discussion:

- We have spent a lot of time talking about K-12 state school fund number. One of the debates is getting to the conversation of how well our kids are educated when they come out of that system. Not just dollars that go into it, but what have they learned. Move to a data conversation: what are best practices? What are services that will move the dial?
- Regarding the creation of the program funding teams: Want to have deep level of conversation in workgroups. Need to get good reflection of ALL Oregonians. Plan type of information available to the groups to spark the conversations.
- When do we talk about how to get funding for quality education? QEM tells us how much it will cost. How do we get to where we really want to be? If you don't know what you are getting for your investment, you have a harder time making the case for why you need more (or less). Trying to provide more information for that conversation.
- Bids = proposals that will come into the program funding teams from agencies.
- Trying to integrate OEIB into their process. Crossover membership so that they can make sure they are aligned. One board member on the program funding team. Board will have discussion with the Governor and be able to shape his recommended budget.

7. Chief Education Officer Recruitment and Selection Report

Tim Nesbitt: Recruitment firm is placing ads and getting applications. Contacting 110 sources. Contacting 40 people who were nominated. Anyone can submit names; contact information on the website.

8. ESEA/NCLB Waiver Update

Whitney Grubbs: Submitted flexibility application on Jan. 23rd. Expecting to be reviewed with second round applicants sometime after February 22nd. Don't expect a decision before April, and it could be

much later than that. Handout: Description of Revisions Made to ESEA Flexibility Request Following Public Comment. Also, Comparing NCLB with Oregon's ESEA Flexibility Request.

Discussion:

- May end up looking like a negotiation with the federal government. Feds have been open to a lot of ides, but have areas that they will push back on. Likely we will get feedback on particular pieces.

9. Ethics Statutes Briefing

Lynn Rosik, Senior Assistant Attorney General, reviewed the ethics law that covers public employees. Handout: Briefing on Ethics Statutes document

10. Public Testimony

Steve Buel
Carol Wire, Otto Schell - Oregon PTA
Mary Daly-Piehl
Margaret DeLacy - Oregon Association for Talented and Gifted
Susan Barrett - Oregon Save Our Schools
Kris Alman
Kassandra Griffin - Upstream Public Health
Jennifer Schuberth
Sheila Warren
Tamberlee Tarver

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