

**Meeting Notes**  
**Quality Education Commission**  
**Oregon Department of Education**  
**255 Capitol Street NE Salem, OR 97310**  
**Studio A Conference Room**  
**October 21, 2010**  
**10:00 a.m. – 1:00 p.m.**

Present

Susan Massey	Brian Reeder
Sarah Boly	Jenni Deaton
Beth Gerot	Autumn Wilburn
Lynn Lundquist (by phone)	Marjorie Lowe
Frank McNamara	Laurie Wimmer
Mark Mulvihill (by phone)	Otto Schell
Maryalice Russell	Morgan Allen
	Drew Hinds
	Tom Owens

Absent

David Bautista  
Gail Rasmussen  
Peter Tromba  
Duncan Wyse

Welcome and Introductions

Reports

- Member Updates and Information:
  - Maryalice shared an experience from a recently attended superintendent's meeting. Approximately 150 superintendents were present, and the QEM came up in a negative way several times in the course of discussion around math cut scores, funding, etc. Folks stated that the QEM is unrealistic in terms of cost and is no longer relevant. Maryalice embraced the opportunity to counter the negativity and encouraged them to take a look at the 2010 QEM report. This particular discussion serves as an obvious source of concern, and initiates the need to come up with an effective way for superintendents to read and support the QEM to preserve its relevance.
  - Laurie Wimmer from OEA attended the meeting as a representative for Gail on the communication's plan.
  - Sarah Boly introduced herself as a new member of the commission. She has spent 37 years in schools, so her interest in the QEC, and specifically how

resources are allocated, is rooted in her education background. Sarah started her career as a teacher and then moved into high school administration; she was instrumental in starting Westview High in the Beaverton School District, and also worked at Southridge High School, where she was asked to come back and assist with aligning practices and resources.

- Legislative Update: (Autumn Wilburn)
  - During September legislative days, ODE submitted reports to both Education policy committees.
  - The Emergency Board met regarding “buybacks” for education (and other) program areas.
    - \$1.3 million was the September allotment reduction for state Head Start (3-5 yr olds) programs; the legislature “bought back” the reduction, so those programs won’t be cut through the end of the year
    - \$1.3 million was the September allotment reduction for state EI/ECSE (early special education) programs; the legislature “bought back” the reduction, so those programs won’t be cut through the end of the year
    - \$30,000 was the September allotment reduction for Early head Start (0-3 yr olds); legislature “bought back”
  - ODE is in the middle of meeting deadlines:
    - Legislative council for bill drafts
    - Bills have been drafted and are being sent out for review internally
  - December 15<sup>th</sup> is the deadline for ODE to decide on bills to introduce; legislature has until December 30<sup>th</sup> to make up their minds.
  - The budget presents a \$3.3 billion hole for the next biennium.
  - Next budget forecast scheduled for November 19<sup>th</sup> (referred to as “December” forecast even though it’s issued in November...)
  - ODE prepared a budget exercise for the outgoing Governor from the question: “If you had \$7 billion, how would you use?”
    - Answers will be used as a guide in the recommended budget
- Governor’s Office Update (Marjorie Lowe)
  - Work is currently concentrated on the budget process.
  - This is a frustrating time, at the state and local level.
    - Attempting to balance dire budgets to have the least damaging effects on students
    - Trying to avoid permanent loss so we will be ready for a rebound
  - Brian asked if other agencies receive the same scrutiny that K-12 education does.
  - Margie answered that many do; other agencies, such as healthcare, are based on long-established practices or costs. Often there are federal laws that dictate on behalf of the recipients for other agencies. K-12 does not have the same protections for expenditures.

- Beth wondered if any effort was being made to bring budget shortfall assumptions to a common base, as differing stories being released by school districts can be confusing for the public to understand.
- Morgan mentioned that OSBA, as well as COSA and others, have been using the \$5.8 billion figure for K-12 Education budget in 11-13 (taking into account the latest September revenue forecast for 11-13, subtracting Higher Ed and CCWD). More will be known after December and March forecasts.
- Laurie shared that OEA is advocating for an increase in the percent of the total budget, so we “raise the water for all boats” and not take money away from other groups.
- Maryalice asked Brian what his thoughts were on moving from “per pupil” to more of a case-load system.
- Brian mentioned that we do in a sense split up by case load for certain student categories, with the variable being how much money for each student group. Unfortunately, education is considered one of the more flexible agencies compared to others when the budget falls.
- Morgan added that legislatures have a difficult time reducing money for sectors such as Human Services that receive matching federal dollars.
- Changing how K-12 services are delivered is always a hot topic of discussion
  - As far as consolidation as a form of changing service delivery, there are questionable results regarding the benefits of consolidating, especially in rural areas.
- From a big picture perspective, Maryalice asked if focus seems to be on time (getting all students through high school in 4 years or less), or truly on preparing students for future and higher education, as some students require a 5<sup>th</sup>, and sometimes a 6<sup>th</sup>, year of high school to be prepared for their future.
- Brian brought up schools that offer the “super diploma” for students, which virtually allows them to attend a community college for the first year free, as schools still receive money from the state school fund for the students. This situation represents the other side of the coin for extended options.
- Margie presented the issue of how hard it is to stay fair with funding allocations across all of Oregon’s school districts, community colleges and universities, especially when schools offer programs such as this “super diploma”
- Susan mentioned the need to bridge K-12 and community colleges to break down this firewall.
- Margie also stated that some students who fail to maximize their resources in high school think they can “catch up” at community colleges, which transfers to a resource cost at the college level.
- Sarah introduced the thought of QEC implementation strategies.
- Mark projected that the thinking for QEM needs to change from standard brick-and-mortar; ask questions regarding online learning, dual enrollment, and “what is a high school student?” This is an opportunity for the system to examine how business could be done more efficiently and effectively.
- What does it cost to virtually educate a child? Compare the costs of different deliveries.

## Discussion

- QEM Report Revisions:
  - Brian suggested that exhibit 14 on page 29 of the report be revised to reflect more accurate budget numbers (the gap is bigger than the graph currently shows)
  - Commissioners agreed that revisions should be made.
  - Maryalice mentioned that some concern has been voiced on the italicized sentence on page 3; that the message conveyed may be contradictory to our goal (it may be interpreted that funding doesn't matter)
  - Susan suggested that the sentence be removed from the QEM report; all commissioners agreed.
  - Brian will replace page 3 and page 29 in the physical copies of the QEM report, and a new version of the final report will be posted on the QEC webpage.
  
- Communication's Plan for 2010 QEM:
  - Commissioners Beth, Mark, Maryalice and Gail, along with Otto Schell (PTA), Laurie Wimmer (OEA), Tonya Gross (OSBA), and the McMinnville SD communications lead, met to discuss a communication's plan for the 2010 QEM report.
  - A first draft brochure was created for the QEM that could be distributed physically and/or electronically.
  - Present a menu of options for review; schools may be able to pick out certain parts that they can implement.
  - The first page of the brochure incorporates language pulled from the QEM report:
    - Specific bullet points to reach out to people who are unfamiliar with the QEM
  - Second page: funding graph created by COSA
  - Focus on simplicity; try to recapture the audience that has possibly abandoned the QEM.
  - Messengers:
    - QEC members
    - Education Stakeholders
  - Audience(s):
    - Parents
    - Stakeholder "rank and file" members
    - Legislature and other elected officials (Governor)
    - State Board of Education
  - Modes of Delivery:
    - Website- full report and brochure (downloadable/printable)
    - Outreach to key stakeholders (via listserves and presentations)
    - Legislative Presentations- Ways and Means and Education Policy Committees
    - Brochure- trifold with link to report

- Timeline:
  - Website/Brochure- November 15 upload of brochure
  - Outreach to stakeholders- November 1 to February 2011
  - Legislative Presentations- December Interim for Policy Committees; Early February for Ways and Means
  - Other Elected- November 3 or after for new Governor (staff) and for others
  - Other outreach- from November 15 on as presentation opportunities may be scheduled
  
- Beth wondered if brochures could be printed in time for the OSBA Convention, November 11-14.
- Email any edits/changes/suggestions for the brochure to Jenni, and she will forward on to Maryalice.
  
- Brochure edits discussion:
  - Better labels for graphs and charts (add dollar and year labels to COSA graph)
  - Numbers in the report do not align with numbers on the graph...
  - Last bullet on the first page: change “already learned” to “already been taught”
  - Focus/align language with OR Diploma
- Copies of the revised brochure draft will be emailed to commissioners
  
- Planning for the 2012 Round of the QEC:
  - Review brainstorm list from October’s meeting
  - Oregon Diploma?
  - Proficiency Learning?
  - Mark: increased efficiencies; protect class size and teachers, and everything else is fair game for evaluation.
  - Susan wondered if pinpointing the integration of services would narrow the scope under the large umbrella of increased efficiencies.
  - From a practical standpoint, what data do we have on the benefits/costs of restructuring administration, HR staff, etc? It would be helpful to provide a series of models that SD’s could compare themselves to.
  - Raising overall efficiencies would preserve resources/ the ability to increase student achievement.
  - Susan proposed that it may be beneficial to share the QEC’s primary charge with the “Big 3” again, and present a carefully worded question around the thought of how the QEM could serve them better.
    - A poll with a similar question could possibly be available at the OSBA convention hot topics table
  - Both OSBA and OEA would have opportunities to raise this question within their organizations.
  - Maryalice asked if Brian would be able to attend a superintendent’s meeting to explain the math portion of the QEM.

- For superintendents: Here's the best practice, here's the big number, and here are steps to help you get closer today...
- Next Meeting Date:
  - Thursday, November 11, 2010 – 11:00 am to 1 pm  
OSBA Convention, Marriott Downtown Waterfront in Portland (meeting will be held in Salon D)