

Transcript of August 26, 2022 Santa Barbara County Board of Education Special Meeting

[00:00:01]

Judy Frost: I call this meeting to order of the Santa Barbara County Board of Education special meeting primarily interviewing candidates to fill the position for Trustee Area 2. We will start as we do with the pledge of allegiance. Mr. Porter.

[00:00:23]

Bruce Porter: As we stand for the pledge today let's remember that what we do on school boards is almost a uniquely American experience and we're all charged with the stewardship to do that. I invite you to think about that as we salute our nation today.

[00:00:35]

Bruce Porter: I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation, under God, [NOISE] indivisible with liberty and justice for all.

[00:00:50]

Judy Frost: Thank you Mr. Porter. Now we will go to our roll call.

[00:01:00]

Anna Freedland: Mrs. Carty?

[00:01:01]

Marybeth Carty: Here.

[00:01:02]

Anna Freedland: Mrs. Daane?

[00:01:02]

Anna Freedland: Here.

[00:01:03]

Anna Freedland: Mrs. de Werd?

[00:01:05]

Michelle de Werd: Here.

[00:01:06]

Anna Freedland: Mrs. Frost?

[00:01:07]

Judy Frost: Here.

[00:01:08]

Anna Freedland: Mr. Howell?

[00:01:09]

Joe Howell: Here.

[00:01:10]

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Anna Freedland: Mr. Porter?

[00:01:11]

Bruce Porter: I'm present.

[00:01:14]

Judy Frost: All right. I don't believe there's any changes to the agenda today with the exception that our Spanish interpreter isn't here yet, so when they arrive, we will introduce them and let them do their announcement. Do we have any public comments today?

[00:01:34]

Judy Frost: Oh, sorry. I have lots of comments today, but they have to do with the meeting, so we'll cover those in a minute. Any board comments this morning? Do we have any public comments today? No. Then we're on to the action item to interview our candidate for a provisional appointment to the board of trustees, Area Number 2. I'm going to skip that [LAUGHTER] because none of them are here.

[00:02:11]

Judy Frost: If a candidate does show up before their appointment time and enter the room, I will be using some very carefully put together words to let them know that they will wait outside for their turn, that we don't want an unfair advantage of any applicant sitting in on another applicant's interview. This is of course, a public meeting and that we would ask that they respect that request.

[00:02:45]

Judy Frost: The procedure that I've thought about for today is that I will welcome the candidate and then introduce, ask the board just to say their name so that each board member, they can then have a chance to know which one is who.

[00:03:02]

Judy Frost: Then Ms. Daane will ask the questions and after each question, she will ask the board members if they have any follow-up questions, and remember, it's just a follow-up question to that question and we want to keep it concise.

[00:03:26]

Judy Frost: Then when that's finished, she'll call on board members to ask their question and we'll get the answer and then move on. The question should only be about clarification and maybe more expansive if there's something that's too limited.

[00:03:47]

Judy Frost: After the last question, Ms. Daane will ask the board if they have any other questions about that last question and also if you have any questions about the application. We'll do those at the end if we have time. I will be the timekeeper out watching the clock and see how we're doing. At the end I will thank the candidates and excuse them.

[00:04:22]

Judy Frost: I had a question about telling the candidates that we will be deliberating on Monday.

[00:04:29]

Susan Salcido: Yes.

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[00:04:30]

Judy Frost: We should announce that.

[00:04:31]

Susan Salcido: Yes. We might want to ask them if they're available for a phone call on Monday or if they'll be in the area or they'll be by their phones if they wouldn't mind picking up a call. The reason for that is that we're putting together the Board's agenda for Thursday, and need to get that out on Monday with the individual's name.

[00:04:54]

Susan Salcido: After deliberations and selection, ideally, we'll contact that individual as well as the others. But if they accept, then we'll be able to put their name on the agenda and send that out to the public and for you. It would be really helpful if they would be available on Monday to receive a call and that would be for all of the candidates.

[00:05:20]

Judy Frost: Excellent. I also wanted to fill in for some in the room who may not have seen the information about two of the candidates we're going to interview via Zoom today and that's why we're set up the way we are and what all of this is in here.

[00:05:43]

Judy Frost: Mr. Byrd is unavailable in person, but he will be Zooming in in just a couple of minutes here for his interview. Ms. Osgood is likewise going to Zoom in during her interview time. This is set here so that they can pick up my voice and Ms. Daane's voice for asking the questions.

[00:06:14]

Judy Frost: They will also be able to hear the other board members, but primary input will be from this angle. The screen is obviously for us to see them and for them to see us. We'll see, this is a real adventure.

[00:06:33]

Judy Frost: I just want to note it was an enlightenment that we all had so assumed that interviews would be in-person, we didn't put that on the application. We just said interviews would be Friday, without in-person.

[00:06:51]

Judy Frost: The requests were made and after much deliberation, we figured out this was the best way to do it. Are there any questions? Did I forget anything? We will be waiting for Mr. Byrd.

[00:07:10]

Susan Salcido: Thanks to the communications team for making all of this work together on that. Alli, who's, I think, hearing us, I think we're ready to allow Tyree Byrd into the Zoom. Thank you.

[00:07:21]

Judy Frost: Hello.

[00:07:48]

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Tyree Byrd: Can you guys hear me?

[00:07:49]

Judy Frost: Yes, we can hear you. Can you hear us?

[00:07:55]

Tyree Byrd: Perfect.

[00:07:56]

Judy Frost: Great. Welcome, Mr. Byrd. I'll start with some introductions, if I may. I want to welcome you to the interview. My name is Judy Frost and I'm the chair of the board. I'd like to start on my right and have the board members introduce themselves.

[00:08:17]

Maggi Daane: Good morning Mr. Byrd. My name is Maggi Daane.

[00:08:21]

Marybeth Carty: Hi, there. I'm Marybeth Carty.

[00:08:23]

Joe Howell: Joe Howell.

[00:08:25]

Michelle de Werd: Michelle de Werd.

[00:08:27]

Bruce Porter: Bruce Porter.

[00:08:29]

Susan Salcido: Good morning. I'm Susan Salcido, county superintendent.

[00:08:32]

Anna Freedland: Hi Tyree. This is Anna Freedland.

[00:08:36]

Judy Frost: All right.

[00:08:37]

Tyree Byrd: Good morning.

[00:08:38]

Judy Frost: Good morning. Mrs. Daane is going to go through the questions with you and after each question, board members will have a chance to do a follow-up if there's something that they would like more information on and then we'll go on from there. I think we shall begin.

[00:08:56]

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Maggi Daane: First of all, thank you for your interests. We appreciate your interest in serving in the provisional term for Trustee Area Number 2. We do have a number of set questions that each candidate will be getting, the same questions, just so you know.

[00:09:10]

Maggi Daane: Question number 1, we have reviewed your application and resume, we would like to get to know you better here in person or via Zoom. Please tell us a little bit about yourself and your interest in serving with the County Board of Education.

[00:09:31]

Tyree Byrd: Thank you. I'm currently a fourth-year student at UCSB. Education is something that was stressed to me from a very early age from my parents growing up in a parent that was a high school teacher. I feel that I can bring a unique perspective to the board as I've seen how teachers interact with administration, with my parents.

[00:10:04]

Tyree Byrd: I've also seen how sometimes the system can fail students. I grew up with a younger brother that had a learning disability and he was unable to get the equity that he would need to succeed in school. Luckily, he had great support system at home to allow him to go on to university, Tennessee State.

[00:10:39]

Tyree Byrd: Having experienced and seen all these perspectives, I feel like I can really bring this unique perspective to the board, as well as gain experience learning the administration side of the education system.

[00:11:01]

Maggi Daane: Thank you. I now defer to my fellow board members. Does anyone have a question pertinent to this question? All right. Apparently not. We're going to move to question number 2, Tyree.

[00:11:14]

Maggi Daane: Yours would be one vote on a collective board of seven. The board has one collective voice, although there may be differing ideas and opinions. How would you support board decisions publicly if you were in the minority of that board?

[00:11:36]

Tyree Byrd: I think, probably, I just need to emphasize that I firmly believe in the democratic process, and that regardless of my personal beliefs about a case or something that the board put up to a vote, I believe in the democratic process, and that any decision that the board has made via a democratic process, I just support.

[00:12:08]

Maggi Daane: Pretty good. Do any board members have follow-up questions to that answer? We're going to move to question number 3. The board members and county superintendent are elected officials and have separate responsibilities. Board members are elected by voters who reside in their respective trustee areas. The county superintendent is elected by voters county-wide. As a board member, in what ways will you work collaboratively with your fellow board members as well as with the county superintendent? [NOISE]

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[00:12:49]

Tyree Byrd: I think the best way to work with the county board members would be to have meetings with the board and really get to know each other and get to know what each other's areas of concern are. I think a big part of collaboration is being able to understand where both sides are coming from, and if we can find a common ground or even just a place where we can come to an understanding, I feel like we could really [NOISE] work together to solve issues that voters have and other constituents in the area.

[00:13:35]

Maggi Daane: Fellow board members, anyone have a question for Mr. Byrd? We're down to question number 4. County boards play an intermediate appellate role for expulsions, inter-district transfers, and charter school petitions. How do you see the relationship between the county board of education and local school board decisions?

[00:14:04]

Tyree Byrd: I support the local school boards' autonomy and their ability to make decisions. I believe that the relationship between the County Board of Education and local school boards is, the County Board Education is like the neutral third party. Like just if there is a disagreement between a party and the local school board, the County Board of Education can really be a third party, and review the facts of the case and ensure that each party's rights are respected within this respective case.

[00:14:52]

Maggi Daane: Anyone have a follow-on question to this question? Apparently not. We're now at our concluding question. Mr. Byrd, would you like to conclude with a closing statement?

[00:15:08]

Tyree Byrd: Yes, please. I would like to, first, thank the board for allowing this Zoom accommodation. I know this isn't exactly ideal. I'd also like to thank the board for its time, and also the opportunity and consideration for this very important position.

[00:15:30]

Maggi Daane: You're welcome. Now I defer to my fellow board members. Are there any follow-on questions to the applicant's application? Well, Mr. Byrd, apparently not. You've been very informative, and I want to thank you for your time. I now turn the meeting back to Mrs. Frost. [NOISE]

[00:15:55]

Judy Frost: Hello, Mr. Byrd. I want to thank you very much for your time and interest in this position, in putting in an application, and being able to accommodate a Zoom meeting this morning. Our plan is that we will interview all the candidates today, and that we will meet again on Monday morning and make our deliberations. Would you be available Monday for a phone call? Yes, you would.

[00:16:33]

Tyree Byrd: Yes.

[00:16:33]

Judy Frost: Great. I think that's everything. I think that is. I think that we have concluded the end of the interview. Thank you very much again.

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[00:16:47]

Tyree Byrd: [OVERLAPPING] Thank you.

[00:16:48]

Anna Freedland: Thank you.

[00:16:48]

Judy Frost: Bye-bye.

[00:16:49]

Tyree Byrd: Thank you so much. Bye.

[00:16:54]

Joe Howell: Matt, [OVERLAPPING] is the delay, does it depend on his connection or is it just inevitable?

[00:17:03]

Matt Evans: I'm trying to figure that out. When we did our testing yesterday, there was no delay. [LAUGHTER] But that was with Alli on her laptop in the courtyard. But I know it's not a distance issue. It could be a combination. I believe we have a break before the next Zoom candidate. I'm going to take the laptop and get signed in. Yeah, that's all I can say is we tested with the exact same thing, elements yesterday, so it could be a bandwidth issue.

[00:17:27]

Joe Howell: If you look at his image, you could not read.

[00:17:31]

Matt Evans: Yeah.

[00:17:32]

Joe Howell: Speaking, it's fine. But anyway. I know there are too many hurrldles.

[00:17:39]

Camie Barnwell: We apologize for that. That was a surprise to us as well.

[00:17:42]

Judy Frost: [LAUGHTER] Great. [OVERLAPPING] so well

[00:17:42]

FEMALE_1: It's inevitable.

[00:17:45]

Joe Howell: That's the key. [OVERLAPPING]

[00:17:49]

Camie Barnwell: That was fine. He could here you all well. That's really important too.

[00:17:53]

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Susan Salcido: At this point, he has logged off and there's nobody else online. Great. Thank you. Now, our next candidate will [OVERLAPPING] be in person.

[00:18:05]

Joe Howell: Maggi, may I make a friendly suggestion?

[00:18:08]

Maggi Daane: Absolutely.

[00:18:09]

Joe Howell: I think, I'm just hypersensitive to how they perceive things. I think it's almost a presumption that anyone can ask questions at all. But if I don't want them to think, we're not asking questions means a lack of interest [OVERLAPPING]

[00:18:27]

Maggi Daane: Lack of interest.

[00:18:29]

Joe Howell: Because it doesn't. We know that they don't know our standard is, yes, you can ask a question but we're trying to limit it only if we have a real inquiry. Not to foreclose anyone asking a question, but if you can state it in a way that is almost a presumption that we're not going to ask. Does that make sense? I was thinking, from his perspective, and others may have a different view, and I maybe just overanalyzing it, but I don't want them to think our lack of questions indicates a lack of interest.

[00:19:05]

Maggi Daane: I totally understand what you're saying to me.

[00:19:08]

Joe Howell: I don't know how this [OVERLAPPING] [LAUGHTER]

[00:19:09]

Maggi Daane: Yeah, give me the the words. [LAUGHTER] [OVERLAPPING] Script me.

[00:19:16]

Joe Howell: You said something like, I guess not.

[00:19:19]

Susan Salcido: Apparently not.

[00:19:20]

Maggi Daane: Okay.

[00:19:20]

Joe Howell: Yeah, apparently not.

[00:19:21]

Maggi Daane: Apparently not.

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[00:19:22]

Joe Howell: I think it is, I'll go to question 2 unless any of my fellow board members have a follow-up question.

[00:19:27]

Maggi Daane: Perfect.

[00:19:27]

Joe Howell: That will do it. You did a great job. I'm not being critical.

[00:19:34]

Maggi Daane: No, I understand.

[00:19:35]

Joe Howell: I'm just trying to [OVERLAPPING]

[00:19:37]

Maggi Daane: You're trying to be sensitive to the applicant, and I totally get it.

[00:19:40]

Joe Howell: Thank you.

[00:19:41]

Maggi Daane: Well received. Thank you.

[00:19:44]

Bruce Porter: Who's going to make the call on Monday to those who are not selected? That's you?
[BACKGROUND] Are you also calling the person who is selected?

[00:19:50]

Susan Salcido: As long as that's fine with the board.

[00:19:52]

Judy Frost: Yes, absolutely.

[00:19:53]

Maggi Daane: As it should be.

[00:19:54]

Judy Frost: Yeah. Don't leave them hanging. Might be a little challenging with Ms. Osgood. She'll be traveling Monday.

[00:20:01]

Susan Salcido: True.

[00:20:03]

Maggi Daane: Where she going? Someplace fun?

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[00:20:04]

Judy Frost: No, she's already there. That's why she's going to Zoom in today.

[00:20:07]

Maggi Daane: Where is she?

[00:20:09]

Susan Salcido: She is in the East Coast. I believe she is in Maine.

[00:20:13]

Marybeth Carty: Were they given the dates for the interview?

[00:20:14]

Judy Frost: [OVERLAPPING] [inaudible 00:20:18] . Great.

[00:20:18]

Marybeth Carty: They were given the dates, but not just in [OVERLAPPING]

[00:20:19]

Judy Frost: They were given the dates, but what we discussed was interviews of candidates will be on the 26th, alternate date if needed, the 29th. Tyree assumed that meant it was up to him to make the choice.

[00:20:36]

Marybeth Carty: I see.

[00:20:37]

Judy Frost: Ms. Osgood assumed it was Zoom.

[00:20:42]

Bruce Porter: Because everything's in Zoom.

[00:20:43]

Judy Frost: Because we all knew what we meant. [LAUGHTER] We've learned that we need to spell everything out. I thought we were doing such a great job.

[00:20:55]

Bruce Porter: Tyree's in summer break, so he probably didn't have lot of reasons to hang around.

[00:20:59]

Judy Frost: No, he's here. He had a medical issue this morning.

[00:21:05]

Nadra Ehrman: Morning. Hello, everyone.

[00:21:07]

Judy Frost: Welcome. I'm Judy Frost. [NOISE]

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[00:21:09]

Nadra Ehrman: Hi, Judy.

[00:21:10]

Judy Frost: I'm the chairman this morning. I'd like the board to introduce themselves.

[00:21:15]

Maggi Daane: Good morning. I'm Maggi Daane.

[00:21:16]

Nadra Ehrman: Hi, Maggi.

[00:21:18]

Marybeth Carty: Good morning. I'm Marybeth Carty.

[00:21:20]

Nadra Ehrman: Hi, Marybeth.

[00:21:21]

Joe Howell: Good morning. Joe Howell. [NOISE]

[00:21:23]

Nadra Ehrman: Hi, Joe.

[00:21:23]

Michelle de Werd: Hello. Michelle de Werd.

[00:21:25]

Nadra Ehrman: Hi, Michelle.

[00:21:26]

Bruce Porter: I'm Bruce Porter.

[00:21:27]

Nadra Ehrman: Hi, Bruce.

[00:21:28]

Susan Salcido: Dr. Susan Salcido, County Superintendent.

[00:21:30]

Nadra Ehrman: Hi, Susan.

[00:21:31]

Anna Freedland: Hi, Nadre. Anna.

[00:21:32]

Nadra Ehrman: Hi, Anna. Good to see you. Nice to meet you all. [NOISE]

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[00:21:41]

Judy Frost: I'm going to let Mrs. Daane ask the questions this morning, and after each question of board then she will facilitate if any board members have any questions or not, they may not, [NOISE] but if they do. I'll be the timekeeper. There we go.

[00:21:59]

Nadra Ehrman: We won't go over. [LAUGHTER]

[00:22:03]

Judy Frost: No, so we won't go over.

[00:22:03]

Nadra Ehrman: That's very important role. Go ahead. Thank you, Judy.

[00:22:06]

Judy Frost: Mrs. Daane.

[00:22:08]

Maggi Daane: First of all, thank you for your interest in serving and we welcome you.

[00:22:13]

Nadra Ehrman: Thank you.

[00:22:13]

Maggi Daane: I would like to preface that at the conclusion of your answer to each question, I will defer to the board members if they have any follow-on request. Their lack of questions is not indicative of a lack of interest. Just so you know, [OVERLAPPING] it's more in the interest of time.

[00:22:32]

Nadra Ehrman: Got it. Understood.

[00:22:33]

Maggi Daane: With that having been said, we're going to start with question number 1. We have reviewed your application and resume, we'd like to get to know you better in-person. Please tell us a little bit about yourself and your interests in serving on the County Board of Education.

[00:22:48]

Nadra Ehrman: Definitely. Well, I know that that question is...I always wonder exactly how much you want. But we have Judy as the timekeeper, so we'll stay on task. I'm originally from San Diego. I moved to Santa Barbara in 2008. In San Diego, I worked in non-profits with transitional age youth. In that role, I really got to learn a lot about the needs of transitional age youth, youth that were coming in the foster system, coming out of the foster system, youth dealing with generational trauma, underserved community. I really was able to learn a lot about the needs of the youth in those communities, and I served in the role as a case manager. Really got to work with them in housing, and that was really rewarding role. When I moved to Santa Barbara, I transitioned into multifamily, using that experience with housing, but for a larger community.

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[00:24:05]

Nadra Ehrman: I worked with the Towbes Group. I've been the Towbes Group in the residential department for many years. In that role, and in coming to Santa Barbara, I really was able to explore passion for the environment and community involvement in advocacy. I've been on the Katherine Harvey Fellows with Leading from Within. I served on the cohort from 2015 through '16. I was on the Green Business Steering Committee, and have done a lot of initiatives within the Towbes Group, recently promoted to the sustainability director within the organization, and the Board of the Community Environmental Council. Before that was in the Partnership Council, and I've been serving on the board since 2018.

[00:25:06]

Nadra Ehrman: In addition to that, I'm a proud mother of 16-year-old that goes to Dos Pueblos, and I could talk about her [LAUGHTER] for the majority of our interview. In this community, and as a mother, I've been able to really understand the importance of quality, equitable, inclusive education that's able to adapt to the needs of the community. I couldn't be happier with the education that she's been able to receive, the community that we've been able to build. I really appreciate that experience, and so I'm coming to this board in service of that. It's like when you receive a gift, you want to be able to give that gift back. This is a way that I can give back that gift that I received and my daughter has received in this community.

[00:26:10]

Nadra Ehrman: In my spare time, I enjoy the arts. I received my MBA in fine arts in UC Santa Cruz. Education is really important to me, and so I actually went back to school at the age of 40 to get my master's. I went to USC, and I actually commuted from Santa Barbara to USC, because I really wanted to do this program, it's a master's program in social entrepreneurship, and looking at businesses that look at the triple bottom line. An MBA, but more inclusive of the environmental and social needs that a business looks at in their overall community and their impacts in the world.

[00:26:56]

Nadra Ehrman: I feel like I'm a very well-rounded person. I don't know how much the time I have, or how much more you want to know about me. [LAUGHTER]

[00:27:09]

FEMALE_1: You're doing well.

[00:27:09]

Nadra Ehrman: I think that's a good indication. Like to spend time with family and friends.

[00:27:16]

Maggi Daane: Great. Thank you so much.

[00:27:17]

Nadra Ehrman: Yeah.

[00:27:18]

Maggi Daane: I want to verify how we pronounce your first name. Is it Nadra?

[00:27:22]

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Nadra Ehrman: It's Nadra.

[00:27:23]

Maggi Daane: Nadra.

[00:27:23]

Nadra Ehrman: I think of nod your head, and then Nadra. Someone told me that and I'm like, that is perfect. It's easy to remember. Nadra.

[00:27:30]

Maggi Daane: Great. Thank you. Are there any questions from the board? We're going to move on to question number 2. Yours would be one vote on a collective board of seven. The board has one collective voice, although there may be differing ideas and opinions. How would you support board decisions publicly if you were in the minority of that vote?

[00:27:54]

Nadra Ehrman: That's a very good question. I think a lot of my experience, both in organizations that I've worked with in the community and in my professional life, I've had those experience where you have a collective decision that needs to be made, and if I'm on the minority of that boat, I understand that maybe this is not my personal decision, but I support wholeheartedly the collective, and maybe I may not have that insight or maybe there's pieces of the puzzle that I may not have at that particular time. Just to understand that this is a collective effort, and I am part of that collective and I'm always going to support that collaborative. Just the success of the group.

[00:28:54]

Nadra Ehrman: One...I forgot to mention, I'm also on the State Street Advisory Committee. We have values that we adhere to as a group, and one of the values that I really wanted to make sure that we included was a collaborative spirit. Knowing that, when you have a group that has a lot of different backgrounds, varying interests, you're not always going to agree. I believe and I highly enjoy diversity of thought. Because if everyone is thinking the same, wants the same decision, you miss a lot. There's a lot of ways to be blindsided in that approach. In short, I would support it, and have a positive and solution-based approach to anything that we come up against, and then in the public, I would definitely make sure that I am adhering to that collaborative spirit of the overall group.

[00:30:09]

Maggi Daane: Thank you. Are there any questions from the board? We'll move on to question number 3.

[00:30:15]

Joe Howell: I would love to ask a question.

[00:30:17]

Maggi Daane: Oh, I'm sorry. Mr. Howell.

[00:30:19]

Joe Howell: It's just a kind of somewhat facetious, but knowing a little about the State Street Advisory Committee, I would love to be a fly on the wall. I just can't imagine the diversity of interests and thoughts, and hang in there. It's all I can say.

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[00:30:34]

Nadra Ehrman: [LAUGHTER] Thank you.

[00:30:40]

Maggi Daane: That's peaks my interest.

[00:30:43]

Joe Howell: It's State Street. Everyone has [OVERLAPPING]

[00:30:45]

Maggi Daane: I know. I was born and raised [inaudible 00:30:47] [OVERLAPPING]. Question number 3. The board members and county superintendent are elected officials and have separate responsibilities. Board members are elected by voters who reside in their respective trustee areas. The county superintendent is elected by voters county-wide. As a board member, in what ways will you work collaboratively with your fellow board members, as well as with the county superintendent?

[00:31:16]

Nadra Ehrman: Again, that's a great question. I really believe that a lot of my experience with the different organizations that I've worked with in the past, and are currently working with, will help me in that respect. Definitely, I like to have discussions about certain decisions that are going to be made and looking at all the different potential outcomes of particular decision, looking at the opportunity cost of each decision that is to be made, and looking at the best interest of the community and the stakeholders involved.

[00:31:59]

Nadra Ehrman: Also, I try to be a compassionate person, so really having that human element. I like to think that when I move through the world, both in my professional and personal life, I use both my heart and my mind. I think that sometimes decisions can be very cerebral, and so it is very important to have that human element. I definitely feel that I would like to infuse that as much as possible with my experience and my point of view, and again, adhering to that collaborative spirit of making sure everyone feels their voices are heard and understood, even if decisions don't go a certain way, that a certain person or myself intends.

[00:33:01]

Maggi Daane: Great. Thank you.

[00:33:02]

Nadra Ehrman: You're welcome.

[00:33:03]

Maggi Daane: I like your analogy of using your heart and mind. I like that.

[00:33:05]

Nadra Ehrman: Thank you.

[00:33:07]

Maggi Daane: Are there any questions?

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[00:33:11]

Maggi Daane: Nadra, we're moving on to the fourth question which is, county boards play an intermediate appellate role for expulsions, inter-district transfers, and charter school petitions. How do you see the relationship between the county board of education and local school board decisions?

[00:33:30]

Nadra Ehrman: The way I look at that intersection is, there are varying differences. Understanding that there are those differences, but understand where there are places and spaces for us to collaborate with the overall good of the community's youth in mind. While the district has their very set and specific responsibilities, and the county has their set specific responsibilities, there is overlap in different organizational processes and also different organizations that can provide services across the board. Looking at how to build those networks, where we can build those collaborations, looking at resources for, and I don't know how involved we want to go in the weeds, but organizations that work with ed training, in addition to set coursework, looking at social programs that can intersect in the county and district.

[00:34:50]

Nadra Ehrman: I'm an advocate of the environment, so how can we infuse environmental programs both in county and where can we intersect that with the district? Just making sure that there is communication, because sometimes I tend to over-communicate, as you guys may [LAUGHTER] have picked up, in my answers. But sometimes I do that because I feel that sometimes that's needed. Organizations and people can sometimes make assumptions that, oh, well, I feel this, or all this is happening, so everyone understands. That is not always the case. Making sure that those lines of communication, where there are those intersections, are open, and to make sure that there are no things that slipped through the cracks or miscommunications, or can be resolved or eliminated if possible.

[00:35:51]

Maggi Daane: Are there any follow-on questions? Yes, Mrs. de Werd.

[00:35:56]

Michelle de Werd: Hi. The question was regarding the appellate role of our board and how the relationship with the board of education and local school board decisions in terms of inter-district transfers and charter school petitions.

[00:36:08]

Nadra Ehrman: Okay.

[00:36:10]

Michelle de Werd: How do you see that relationship between the county board of education and the district?

[00:36:18]

Nadra Ehrman: From my understanding in terms of the appellate role that we have, dealing with transfers, different things in that manner, we would have those decisions come to us and then we would have to decide whether we would allow for certain transfers where there'll be decisions that we would have and certain disciplinary actions. That would be our decision to make, and then we would have that

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communication with the district in terms of why we are making that decision and how we come to that decision.

[00:37:00]

Nadra Ehrman: I'm not sure if that answers the question or if I'm missing something in that relationship, but that's my understanding is that we would make that decision and then we would communicate that with the district. We would have the communication with the district in terms of any information that we need in order to make a very comprehensive and valid decision, and then we would communicate that thoroughly with the district.

[00:37:36]

Maggi Daane: There is a process in place, and so we are the next step in appealing a decision by the local school boards. That in and of itself is the role that we would play as county board member, and then we would make a collective decision to either agree with the school board or to disagree.

[00:37:59]

Nadra Ehrman: I do understand that role. I understand that if the district is not able to make that decision, then it comes to us. We collect that information from the district, we make our decision, and then we communicate that with them. Just again, making sure that we have those open lines of communication, to make sure that we have all the information that we need to make an educated decision and to make that decision that's going to be the best for the stakeholders involved, and then to make sure that we communicate the reasons that we make the decision to the district to the best of our ability.

[00:38:37]

Maggi Daane: Thank you. Our final question to you would be, do you have a concluding statement that you would like to share with us?

[00:38:47]

Judy Frost: I'll let you know, you have five minutes. [LAUGHTER]

[00:38:49]

Nadra Ehrman: Oh, wow. I did good. [LAUGHTER] [OVERLAPPING]

[00:38:53]

Judy Frost: However, we do want to leave time in case the board has any follow-up questions.

[00:39:01]

Nadra Ehrman: Got it. I'll put that all into my decision and what I'm going to say. Honestly, when I thought about my closing statement, I wasn't sure what I wanted to say because I knew that we were going to have these questions in this dialogue, and I didn't want to repeat certain things that I said in the beginning or answers. Honestly, when I was thinking about this I thought about my story about my grandmother and my father's mother. My father's mother, she had seven children. The reason why I thought about her is because that is where the importance of education, for me, she planted that seed in me and my family.

[00:39:53]

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Nadra Ehrman: She always stressed the importance of education. This was in the '30s and the '40s. As a black woman she was able to become a nurse, in Detroit, Michigan, which was huge. She was single mother, she raised seven children on her own, and unfortunately, she was in an abusive relationship, and because of all of the factors with that relationship, the social climate of Detroit at that time, and she decided, I'm going to pick up and I'm going to move to California, because at that time, there were so many educational reforms that were happening, and she knew that if she went to California, her children would be able to get a good education and be able to have a chance to get into higher education. I think of her because, I'm sorry, I didn't think I was going to get emotional. Sorry about that.

[00:40:55]

Maggi Daane: It's okay.

[00:40:55]

Nadra Ehrman: But my father was able to go to college, a lot of my aunts were able to go to college, I was able to go to college, a lot of my cousins, and just instilling that importance of education was so important and such a basis of who I am today. I thought that I would [OVERLAPPING] remember that, and I'm so sorry, [LAUGHTER] I did not expect to get emotional.

[00:41:19]

Maggi Daane: No, you're going to make me cry. It's okay. [LAUGHTER]

[00:41:21]

Nadra Ehrman: Sorry, guys. That's not professional at all.

[00:41:23]

Maggi Daane: It's all right. [LAUGHTER]

[00:41:27]

Nadra Ehrman: Sorry.

[00:41:27]

Maggi Daane: Thank you for sharing that.

[00:41:28]

Nadra Ehrman: Thank you.

[00:41:30]

Maggi Daane: We do have a few minutes. Does any board member have any follow-up questions pertinent to Nadra's application?

[00:41:44]

Maggi Daane: Well, we thank you so much for your time and for sharing everything that you've shared with us today.

[00:41:49]

Nadra Ehrman: Thank you. [LAUGHTER]

[00:41:51]

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Maggi Daane: Because [OVERLAPPING] it's important, and I think emotion is great.

[00:41:56]

Nadra Ehrman: Thank you.

[00:41:56]

Maggi Daane: When I joined this board, I used to tell Bill Cirone I didn't know I would cry so much because there's so many great stories that come to these meetings. Thank you for your time [OVERLAPPING]

[00:42:07]

Nadra Ehrman: I'm a crier, [LAUGHTER] as you can see. Again, I didn't mean to do that. Sorry, it's completely unexpected.

[00:42:14]

Maggi Daane: It's all right. [OVERLAPPING] [LAUGHTER]

[00:42:16]

Judy Frost: Add in one more story to our repertoire.

[00:42:19]

Maggi Daane: Yeah, that was great.

[00:42:22]

Judy Frost: Our plan is that we will come back on Monday and deliberate. We're interviewing all the candidates today, and we'll come back Monday and deliberate, and then Dr. Salcido will make a call on Monday to all the candidates and let them know the results. Are you available by phone on Monday?

[00:42:42]

Nadra Ehrman: I will be, yes. Definitely.

[00:42:43]

Judy Frost: Then I guess, that's it for now.

[00:42:51]

Maggi Daane: With three minutes to spare.

[00:42:52]

Nadra Ehrman: Oh, wow. [LAUGHTER] [OVERLAPPING] Well, thank you. Thank you, guys, very much.

[00:42:56]

Maggi Daane: Thank you, Nadra.

[00:42:57]

Nadra Ehrman: Have a wonderful day, everyone.

[00:42:58]

Maggi Daane: It was great meeting you.

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[00:42:58]

Nadra Ehrman: Thank you, [inaudible 00:42:58] . [OVERLAPPING]

[00:42:58]

Maggi Daane: Good morning. [BACKGROUND]

[00:42:58]

Judy Frost: Good morning, Mr. Niehaus. Very nice of you to come and see us today. Thank you for your interest in this position and your application. I'm Judy Frost, and I'm the chair, and I'd like the board to introduce themselves, please.

[00:43:19]

Maggi Daane: I'm Maggi Daane.

[00:43:21]

Marybeth Carty: Hi there. I'm Marybeth Carty.

[00:43:23]

Joe Howell: Joe Howell.

[00:43:24]

Michelle de Werd: Good morning. Michelle de Werd.

[00:43:26]

Bruce Porter: Bruce Porter.

[00:43:28]

Susan Salcido: Good morning. Susan Salcido, County Superintendent. And Anna Freedland.

[00:43:34]

Anna Freedland: Anna Freedland, Executive Assistant.

[00:43:34]

Robert Niehaus: Thank you.

[00:43:37]

Judy Frost: Excellent. Mrs. Daane is going to go over the questions with you and give you a chance to respond. I would be the timekeeper. I will let you know how we're doing on time. Then after each question, Mrs. Daane is going to ask if the board has any follow-up questions that they want to ask or not.

[00:43:57]

Robert Niehaus: Sure. I'll try to keep my comments brief, so that we stay on time.

[00:43:59]

Maggi Daane: She's a timekeeper.

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[00:44:00]

Judy Frost: Yeah, I'll let you know.

[00:44:02]

Robert Niehaus: Or try to stay ahead of the timekeeper.

[00:44:05]

Maggi Daane: Well, I want to be sure we pronounce your last name correctly. Is it Niehaus?

[00:44:09]

Robert Niehaus: Niehaus. Nie and a haus.

[00:44:10]

Maggi Daane: Okay, great. Well, welcome, Dr. Niehaus.

[00:44:12]

Robert Niehaus: Thank you.

[00:44:12]

Maggi Daane: We're thrilled that you have an interest in participating and serving on the board.

[00:44:16]

Robert Niehaus: The doctor is purely optional. [LAUGHTER] I go by Bob, Mr. Niehaus.

[00:44:21]

Maggi Daane: I just wanted to honor that. That's something you've earned, and so you earn that title.

[00:44:24]

Robert Niehaus: Thank you.

[00:44:24]

Maggi Daane: Just before we start the questions, I would like to share with you that in the interest of time, I will be asking my fellow board members if they have any follow-on questions. However, that's only for clarity. The lack of follow-up questions does not indicate a lack of interest. I just want you to be assured of that. We're going to start with question number 1. We have reviewed your application and resume and would like to get to know you more here in person. Please tell us a little bit about yourself and your interests in serving on the County Board of Education.

[00:45:02]

Robert Niehaus: Thank you, and I'd like to start by saying that I know Peter McDougall just a little bit, and I understand him to be a person of great accomplishment and high character. You have some big shoes to fill, and I'm just, consider it a privilege that you would invite me here as a candidate to fill those shoes. I am a husband, a father, a grandfather. I grew up in small towns, farm communities in Illinois, Missouri, where my dad was a pastor. I went to college in Ohio and graduate school in economics, University of Maryland. I got my first job as an economist when I was a new graduate from college in 1972. I accepted a job here in Santa Barbara in 1979 right after I finished the doctorate work.

[00:45:55]

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Robert Niehaus: The company that I worked for at that time moved us out with me and my family, and we started our company in 1983. We do economic and market research consulting, primarily for government agencies in water, housing, and various environmental issues. A little bit of education, but mostly other things. I've been an active community volunteer for as long as I can remember. Coaching youth sports, scout leader, teaching Sunday school, serving on local government and non-profit boards. It's something that's in my resume there, which you're welcome to look at. I believe that I can contribute to the board. I have a good temperament for this. I have skills which are useful. In terms of business and organizational skills, I got a passion for helping children learn, and I'm particularly interested in helping children who are lagging behind the achievement of some of their peers.

[00:46:58]

Robert Niehaus: I've had some wonderful experiences as a volunteer since 2019. A resource volunteer in the schools, a reading mentor at Franklin School. I love to serve as a resource person, I'd go into the fifth and sixth grades and also junior high school and do presentations on the American founding, on 9/11 because I was at the World Trade Center on 9/11 with my wife the day that the terrorists attacked. I have a personal story that I can tell and that's very powerful to the students. I love to do that part. I just accepted my first engagement for the new school year at Hope School with their combined sixth grades, that'll be happening two days after Labor Day.

[00:47:48]

Maggi Daane: Thank you. Are there any follow-up questions? Then we're going to move on to question number 2. Yours would be one vote on collective board of seven. The board is one collective voice, although there may be differing ideas and opinions. How would you support board decisions publicly if you were in the minority of that vote?

[00:48:17]

Robert Niehaus: Crucial question. This is the essence of democratic, republican government, isn't it? The people vote, their representatives cast votes on particular issues, and then the majority prevails by and large. Nobody is happy with the outcome all the time. Recall the, Churchill's famous comment to the House of Commons in 1947. "Democracy is absolutely the worst form of government ever devised, except for all the other ones that have been tried." [LAUGHTER] I think we have to remember three things. First, we emphasize our common objectives. There's not a person here, not a person on the board, not a person who works for Susan, who is not interested in providing an excellent education to every single student in the county.

[00:49:09]

Robert Niehaus: The second thing we need to emphasize is our commitment to the common process. The scope of responsibility is laid out through California law and regulations, this board has been around a long time. Precedents have been established on many things. I don't understand them, I only spend enough time on your website to get a general sense of responsibilities. But those precedents are worth adhering to, worth respecting. Then every single person on the board, if you correct me if I'm wrong, takes the same oath to uphold the Constitution of the State of California and the United States.

[00:49:52]

Robert Niehaus: The third thing I think, deals with the issues of controversy, and there I think the important thing is to keep the focus on the board. I promise that I would give my fellow board members a ready ear and an open mind, and ask them to do the same. When I'm providing an argument for my views, I'll try to be concise and clear. I would listen to my constituents, evaluate their concerns, and then

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depending on the circumstances, act within the responsibility of the board. With the absence specific questions, that's the best I could tell you.

[00:50:37]

Maggi Daane: Thank you. Do any of my colleagues have any questions?

[00:50:41]

Michelle de Werd: Can you raise your voice just a little bit?

[00:50:44]

Robert Niehaus: Sure.

[00:50:46]

Maggi Daane: Good request. [LAUGHTER] I'm right here and I'm struggling. [LAUGHTER]

[00:50:49]

Robert Niehaus: I'm sorry.

[00:50:52]

Joe Howell: I'm looking your resume. One of the things I'm curious about, and it relates to the last question as much as any question we got. The Housing Authority of Santa Barbara, how does that work? What is its purview, and how does the board operate?

[00:51:16]

Robert Niehaus: There's a commission which is responsible for the Housing Authority and the commission members are appointed by the city council. I currently live in Hope Ranch, but until about 18 months ago I lived in the city of Santa Barbara. Any resident of the city of Santa Barbara can apply to serve on board. I was appointed by the city council to be a commissioner, and I held that office. Similar to this, I finished out one partial term and then served another four-year term on that board. Those were appointed positions. Then the very effective staff, the Housing Authority, operates and provides the professional structure, and the board makes decisions with regard to policy and final approval of budgets.

[00:52:04]

Robert Niehaus: There's a great deal of federal funding which comes into the housing authorities across America. We would assure that we were following all the audits and policy directives that come out of Washington, as well as the requirements of state of California and the city of Santa Barbara because these were often joint projects to fund different affordable housing initiatives.

[00:52:28]

Joe Howell: Great. Thank you.

[00:52:31]

Robert Niehaus: The final year I was the president of that board.

[00:52:35]

Maggi Daane: Any other questions? We'll move on to question number 3. The board members and county and superintendent for elected officials and have separate responsibilities. Board members are

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elected by voters who reside in their respective trustee areas. The county and superintendent, on the other hand, is elected by voters county-wide. As a board member, in what ways will you work collaboratively with your fellow board members as well as with the county superintendent?

[00:53:04]

Robert Niehaus: Well, I've always been a part of a team. I was one of six children growing up, and I saw firsthand, up-close and personal, how well teamwork worked and how disastrous things could become when it didn't work. I was always on a sports team of some kind. My gifts were more for enthusiasm than for talent, [LAUGHTER] in terms of athletics. I've never done any work which wasn't teamwork. Our business operates on project teams, all of our clients, and our government agencies assign teams to work with us and support us as we're doing various contracts. All the volunteer efforts I've ever been done have been team efforts.

[00:53:50]

Robert Niehaus: I understand teamwork, I understand collaboration and cooperation. There are lots of historical examples we can draw. One of my favorites is Henry Clay, the Whigs statesman from Kentucky, who was the political role model and mentor for Abraham Lincoln. He perfected the arts of persuasion and compromise. He was the principal author, when he was in the House, of the Missouri Compromise of 1820. Principal author, when he was in the Senate, of the California Compromise of 1850. He never really deviated from an adherence to the Constitution, and a reliance on the ability of people to reach a collaborative.

[00:54:34]

Robert Niehaus: Remember, he had to mediate between Daniel Webster and John C. Calhoun. To pull people together was his mission, and that's what he did. I think history is kind to him. As a board, and in relationship to the superintendent, we had no choice. Really it's our honor to seek to persuade each other. Then remember that what's in the minority one year might be in the majority the next year. What's a split vote one month might be a unanimous vote the following month.

[00:55:17]

Robert Niehaus: One of the most important examples of this in American education is the fact that the arguments that prevailed in Brown versus Board of Education in 1954 were the arguments offered in dissent in Plessy versus Ferguson in 1896. That finding in 1896 was that separate but equal was a constitutional way to educate children. The finding in 1954 was just the opposite. That's a long timescale, 60 years. But it does illustrate a very important principle.

[00:55:53]

Maggi Daane: Thank you. Are there any questions? Mrs. de Werd.

[00:55:59]

Michelle de Werd: Can you elaborate a little bit more on the question about the relation between our district and our role as a county board member in terms of inter-district transfers and charter appeals, and [OVERLAPPING]

[00:56:13]

Maggi Daane: We haven't gotten to that question yet.

[00:56:13]

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Michelle de Werd: Oh, that wasn't that question.

[00:56:16]

Robert Niehaus: There's another.

[00:56:18]

Michelle de Werd: Sorry.

[00:56:19]

Maggi Daane: It's all right Mrs. de Werd. [LAUGHTER]

[00:56:20]

Michelle de Werd: So sorry.

[00:56:22]

Maggi Daane: No, it's all right. Did you have a question for item number 3?

[00:56:26]

Michelle de Werd: Number 3. [inaudible 00:56:29] . Sorry about that.

[00:56:34]

Maggi Daane: That's all right.

[00:56:36]

Michelle de Werd: No, thank you.

[00:56:36]

Maggi Daane: We're going to move to question number 4. County boards play an intermediate appellate role for expulsions, inter-district transfers, and charter school petitions. How do you see the relationship between the County Board of Education and local school districts?

[00:56:52]

Robert Niehaus: Well, we're in the middle. This county board is in the middle. There's a lot that happens in Sacramento in terms of budgets, in terms of policies, in terms of curriculum, that gets passed to us. Much of that gets passed with various provisos and qualifications to the local school districts who are then immediately responsible for educating children. They are the people to whom parents go when they're upset about an aspect of the curriculum or the way an issue is being treated or virtually anything else. Our responsibility at this board is circumscribed. Much of it comes to appeals.

[00:57:41]

Robert Niehaus: On any appeal, precedent is vital. What we're after is fairness and justice, and justice requires that people in equal circumstances be treated equally. That means it comes down to the facts. What are the circumstances? As part of this board, I would rely on the superintendent's and staff and the information that they compile and bring forward as to how a particular appeal relates to precedent. We would then do our best as a board to adjudicate those appeals and make the best decision that we can based on the facts of the case, and of course, that's going to vary from one individual circumstance to another.

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[00:58:33]

Maggi Daane: Very good. Are there any questions? Mrs. de Werd?

[00:58:40]

Michelle de Werd: He answered the question. [OVERLAPPING]

[00:58:40]

Maggi Daane: He answered the question.

[00:58:41]

Robert Niehaus: I do have one other point on that. I think there are some things that on which this board can take initiative. I may be wrong because I don't have the experience to judge this very well. But for example, in setting policies or providing limited budgets to facilitate volunteers like me, there may be something that can be done. For example, I had to pay \$62 for the privilege of having a background check done on based after my fingerprints were taken so that I could go and help as a reading mentor in the kindergarten at Franklin School. That, I believe, is a very effective program. Casie Kilgore there took that school from being well behind state medians to significantly above in about a four or five-year period. I can't take any credit for that. I came in at the very end. That was already done by the time I got there. But there may be someone else for whom the \$62 would have deterred that person from being a good volunteer. Or it's possible that it would be even more effective if there was someone who could coordinate volunteers, organize resources, and make that service available to local districts. That could happen at the county level, could happen at the local board level. There may be some things on which initiative could be taken here.

[01:00:04]

Marybeth Carty: I just have to put in a plug for Partners in Education. [LAUGHTER] A program under the education office. I'm a board member. They actually do have a clearing house for volunteers, a database that does that work, so...

[01:00:20]

Robert Niehaus: Well, I need to know more about that, because I'd love to do more than I do in terms of going into schools.

[01:00:26]

Joe Howell: I can't help but join the plug [LAUGHTER] . But the points you made are so good that if there's a hurdle, a lot of people are interested, but I don't have time to get a fingerprint, this or that. Partners does an effective job of that, but they also match school needs with volunteers. Some people love to read to kids, but their expertise is something else, they don't want to do that, they want to read to kids. It's matching the interest of the volunteer with the need of the school.

[01:01:05]

Robert Niehaus: I'm just sorry I didn't know about that two or three years ago.

[01:01:10]

Maggi Daane: A connection has been made here. Are there any other questions or comments? We're at our concluding question and that is if you would have a concluding statement to share with us.

[01:01:25]

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Judy Frost: You have about three minutes.

[01:01:28]

Robert Niehaus: Good. I can do it. [LAUGHTER] I think that history is people like Henry Clay who devote themselves to operating within our constitutional system of government to accomplish the best that they can. He died a few years too early to avoid the Civil War. But history has just generally been very kind. I think what I like to do when I start my presentations to sixth graders is to recount the story of Benjamin Franklin leaving the Constitutional Convention in September 1787. A woman of his acquaintance in the crowd called it out, well, Dr. Franklin, what kind of government have you given us? He said, well, that's a republic, madam, if you can keep it. And his point was well taken. It takes work to keep a republic because people have to govern themselves. The people will only do that if they love their country enough to put the effort into it. How do you come to love a country? Well, you have to understand it and you have to know what it stands for, where it came from. In essence, if this republic doesn't live in the hearts of the people, it doesn't live anywhere. It doesn't matter what's under glass back in the National Archives. It doesn't matter, it's just words on paper, old paper, and it's easy to say, it doesn't matter anymore. I see our public schools as vital, both in nourishing our children and in nourishing our republic. They can flourish or they can both wither and fade, and eventually die, and that's up to us.

[01:03:13]

Robert Niehaus: We have to ask ourselves, "Will history be as kind to us as it has been to people like Henry Clay or Abraham Lincoln?" The best measure we can offer has to do with the children who are in our schools right now. Will those children care enough to keep the republic for the generations that follow them? We have to have a 50 year time horizon and when I go in I ask the children, I say, well, "How old do you think I am?" I'll get some number. I say, well, how old are you? They say well, we're 10. I say, well, I'd like you to fast forward 20 years. Who's going to be keeping the republic in 20 years? Will it be me? Probably not. Will it be your teachers? Maybe not. Well, who's left? They look at each other. That's how history will judge us, so I love being a part of that.

[01:04:11]

Maggi Daane: You're planting good seeds. We do allow for the board members to do any follow-up questions pertinent to your application. I'm going to open that up to the board now if they have any questions? Alright. It's not due to lack of interests to be sure that. Well, thank you for your time.

[01:04:39]

Judy Frost: To fill you in on the process from here, we interview all applicants today and on Monday we will meet again to deliberate and make our decision. Dr. Salcido will place a call to all candidates on Monday. Are you available by Phone on Monday?

[01:04:56]

Robert Niehaus: Yes. I think my cell phone number is on the application.

[01:05:03]

Judy Frost: Then I think we are ready to adjourn. Thank you so much. It was a pleasure meeting you.

[01:05:08]

Bruce Porter: Thank you.

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[01:05:08]

Robert Niehaus: Thank you.

[01:05:10]

Maggi Daane: I'd be interested in hearing your story about 9/11.

[01:05:13]

Robert Niehaus: It's actually on YouTube.

[01:05:15]

Maggi Daane: Is it?

[01:05:16]

Robert Niehaus: The Young Americans Foundation did interview of my wife and me up at the Reagan ranch a year or two ago and it's on there, but I can give you that.

[01:05:24]

Maggi Daane: That'd be great.

[01:05:25]

Robert Niehaus: I'll pass to Susan the information.

[01:05:27]

Maggi Daane: Okay, great. Thank you.

[01:05:29]

Susan Salcido: That will be great. Thank you. I'll walk you out.

[01:05:31]

Mary Osgood: Hello?

[01:05:31]

Judy Frost: Hello.

[01:05:31]

Judy Frost: Can you hear me?

[01:05:34]

Mary Osgood: Yes. Can you hear me?

[01:05:40]

Judy Frost: Yes, we can. Hello, Mrs. Osgood, How are you today?

[01:05:47]

Mary Osgood: I'm good. Thank you so much for accommodating me.

[01:05:52]

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Judy Frost: I'm Judy Frost, I'm the chairman of the board and I'm going to go through the process here for a minute. First of all, I'm going to ask our board members to introduce themselves so we'll go around the room.

[01:06:04]

Maggi Daane: Hi, welcome. I'm Maggie Daane.

[01:06:07]

Marybeth Carty: I'm Marybeth Carty.

[01:06:08]

Joe Howell: Joe Howell.

[01:06:10]

Michelle de Werd: Hello. Michelle de Werd.

[01:06:12]

Bruce Porter: Bruce Porter.

[01:06:14]

Susan Salcido: Hi Mary. Susan Salcido, county superintendent.

[01:06:18]

Anna Freedland: Hi Mary, this is Anna, executive assistant.

[01:06:18]

Mary Osgood: Hi Susan.

[01:06:24]

Judy Frost: I'm going to turn the meeting over to Ms. Daane to ask the questions. After each question, the board will be given a chance to do any follow-up that they might want to do. I'm the time keeper, so I will make sure that you have an idea of how much time you have left as we get towards the end. For now, then, Mrs. Daane, take it.

[01:06:50]

Maggi Daane: Thank you. Hi, Mary. Welcome, and we appreciate your interest. I would like to preface before we start the set questions that in the interest of time, my fellow board members will be asked to do follow-ups to each specific questions. If there are no questions, please be assured that it's not due to lack of interests. You've been concise in your answers and that did not prompt any further questions. Having said that, we'll start with question number 1. We have reviewed your application and resume. I would like to learn a little bit more about you here via Zoom. Please tell us a little bit about yourself and you're interested in serving on the County Board of Education.

[01:07:39]

Mary Osgood: Thank you again. I grew up in a family that valued education. I grew up in central Washington State, and my daddy was always taking classes. He took classes at the local junior college and then eventually WSU. My mommy went back to nursing school when she was 40-years-old. Very rare in those days.

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[01:08:15]

Mary Osgood: They valued education so much that they motivated us to do well in school. We lived in a small town in central Washington. My older sister was the valedictorian of high school. Then my brother did the same thing. Of course, I had that challenge set before me, and was able to do that.

[01:08:42]

Mary Osgood: Then I went off to a two-year college down in Portland, Oregon, and enjoyed it there, and then transferred down to Pepperdine in Los Angeles, and finished my last two years there with a degree in sociology. It was a different Pepperdine than you know, probably. In fact, it was the very last year that Pepperdine was in 79th and Vermont. If you can [NOISE] imagine the neighborhood around USC, that was the neighborhood.

[01:09:20]

Mary Osgood: That was actually really valuable for me because I grew up in a rural area that had little diversity, and I was drawn into a very different situation, and I benefited from it. I still have a friend for 50 years that grew up in a very different background and has a different skin color than I do. I really value that. Then after a year at Washington State University doing office work, I went to Penn State University to get a master's in rural sociology.

[01:10:03]

Mary Osgood: Then after I finished that, I was able to get a job on the faculty at Penn State for a few years while my husband finished up his PhD in physics. I met him there and we got married there at Penn State. Then when he did finish up his PhD, he said, okay, honey, we can start a family now. We were excited to do that, and we moved out to Los Angeles, starting at Hughes Aircraft.

[01:10:39]

Mary Osgood: After one year there, we got transferred up to Santa Barbara at SBRC. We have lived in the house we live in now for 42 years. That's been great. When my children were growing up, they attended Ellwood School. That was a big opportunity for me to get involved in the schools. Well, the first year I got involved with the PTA. Then I did all different jobs on the PTA, running the jog-a-thon, all those things. Then Site Council and District Advisory Committee. I really enjoyed that.

[01:11:24]

Mary Osgood: Actually, got to be friends with Dick Shelton, who was the superintendent of the Goleta schools at that time. That was fun. Then also I was on the Language Arts Adoption Committee. I was on the Student Attendance Committee for Goleta, I did a variety of leadership roles during that season, and that was great. Then I decided I better help out with getting ready for college for my kids. I started substitute teaching in Santa Barbara school district.

[01:12:03]

Mary Osgood: Mostly, Goleta Valley Junior High, but I had experience all through K through 12th grade. About halfway through those two years I decided, well, I really wanted to go back and get a master's in education. I ended up at UCSB in a master of ed program. That took a year. I came out with a clear credential as well as a CLAD certification. That just happened to be a time when there weren't very many openings for teachers.

[01:12:38]

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Mary Osgood: I applied with the Santa Barbara district. I did have an interview for San Marcos, but it was for a position that also included drama, which wasn't my strength. At the same time I applied at Santa Barbara Christian School, and I got the job there. That began my experience in private education. After the first four weeks of school, I got a call from David Cash asking me if I would come over and take the place of Michelle Hughes who was moving to the high school, and become a teacher at Goleta Valley Junior High. I was so tempted.

[01:13:20]

Mary Osgood: I remember wanting so badly to take that. But I had signed a contract and I knew that it wouldn't be fair for me to leave after four weeks of school. I continued at Santa Barbara Christian for four years teaching junior high English, and then I moved to Coastline Christian Academy in year 2000 as the principal. Along that way, I got my administrative services credential through Cal Lutheran. I had a lot of experiences there at Coastline, and many of the areas that you would be interested in, boards and budgets, parent communication, student achievements, student behavior, all those things. My next 16 years included a lot of that. Then I retired in 2016 to help take care of my sweet daddy who was ailing. In 2018, he passed away, and my husband and I, in cooperation with Paula, the Goleta mayor, we started a homeless outreach, which now is over in Isla Vista.

[01:14:37]

Maggi Daane: [OVERLAPPING] Thank you.

[01:14:40]

Judy Frost: Thank you, Mrs. Osgood. I'd like to point out that we have four questions left, and [OVERLAPPING] we have 10 minutes. We've used half the time. Just to give you a heads up.

[01:14:51]

Mary Osgood: Okay.

[01:14:54]

Maggi Daane: Fellow board members, are there any questions for Mrs. Osgood? We'll move to question number 2. Yours would be one vote on a collective board of seven. The board has one collective voice, although there may be differing ideas and opinions. How would you support board decisions publicly if you were in the minority of the vote?

[01:15:21]

Mary Osgood: Well, that's such a great question, and I'm sure it's something that comes up. It reminds me of the book Seven Habits of Highly Successful People. Those of you who read it, chapter 4 is, "seek to understand before seeking to be heard."

[01:15:46]

Marybeth Carty: Clearly, the other person's perspective, that you could actually present that perspective as your own, as the one that the board felt was the most reasonable course of action. If there were an opportunity to speak publicly about it, I would just present the viewpoints as they have been presented, because you have to listen and remember all those things. I think that's the best way to handle it.

[01:16:24]

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Maggi Daane: Thank you. Are there any questions from the board? Question number 3. The board members and county superintendent are elected officials and have separate responsibilities. Board members are elected by voters who reside in their respective trustee areas. The county superintendent is elected by voters county-wide. As a board member, in what ways will you work collaboratively with your fellow board members, as well as with the county superintendent?

[01:17:00]

Mary Osgood: It is interesting that the board is divided up geographically. Probably there are different concerns in Santa Maria and Santa Ynez, Goleta, or Santa Barbara. Helping each other come up with strategies to solve the problems in the area is really fulfilling in community building. Finding commonalities in our concerns and identifying differences in concerns is very helpful. Since I've lived here for 42 years in the same house, I think I have a pretty good feeling for what the concerns are in my district, and I have worked extensively with educators in this area. I feel like this is something that I have something to offer.

[01:17:53]

Maggi Daane: Are there any questions from the board? Question number 4. County boards play an intermediate appellate role for expulsions, inter-district transfers, and charter school petitions. How do you see the relationship between the County Board of Education and local school districts?

[01:18:20]

Mary Osgood: Well, obviously, the relationship between your board and the local school boards needs to be a really strong and positive one. Working with the local school districts to find out their bases for the decisions that they made, would be really important, and to overturn such decisions would require research into the specific circumstances of each case, and all the while being careful not to generalize. I remember a situation in our school where a student had a Swiss Army knife.

[01:18:56]

Maggi Daane: Uh oh, we've lost her. [BACKGROUND]

[01:19:08]

Joe Howell: Can you hear us?

[01:19:09]

Mary Osgood: Swiss Army knife in his pocket. Did I lose you?

[01:19:16]

Joe Howell: Yes.

[01:19:17]

Maggi Daane: Yes.

[01:19:25]

Mary Osgood: I'm sorry.

[01:19:25]

Maggi Daane: You started off with [OVERLAPPING]

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[01:19:25]

Mary Osgood: Turn down the speaker. [OVERLAPPING] Is that better?

[01:19:39]

Matt Evans: That might help.

[01:19:41]

Judy Frost: Hold on, we're checking.

[01:19:43]

Joe Howell: She got a Marybeth/Joe problem.

[01:19:49]

Mary Osgood: Okay, sorry. [LAUGHTER]

[01:19:49]

Matt Evans: We still have signal. It sounds like it was cutting off on her end. Maybe if you turn down the speaker, that might help.

[01:19:55]

Maggi Daane: Perhaps if you turn down the speaker.

[01:20:00]

Mary Osgood: I'm getting a lot of feedback. If it sounds like I'm in and out that's what's happening.

[01:20:10]

Judy Frost: Let's try it.

[01:20:11]

Mary Osgood: But it was a situation where a boy had a Swiss Army knife in his pocket. We found out that he had been at a Boys Scout meeting the day before. He had worn the same pair of pants, didn't realize the Swiss Army knife was in there. It's one of those situations where you had to really use some wisdom in knowing what to do. Likewise, if you have people coming to the board asking for a change in a decision, it would take a lot of research and bring it down to the specific situation, and trying not to generalize too much.

[01:20:50]

Maggi Daane: Thank you. Are there any questions from the board? Mary, our final question is asking you to conclude our interview with a final statement if you wish.

[01:21:11]

Mary Osgood: I just thank you again for meeting with me over Zoom. We've had this vacation planned for a long time. I appreciate your willingness to do it. I had experiences both in the public and the private sector of education, and actually, over my whole life, for 50 years, where I've been past high school and college. All of my life, I've been very involved in education. I think I might have some strengths and insights that perhaps others don't that might be a valuable thing for this board. A time as this where there's so many challenges in education and the post-COVID challenges of academic excellence and bringing students back in the classroom is a real challenge to provide an excellent

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education to all children, rich and poor, genius and challenged, shy or outgoing, motivated and unmotivated. I know you have many good candidates, but you'll know if my strengths are uniquely suited to your board or not, if I'm the person you need or not. Again, thank you so much. I really appreciate it.

[01:22:36]

Maggi Daane: Thank you, Mary.

[01:22:37]

Bruce Porter: Thank you.

[01:22:38]

FEMALE_1: Thank you.

[01:22:38]

Maggi Daane: I want to open up to the board. Any follow-up questions pertinent to your application? Well, thank you for your time, enjoy your vacation, and I'm going to refer back to our Chair.

[01:22:54]

Judy Frost: Thank you, Ms. Osgood. Just wanted to let you know what the process is from here. Today we're interviewing all of the candidates, and Monday we will meet again to deliberate and make our decision. I understand you're traveling on Monday. Dr. Salcido will be calling all of the candidates on Monday. I hope that you'll be able to find a time in your travel schedule where you will be able to connect and let you know what our decision is.

[01:23:34]

Mary Osgood: Thank you. I think we have three different flights. When I get [NOISE] in airport I can always turn on my phone [LAUGHTER] and see if I have any messages.

[01:23:46]

Judy Frost: Great. Well, we wish you the very best on your journey home. It may be a long one. [LAUGHTER] May you travel safely. [LAUGHTER]

[01:23:56]

Mary Osgood: Thank you.

[01:23:57]

Maggi Daane: Safe travel. [OVERLAPPING]

[01:23:58]

Judy Frost: Thank you very much. Bye-bye.

[01:23:59]

Bruce Porter: Thank you.

[01:24:09]

Susan Salcido: We're going to have you at the table on the left. Judy Frost is our board chair, and she'll make some introductions.

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[01:24:09]

Alex Niles: Okay.

[01:24:09]

Judy Frost: Welcome.

[01:24:10]

Alex Niles: Thank you.

[01:24:10]

Judy Frost: Hello, Mr. Niles.

[01:24:11]

Alex Niles: Hello.

[01:24:11]

Judy Frost: Nice to see you today.

[01:24:12]

Alex Niles: Nice to see you too.

[01:24:13]

Judy Frost: I'll let you know what our process is here. First of all, I'm Judy Frost, I'm the chair. We'll go around the room for the board members to introduce themselves.

[01:24:23]

Maggi Daane: I'm Maggi Daane. Welcome.

[01:24:26]

Marybeth Carty: Good morning. I'm Marybeth Carty.

[01:24:28]

Joe Howell: Morning. Joe Howell.

[01:24:30]

Michelle de Werd: Hello. Michelle de Werd. [NOISE]

[01:24:32]

Bruce Porter: Bruce Porter.

[01:24:33]

Susan Salcido: Susan Salcido, county superintendent.

[01:24:33]

FEMALE_2: Annd Freedland, executive assistant.

[01:24:38]

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Alex Niles: Nice to meet you all.

[01:24:40]

Judy Frost: I'm going to turn the meeting over to Mrs. Daane, and she will be asking the questions and after each question she'll give the board an opportunity to do any follow-ups that they may have. I'm the timekeeper, so I'll let you know how we're doing on our time. Ms. Daane.

[01:25:00]

Maggi Daane: Again, welcome. We're glad you joined us, and we appreciate the fact that you have an interest in serving on the board. I would like to preface before I start the five questions that in the interest of time, my fellow board members, as Mrs. Frost indicated, would be asked for any follow-up for clarity on each of those specifics questions. However, the lack of follow-up questions does not indicate a lack of interests. You've either answered it concisely or there are no questions from the board. Having said that, let's start with question number 1. We've reviewed your application and resume and would like to get to know you better here in person. Please tell us a little bit about yourself and your interests in serving on the County Board of Education.

[01:25:43]

Alex Niles: Well, my name is Alex Niles. I'm a fourth year at UC Santa Barbara where I study the history of public policy and law. I'm interested because I think that public education is one of the most important things we do as a society. I've spent most of my professional career doing advocacy for public education in the higher ed space, and I'd really love for the opportunity to be able to continue that work serving my community in Santa Barbara that I care deeply about. More than that, I also really have a personal connection to the work this board does to oversee the county's juvenile ed educational facilities and our special ed.

[01:26:22]

Alex Niles: When I was in high school, my twin brother actually struggled a lot with academics and mental health. He struggled a lot with school, and ultimately, on our senior year he spent about a month in a juvenile detention facility. He got out, he got a GED, and he's now navigating attending college. But with that, I've seen firsthand what it's like to have a loved one, a community member, struggle, have so much to offer, but to make mistakes and have to face the consequences of that. To have our normal public education system not necessarily be the right environment for them. I really believe that we have an obligation as a community to ourselves and to these folks to serve them well and to get them what they need so that they can be the people that they want to be.

[01:27:14]

Alex Niles: Beyond that, I think that I have a unique perspective and lived experience to offer the board. Beyond my own family experience, I'm also more recently in public schools than I think perhaps many members of the board might be. I have the experience of attending school during COVID and seeing firsthand the challenges of coming out of the pandemic.

[01:27:40]

Alex Niles: Then professionally also I have two years of experience as a board member and as an executive officer of the UC Student Association, which represents all 220,000 UC undergrads to the UC administration, as well as the state and federal governments. I'm going to my third year there. Last year I served as their chair of Government Relations where I oversaw the legislative budget advocacy. This summer I was elected to serve as their president. I'll be leading that organization for the coming year.

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[01:28:08]

Alex Niles: With that, relationship building is core to that work. It's building relationships with other board members who represent their own campuses. It's building relationships with folks throughout the student community, understanding what they need, what their needs are, and then how I can use my creativity, my expertise, my experience, my energy to put myself at service to their needs. Other relevant experience from UCSA is navigating large complex institutions like the UC and like the state government, and understanding how to put the needs I've learned from the relationships I've built in the community into effective advocacy in these spaces.

[01:28:49]

Alex Niles: There's also depth of experience, reading budgets, reading policy, being able to talk about that, explain that to folks, and relate that to the needs that we see on the ground. Also finding funding streams within these large institutional spaces to serve these specific needs. It's a record of effective advocacy and finding ways to serve folks that I'd like to bring to this board.

[01:29:14]

Maggi Daane: Thank you. Do any of the board members have any follow-up questions? We'll move to question number 2. Yours would be one vote on a collective board of seven. The board has one collective voice, although there may be differing ideas and opinions. How would you support board decisions publicly if you were in the minority of that board?

[01:29:37]

Alex Niles: First and foremost, I think that the decision of the board must be upheld and fully served, and there's no room for undermining the decision of the board even if there is a personal disagreement or impeding its work in any way. That being said, not that I think this would happen necessarily, but if there were a disagreement, I think it's important that folks are able to express principles behind that and be candid about that. My experience in student government is a lot of speaking truth to people in decision-making positions and being able to maintain positive relationships with them while also being able to speak candidly to hard truths. If there were a disagreement, I think that experience would inform how to respond that. There's a time and a place to express principled opposition, while still being able to maintain beneficial relationships with people you disagree with. Yeah.

[01:30:35]

Maggi Daane: Thank you. Are there any follow-up questions? Question number 3. The board members and county superintendent are elected officials and have separate responsibilities. Board members are elected by voters who reside in their respective trustee areas, whereas the county superintendent is elected by voters county-wide. As a board member, in what ways will you work collectively with your fellow board members as well as with the county superintendent?

[01:31:04]

Alex Niles: Interpersonally, I'd always be collegial, professional, and intentional about building successful collaborative relationships with members of the board and Superintendent Salcido. I'm here to be a team player, and I also have a true appreciation for the fact that I don't have as many years of experience in this community and on this board as everyone at this table. I'd hope to be able to build positive relationships in order to benefit from the experience gap that you all have as we work together to find ways to add value to the schools and the community that we serve. Beyond collaboration within this board, I'd be intentional about building relationships in the community again, and using the

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perspectives that I get from those relationships as well as my own expertise, creativity, and energy, to contribute effectively to both the policy decisions that this board makes, as well as other work that we do including recognizing outstanding educators and other members of the community.

[01:32:06]

Alex Niles: I'd like to be able to work with all of you to find ways to further that work, including, like, I know this board, for example, recognizes veterans who didn't graduate high school. Maybe there's a way that we could find to recognize other members of the community who are, serve in outstanding ways and set up a system to be able to reliably identify folks like that, outside of maybe your own professional networks. Would like to be able to build those collaborative and successful relationships with all of you all to do that effectively. I just want to say, on this board I'm going to be a member who knows what's going on in the community, whether it's the schools that we serve, or in my case Area Two, SB Unified or Goleta Union, that are not actually directly overseen by us.

[01:32:52]

Alex Niles: I'd want to visit all of the educational facilities that we serve directly and just make an intentional effort to show up, introduce myself, and listen to folks. Not to be too repetitive, but my work on UCSA, it's been all about relationship building. This is skill set that I've developed through there. It's been centered about using these relationships and using my own ability to find ways to be able to effectively advocate for people and support people in advocating for themselves.

[01:33:29]

Alex Niles: I'll give just one quick example about what that looked like, to put some color to this. Last year as chair of Government Relations I oversaw UCSA's state budget advocacy. In that process we identified a few niche communities that had specific outstanding needs. There was undocumented students, there were formerly incarcerated students, there was former foster youth UC, and then there's also, the UC has programs called SAPEP, which reach out to students at underserved high schools and community college districts to help them navigate the application process and also to help those students succeed once they reach the UC. These were four separate areas where we identified specific unmet needs.

[01:34:10]

Alex Niles: We undertook a process of working with program directors, students infected or involved with all of these programs, understand what the needs were, and then to translate those into specific budget asked. We took those to both the UC office of the president, as well as the state legislature. We developed the advocacy strategies to try to pursue funding for these programs. We got the UC regions to endorse these. We were the primary response for these asks to the state. We put students in the room to advocate for these ourselves. We understood the issues and were able to communicate effectively what the impact of funding these programs would be for the UC. Then ultimately, the team that I led as chair of Government Relations, got 37-and-a-half million dollars in ongoing funding to fund these four separate programs last year. Again, it's experience, building relationships to get real results.

[01:35:03]

Maggi Daane: Very good. Does anybody have any questions? Question number 4. County boards plan intermediate appellate role for expulsions, inter-district transfers, and charter school petitions. How do you see the relationship between the County Board of Education and local school board decisions?

[01:35:25]

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Alex Niles: I think that families and communities and local school boards know themselves best, and that in these decisions, I, as a board member, feel like that needs to be central and needs to be respected. I think that having, again, personal relationships and a firsthand understanding of what's going on in these communities would enable me to be better able to participate in making these decisions as a board member. I also will just say that I think the experience I have with someone like my brother, seeing the challenges that people can face, would certainly inform how I go about considering these difficult questions.

[01:36:03]

Maggi Daane: Great. Any questions from the board? Alex, in conclusion, we would like to offer you the opportunity to give us a closing statement for this interview.

[01:36:15]

Alex Niles: I'll just briefly summarize. Thank you all for your time and consideration. As a board member, I would work energetically and collaboratively to further the board's existing missions, especially our work overseeing the county special ed and juvenile hall educational facilities, and playing an important role in the community by recognizing our college community members and educators. I recognize as a candidate I don't have the same years of connection to our communities and familiarity with these schools, but the love that I have for this community is real. The drive to serve the schools that this board specifically oversees, is very real for me.

[01:36:52]

Alex Niles: I understand the limits and the strengths I bring to the table. I have the humility and the will to compensate for what I don't have and to fully utilize the expertise that I do have. Also I'll say that in student government, by definition, we don't have longstanding relationships. The past few years it's been all about quickly building deep, meaningful, productive relationships with folks in the community, and I've been successful at translating that into effective advocacy, and I'd like to do the same thing as a board member here.

[01:37:30]

Alex Niles: Just to fully wrap up, I have the experience in relationship building, advocacy, and policy to serve well in this board. I bring a unique perspective and life experience to the table to inform the policy decisions that we'll make. I want to put this all to work in serving these schools in this community. Thank you.

[01:37:48]

Maggi Daane: Thank you. Now I'd like to open up [NOISE] any follow-up questions to our board members that rely specifically on your application. Are there any questions from the application for Alex?

[01:38:05]

Michelle de Werd: Hi.

[01:38:05]

Alex Niles: Hi.

[01:38:05]

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Michelle de Werd: Alex, I think that you're very deeply connected to the UCSB community and you jumped in really quickly. Can you just tell us where you grew up? Where did you [OVERLAPPING]

[01:38:17]

Alex Niles: I grew up in the South Bay Area, this little town called Los Gatos, it's outside of San Jose.

[01:38:22]

Michelle de Werd: Okay. Great. Thank you.

[01:38:26]

Maggi Daane: I have a question. When you graduate from UCSB, do you plan to stay in the area?

[01:38:34]

Alex Niles: Yes. At least to serve out the term, and while I look for grad school.

[01:38:38]

Maggi Daane: That's the question.

[01:38:39]

Alex Niles: Yeah.

[01:38:39]

Maggi Daane: Anybody else have a question? [BACKGROUND] Well, thank you, Alex, for your time. You're extremely articulate and you absolutely know the system, and so we really appreciate your time and interest. I'm going to defer back to Chairman Frost.

[01:38:56]

Judy Frost: I'd just like to explain what the process is from here on out. We're interviewing all of the other candidates today, and then we're going to re-gather with the board on Monday, and deliberate and make our decision. Then Dr. Salcido will be calling all the candidates on Monday. Will you be available by phone on Monday?

[01:39:18]

Alex Niles: I will be, yeah.

[01:39:19]

Judy Frost: Okay. Then you will be getting a call from her to let you know how it turns out.

[01:39:25]

Alex Niles: Okay. Thank you all again.

[01:39:26]

Maggi Daane: [OVERLAPPING] Thank you.

[01:39:27]

FEMALE_1: Thank you, Alex.

[01:39:27]

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UNKNOWN_1: Thank you.

[01:39:27]

Alex Niles: Have a good day, everyone.

[01:39:28]

Maggi Daane: You too.

[01:39:29]

UNKNOWN_1: You too. [NOISE]

[01:39:29]

Susan Salcido: Thanks, Alex - I'll walk you out - so much for your time. [BACKGROUND] Yeah, you're welcome. [BACKGROUND]

[01:39:55]

Maggi Daane: Yeah but you know, of all the candidates, he knew the system really well, and what we do.

[01:40:10]

Bruce Porter: He did his homework.

[01:40:52]

Judy Frost: Yeah, he did. [BACKGROUND].

[01:40:52]

Judy Frost: Our interviews are action item number 7. Our plan was that we would reconvene on Monday at 9:00 o'clock, and we would do our deliberations and make a decision. I wanted each of you to come prepared to that meeting with your first choice and why, and a backup choice and why. That's your homework assignment for the weekend. I also want to remind [OVERLAPPING]

[01:41:23]

Maggi Daane: Thank you, teacher. [LAUGHTER]

[01:41:26]

Judy Frost: I also want to remind you that we really shouldn't discuss the interviews today with each other, we should just let ourselves process the information we've received in our own way and make our choices. Then Monday we can share our thoughts and see where it goes from there. Dr. Salcido.

[01:41:49]

Susan Salcido: Thank you, madam chair. I was just wondering if you could spend a moment, because they're... oftentimes after an interview, a candidate will reach out and say thank you so much for the interview and maybe they might have a question or two. Would it be agreeable for the board to not communicate with the applicants at this time, but rather just hold those conversations until the board comes back on Monday? Even if you do receive one, I think it's appropriate to say thank you, but not extend any further communication past that.

[01:42:23]

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Judy Frost: That's a good reminder.

[01:42:24]

Susan Salcido: Okay, great.

[01:42:24]

Judy Frost: Very good remainder.

[01:42:24]

Susan Salcido: Thank you.

[01:42:30]

Judy Frost: All right. Monday is at 9:00 o'clock in-person. I think that covers everything.

[01:42:39]

Maggi Daane: So move we adjourn.

[01:42:40]

Judy Frost: Are there any comments and questions?

[01:42:42]

Joe Howell: I think it went well. I think everyone felt respected. The Zoom - it was to me a dramatic difference.

[01:42:55]

Maggi Daane: It was detrimental.

[01:42:56]

Joe Howell: Live versus Zoom - it's all about lighting, sound, etc., but [OVERLAPPING]

[01:43:04]

Judy Frost: We did what we needed to do.

[01:43:04]

Joe Howell: Yeah, we did what we could.

[01:43:07]

Judy Frost: Okay.

[01:43:08]

Bruce Porter: But a good process.

[01:43:09]

Judy Frost: Yes.

[01:43:10]

Marybeth Carty: Really so encouraging to see so many quality applicants interested in the position.

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[01:43:14]

Judy Frost: Yes.

[01:43:14]

Marybeth Carty: Great.

[01:43:15]

Judy Frost: Informed candidates. I want to extend my personal thanks to Camie and the entire, I'm going to just say the old term, IT department, for their outstanding job today on such short notice, 24 hours [LAUGHTER] to pull this off. [OVERLAPPING] It was better than I thought it would have been.

[01:43:41]

Camie Barnwell: Yeah, it went down okay.

[01:43:42]

Judy Frost: Yeah. It really did. Especially with the one on the East Coast, that was, I thought, oh, okay. [LAUGHTER] Then if there is nothing further, I think I've heard a preliminary over here.

[01:43:59]

Maggi Daane: So move, Madam Chair.

[01:44:00]

Joe Howell: Second.

[01:44:01]

Judy Frost: All right. We are adjourned. [NOISE]