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Welcome

African American/Black Student Success Advisory

December 4, 2020

Today's Agenda

- 9:00 a.m. Log-in Members
- 9:05 a.m. Gavel-in, Welcome, & Roll Call
- 9:15 a.m. ODE Update
- 10:00 a.m. NPC Evaluation Update
- 10:40 a.m. Break
- 10:50 a.m. Rules Revision
- 11:10 a.m. Retreat Review and Next Meetings
- 11:45 a.m. Community Announcements and Updates
- 12:00 p.m. Adjourn



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ODE Update

Colt Gill, Director

Carmen Xiomara Urbina, Deputy Director

Deborah Lange, Director, OEDI



KATE BROWN
Governor

2021-23 EDUCATION PROGRAM AREA

GOVERNOR'S RECOMMENDED BUDGET HIGHLIGHTS



EQUITY IN EDUCATION

- The way we will create a future we're proud to pass on to generations to come is by listening to and supporting those who this state has historically left behind.
- We must address structural racism in our education system and ensure every child the chance to achieve their full potential from birth through higher education.
- COVID-19 has had a disproportionately greater impact on children, youth and families who already faced structural disparities in educational resources and opportunities.
- It is important that Oregon keep its promise to these children and youth by fully funding Student Success Act (SSA) programs and initiatives.

RJC EDUCATION RECOVERY COMMITTEE PRIORITIES

- Expand preschool and early care and education programs
- Fully fund the SSA Student Investment Account
- Fund State School Fund to state CSL
- Community College Support Fund to state CSL
- Public University Support Fund to state CSL
- Increase postsecondary education access and affordability

GOVERNOR'S RECOMMENDED BUDGET

- Expanding access to child care and high-quality preschool
- Preventing suspension and expulsion in early learning
- Supporting and growing a diverse educator workforce
- Valuing our students and their cultural identity through teaching and learning
- Fully-implementing the Student Investment Account, providing targeted resources for early literacy, expanded learning opportunities, culturally-responsive practices and social, emotional and behavioral health supports
- Expanding career-connected learning and youth employment opportunities for diverse learners
- Rebuilding and modernizing schools and classrooms
- Expanding access to broadband

EARLY CARE AND EDUCATION NEW INVESTMENTS

- \$108.9 million in early learning expansion
- Over 8,000 new slots for children and families

Oregon Prekindergarten (2,400 add'l slots)	30.0 million
Preschool Promise (3,600 add'l slots)	64.1 million
Early Childhood Equity Fund (1,100 add'l slots)	3.4 million
Early Head Start (260 add'l slots) million	5.8
Healthy Families Oregon (400 add'l slots)	3.5 million
Parenting Education (1,000 add'l slots)	2.0 million

EARLY CARE AND EDUCATION TOTAL INVESTMENTS

	ELA (CAT)	TOTAL	GENERAL FUND
Oregon Prekindergarten	285.8 m	181.9 million	103.9 million
Preschool Promise	88.3 million	167.0 m	78.7 million
Early Childhood Equity Fund	27.7 m	2.2 million	22.2 million
Early Head Start	48.8 million	54.2 m	5.4 million

EARLY CARE AND EDUCATION TOTAL INVESTMENTS

	ELA (CAT)	TOTAL	GENERAL FUND
Early Intervention/Early Childhood Spec Ed 299.9 million		216.1 million	83.8 million
Healthy Families Oregon million	34.5 million	29 million	5.5
Parenting Education million	4.0 million	1.2 million	2.8
Relief Nurseries 5.8 million	15.6 million	9.8 million	

EARLY CARE AND EDUCATION PROGRAM ENHANCEMENTS

GENERAL FUND

ECE Workforce Supports 5.8
million

Reach Out & Read
0.075 million

Tribal Learning Hub
0.9 million

ERDC & Recorded Programs in CBR 1.8
million

K-12 EDUCATION FUNDING

State School Fund (SSF)

9.1 billion

includes \$5 million for

wildfire impacted school districts

SSA Student Investment Account (SIA)

778.8 million

High School Graduation and College + Career Readiness Fund (M98)

314.5 million

Educator Advancement Council (EAC)

81.1 million

Expanded School Nutrition Programs

84.3 million

School Capital Construction

331.4 million

Includes new investments in

broadband and statewide facilities assessment

STATEWIDE EQUITY INITIATIVES

	GENERAL FUND	SEIA (CAT)
	TOTAL	
African American/Black Student Success Plan 14.4 million	6.5 million	7.9 million
American Indian/Alaska Native State Education Plan 8.4 million	1.7 million	6.7 million
Latino/a/x Student Success Plan 4.1 million	4.1 million	
LGBTQ Student Success Plan 2.0 million	2.0 million	

EDUCATOR WORKFORCE

	GENERAL FUND	ELA (CAT)	TOTAL	
Early Childhood Professional Learning System				28.1
million	28.1 million			

	GENERAL FUND	SEIA (CAT)	TOTAL	
Diversify Educator Workforce (EAC)				
30.7 million	30.7 million			
Anti-Racism Initiative/Indigenous Educator Institute (EAC)			14.0 million	--
14.0 million				
Non-Traditional Pathways to Licensure (TSPC)			3.4 million	--
3.4 million				
Anti-Bias and Restorative Practices Training (TSPC)			0.2 million	--

HIGH SCHOOL GRADUATION

	SEIA (CAT)	TOTAL	GENERAL FUND
High School Success Grants (M98)	314.5 million	174.6 million	139.8 million
Youth Reengagement	23 million	14.7 million	8.3 million
Summer Programs	6.3 million	6.3 million	--
Early Indicator and Intervention Systems	3.4 million	--	3.4 million

ADDITIONAL STUDENT SUCCESS ACT INVESTMENTS

	GENERAL FUND	SEIA (CAT)	TOTAL	
SIA Technical Assistance/District Intensive Program			--	25
million	25 million			
ESD Technical Assistance Support Grants			--	
	36.9 million	36.9 million		
School Safety and Prevention				--
	3.6 million	3.6 million		

K-12 EDUCATION PROGRAM ENHANCEMENTS

GENERAL FUND

Oregon Distance Learning and Teaching Innovations	14.3 million
STEM for Diverse Learners 5.4 million	
Social Emotional Learning Standards/Ethnic Studies	1.3 million
Interim/Formative Assessments 1.7 million	
Prevent and Interrupt Gang Activity Fund Restoration	0.125 million

SCHOOL CAPITAL CONSTRUCTION

OSCIM Program

138.2 million

(+170 million carry-over from 2019-21)

Connecting Oregon Schools

17.5 million

Oregon School for the Deaf

5.5 million

Statewide Facilities Assessment

3.5 million

HIGHER EDUCATION FUNDING

Community College Support Fund (CCSF) million	640.9
Public University Support Fund (PUSF) million	836.9
Oregon Opportunity Grant 171.2 million	
Oregon Promise 41.9 million	
Community College Capital Construction million	32.5
Public University Capital Construction million	309.5
Faculty Health Care 10 million	

HIGHER EDUCATION INVESTMENTS

Youth Employment Program million		11.8
OSAC Aspire 1.7 million		
AVID 1 million		
College Possible 1 million		
BUILD EXITO Directors Fund million		1
Oregon TRIO Association million		1
Transfer Portal 0.6 million		

Governor's Recommended Budget

Questions

Empathy Interview Recommendations and Next Steps

- [Summary Recommendations](#)
- Presentation/discussion of recommendations to the E-Team
- Sub-committee is meeting to digest findings and think through recommendations
 - Began discussing findings in detail
 - Next step: Crosswalk/consider the ODE Updated Equity Strategic Plan and HR targets as it relates to what is outlined.
 - **Members of Sub-committee:**
 - Colt Gill- Director
 - Carmen X. Urbina- Deputy Director
 - Krista Campbell - Human Resource Director
 - Shadiin Garcia- Senior Strategy and Operations Officer
 - Scott Nine - Assistant Superintendent Office of Education Innovation and Improvement

Project Plan

Design/
ment
g the background
ry
tion of other
of Practice
nternal / external
resources needed
and budget

State Strateg

Strategic Plan

Project Leads:

April Campbell, Director Office of Indian Education

Deb Lange, Director of Office of Equity, Diversity and Inclusion

Carmen X. Urbina, Deputy Director ODE



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NPC Evaluation Update

Tanisha Tate Woodson, PhD and Shannon Davidson, PhD

Evaluation of HB2016: African American/Black Student Success Plan

— Friday ■ December 4, 2020 —

Agenda

- Introduction to the evaluation team
- Overview of our evaluation planning process
 - Creation of the Evaluation Advisory Subcommittee
 - Evaluation Planning Activities May 2020 through October 2020
- Overview of the Listening sessions
 - Motivation for holding listening sessions
 - Process for listening session
 - Highlights of what we learned
 - How we plan to use what we learned
- Highlights of the evaluation plan
- Next steps for the evaluation

Evaluation Team



Tanisha.
Woodson, PhD

Project Director



Shannon
Davidson, PhD

Project Director



Chad Rodi, PhD

Project Advisor



Chris Partipilo, MS

Research Analyst



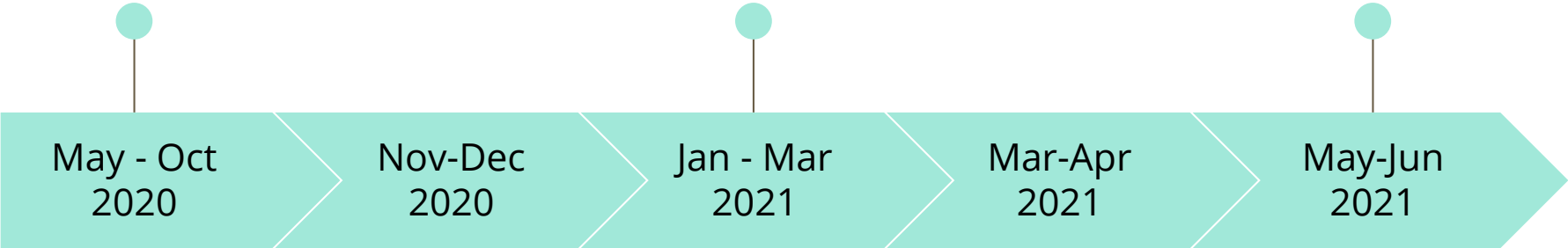
Timothy Ho, PhD

Research Analyst

Established EAS, Finalized Evaluation Plan, Held Listening Sessions, Produced Snapshots and Logic Models

Collect qualitative process data, begin analyzing quantitative data

Draft, report, and share findings



Request data for quantitative outcome analysis, schedule qualitative data collection

Complete analysis of qualitative process data and quantitative outcome data

Culturally Responsive Evaluation

- Established an Evaluation Advisory Subcommittee:
 - Ensures representation of Advisory Group and ODE staff in the evaluation process
 - Works with NPC Evaluation Team to design the evaluation
 - Identifies data collection items for each indicator
 - Provides feedback on the evaluation design
 - Assists with the interpretation and dissemination of findings

Culturally Responsive Evaluation

- Held Listening Sessions with Grantees
 - Ensures that our data collection aligns with Grantee's work
 - Includes participant voice in the evaluation process
 - Provides Grantees with a chance to review and correct deliverables (snapshots and logic models)

What did we learn from the listening sessions?

HB2016 Indicators of Success by Grantee

Indicators of Success	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Grantees															
AYCO															8
Elevate Oregon															4
IRCO															10
Lane ESD															6
Ashland/Medford															4
Multnomah ESD															4
REAP															5
SEI															5
Washington County															7
Black Parent Initiative															5
Education Explorers, LLC															3
Seed of Faith Ministries															3
Total	5	4	6	3	1	5	5	10	9	8	6	2	0	0	0

School Districts and Schools

14

School Districts

18

School Locations

- Portland Public Schools (4)
- Riverdale
- Beaverton (4)
- Gresham-Barlow (3)
- Centennial (3)
- Parkrose (4)
- Ashland/Medford
- David Douglas (5)
- Reynolds (3)
- Corbett
- Salem Keizer (2)
- Hillsboro
- Lane County
- Tigard-Tualatin

Grade Levels

	Early Childhood / Kindergarten	Kindergarten to Grade 3	Grade 4 to 8	Grade 9 to 12	Postsecondary
AYCO					
Elevate Oregon					
IRCO					
Lane ESD					
Ashland/Medford					
Multnomah ESD					
REAP					
SEI					
Washington County					
Black Parent Initiative					
Education Explorers, LLC					
Seed of Faith Ministries					
Total	3	7	8	8	3

Changing the Learning Culture

Support to Students

- Home visits
- Referrals to programs (e.g., early learning, behavioral/mental health support, etc)
- One-on-one and group support to students and families
- Extended day programs

Support to Schools

- Professional development for educators and staff
- Co-creation of curriculum
- Tuition support for continuing education
- Hiring educators of color
- Dedicating placement AA/Black students

Support Program Staff

- Professional development and training opportunities
- Career growth and leadership opportunities

Experiencing Challenges

Challenge 1

Relationships with Schools & School Districts

The relationships Grantees share with schools and school districts varies.

Strained relationships created challenges for connecting with students and implementing programs as designed.

Challenge 2

Impact of the pandemic on program implementation.

The pandemic has impacted many students/families.

Grantees are using creative strategies to connect with students/families.

Grantees are adapting their programs to support students during these unprecedented times.

Challenge 3

Data... Data... Data

There is variation in the type of data Grantees collect from the students they serve and the programs they implement.

Strained relationships with school districts limit their ability to access student-level data.

Evaluation Plan Overview

School Site and School District Assessment

- Understand the relationship between school staff, school district administrators and Program staff
- Interviews school district staff and school administrators and educators

COVID-19 Impact on Grantee Programs

- Document the adaptations Grantees are making to their programs to support students
- Interviews with Grantee leadership and key program staff

Grantee Performance Across HB2016 Indicators

- Examine the program outcomes associated with the HB2016 Indicators of Student Success
- Analyze quantitative data from Grantees, ODE and Early Learning Division

Next Steps

- **Data collection:** Mixed-methods approach to collect, analyze and synthesize data
- **Data interpretation:** Facilitate sense making discussions to interpret data
- **Develop recommendations for policy and program improvement**



Thank you

From NPC Research



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Break



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Rules Revision

Review of Oregon Admin Rules: Purpose

Why Review?

- Purpose of Update
- Strengthen/Improve
- Align/Consider (AABSS plan grant was first.)

Review of Oregon Admin Rules

- [House Bill 2016](#)
- [OAR](#)



AABSS Plan

[African American/Black
Student Success Plan \(2017\)](#)



AI/AN Plan

[AI/AN Student
Success Plan \(2020\)](#)



Latino/a/x Plan

[Interim Latino/a/x Student
Success Plan \(2020\)](#)



EL

[EL Strategic Plan](#)

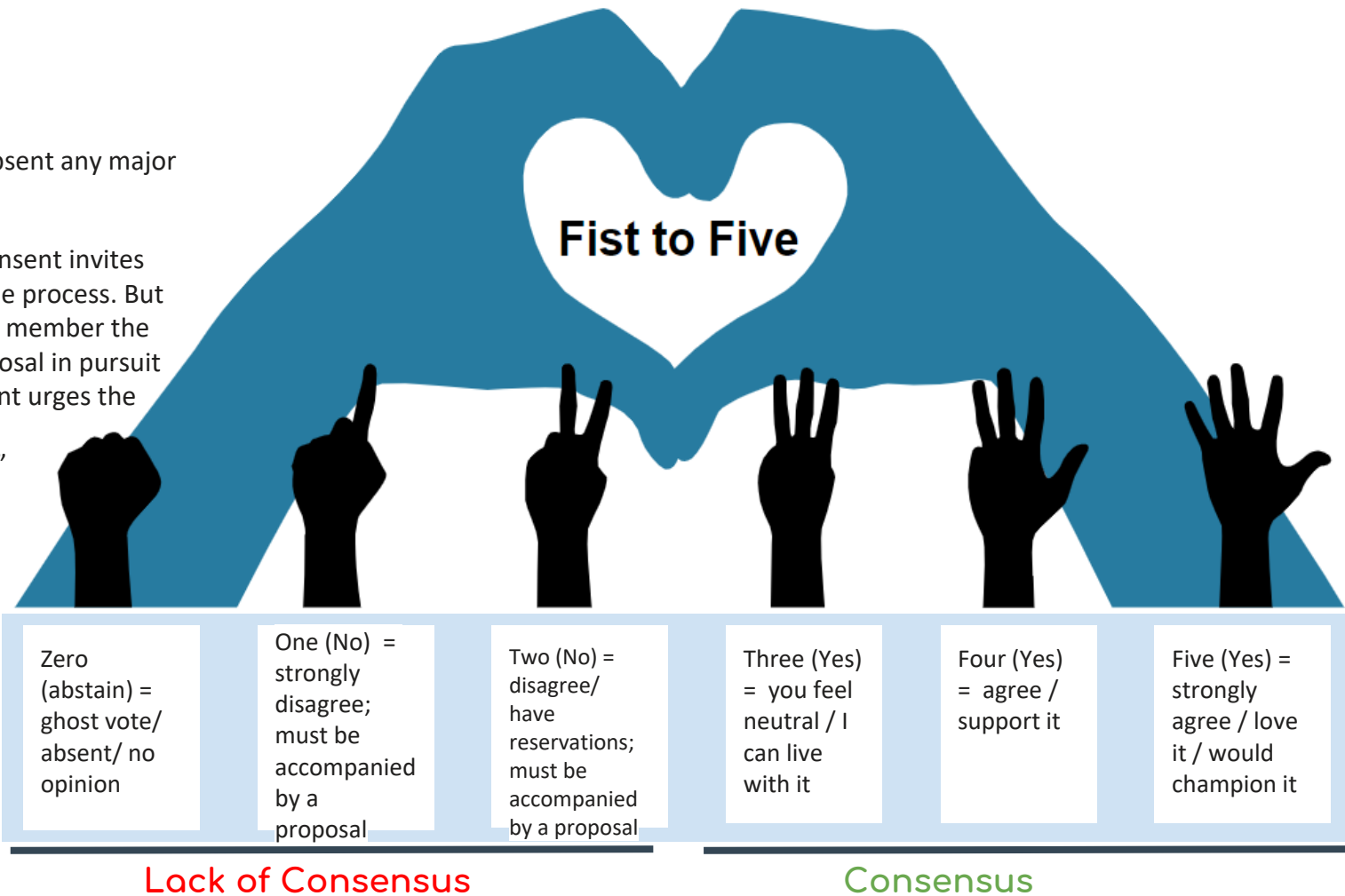
[EL Strategic Plan
Update \(2016\)](#)

Consent Input

Consent = agreement absent any major objections.

Similar to consensus, consent invites group participation in the process. But instead of granting each member the power to mold the proposal in pursuit of a compromise, consent urges the group to approve an “acceptable” solution. Those recommendations will then go to ODE leadership to ratify the charter.

Consensus =
All 3s and above



Schedule for Review of Plan/Rules

- Dec 4 - Advisory Meeting: Review of Early Draft Rules/Plan
- Jan 8 - Advisory Meeting: Input on Draft Rules/Plan
- Jan 14 - Rules Advisory Committee (RAC): Review Draft Rules/Plan
- Feb 5 - Advisory Meeting: Input on Draft Rules/Plan
- Feb 11 - RAC: Review Draft Rules/Plan
- Feb 18 - State Board of Education (SBE) meeting- 1st Read: Rules and Plan
- March 18 - SBE meeting - 2nd Read - Adoption Rules and Plan
- March through June: New grant process for 21-23 biennium

Review of Oregon Admin Rules: Overview

Sections

- **Definitions** (AABSS - [581-017-0550](#); AI/AN [581-017-0675](#); Latinx [581-017-0693](#))
- **Establishment** (AABSS - [581-017-0553](#); AI/AN [581-017-0678](#); Latinx [581-017-0696](#))
- **Eligibility** (AABSS - [581-017-0556](#); AI/AN [581-017-0681](#); Latinx [581-017-0699](#))
- **Criteria** (AABSS - [581-017-0559](#); AI/AN [581-017-0684](#); Latinx [581-017-0702](#))
- **Funding** (AABSS - [581-017-0562](#); AI/AN [581-017-0687](#); Latinx [581-017-0705](#))
- **Reporting** (AABSS - [581-017-0565](#); AI/AN [581-017-0690](#); Latinx [581-017-0708](#))

Review of Oregon Admin Rules

Committee Review Process Discussion

- Section by Section Review and Comparison
- Comprehensive Review
- Plan updates
- Jan 14 - RAC: Review Draft Rules/Plan
- **February 18** - SBE meeting - 1st Read Rules and Plan

Review of Oregon Admin Rules

<https://docs.google.com/document/d/1LFGGTzXmDChKq3sfK2LqyNR7VRa8UDvi/edit>

Review of Oregon Admin Rules: Overview

Sections

- **Definitions** (AABSS - [581-017-0550](#); AI/AN [581-017-0675](#); Latinx [581-017-0693](#))
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- **Reporting** (AABSS - [581-017-0565](#); AI/AN [581-017-0690](#); Latinx [581-017-0708](#))

Review of Oregon Admin Rules: Establishment

581-017-0553

Establishment

(1) There is established the African American/Black Student Success Plan Grant to support early learning hubs, providers of early learning services, school districts, post-secondary institutions of education and community based organizations who are working to design, implement, improve, expand, or otherwise revise programs and services for African American and Black students. **The programs and services to be provided under the grant will address one or more of the following indicators:**

(a) - (l)

(2) Subject to available funds, the Department of Education shall award grants based on a detailed description of proposed programming or services. The programs or services may include:

- (a) The scale-up of an existing program or service; and
- (b) The implementation of a new program or service.

(3) The purpose of the grant program is to provide funds to applicants that document an understanding of the unique needs of African American and Black students, and who have the potential to become exemplar programs and who create collaborative practices relating to strategies outlined in the African American/Black Student Success Plan.

Review of Oregon Admin Rules: Establishment

581-017-0678

American Indian/Alaska Native Student Success Plan Grant Program: Establishment

(1) There is established the American Indian/ Alaska Native Student Success Plan Grant Program to support early learning hubs, providers of early learning services, school districts, education service districts, post-secondary institutions of education, Community-Based Organizations, and Tribes that are working to design, implement, improve, expand, or otherwise revise programs and services for American Indian/ Alaska Native students.

(2) Programs and services provided under a Grant must address one or more of the strategies or objectives included in the American Indian/Alaska Native Student Success Plan.

Review of Oregon Admin Rules: Establishment

[581-017-0553](tel:581-017-0553)

Establishment

(1) There is established the African American/Black Student Success Plan Grant to support early learning hubs, providers of early learning services, school districts, post-secondary institutions of education and community based organizations who are working to design, implement, improve, expand, or otherwise revise programs and services for African American and Black students. The programs and services to be provided under the grant will address one or more of the following indicators:

(a) - (l)

Review of Oregon Admin Rules: Establishment

- (1)... The programs and services to be provided under the grant will address one or more of the following indicators: (list corresponds to legislation)
- (a) Decrease the disproportionate rate of disciplinary incidents;
 - (b) Increase parental engagement;
 - (c) Increase the engagement of students in educational activities before and after regular school hours;
 - (d) Increase participation in kindergarten readiness and early childhood education programs;
 - (e) Improve literacy and numeracy levels across the kindergarten to grade three;
 - (f) Support student transitions to middle school to maintain and improve academic performance;
 - (g) Support student transitions from middle to high school grades to maintain and improve academic performance;

Review of Oregon Admin Rules: Establishment

(1)... The programs and services to be provided under the grant will address one or more of the following indicators:

- (h) Support the development and implementation of culturally responsive pedagogy and practices from in early childhood through post-secondary education;
- (i) Support the development of culturally responsive curricula from early childhood through post-secondary education;
- (j) Increase attendance of students in community colleges and professional certification programs;
- (k) Increase attendance of students in four-year post-secondary institutions of education; or
- (l) Increase financial resources to sustain and advance the work of the African American/Black Student Success Plan.

Review of Oregon Admin Rules: Establishment

581-017-0553

Establishment

(2) Subject to available funds, the Department of Education shall award grants based on a detailed description of proposed programming or services. The programs or services may include:

- (a) The scale-up of an existing program or service; and
- (b) The implementation of a new program or service.

Review of Oregon Admin Rules

[581-017-0553](tel:581-017-0553)

Establishment

(3) The purpose of the grant program is to provide funds to applicants that document an understanding of the unique needs of African American and Black students, and who have the potential to become exemplar programs and who create collaborative practices relating to strategies outlined in the African American/Black Student Success Plan.

Compare:

(1) There is established the African American/Black Student Success Plan Grant to support early learning hubs, providers of early learning services, school districts, post-secondary institutions of education and community based organizations who are working to design, implement, improve, expand, or otherwise revise programs and services for African American and Black students.

Retreat Review

November Retreat Highlights

- Committee History & Scope
- ODE Update on Equity Journey
- Plan Alignment
- Progress on Revisions to Advisory Committee Charter
- Rules and Plan Update
- Follow-up Email

Charter Review Timeline

2015/2016:

AA/BS Student
Success Project
Charter

JUNE 2017

Advisory Committee
Charter Discussion

SEPT 2017

Advisory Committee
Charter Discussion

DEC 2017

Advisory Committee
Charter Discussion

SPRING 2020

2020 AA/BS SS Project
Charter for SSA
Expansion

JULY 2019

Advisory Committee
Charter Discussion

SUMMER 2019

2019 Draft Advisory
Charter (never
finalized)

FEB 2020

Advisory Committee
Charter Discussion

SUM/FALL 2020

2020 Draft Advisory
Charter

Retreat Q and A Follow-up - Contracting

Equity, Diversity and Inclusion Strategic Plan
Governor's Executive Order
ODE's practice and plans

Retreat Q and A Follow-up - Contracting

Governor's Executive Order

EXECUTIVE ORDER NO. 18-03

PROMOTING DIVERSITY AND INCLUSION OPPORTUNITIES FOR
OREGON MINORITY-OWNED, WOMEN-OWNED, SERVICE-DISABLED
VETERAN OWNED, AND EMERGING SMALL BUSINESSES

Retreat Q and A Follow-up - Contracting

Governor's Executive Order

NOW THEREFORE, IT IS HEREBY DIRECTED AND ORDERED:

Section 2. Policy.

It is the policy of the State of Oregon, for the purpose of promoting economic equity in public contracting, that all state agencies shall increase the percentage of state-funded contract dollars within each agency that are awarded and paid to COBIO Certified Firms.

Additionally, for contract opportunities over \$10,000, agencies shall solicit quotes or invite bids from a minimum of at least one minority-owned business, one woman-owned business, one business that a service-disabled veteran owns, and one emerging small business, whenever possible. Agencies are strongly encouraged to consider COBID Certified Firms for contract opportunities under \$10,000 as well.

Retreat Q and A Follow-up - Contracting

ODE's practice and plans to follow Executive Order

- Post all contracts with a dollar value >\$10,000 on the ORPIN system (Oregon Procurement Information Network, <https://orpin.oregon.gov/open.dll/welcome>)
 - Enables access by COBID certified firms to submit proposals or bids for the work desired.
- In cases of tight turnaround, ODE may solicit a minimum of three providers directly, in which we provide information to staff on potential COBID certified providers to contact.
- One of the challenges that ODE faces with using ORPIN is that many of our contract/grant opportunities are directed to school districts or education service districts in accordance to statutory provision or as the provider best positioned to meet school based activities. However, for pure contract for service activities, or grants that aren't limited to just school districts or ESDs, ODE uses the ORPIN system as its primary outreach source.

Retreat Q and A Follow-up - Contracting

ODE's practice and plans to follow Executive Order - CHALLENGE

- Many of our contract/grant opportunities are **directed to school districts or education service districts** in accordance to statutory provision or as the provider best positioned to meet school based activities.
- However, for pure contract for service activities, or grants that aren't limited to just school districts or ESDs, ODE uses the ORPIN system as its primary outreach source.

Retreat Q and A Follow-up - Contracting

ODE's practice and plans - Short Term

- Arranging tailored COBID Training by Business Oregon.
 - Focused on ODE staff; specifically program staff.
 - Started prior to COVID but currently on hold.
- Examining how best to utilize ESDs and SDs in order inform them about the availability of Business Oregon's "free" COBID Training as an opportunity for their outsourcing business needs.

Retreat Q and A Follow-up - Contracting

ODE's practice and plans - Longer Term

- Procurement Project - Business Equity Policy and Procedure for ODE.
 - On hold due to upcoming DAS Statewide Policy and Procedure.
 - Documents are at DAS for plain language review and should be ready for executive team soon. DAS couldn't give exact dates on an estimated approval date.
 - As soon as approved, ODE can create its own policy and procedure and provide training in-house.

Retreat Q and A Follow-up - Contracting

ODE's practice and plans - Longer Term

Oregon's Business Equity & Inclusion Committee: Business Engagement Tool

- More effectively capture our Business Equity and Engagement activities.
 - Examples - attend Governor's Marketplace, Salem Capitol Connections
- Purpose - Bridge the gap between individual agency business need and supply of providers with the necessary requirements to meet the agency business need and to get these firms to Business Oregon to see if they can be certified.
- This tool will also report if the activities as they play out or are completed are worthwhile and make adjustments as needed.
- Status: Draft is being reviewed by each agency's business equity and inclusion designee.

Retreat Q & A Follow-up - State School Fund

How is ODE addressing concerns regarding State School Fund dollars reaching kids of color and making decisions that allow for the analysis of the formula, the review of the weights, and the accountability of districts to serve these students via levers outlined in SSA among other things?

Relevant Studies related to school funding

- ProPublica's [Miseducation](#) study from 2018 (state comparisons)
- EdBuild's [2019 study of school district funding](#) (Oregon is excluded in their analyses due to insufficient data). Here's also an [NPR article](#) that summarizes the study.
- Pathways to Inequality: Between-District Segregation and Racial Disparities in School District Expenditures by Sosina & Weathers, 2019. ([paper](#))
- Learning Policy Institute's [Sharing the Wealth: How Regional Finance and Desegregation Plans Can Enhance Educational Equity 2019 article](#) (includes references to other state school funding formula and recommendations for policymakers)

Next Meetings

January 8

February 5

March 5

Next Meetings - Focus

- Continued Rules Review
- Update Plan
- Continue and Complete Charter Revision and Finalization
- Alignment - ODE Bodies of Work
- Introduction to MS Teams & Training



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Community Announcements and Updates