



## Agenda/Notes

Office of Governor Tina Kotek — RJC Education

October 28, 2024 – Zoom

1:00 -2:00 pm

Moderator – Javier Cervantes

### MEMBERS

x	Marie Chisholm-Burns		Jimmy Howard	x	Cynthia Richardson
	Djimet Dogo		Kali Ladd		Jennifer Simonson
x	Jaclyn Hurley	x	George Mendoza	x	Angela Uherbelau
x	Mark Jackson	x	Sonya Moody-Jurado		Jennifer Wilson

### OTHER ATTENDEES

x	Adam Crawford		Melissa Goff	x	Dan Farley, ODE
	Alyssa Chatterjee	x	Rachael Moser		Sara Spencer
	Ben Cannon		Kati Moseley	x	Kai Turner
x	Kate Denison	x	Shara Mondragon	x	Tenneal Wetherell
	Brian Detman		Emily Nazarov		Dr. Williams
x	Cord Bueker	x	Yasmin Solorio		

Topic/Lead	Notes/Main Points	Decisions/Action Items
Welcome	Javier and Cynthia open meeting.	
Determining and setting the committee's priorities from our budget/POPs conversations	<p>Javier shares “2024 Education Committee POPs_Priorities” PDF. Shares information on prioritizing top five, requesting committee select five.</p> <p><b>Cynthia:</b> Is there a reason we don’t have pre-k-12 for professional learning for educators?</p> <p><b>Rachel:</b> It was the way we split theses out is under the agencies. ODE is focused on k-12. Great feedback to take in. For now we just listed it as k-12.</p> <p><b>Tenneal:</b> Great, nothing to add.</p> <p><b>Javier:</b> Is there anything that jumps out for us to lift up? No order of priority, these are things we want to work on to draft a workplan for 2025. Last year we did a lot of work on safety. That can continue to progress.</p> <p><b>George:</b> These are some things to consider. Things like other superintendents or districts are talking about. Workforce adversity. Special education, a lot of people no longer want to be special ed teachers. Lots of protocols and procedures that make them think it’s a</p>	Javier to email Taylor Smiley-Wolf’s email to committee members for initiative director recommendations.

tough and hard job. They have to deal with students, teacher, administrators, and parents that do not want to listen. Lots of requirements, we have to do something to help support special ed in education. That's the first group that wants to get out of the profession or get a district job. Attendance is something we continually talk about. Fitting in strategic support where there is more staff that can work with students to ensure they graduate at higher levels would be nice.

**Javier:** Workforce diversity, with that special education and retention. Student behavioral health and mental health. Third being attendance.

**George:** Correct, in addition to what you already have.

**Javier:** Is this a priority for members or a secondary that didn't make the top five? Just want to be sure.

**Marie:** Want to touch on behavioral health. Want to highlight that and adversity.

**Javier:** Sounds like behavioral health is being lifted as a priority for 2025 cycle. Do we have some thoughts on that?

**Cynthia:** Strongly agree and support those suggestions.

**Javier:** Right off the top we have three. Just want to make sure we get thoughts from others.

**George:** Number one is summer learning. Lots of students behind, anything we can do to support.

**Javier:** I don't have POP numbers. We'll keep it in general and figure out POPs later on.

**Angela:** Looking at POPs it would be great for the committee and RJC as a whole to have a foundational understanding of what our state education racial equity plan actually is. Lots of siloed initiatives, pots of money, very difficult as a committee to push for different actions when we don't have a lot of that info. Would love to have a grounding of how these intersect and what else is going on in the state. Like the Student Success Plan for example. Would love a more understanding of how all that works, also what is working and what is not. I know our original title was around recovery. Yet our kids have not recovered. Specifically, with BIPOC, how can we replicate those things with a sense of urgency.

**Rachel:** Thinking through of what agencies have brought up. Resonating with special education, specificity with workforce. Student mental and behavioral health. Want to continue hearing what's coming up for you. If helpful we can have DELC and ODE share about agencies wide POPs. Would that be helpful?

**George:** Would like to add safety. Back to Mental Health and behavioral health. We've been doing lots to create inclusive environments. This council should be one of the ones that look out for safety of our students. Accountability structures for attendance, evaluation, grades, assessment results. Safety is a big deal.

**Javier:** Will lift that up.

*Kate and Rachel share slide DELC POPS slide.*

**Kate:** This is what where we are ensuring we can do what we do well. Asked for federal funds related to childcare division staffing. Want to uplift work we've done on tribal literacy. We have a LC that would propose a tribal early learning. Would be a flexible funding source for tribes for what they can use for whatever they see fit. Oregon 2024 identified childcare as a critical need to support the workforce. In 2026 there will be a prohibition on suspension and expulsion prevention program. We're asking to fund this missing peace to fund mental health support. Leveraging to support the Pyramid model. These are backfill resources we are hoping to consider in the GRB would help trainers and educators. Early childhood higher education consortia would remove barriers and open opportunities for degree completion and certificate completion. Would open doors to access education beyond scholarships.

**Javier:** Appreciate that. Sounds like we have a few oversecting items with behavioral health and safety. Of these POPs where are your thoughts?

**Angela:** Are these proposed investments in lieu of the BTF literacy POP? Are these to be made out of the money passed by the legislature?

**Kate:** Full disclosure, I didn't develop the slides. Was part of our initial POP, won't impact any current funding. Because it's a huge chunk of money, if we can invest in smaller pieces, that would benefit early learning sector. We're hoping these additional investments could be considered in addition to.

*Rachel shares ODE Slides.*

**Kai:** I will follow DELC's lead, and we can skip to slide 33. Want to bring to this group one of the POPs we utilize was OFIT Operational infrastructure POP. Want to shine light on as its important to shore up operational back of the office structuring. I know we have had payments come out late, if we focus on strengthening team in OFIT, it will help affording ODE goals as a whole. Next up is State School Fund Modernization. Want to be clear on this being the software underpinning model. We are doing the patchwork of three different systems that are running to end of life. Having a system that is up, and running is important to keep districts supported in receiving dollars for the general fund. Certainly, we want to update the software in the distribution model. We can validate any new system with the hold system. Grants management system replacement. We have a homegrown system within ODE called Electronic Grant Management System. We started process of doing our implementation of system in biennium, these are additional dollars necessary for the grant management system. Once it has been cared for. This system is the way we incumber funds. Closing Funding Gaps – Student Experiencing Disabilities. Within the state school fund we have what is known as the SPEDCAP waver that is at 11%. Initial part of the state school fund allocation and distribution mode designed by the legislature. We have LC that would rase the cap, but if we raise cap without adding additional funds, we would be thinning the soup for everyone.

**Tenneal:** Students Social Emotional Health (SEH)

**Rachel:** Students SEH – increasing needs and supports for educators and other staff. Workgroup is doing lot of work behind the scenes and thinking of short, mid, and long term recommendations to have specific recs for you.

**Tenneal:** Accountability efforts. Getting ready for a report. There is a POP to help with the implementation of the priorities. Once report is more focused, happy to come back and share methodology. Looking forward to this work in next couple months.

SB 819 and OESO-RMO Team Capacity. These help us support schools and districts around finance.

**Kai:** This is what totality of what our budget would be

- 25-27 Agency Request Budget total: \$18,229,426,137.
- Key investment areas (total POP's): \$754,716,832

Look forward to questions.

**Javier:** Going to share what I have listed, looks like these overlap with other priorities.

**Angela:** I know we'll be debriefed by ODE with test scores. Would love to see filling academic achievement gap as our top. These are all important and intersect but do think closing the academic achievement gap needs to be closed across the state.

**Cynthia:** What do we need to do to close the achievement gaps. I think attendance could go under there too along with special education profession retention and work diversity. Is this where we put literacy?

**Angela:** I agree, literacy and math. A lot of this ties into closing the literacy gap.

**George:** You can put summer learning under literacy and math. Student supports for behavioral/mental health falls under there.

**Marie:** These are tactics to closing achievement gaps. Want to make the argument that behavioral health and mental health are not more of academic achievement gaps. Maybe those should stand alone or go under safety. Although they are not a sub bullet of workforce diversity. Maybe we can bring it out to make it its own priority.

**Jaclyn:** Coming from RJC, I would like to see more of an opportunity under achievement gap learning. Would think about sense of safety and belonging as priority. I think that supports for behavioral and mental health falls under those measures. Adding special education profession retention for early childhood to align with our policy packages on early literacy. Dual language. A sense of safety and response systems. Might include students with disabilities as well. Could include other social identities.

**Cynthia:** Note under Workforce Diversity that we "recruit, retain, and promote staff of color".

**Marie:** Important we define opportunity gaps, just to

ensure we are getting what we want, to have it defined.

**Cynthia:** Should we say closing education gaps?

**George:** Some things are achievement gaps or opportunity gaps. Maybe we want to call them something different. With literacy math, summer learning – those are all academic. Attendance is number one for school.

**Javier:** You are both correct and it can be in multiple places.

**George:** Back in the field teachers that are leaving k-12 special education, experience and discussions I have had is what I want to highlight. They are drowning and saying it's too much of a burden. Whatever we can do to support them, provide more services. Giving them more money isn't the issue, they don't stay because of all the other items.

**Mark:** Want to add procurement /rulemaking processes that perpetuate barriers for local partners. If we can monitor or address these types of decision for early literacy funding for change in language. Not having that insight or access. Evaluating student success plan to ensure we aren't losing funding allocation. Want to ensure our communities are elevated across the work we do.

**Marie:** Maybe two separate categories – academic gaps, and second being closing opportunity gaps. Going back to what we said, do we want to highlight academic and separate opportunities that are not academic. Maybe that's a discussion but I think by saying closing opportunity gaps – you have to define it. Because everything is an opportunity.

**Cynthia:** I like what Angela said – increasing State Commitments to underserved students.

**Angela:** There may be another way to phrase it, but instead of putting the burden on the students, what is our role as the adults that are supposed to support them.

**Javier:** How do folks feel with where we are? We can work to solidify language later.

**George:** Adding closing gaps or improving disparity with mental and behavioral health. Reducing mental and

	<p>behavioral health disparities</p> <p><b>Jaclyn:</b> Reducing disparities and providing councilors.</p> <p><b>Marie:</b> Instead of reducing, let's think about eliminate.</p> <p><b>Javier:</b> Do we have any additional questions moving forward? Apologies we don't have time to debrief on test scores. We do have another meeting in December.</p> <p><b>Rachel:</b> We are working to hire initiative director.</p> <p><b>Javier:</b> There was a request to include meetings in long sessions. Andre has asked us to add additional meetings between January-June when long session is going. Kali was mentioning increasing convos to 90 minutes. We can have discussion going into December meeting for planning.</p> <p><b>Angela:</b> Education initiative advisor – anyone on the call who we could recommend, who should we send them to?</p> <p><b>Rachel:</b> Send them to Taylor Smiley-Wolf. Javier to send email out to committee members.</p> <p><i>Javier closes meeting.</i></p>	
<b>Brief Update/Intro from Dept. of Education: Overview Test Scores</b>	<i>Overview Test Scores Postponed</i>	