

Agenda/Notes

Office of Governor Tina Kotek — RJC Education

August 26, 2024 – Zoom

1:00 pm

Moderator – Javier Cervantes

**MEMBERS**

X	Cynthia Richardson	X	Mark Jackson	X	Djimet Dogo
X	Kali Ladd	X	George Mendoza	X	Sonya Moody-Jurado
X	Jennifer Simonson	X	Angela Uherbelau	X	Jaclyn Hurley
	Jennifer Wilson				

**OTHER ATTENDEES**

X	Adam Crawford	X	Rachael Moser	X	Melissa Goff
X	Marie Chisholm-Burns	X	Alexa Pearson	X	Alyssa Chatterjee
X	Dr. Williams	X	Brian Detman	X	Angelica Cruz
X	Emily Nazarov	X	Kai Turner	X	Kate Denison
X	Kati Moseley	X	Misael Flores Gutierrez	X	Raquel Gwynn
X	Sara Spencer	X	Tenneal Wetherell	X	Ben Cannon

Topic/Lead	Notes/Main Points	Decisions/Action Items
Budget Discussion - Initiatives Adam Crawford/Rachael Moser/Alyssa Chatterjee	<p>Power point Questions/Feedback re initiatives:</p> <p><b>Marie</b> – I like the presented POPs, but are there any measures of success in mind for the POPs? The data – is it setting a goal? Is it telling a full story?</p> <p><b>Angela</b> – In relation to Marie's questions, how do we define success? Is there room in the POPs to be responsive to the data coming out in Fall re student test results from last year? Because literacy money is open to all districts, what about under-represented student populations? Can we set aside money to target resources to specific schools to respond to particular data?</p> <p><b>Kali</b> – When we passed the literacy legislation, the curriculum was important, but what about the social and emotional wellbeing of kids based on the languages they speak? Does the science-based curriculum support that? Sounds like it could be harmful. Not a lot of funding went to culturally appropriate responses. How do we make sure students of color are getting effective approaches? ESL is lowest percentage of readers, then students of color, etc. How will the funding be addressing this gap?</p>	

**Rachael** – Great questions to think about.

**Dr. Williams** – Data is important, and we continue to wrestle with it so it can best inform our practice. How can we be flexible? Limits on that in moving funding because of the rules, but we need to think creatively when districts need specialized support. How can we be more intentional with under-performing schools? Curriculum – one of the ways we try to address is through framework. In partnerships with districts, we are intentional when allocating funds and addressing gaps. We want them thinking about that.

**Angelica** – Culturally responsive – grants require criteria for coaching and require us to create a pool of provider list; we will be evaluating the level of quality of providers to ensure they are culturally responsive and training teachers appropriately.

**Melissa** – Evaluating impact on faculty. New teachers are disproportionately represented. Need to make sure everyone has a culturally responsive lens.

**Jaclyn** - Kali- yes- in a class of Salem Keizer dual language teachers this summer, these teachers problematized interventions for essential components of reading instruction as not being culturally valid for multilingual students

**Marie** - Disaggregate data is important. KPI (key performance indicators) would be great and it does not have to be one size fits all. We are different and we should meet people where they are. We all know the importance of math and reading scores and predictive value.

**George** – Early learning and professional development is important. Improving cultural responsiveness. What about summer school? Extended summer school to catch up and/or accelerate kids learning. Grad rates. A lot of districts don't have those resources to catch up. Otherwise pleased with indicated direction.

Financial  
Transparency  
Dashboard  
Rachael Moser / Kai  
Turner

Power point  
**Kai** - **What will a dashboard look like for Oregon?**  
**What do people want to see out of this?**  
  
**George** – If there was an overlay document for the budget with an ODE or state level transparency like the

info graphics (disabilities, etc) and how much money is spent towards those students, that could be more clear to the public. Don't need to reinvent the wheel, but just make it streamlined to the state based on the students and resources we have.

**Kali** – More demographics on teacher workforce by school in comparison to the students. Also, language spoken by staff and teachers. Which schools have pre-schools on site?

**Angela** - Really appreciate your question Kai. I'd love to see empowering info that helps families feel more informed & less alone. With literacy for example, 90% of parents/caregivers believe their kids are reading at grade level when the actual range is much, much lower, i.e. 40% in 3rd grade. That disconnect often leads to shame where kids & families feel like they're the only ones & it may be their fault - when it's a longstanding systemic issue of failing to serve our students.

**Marie** - Hi Kai, I am trying to think about a response to your question... I think to answer this I would need to know your primary audience for dashboard. Who would use it and maybe get a focus group and ask them.

**Kai** - (to Marie) I apologize for missing this. The audience is role based and should meet folks where they are. I am already planning on role based engagement with the community, business managers, superintendents, and parents. As I said adoptability and use is key -- and without a role based approach, no one will find the data usable for their individual context.

#### **Kai – What can we avoid on a dashboard?**

**George** – Sometimes we spend more on facilities or tech, etc., but there needs to be space for the community context and local values.

**Ben** - Dashboards of this sort, including of the type we've created for Oregon colleges and universities, typically look backwards (for understandable reasons). As a community member, though, I was struck that the PPS strike seemed to involve different understandings of resource *projections*.

Accountability Update	Out of time; Will go out via email	
Civil Rights Update Emily Nazarov	Power point CRC Civil rights coordinator	
Education Funding Rachael Moser	Power point	
RJC-Ed Committee – December 23 Meeting Poll	Zoom Poll result: Dec. 2 @ 1pm Will need to bump agenda planning to 10/21	
Notes	Javier – annual report approach. Needs to go out by end of the year. Volunteer liaison:	Javier to find volunteer