



QUALITY EDUCATION COMMISSION

WEDNESDAY, DECEMBER 8, 2021

9:00 AM – 11:00 AM

ONLINE MEETING ZOOM

255 CAPITOL STREET NE, SALEM, OR 97310

Commission Members: *Cam Preus, Samuel Henry, Dana Hepper, Carlos Sequeira, Tricia Mooney, Whitney Swander, Reed Scott-Schwalbach, Jon Wiens (Staff), Evan Fuller (Staff)*

Meeting Scribe: *Katie Chandler*

Welcome & Commissioner Updates:

Samuel Henry- Serving as vice chair today for the QEC. For one of my other lives I would just bring an update. Most of you know I sit on the Multnomah ESD board. We're having a meeting tomorrow. We're having difficulties finding substitutes and people to come and help us. We're not in a dire emergency but it's appreciated just what staff does, especially ESD's. I heard an OPB program about a crisis for bus drivers in several school districts. I consulted with a school district and they brought me into the discussion about whether to close or not to close. Sometimes I'm amazed to find out that one of the things I found out from that is that they have much better systems for dealing with rural education via satellite than a lot of places that are nearer to home. Reminds me that even though we do some nice things other people do some really nice things as well.

Reed Scott-Schwalbach - I'm a high school Spanish teacher and president of the Oregon Education Association. I did get a chance to visit Aubrey elementary school in Salem. When we staff buildings at the level to meet the needs of the students we can do amazing things. I was really impressed when I was talking to staff about the amount of support they felt from their principal because they have adequate staffing and they feel seen and heard by the administration of the building. When buildings are staffed well and folks are welcome then we do great things. When that does not happen things fall apart. It was a great experience.

Dana Hepper - how did they fund the additional staff?

Reed Scott-Schwalbach - I don't know about their financing but I did see that they were able to get substitutes and I talked to a counselor and she was talking about how welcoming the building was and she felt like her professional opinion was respected. There was an adequate amount of aides in the classes.

Carlos Sequeira- Reed thank you for sharing that I agree with you 100% that leadership makes a difference in the school. What I have seen at Lane ESD is that we do have a shortage of staff in SPED

programs. We have tried so hard to staff those classrooms for the students and create that welcoming space. We can always improve on creating welcoming spaces for teachers, substitutes and students. All of our staff at our ESD has stepped in and started to substitute to help the shortage. It created this solidarity among our staff to support one another.

Whitney Swander - Director of data and research for foundations for a better oregon. I think it's really interesting to hear the discussion that has organically come about thinking about an adult perspective. And how our operations really do filter through that adult lense and I think I mentioned back in May or June that FBO over the summer had engaged a couple of partners to do some collaborative research around the summer learning programs that they were doing so holding the investment that our state made in summer learning and we really looked thru a youth lens and really helped those programs for what they are which is an extension of an learning program. They are not extra. They are places where kids make meaning from their experiences from the school year and how they bridge home and community and build their own identity. Some of the things that I am heartened by. They are thinking about an evaluation of the 540 grants that they provided to communities based organizations and charter schools around the state. It really comes back to when we were thinking about what a quality education system is. That experience that they have from September to June is one part of their experience but there is valuable learning that happens after school and during the summer. Kids are getting more opportunities outside of the school buildings. There is a lot of pressure on the school buildings. The politics get in the way of taking care of the kids. So if we could focus on dialogue and understanding. There's really special things that happen when people are in supportive spaces.

Dana Hepper - Good morning everyone I will just personally say as a parent I am hoping our school district does not go to a four day week. My kids are thriving in person. But professionally there are two things on my mind. One is preparing for the 2022 legislative session and the big focus is child care. We work closely with the child care unions and the unions went to the members they represent and they asked for something to be done to bolster our child care system both for the immediate crisis and to create more long term stability in that system to support educators and everyone that works and has children. Then we are having to work through the delay in procurement.

Tricia Mooney - Superintendent of Hermiston School district. One of the things that we are in the beginning stages is working on as a district working with blue mountain community college and our local head start is how we can create a grow your own in our community for people to get their associates in early learning. Head Start needs those people. As part of our bond project we have some modular buildings that we are adding to the early learning program in our community. We have every individual needed to teach any class to get your associates in early learning to create that pathway. As a K-12 system I know that if we support people to get their associates in early learning they may go get their bachelors to become a teacher. I think one of the things that locally and Carlos will probably say the same thing is trying to get people focused on the right thing. Really focusing on keeping the right thing the right thing. There is a lot of good work going on.

Jon Wiens - I'm doing a presentation to the African American Black Student Success Advisory group tomorrow. They want outcome data for the students covered under the plan. Which is hard the last couple of years but overtime I have presented data to them not just based on federal report data. If we look at all kids who have African American Black race flags. Just looking at the outcomes is actually really hard because I have this long presentation that I could show later. Sometimes when you meet people on the outside they push to look at the data. We get so stuck in the way we look at things. So we started looking at Blacks who reported as Black and Blacks that are Hispanic and Blacks that are multi-racial. The outcomes for Black multi-racial students are virtually the same as students that are flagged as black. Their outcomes are masked in that group because the biggest group of multi-racial students are White and Asian. It's been masked by the way we report the data. We need to change how we look at data. I can show you a couple of slides from the presentation.

Cam Preus - Good morning all. I'm the executive director of the Oregon community college association. I could echo some of the comments that have been made around the fatigue and staffing shortages and resignations are retirements. Community colleges are perhaps not a critical time as we finish fall term and look to winter term. We've been watching the news and enrollment at community colleges are down over the last decade. We still see about its leveling off now in fall of 2021 but we aren't making up the difference from 2020 and the drop off from the pandemic. We are seeing a lot of individual staff and faculty are not sure they can keep up as we work really hard to get students back to college that dropped out. We are looking at lots of different colleges that have just secured two grants on bringing adults back to community colleges so that is good news. We have three that are participating in a national grant effort in the economic development administration that is focused on bringing adults back.

Work Plan for 2022 Report

Evan Fuller - I circulated the Smartsheet to everyone. Has everyone been able to access it? I will show it right now. There are 13 rows and broken down with a timeline on the Smartsheet. The yellow ones will be me doing it. The other things that the commission will have to do. The rest of the month I am documenting the rest of the current assumptions that are in the model and will circulate that prior to the next meeting. I currently have some ideas that I will suggest for ways that we can improve some of the assumptions that are in the model and I will include that with the document that I will circulate. In February we need to create the outline for the draft for the report and then I will begin working on updating the model data and incorporating any new assumptions also in February. In March the first draft begins and runs for two months. During that time I will be running the CSL base case and the full implementation models of the QEM. There is some work where we have to calibrate our model to the base case from the CSL that comes from DAS. I will be refining that through April. Then in May the second draft begins while I create all the exhibits for the report coming out of the model and supplementary data that we provide to the report with the outline. The third draft happens in June and final draft will be in July. It has to be submitted to the legislature by July 29th in advance of August 1st.

John Rexford suggested for the outline that there is a lot in the 2020 report that still is applicable so using those as the baseline for the draft outline and draft report was his suggestion to start that. Brian historically wrote the report and drove a lot of that but that is not my role to do. I don't think it's the place of ODE staff to speak on behalf of the QEC. I will be providing support in technical accuracy, but I don't want to insert myself into the language or statements of the commission in the way that Brian has done in the past.

Reed Scott-Schwalbach - This is my first round of doing this and I'm wondering about what the process is around the CSL cost model, there are different ways of getting to that. The other thing is that there is a way, the issues we see in schools now are because of historically underfunding. There is interest from educators around can we show how much money the system has been short changed so we can better see why we are seeing such a drastic need now. Could that be a part of the report as well. In being really clear about what the impact that has been and so tying it to the issues we are seeing now as we go into the final drafting of how that information is being presented. It's important to help those people connect those two issues.

Evan Fuller - Historically is in the report. It would be the sum of the QEM full implementation gaps in SSF that we calculate and report every year and the history of those gaps are included in the report. I can show that history in my later presentation about the update for the QEM gap calculation in regards to the JPEA. The revision of that 2020 gap estimate.

Dana Hepper - Reed can you connect the dots for me about what you mean by that.

Reed Scott-Schwalbach - I mean that people who don't see for example the cuts to staffing that happened in 08-09 don't see that that is affecting us now. We lost a whole generation of teachers.

Graduation Requirements Committee Follow-up

Tricia Mooney - I made a comment in the last meeting about when there was all the how in the news about how Oregon kids aren't going to have to read write or do math to graduates because we have no requirement and it was my comment about us potentially putting out some kind of statement from the QEC about how that is not true. Kids still have to know how to read, write and do math. I have not yet drafted that statement but still plan on doing it.

Potential QEC Appointments

Dana Hepper - We have done a fair amount of outreach and some of the partners we have outreached to Luke COSA for example has done a great job of getting back to us with some names of people. They are waiting for us to tell them if we want to actually call these folks and

see what their interest is. We are waiting to hear back from Efren who is the education policy advisor for the governor. Other folks we haven't heard back from yet. WE help narrow to four names and ideally these are 4 names that are people who are outside of Portland Metro and/or people of color that is their strong preference to continue the diversification of the commission and so that's our next task. I think we probably need to get back with at least the school board association and see if they can follow up with us by the end of the week. And maybe have a subcommittee conversation that is my instinct about what is next but I haven't had a chance to talk to John directly.

JPEA Report on QEM Effort

Evan Fuller - In the original 2020 QEM report there was a gap projection of 9%. Then we started speaking with John Rexford about work that needs to be done to revise some of the calculations and had a gap of 20%. We had 18 billion dollars of total funding requirements predicted by the model. There was 7.8 billion of non SSF funding from other sources that were netted out to come out with then there was an estimate of 1.176 SSA funding. We recommended 9.16 billion for appropriations. John Rexford looked at the budget notes for the 19-21 SSF and asked me to make a revision which is included in the 9.3 billion that the state appropriated. We came up with some new revisions to that based on a workbook that they sent to me that Brian calculated. I updated those with all the actual data. I found one error in the 2020 QEM model run. Some ESD revenue was still using the 2018 forecast value instead of the historical value. So there was a 2 million difference there. The actual SSA dollars were appropriated and transferred were about 130 million dollars higher than the estimate that Brian did. The actual gap ended up being 6% rather than the 9.1% that we came up with. The SSA funds did an even better job of closing the gap than was predicted.

Dana- Evan where are you landing on what the gap is?

Evan - It's 6%. In the calculation that Brian did he prorated the total grants to districts value. By 78.7% there were some revisions to the forecast of CAP revenues due to the effects of COVID-19. But in practice what happened was that the reductions in CAP revenues were not as severe as had been anticipated. In the appropriations process the legislature left some head room in the CAP revenues to be able to absorb what was needed. There was a buffer room. The districts got less of what they were forecasted but they got more than the original proportion of the amount they would get.

ODE Directors Report

Colt Gill - I talked to John and he asked me to bring one thing to you all and that is what is shaping up to be the set aside for the Esser set aside dollars. The dollars that they state gave to

school districts. Just a reminder of what we are talking about there have been three esser funds that have been delivered. The first one thru the care act, the second one thru the coronavirus relief aid fund, the last one thru ARPA. I will be talking about the ARPA funds. So 90% of the funds went directly to school districts. About 1 billion went to school districts. We will be posting the set aside plan. We did a lot of engagement with communities, educators and partners over the 20 plus months that we have been in covid. In that time we have centered on our equity stance. We have developed a hub and spokes model of how we need to invest funds that come to us that are surprise funds from the federal government. We spend a portion of the funds to work through the protocols and operating schools safely. Then we center equity and work on each of these spokes. When we put this in front of audiences back in May and said that from this where do you think we need to prioritize the state set aside funds. They gave us three priorities that capture several of the items. They did want us to focus on addressing unfinished learning that's a match of what is required from the federal government. They wanted us to prioritize health, safety and wellness for communities and to strengthen high quality culturally sustainable instruction and leadership programming. Within each of those three priorities they set forward five themes that the community members and educators want to address. You have to spend in certain categories with the set aside funds. A portion of the funds are for unfinished learning. We're proposing eight investments there.

Adjourn

NEXT MEETING: WEDNESDAY, JANUARY 12, 2022

9:00 AM – 11:00 A.M (Zoom)