



QUALITY EDUCATION COMMISSION

WEDNESDAY, JULY 13, 2022

9:00 AM – 11:00 AM

ONLINE MEETING ZOOM

255 CAPITOL STREET NE, SALEM, OR 97310

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

Meeting Scribe: *Katie Chandler*

Welcome & Commissioner Updates:

Carlos Sequeira - My highlight of my summer was meeting Samuel in person at the OSBA conference in Bend. The conference was great and had great speakers. It was a good time to spend with the board and connect with other folks

Samuel Henry - I did get to see Carlos. Interpersonal relationships change during the pandemic. I sat with Colt and met with my IMESD colleagues in person for the first time. It was a great conference.

Whitney Swander- New professional development I have been doing comes from consulting with school districts and ESD's and working with the United way of central Oregon. Last month I joined them as a director. There is an opportunity to reimagine what an entity's role is and communicate with our community and its needs. I've gotten to talk to all sorts of people to think about what is the next stage of growth.

Dana Hepper - I'm a little short of work updates. I was on vacation in Ireland for the last few weeks. I will say on the policy front a lot of the work I've been doing is figuring out a strategy to expand child care facilities. We have a big working group whose desire is to propose a fund that is available to all provider types to be able to expand. We keep running into permit issues. We want to make sure there is balance on who can secure the funds so that school districts and smaller businesses can access the funds.

Reed Scott-Schwalbach - I just got back from Chicago from our annual business meeting. We had about 3,500 people gather and talk about issues going on across the nation. I'm glad to be back in Oregon and looking forward to more in person events.

Cam Preus - I attended an economic summit in eastern Oregon. I've been working on in my volunteer time achieving the dream and the higher education commission they are doing an event that focuses on student success for community college students. We are making sure we have speakers and events for

people to gather together and discuss post covid student success. Community college enrollment drop was very high during Covid. We want to make sure all students are successful.

Monica Cox - I can't share too much of what I work on here. Personally I am returning from a couple weeks off.

Tricia Mooney - I got back from Mexico this morning. I am playing catch up today. it's good to be home

John Rexford - I caught Covid too. It was mild.

Laurie Wimmer - We were excited to get the article posted. We pointed out the limitations on the indicators. that was well perceived, it's gotten more traffic then other articles. Also a presentation that me and my partner did we were invited to turn a presentation into a chapter for a book. We were selected to speak at a conference in Italy on racial justice. Also I wanted to point at the department of education to online schools to charter school grants. They are adding more accountability that public money is being spent in a good way.

ODE Directors Report

Colt Gill- I did get to see Samuel at the OSBA conference. That was great. The table I was sharing information about was COVID in the fall. We are in the midst of a surge in COVID. It's holding study. Hospitals are becoming impacted. The belief that fall will be another COVID challenge. Teh schools and local health authorities are the decision points for next school year. wE talked a little bit last time about the school state funding service calculation for the next school biennium. We're seeing the calculator for K-12 to remain flat. Inflammation numbers were released. Community college is looking at 8-10% increase and public schools are about 2% increase. We might need a policy package the department will make a request to change what the legislature would request for schools. WEre preparing a policy state package. Recently the department has been able to do the distribution or the state school fund. ADM calculation, we have seen a reduction of 30,000 students since the pandemic started. The school districts were not affected the last two biennumas. But the next one will be affected. We believe as we start next school year we will see more kids coming back. We believe those funds need to be there. We don't think inflammation is calculated correctly. We want to maintain a good work force in the schools. Property tax increases allow for more revenue for schools.

Staff Updates

Jon Wiens - I just got back from vacation so I am playing catch up. We're still collecting data from last school year. We will know more next month. I work with school business officials and one of the things we have been estimating ADM for next year. We have the missing kids that will

come back into the system. We have lower birth rates now. We also don't know how much the pandemic affected migration to the state.

Evan Fuller - I don't have many updates. Waiting to see the final version of the DAS formatted report. So I can check the numbers and make sure everything is correct. I am waiting for any questions from stakeholders

Final Review of Report

Jan - I sent the final copy of the model report. I tried to incorporate everything I didn't get any feedback to data except the email from Cindy Hunt from Scott Nines. I looked over what I would say generally there are a couple of fine tuning things that we can do to make the deadline. Some of the ideas would take more time and more feedback and require his shop to write that portion. The risk there is missing the deadline lengthening the report, a lot of his recommendations point to things that maybe aren't wrong that could be better so it's really up to the members what they want to do. I am happy to walk through his points and add my comments or suggestions if you would like to do that.

Dana- I just emailed folks the input. I will stick it in the chat too just in case. So the first bit of feedback was inclusion of the student success act funding in how well we were doing toward meeting the quality education model recommended funding levels. I just wondered Evan if you could remind us of how that currently works.

Evan - The way the model works is it calculates the total state funding amount and then we back out the forecasted. There's a calculation of what the total state requirement would be and that's the state school fund and the SSA dollars but the way we phrase it in the report is net of forecast SSA dollars. So the gap we are calculating is only the gap in the state school fund from the QEM school state fund recommendation of SSA dollars. We're already counting that money in there and the gap we've always calculated is not the gap in total funding, it's the gap in the state school fund total funding. Are we misrepresenting the information? We've been doing it this way for the last 20 years. The total cost plus ESD in the 23-25 biennium is 19 billion dollars. The total funding requirement for the 1 billion dollar gap will be a much smaller percentage of what the full cost is. I don't know if it's a misrepresentation but all the other things are outside the control of the legislature. They can't do anything to control the cost. They can do stuff to control revenues but it's harder for them to do that because of the constitutional stuff. They have to be referred to by the people, not the legislation for taxes.

Dana - When ODE read this their understanding was that we were saying there's this gap of this dollar amount and we haven't factored in any funding of the SSA. Do we need to make sure the narrative is saying we have considered SSA funding in the paragraph leading up to the chart.

Reed - Lets make a list of things we need to look at. Some are just typos.

Dana - this second one is a quick fix on the top right corner of page 17 where we are talking about SEIA but we list SIA, just a typo to fix. We should just spell it out. So specifically were referencing this Oregon integrated system, they are now calling it the integrated framework. this one I mean one John, Jan or EVan if we could just really understand the delivering an on time report cause we were pitting what we put in there was to support alignment and now ODE is reading it and saying what you put in there doesn't support alignment so I think understanding what our timeline is and what it might take and one our options is do the adjustment and if we have time. Or to vaguely say our hope is to align with ODE. If Scott Nine's crew could write something that we could add we could make the deadline.

John Rexford- We could slip a sentence in there that refers to and check in with ODE for further clarification or the latest approach.

Jan - I would like to replace the header on the chart right now. It says alignment student success act programs and replacing it with alignment and integration in education investments. That is, I think more precisely. When I went to look up this chart to see what was on the ODE webpage. I found it embedded in our report that had to do with ODEs attempt to align and integrate state and federal investment programs. They have gotten feedback from districts that things are misaligned. State and federal are not aligned or talking to each other. So they created this alignment for both state and federal programs. so if we renamed it to be more precise and put a box around it so it's more clear. The caption for the box gets modeled in with the text to make it clearer that would be better.

Dana - I think that's the best we can do there. then it says on page 18 the framework we share is the ORIS but this framework is being shifted in big ways. Do we take the whole reference out to the integrated framework and just put one paragraph but then are we saying nothing about integration in the report is it possible to add a quick paragraph to speak to ODEs work on integrated framework that is ongoing. is that one ODE staff could write for us in the next couple of days.

Jan - I can reach out to scott and ask if they have one or two paragraphs that explain the integrated guidance. They might have something that is already written.

Dana - Again pointing back to the integrated guidance on page 19. Connected to continuous improvement. If we do what Jan was saying if we put a one to two paragraph explaining it that will be taken care of. So then the last two comments are on page 31 our findings and recommendations summary. Number two speaks to revenue and how the SSA hasn't fully fulfilled that promise of adding funds cause it's been backfilling and their comment is that SSA was unimpacted from revenue except from the SSA was fully funded. The SSA money came in

but the formula for funding wasn't so we just have a disagreement here and leave it as is or clarify the language to make it more pointed. I would leave it alone. WE could have been more precise that the student investment account has not reached the billion dollar threshold because the last legislation took 200 million dollars off the top. I think that those of us that were so supportive of the student investment account, our vision was that it wouldn't supplant the state school fund but it was intended to supplement.

Samuel - I agree with the last two comments. I think we have participated and i'm not trying to point fingers we have participated in the game we are half a billion dollars short of what we could be recommending. I think we have dressed it up in a lot of gowns but its not essescutlat doing what its supposed to do for our kids and I don't know exactly what is the right way, i wanted to file a minority report but because i think there is another whole approach to this and that basically we've been used to supplant one thing which I have a problem with.

Dana - The last one is recommendation number two. Our recommendation number two is to remain faithful to the intent of and targeted funding for the student success act and there is the student success act really targeted. I think this is a little bit of a challenge. I think yes the funding is targeted but you're backing out the general fund dollars and it becomes much more muddles. The student investment account there is an argument that the entire education budget should be used to eliminate disparities. This piece of that says it really well. How is it so different what should we be doing differently in our public school system? Maybe a language change.

John Rexford - I'm trying to figure out what it looks like based on the formatting we could have a sentence or two without blowing up the whole page. Samuel, do you have something in mind. Samuel - I think we could.

Reed - I'm ok with leaving it as it is unless there are ideas for expansion. I'm curious about the reaction we have received and I'm curious to see what else people say if and when we publish this recommendation with language we have because I think we could have those conversations around this very issue discussing the funding and the role of the SSA. It could help some folks be forced to talk about what the realities of the structures are. I'm curious to see how other people will feel when we publish recommendation number two.

Dana- I agree with Reed. This is hard to put in languiate on a page. What ODE is really raising here is a conversation and a discussion about grappling with nuance and complexity. I think that if the recommendation starts the conversation we can raise that when the legislation gets it. I think it's a good thing for us to be grappling with for the next couple of years.

Jan- When we look at page 16 when we describe the SSA. The early learning account seems targeted to me. I don't think it's untrue to say the SSA is targeted. But I guess it depends on how you define it. Evan wanted to drop a number on exhibit A the chart the gap between the QEM

and state funding to make it more uniform. On page 9 we will drop a number from the decimal, on page 17 we are going to change the reference from SIA to statewide education initiatives account. We're going to change the heading from alignment of student success act program to alignment and integration of state and federal education investment. WE will put a box around that so it's clear, We're going to maybe add a sentence that says the goal of the commission is to align with ODE initiatives which continue to evolve. On the next page we're going to take out the circle and replace it with some language that Tricia found from the webpage about integrated guidance plus a kid picture and link to that page. I will run that past ODE staff to make sure that we understand this.

John Rexford- Are the commissioners comfortable with this going to the governor and legislature in the next couple of weeks. Were due July 31, 2022. I'm going to ask each commissioner if they approve of the report or not. Reed - yes, Samuel - No - I support my colleagues in almost everything i've ever seen but for the reasons that I outlined I think we're catching the wrong train, Dana - yes, Whitney - yes, Carlos - yes, Tricia - yes, Monica - yes, Cam - yes, John - yes.

From the commission - Thank you Jan for all your help we wouldn't be here without you. You have gone above and beyond to get this report together. Do the commissioners want hard copies of the report? yes.

Jan - DAS put together an executive summary to send to the governor and the legislation. When reports are done by state agencies to the legislature you're supposed to send an

Consider Canceling August Meeting

John - we have traditionally not had an August meeting. I wanted to pull commission on continuing that practice. If needed we will keep the August meeting if we need to plan to present to the legislature.

Adjourn

NEXT MEETING: WEDNESDAY, AUGUST 10, 2022

9:00 AM – 11:00 A.M (Zoom)