

Topic Description	Discussion Notes
<p>1. Welcome</p> <p><i>(Cindy)</i> 5 min</p>	<p>Welcome, meeting is being recorded and streamed.</p>
<p>2. Review of Previous Meetings</p> <p><i>(Cindy)</i> 40 min</p>	<p>Grounding in the Budget note and group agreements. The work of the previous meetings will serve as the basis of a report we submit. Agendas were informed by budget, requests from group members. In October: Questions about the budget note and goals for this work together. Also started talking about the research contract. Timeline, procurement backlog has been a challenge. Eleven additional procurement positions added. We were able to invite at least ten contractors to place bids; we chose from three highly qualified bidders. Data also a challenge. We built that in and have discussed ways to address challenges. Clarification of charge, school level spending, SSF formula. How does HB 3499 work, process for researcher. November meeting. Talking point: Brought items to them to review based on focus of budget note. The subjects of these meetings were specifically addressing part of budget note or were requested by the advisory group. We also wanted to be ready with information when the researcher contract was awarded. We are also going through the meetings so that we have shared understanding of what is being shared with the contract researcher. Go over each risk</p> <p>ODE prioritized federally funded contracts for which we faced potential funding loss, we also requested and received eleven additional procurement positions in February.</p> <p>Later in this meeting I will be providing the contracting timeline to you and going into more depth.</p> <p>Had presentation on the EL program at later group</p> <p>Based processes on feedback</p> <p>14. KEY POINT: The Gap still exists - around 28 points between teachers and students, gaining in teachers of Color but also gained students.</p> <p>In Fall will have 21-22 data.</p> <p>15. KEY POINT: School-level expenditures are getting more transparent due to new federal requirements</p> <p>16. KEY POINT: We can't track SSF to the school-level under the current system</p> <p>17. KEY POINT: EL review requested by Advisory group</p> <p>18. Case study: Only 4% of SSF.</p> <p>Districts do not submit a budget, rather report expenditures.</p>

In response to disproportionate and disparities in the learning and experience of English Learners, interest in how these funds are implemented has increased.

What percentage of EL ADMw funding is spent on EL expenditures? This varies widely by districts. Some districts we have worked with are spending on EL expenditures about 60% of what was received from EL ADMw, while others are spending above 150%. This analysis is limited by the various ways in which districts implement EL Expenditures. (DLI example, FTE example)

19. KEY POINT: most EL expenditures (90%) goes to staffing
George Mendoza: Equity issue around virtual vs. brick and mortar schools. My point is we should also look at an online school district or two or three as part of the selection process for education funding

M. Peoples: I still want to compare small, medium, large and also rural, suburban, and urban services as it relates.

@Margarett, thank you and we will share with the contractor.
Much appreciation and gratitude

Amanda: Acknowledging the limitations and addressing them at the beginning. Recognize that there are inconsistencies in the way districts track BIPOC student data.

George: Contracts/labor negotiations drive compensation, part of problem or part of the solution.

We could try to find a diversity of collective bargaining agreements.

It needs to be quantified that funding is different in different districts.

Margarett Peoples: What types of services are towards students of non-European culture and are services adequate for their needs?

G. M.: Districts spend funds differently, and it seems sometimes students get less.

M.P.: Make sure the researcher understands that salary and compensation/staffing impacts students.

Evan F.: Districts spend different shares, may allocate resources in a different pattern.

George M.: It creates more or less money to go into targeted areas. They can't buy everything; they have to make choices.

The researchers is to compare spending patterns.

Morgan Allen: Local option levies Portland Public schools has one, SKSD does not. Nuances may get lost if only SSF is looked at. There are other pots of money

Amanda: Context is important. Districts have many sources of funds. We don't want to send the researcher down rabbit holes; we should remain focused on the SSF.

<p>3. Researcher Contractor</p> <p>(Cindy) 30 min</p>	<p>This was Phase I, gathering info for the researcher, who will be coming in to talk to you.</p> <p>ODE had competing procurement priorities - federal funds, etc. Requested and received more procurement funds</p> <p>To address this timeline we asked the contractor to prepare an Interim Report to the Legislature for Dec and a final report by June. We also built into the contract that the contractor could be called upon to present to one or more committees.</p> <p>30: Focus/Expertise on equity issues; detailed timeline which showed understanding of scope of project; good understanding of ODE data and local control structure; research expertise</p> <p>We are within days of executing the contract.</p> <ul style="list-style-type: none"> The researcher will attend SSF meetings, conduct interviews for state and district level engagement. <p>Goals are:</p> <ul style="list-style-type: none"> Clearly define disparities and outcomes of most interest. Gather real or perceived gaps and limitations in data availability gathered Effects of local resource allocation and spending decisions including non-monetary policies and practices that contribute to disparities in student outcomes identified. Begin survey development. Explore potential data request to Agency. <p>Quantitative analysis, researcher reports, presentations to legislature.</p>
<p>Ten Minute Break to Review</p> <p>10 minutes</p>	
<p>4. Update on Timeline</p> <p>(Tamara) 15 min</p>	<p>Focus/Expertise on equity issues; detailed timeline which showed understanding of scope of project; good understanding of ODE data and local control structure; research expertise</p> <p>The timeline did change.</p> <p>Schedule conflicts – researcher will have to understand there will be schedule conflicts.</p> <p>Morgan: Would like a copy of the previous study or studies in the budget note.</p>
<p>5. Points for Clarification</p> <p>(Cindy) 15 min</p>	<p>Amanda: Making sure researcher knows to track dollars. Could researcher include BIPOC students and families, not just rely on people to speak for them.</p> <p>I want to acknowledge that we asked this committee to serve on this for a year, and that has increased to a year and a half.</p> <p>Schedule:</p> <p>We wanted to check dates with all of you. We were trying to avoid school hours, but 3:00 may not work. We also are avoiding conflicting with the education related committees during Session. Placeholder dates.</p>

	<ul style="list-style-type: none"> • Wed, Sept 28, 2022 3pm-6pm - if contract is executed • Wed, Oct 12, 2022 3pm-6pm • Thursday, Nov 17, 2022 3pm-6pm • Dec - No Meeting • Friday, Jan 20, 2023 3pm-5pm • Friday, Feb 23, 2023 3pm-5pm • Friday, March 17, 2023 3pm-5pm • Friday, April 14, 2023 3pm-5pm <p>Friday, May 12, 2023 3pm-5pm</p> <p>3:00 meetings are a no go for me. In PPS high school isn't out till 3:30. The earliest I can calendar is 4 pm.</p> <p>Margarett: I do not see educators here. A 3:00 meeting is likely a no-go.</p> <p>Carmen: We intend to move them to 4:00 to 6:00 once we converse with our contractor. We did talk about it. It is present in our heart and conversation. We want to honor our educators and we are extremely grateful.</p> <p>If we switch the time, will that work?</p> <p>And if the Ed committees don't schedule the way they normally do, we could use that time.</p> <p>The contractor will seek input from you.</p>
<p>10. Closing & Next Steps</p> <p><i>(Cindy and Tamara Dykeman) 5 min.</i></p>	<p>Sharing Literature Review for Input</p> <p>State-Level Interviews and Focus Groups</p> <p>Review of Draft Interim Report</p> <p>Selection of 25 School Districts</p> <p>District-Level Engagement</p> <p>We have very little control over when it gets out of DOJ.</p>

Next meeting date: Wed, Sept 28, 2022 3pm - 6pm - **if contract is executed**