

Topic Description	Discussion Notes
<p>1. Welcome <i>(Colt Gill)</i> <i>5 min.</i></p>	<p>The ODE Director welcomed and thanked participants, and reminded the group whom we are serving. 40% of our students are students of Color, and 11% of teachers are. The Budget Note was put up and the group was reminded to look for disparities between students who are BIPOC and students who are not BIPOC. The note asks for results of the report and findings, not recommendations, although the group may want to give recommendations.</p>
<p>2. Group Agreements: Small Group Breakouts <i>(Carmen Urbina)</i> <i>25 min.</i></p>	<p>The small groups will review the agreements from the last meeting. Leaving positionality behind will be looked at. Experience discomfort, build trust, and how to request information will be made priorities. Some agreements were shifted and enhanced, to include Starting Fresh, Focus on BIPOC and Tribal students, and stay caught up. Fists of five will be used. A Doodle Poll will be used to determine times for future meetings. Google Doc of Proposed Group Agreements (same as slides): https://docs.google.com/document/d/1Q-EePzCNRK5-3U9C2R2I_vASsbmhGYEN6mufZqhTauo/edit</p>

3. Summary of Feedback

(Tamara Dykeman, Ben Bowman and Cindy Hunt)

20 min.

Group 1: Broad agreement with the agreements. Positionality was clarified: participants can bring the lens of teacher, superintendent, etc.; it is rank which must be left behind.

Group 2: All Fives. Deep appreciation, focus on BIPOC and Tribal students. Remember what it looks like, sounds like, and feels like. Is there another word, since we are not monolithic communities, but diverse communities?

Group 3: Did two votes. Suggested changes, access to meetings. Some participants may have to go back to the board they are representing. On the starting fresh concept, perhaps it should be stated that the committee is not going to focus on adequacy. The word Center is preferred to Focus, as Focus is not strong enough.

Group 4: Starting Fresh, the word “baggage” raised some concern as to whether this would preclude bringing in experience. The recommendation is to keep the first sentence and eliminate the second sentence.

Fists of Five: One “3”, remainders “4” and “5”.

The second sentence could be more positive. Groups have had challenging conversations and should assume good intent and are ready to move forward.

Ben: Clarification of the charge of this Advisory Group. The Chief of Staff will address this. Areas include: Spending Patterns, Funding Formula, and History of the funding formula. Does the Constitution allow weights based on student race? What can be learned from other Acts and models? Process questions: ODE will answer the process questions. (Some questions may be answered in subsequent meetings.)

Chief of Staff: Clarification of the Charge: the underlying assumption is that inequities in spending patterns contribute to impacts on BIPOC and Tribal students. It could be questions we are trying to prove or disprove, rather than statements. Any time ODE gets a Bill or Budget Note, ODE looks at plain language, Legislative intent and other things. Since this is a Budget Note, there is not a lot of Legislative history. It does not need to be unpacked. Oregon PTA representative: Since the charge is to study, should we state them as assumptions, not given facts. Stand for Children Policy Representative: There isn't a weight that follows the kids directly; there is a lack of complete transparency down to the student. Chief of Staff: We have some challenges regarding data that we will be talking about. OEA/BIPOC teacher: I'm wondering about local policies that impact. Chief of Staff: The Legislature may recommend local policies and sometimes they have directed school districts to adopt a specific policy. And we make recommendations to the Legislature.

Break

5 min.

4. Student and Educator Demographics

(Jon Wiens)

30 min.

Director of Accountability: The number of non-White students has grown over the years, and is now close to 40%. Number of non-White teachers is growing, slowly. The Educator Advancement Council is set up to help increase the number of non-White teachers. How race and ethnicity data are reported includes a two part question.

1. Are you Hispanic/Latino (Y/N)?
2. Select one or more races among the following:
American Indian/Alaska Native; Asian; Black/African American; Native Hawaiian/Pacific Islander; White

Federal Reporting Rules:

- Students who are Hispanic are reported as Hispanic, regardless of race.
- Non-Hispanic students who identify with more than one race are reported as multi-racial.
- Additional racial categories can be used, but they must be sub-categories of the five above.

Question: Would a student be allowed to be Hispanic and Indigenous?

Response: A student marking Hispanic and AI/AN would be counted as Hispanic in the Federal Reporting Rules.

Question: Will this group have a conversation on how we categorize students in our new or potentially new funding formula we are envisioning?

Chief of Staff: Yes, as how students are categorized and federal reporting rules directly impact the numbers of students in certain categories.

Question: Why is there not consistency across Oregon districts?

The way we are required to report may hide a lot of what we know about our students.

The “Hispanic trumps all” can be problematic; for example, students from some countries may be reported as Indigenous, or White.

The AI/AN category can be difficult. The federal guidance includes “...North and South America...recognized Tribes in the U.S.”

Question: What are some barriers to more consistent reporting?

Response: It is a failure on our part to provide clear guidance.

There is a lack of clarity at the Federal level, but we could get together and come up with consistency.

Question: Do you have October 1 enrollment Student Demographic data for the 2021-2022 school year you could share?

Response: We are still collecting data and do not have Fall data yet.

Question: Are there no guides?

Response: We do have manuals that describe what these categories mean. You can see the definitions we provide to districts.

<https://nces.ed.gov/pubs2008/2008802.pdf>

The next slide tells the same story and uses percentages.

The number of diverse teachers is increasing, but not keeping pace with diverse students. A lot of teachers have been with us ten or twenty years. A lot of teachers are in their fifties. We do see a greater diversity among newer teachers. At fewer than five years of experience, around 17% are diverse. Some progress is being made in hiring a diverse workforce.

The greater diversity within the Hispanic/Latinx group is in largely due to Grow Your Own pathways programs around the state.

Question: Is there tracking of where diverse teachers are coming from, where they go when they leave Oregon, and why they are no longer in the teaching profession or not teaching in Oregon?

Response: We can talk to the Educator Advancement Council.

Regarding attrition for various groups of students, there is a disparity among graduation rates. Also, nearly twice as many White students graduate from college as African American students, which impacts the workforce.

Question: Do we know why there was a decline in enrollment during the Pandemic?

Response: We don't have that answer.

Question: We know students are more likely to succeed if they have not only a teacher of culture, but a Black teacher specifically. What resources are being put towards Educators of Culture?

Response: A study was done a few years ago to ask how often a student of Color saw a teacher of Color.

Question: Do we know where they are teaching?

Response: Yes, we have that information.

A major problem also seems to be at our current pace of diversifying our workforce, it will take 30 years to match our current student diversity...let alone ever catch up with our growing student diversity...

But we can still make a big difference and narrow the gap within the next 6-7 years if we are bullish and intentional about targeting students of color starting in high school (current juniors and seniors)

Question: It is notable that Hispanic teachers have been increasing. @QEC representative...agreed...we need to invest heavily now before we fail to support another generation of educators of color!

COSA Equity representative: Good question, Morgan: La Grande lost about 185 students since the pandemic- 130 mainly left to home school- 50 to private and brick and mortar charter schools nearby as well as Online/virtual charter schools.

I'd like to request that information (diverse educators).

QEC representative @Foundation for a Better Oregon representative, YES!!!

From Stand for Children representative: I think we asked for that during the last meeting... in addition to how the SSF allocation has changed for districts that are working to diversify their teaching staff

From OEA BIPOC teacher: Yes to requesting those pieces of data.

From Foundations for a Better Oregon representative: Would be curious to see how this information/reporting for the SSF compares to the information we receive for expenditures from the Student Investment Account. Where can we create more consistencies and transparency? At the district level?

Chief of Staff: Expenditure report link:
<https://www.oregon.gov/ode/schools-and-districts/grants/Pages/K-12-School-Funding-Information.aspx>

Stand for Children representative: Is there a way to use this tool to back out everything except the State School Fund dollar amount going to that school?

	<p>From Foundations for a Better Oregon representative: It may be useful to ask the researchers to request that data from districts (the information that the Stand for Children representative is requesting). Assuming that the districts track their SSF allocation to each school.</p>
<p>5. Student Level Expenditure Data (Mike Wiltfong) 30 min.</p>	<p>2017 Federal Mandate under ESSA, <i>Section 1111(h)(1)(C)(x) of the Elementary and Secondary Education Act (ESSA) requires the reporting of:</i></p> <p><i>“The per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual non-personnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each <u>school</u> in the State for the preceding fiscal year.”</i></p> <p>Some disparities are due to size of the school or needs of the school. A school with two students still must have a teacher, a building, heat, electricity, etc. Some schools may have more special education students, for example. And some may be how the school district reports its data. Data reporting has improved since 2017; there is still some work to do. 2019 is our most current data. We built it in Excel so we could bring up multiple options and compare data. Additional resources play a role. For small schools, we may have to provide additional resources, maintenance, boilers, etc.</p> <p>Q: Can you track this? R: We distribute to school districts, who transfer it to schools. Q: So we can't look at just the State School Fund? R: It does not show in the data we collect from school districts. Q: Does that change when you click? R: Some weights are at the student level and some are at the district level. Poverty weight is not at the student level. We infer the data at the school level. Q: Is it possible to overlay expenditures? R: We can expand upon these slides and show the demographic info from each school. Q: That won't be possible just using SSF dollars? R: We don't have a report that just has that. Q: To reiterate: Would be curious to see how this information/reporting for the SSF compares to the information we receive for expenditures from the Student Investment Account. Where can we create more consistencies and transparency? At the district level. R: We don't have that from the SSF.</p>

6. Researcher Contract

(Cindy Hunt)

30 min.

These are the three clauses from the budget note that seem to be directing what the Researcher will help us with:

- *. . . Study of the impacts of State School Fund spending and to determine if this spending pattern results in disparities between students who are Black, Indigenous or people of Color (BIPOC) and those who are not BIPOC students.*
- *The Oregon Department of Education will award a contract to an experienced researcher who has done research on exploring and modeling education finance policy and practice including research on the effects of fiscal policies and implications on resources at the school and classroom levels. The researcher awarded the contract should have completed at least one multi-year study of weighted student funding.*
- *This committee is to review variations in school level spending across multiple types of expenditures across 25 school districts, and to review the proportion of diverse teachers and students.*
- What is the impact of state laws and local policies and procedures on state and local resource distribution to schools?
- What data or evidence is available or can be collected to demonstrate the racial inequities, adverse effects, contributing causes, trends and current needs?
- What are the adverse effects that BIPOC and Tribal students experience under current conditions, policies, procedures, and expenditures?
- What are the causes or contributing factors (e.g. unfair policies and practices, inequitable funding formulas) that produce or perpetuate the inequities?
- What influences local expenditures? How do districts allocate resources? What patterns exist? For example, does the creation and implementation of an equity lens, racial equity lens or other initiatives at the local level impact expenditures to support students who are BIPOC or Tribal?

We would issue the contract, but the researcher would talk to the group.

Reaction: The first is broad. Could hone in on mapping the spending patterns. This would give us what we need to review the others. Identifying what barriers exist would be really helpful.

Q: What are the non-school factors that impact community capacity to generate revenue? Wealth inequality, economically vital areas, local revenue and state level. Schools are the product of the communities in which they are found.

Q: SSF is a resource without much input as to how they spend it. How might we distribute the resources better to help students in need?

There are many things that affect how communities spend how they spend. Where you live and how you live determines how you spend funds. Rural areas spend money in rural ways. Metro areas spend money in metro ways. Suburban areas spend money in suburban ways.

@the Oregon PTA representative, there is more oversight and accountability with Federal grants' \$\$\$ than SSF \$\$ districts get...

From Foundations for a Better Oregon representative: The better portion of that question would require deeper engagement with impacted communities.

@ the Oregon PTA representative, thank you for your inquiry and your comment.

Q: Does the school level/per pupil spending include transportation costs?

R: Yes, the report includes Transportation expenses.

We tried to include as much as we could, but at the same time have some level of consistency for comparison sake.

Tied to the equity lens and we try to be as transparent as possible.

We have more participation now that it's virtual.

Given the current staffing crisis, how does this study consider the anomaly that may exist caused by the pandemic?

From Foundations for a Better Oregon representative: Similar addition. I would request that an analysis of barriers be added to the final question

Teacher Experience Factor

From Foundations for a Better Oregon representative: I think that's within the scope of the EAC

Draft Critical questions relating to teachers:

- What is the impact of school level spending on the number of teachers who are BIPOC or Tribal members?
- What are the causes or contributing factors (e.g. unfair policies and practices, inequitable) that produce or perpetuate inequities between schools regarding the number of teachers who are BIPOC or Tribal members?
- What data or evidence is available or can be collected to demonstrate the racial inequities, adverse effects, contributing causes, trends and current needs.

Why 25 districts?

Q: Did they think 25 was representational?

R: There is no statement. The researcher would pick representational districts.

Q: Is there an additional cost to hire appropriate teachers? Diverse teachers? What would it take to attract and keep diverse teachers?

Affinity groups, mentoring, etc. Does that cost? Not directly.

R: But it does cost for the teachers to be in their affinity groups, etc.

R: We're not done with the Pandemic. And data has a lag. We do not have last year. And we certainly don't have this year's.

We can work with our EAC.

We do lose people we recruited; they have to do what is best for their families, difficult during the Pandemic.

The Budget Note is talking about someone with significant experience doing this work.

- Complete a study of the impacts of State School Fund spending and to determine if this spending pattern results in disparities between students who are BIPOC or Tribal members and those who are not BIPOC students or Tribal members.
- The study must include spending at the state and local level.
- The study must include a review of variations in school level spending across multiple types of expenditures across at least 25 school districts, and to review the proportion of diverse teachers and students.
- A review of other research relating to spending patterns and disparities between students who are BIPOC and those who are not BIPOC students
- Procurement timeline and back log
- Data requests may need to be prioritized due to staffing or time to pull data
- Limited data at the school level
- Consistency of data across the state
- Consistency varies depending on the data collected and the purpose
- 2020-21 school year was anomalous and has incomplete data in many areas due to pandemic
- Data suppression rules to protect student privacy

Maybe Phase I, II, III

Does this lead to having multiple researchers?

There are some different possibilities.

Concurrent phase 1 and 2 contracts?

Charter School Leader: Is it possible to break this project into three different studies, allowing each study to be considered a different project?

R: DAS frowns upon us breaking up contracts to avoid laws.

I like questions like this, keep them coming.

A researcher would likely have multiple people working on this.

Perhaps a University.

Can the contract questions be split one about the students and one about educators?

Could go back to the Legislature and say here's Phase I, now...

We have 81 top priorities in our Agency right now.

There is a specific procurement process.

7. Closing & Next Steps

(Tamara Dykeman)

5 min.

Next steps:

Review Committee Input

Identify Future Meeting Dates (Doodle Poll)

Issue RFP

Select Research Contractor

SSF Advisory Committee Webpage:

<https://www.oregon.gov/ode/schools-and-districts/grants/Pages/SSFAC.aspx>

Next meeting date: TBD by Doodle Poll