



## QUALITY EDUCATION COMMISSION

WEDNESDAY, MARCH 9, 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), Jan McComb (Staff)*

***Meeting Scribe:*** *Katie Chandler*

### **Welcome & Commissioner Updates:**

Monica Cox - I am an independent contractor providing data and measurement and analytic support to every region in the state. I work with the regional educator network. I provide data support to Intermountain ESD to Columbia Gorge ESD. I'm doing some research projects in Beaverton. I have been all over the place in the last couple of years. I have been doing research and evaluation work in Oregon since 2013. I am very happy to bring that experience and skills to the QEC.

Dana Hepper - I work for the Children's institute. We've been doing a lot of organizational thinking and early learning literacy. What could be done to better support literacy since kids are back to in person learning. We are seeing some big gaps since post distant learning.

Reed Scott-Schwalbach - I am a high school Spanish teacher from Centennial SD. I am a full time release as the state president for OEA. The concerns that educators have around students coming back into the system, and not being supported with their mental health and the way mental health is expressing itself towards violence toward educators. We had a meeting with the presidents last night. People are tired. We've got people that are bus drivers and custodians that are being paid really low wages and are getting kicked and bit at work. They are looking at Target that pays \$24 an hour and don't know why they are staying in their positions. I am concerned about what next year looks like and I'm concerned about the message we are sending to educators and expecting them to work in that environment. It's been a big stressor.

Cam Preus - I am retired. My last job was the Executive Director of the Oregon Community College Association. Prior to that I was a college president for Blue Mountain College. I spent a lot of time in Salem working for several governors in the state government. Just prior to leaving the association we joined with the seven universities to solicit consultancy to do what we were calling a higher education study. It is under way. The reason I bring it up is because one of the metrics they look at is high school graduation and they look at going from high school to college. That data is available. I think it will be insightful when we look at where students go by region, district and what is the college going rate. The

college going rate has not increased a lot for right out of high school students and it's not much better for returning adults. The bright spot is that universities are importing students from other areas.

Whitney Swander - Director at Foundations for a Better Oregon. We're turning the corner and will be releasing some community based collaborative research reports that we did with partners around summer learning. We dove into what makes culturally responsive and community based education so powerful for young people. It includes a lot of educators and youth voices. The audiences have really been tailored to both funders, private and public, to think differently about how we can apply some of these practices into K-12 classrooms to support people to learn. The excitement we feel at FOB and with our partners at another year of invested summer learning. Kids learn and thrive through connection with others, play and discovery.

Samuel Henry - There are three things that are apparent to me. My own vulnerability which included my coming into chemical contact with some sort of substance that infected the left side of my face. I happen to be refreshed working with a group from Portland State University. They have been collecting data for the legislature's latest attempt to look at what should be the goals of our educational process. It's something I've had interest in professionally since my first faculty job. What we've been doing is responding to the legislation and we've talked to several of the people that have been involved in the process. We clearly thought that because the QEC is into measurable outcomes we've never agreed on what those all are. That's an ongoing process.

John Rexford - I am a retired Superintendent. I am failing retirement. I am actually in New Orleans right now. I spoke at a national risk pool conference. Where government agencies get together and self assure their work. I am doing gig work in mentoring and leadership support. I did want to give you a heads up that you might be getting some notices from DAS regarding training that is due. Carlos Sequiera can not make it today.

Laurie Wimmer - I did retire from the OEA in January 2022. I started business policy analytics and consultant work. I also have been on the election circuit lately. I got back from South Carolina from a conference. We were asked to turn that presentation into a chapter for a book. Another thing that just happened is while I was at the conference another group I work on just changed their meetings to the same time as the QEC meetings. I am still trying to figure out if that meeting time is set in stone. I have been a frequent flier of the QEC since it started.

Jan McComb - I am retired but I come back and help the Department of Education when they have little projects. My background is I spent over 20 years working at the legislature writing bill summaries and issue briefs. I worked for the communication staff at ODE for about six months until I was placed into staffing the state board of education. I did that for 7 years. Then I went back and was the government relations person for the department for three sessions then I retired. I have written lots of reports. I think I read an early QEC report from 2017. I staffed the original QEC model meeting back in 1999. I'm hoping to get input from everyone and hearing about your background sounds like you're gonna have lots of data that I can fold into the report that is new. I am not technically phobic. I will be welcoming to

just email me with any edits or additions to the report. I would like to have the first draft done by mid May and spend June and July fine tuning the report.

Tricia Mooney - I am the Superintendent of Hermiston SD. We are in the midst of testing and all the stuff that happens to the school district in the spring. We are building two more elementary schools. We are working on a child care center for next year.

Jon Wiens - Director of accountability and reporting at ODE. I have a team that collects a lot of data on students. A lot of the data related to school accountability and student success act we collect and report that data. The one thing we've been working on is related to every student's success. The federal government is requiring us to identify schools again for targeted support. We are submitting this week an accountability to run the school accountability system this summer. We will also identify schools for targeted support. Schools are also required to do an improvement plan with their district. We are a little worried about that because the data is not in great shape. There is a house bill 4030. It had a whole bunch of stuff in it related to TSPC. But it asks us to suspend reporting requirements for districts until June of 2023 for those that are not federally required. The state legislation is asking for relief for data reporting requirements. that includes the data collections that also includes a lot of the reports for grants and initiatives that are required by ODE. The law says that anything that is anything that is not required by federal law is waived. But the state board has the ability to reinstate some of the reporting requirements by deeming them essential. The agency will have to go through a quick process to figure out what data collections are essential. The bigger deal is for the program models trying to figure out the grant reporting documents.

### **ODE Directors Report**

Colt Gill - I thought we would discuss and share some of the larger education items that came out of the legislation session. What they are and where they are going next. Then happy to answer any questions. We also made significant announcements last week on the next stage of the pandemic. I want to focus on the legislation items that are all related to school funding. The first one is house bill 4030. This was a pretty significant bill related to the education workforce and supporting the educator workforce, it includes a number of different aspects. 70 million in grants to education service districts, school districts, and personal organizations to support recruiting and retention of educators. We are just beginning work on this, the bill has not been signed yet. We're beginning to roll out what this might look like and how districts will apply to the fund allocated to them, it's not competitive funds. They also set aside 20 million to support reimbursing substitute teachers and teacher assistants in training they are participating in. It also puts forward a number of efforts both in the Department of Education and TSPC to reduce barriers to quickly hire people. It has a request for ODE and TSPC to come together and establish a system for statewide education application processes. There would be a single Oregon application for school districts and candidates to access. The other bill that I think that is helpful is house bill 5202. This is a really enormous budget bill that came through the session

related to education. The two key parts. 150 million goes towards summer learning and enrichment. This will be the second year in a row that summer education and enrichment programs have been funded. 33 million for high school programs to award credits to credit deficient students on the path to graduation. 66 million to K-8 enrichment programs through school districts that younger students can participate in. 50 million to the Oregon association of ESDs for community and applying for enrichment activities on the local level. On the quality education side there were two bills that ask ODE to do different things about statewide assessment. One asks to review and survey all districts on all the kinds of assessments they are doing and provide a report back to the legislature. The other one asks us to see if we are proving the minimum required of federal assessment. It also asked to seek a waiver from those assessments which we did the last 23 years but not this year. We might do one this year after all. I think that is it. The last one is focused on the educator equity act; it only applied to school districts and ESDs but not the states own organization. We added the Department of Education to the educator equity act.

### **Enrollment Data**

Jon Wiens - Elementary enrollment continues to be depressed. The kindergarten enrollment is up in Fall 2021 but well below 2019. WE usually see gains from KG to 1st grade of about 1,000. cohort sizes continue to decline in elementary. State population for 0-17 declined by 4,000 from July 2020 to July 2021, according to PSU estimates. I don't have updated data to immigration to the state. Virtual school enrollment rose significantly in Fall 2020 and remains much higher than before the pandemic. Districts have significantly increased non-charter options for virtual school. Another 13,000 or so of students are in remote district programs. There have been long-term trends in race/ethnicity counts that should be noted, such as decline in American Indian/Alaska Native and growth in multi-racial. Regional changes, these changes have been adjusted for online charters.

### **Content Subcommittee**

Carlos put the report in a Google doc. I encourage you to get on there and make comments if you want. Whitney mentioned that maybe those of us have had conversations about the content of the report. We should meet with Jan to let her know the approach we want to take with this year's report. Carlos is not available. Whitney and Dana can make contact with Jan to set up those meetings.

### **Costing Model Subcommittee**

We worked on dozens of tiny pieces but the significant thing that I believed and I'll let others jump in is the prototypical school in elementary school where the teacher class size calculations

come out in fragments. For example, one of them resulted in them having 1.6 teachers at a grade level. It's hard to employ a .6 teacher and have the kids covered the whole day. We recommend rounding up teacher class size calculations to whole numbers. We also in our last meeting last week we chatted about summer school and made a recommendation for kinds of numbers and time that we would have in our summer school elements in the model. There was a summer school element in the model but was limited in time and scope of teachers. These are the numbers we tentatively agreed on. Elementary 50% of students in 6 weeks. Middle school all sixth graders at 4 weeks plus 20% of rest. High school all ninth graders at 4 weeks plus 10% of rest. We were also working on ELL. Whitney said this is one of the key points that needs to be lifted up in the writing. We worked with the existing model to try to make adjustments to the current situation of education today. We wanted to build it more holistically.

### **Work Plan Check-in**

I haven't been updating the blue rows. We are in progress on the creation of the outline for draft of report. I am updating model data. I am waiting for the finance department to have the financial data finalized. I am working through the model and updating where I can. Were with the assumptions work group coming up with some of the numbers to update. The csl cost model will be in concert with the DAS. So I will have meetings with DAS as they build their CSL base case. I think we are fairly on track.

### **Adjourn**

**NEXT MEETING: WEDNESDAY, APRIL 13, 2022**

**9:00 AM – 11:00 A.M (Zoom)**