

State School Fund Meeting Notes September 28, 2022

Welcome and introductions (Andrew Dyke, 5-10 minutes): Name/title

- Andres Dyke; Melissa Rowe-Project Manager; Cindy, Colt, Carmen, Tamara, Natalie, Evan Fuller, Josh Rew, Scott Overton, Mariana Praschnik, John Tapogna, Jade Aguilar and Daniel Ramirez
- OEA - Teacher Margaret Peoples - PRESENT
- COSA - Policy Morgan Allen - ABSENT
- COSA - Equity Board Paul Coakley - ABSENT
- COSA Equity Board - George Mendoza - PRESENT
- OSBA - Policy Lori Sattenspieler. PRESENT
- OSBA - Caucus of Color member Neelam Gupta – ABSENT
- OASBO- Jackie Olisen - PRESENT
- Stand for Children - Sarah Pope PRESENT
- Oregon PTA - Scott Overton - PRESENT
- Oregon Coalition of Charter Schools - Iris Chavez ABSENT
- Charter School Leader with Finance Background - Jon Bullock - ABSENT
- Foundations for a Better Oregon - Amanda Manjarrez - PRESENT
- Children’s Institute/AABS advisory/ charter school leader - No replacement Yet - ABSENT
- RJC - SKSD Administrator - Cynthia Richardson - PRESENT
- RJC - Teacher - Jennifer Scurlock – PRESENT
- RJC and Siletz, AI/AN advisory group - Sonya Moody-Juardo - PRESENT
- FACT Oregon - Heather Olivier - PRESENT
- QEC - Carlos Sequeira - ABSENT
- OSBA - Lori Sattenspiel PRESENT
- OSBA - Jim Green PRESENT
- OEA - Laurie Wimmer PRESENT
- Julie Neburka - LFO PRESENT

- Project plan (Andrew Dyke, 15-20 minutes)
 - o Survey of Staff, Stakeholder engagement is a critical part of the process. We would like to hear what is your understanding of what this study can and should involve changed since the committee formed? What hypothesis should be tested? Questions about the workplan?
 - o Margaret asked if they are being asked to answer same question again, mentioned have not reached a consensus.
 - o Amanda mentioned focusing on expenditures in the SSF.

Addressing barriers to getting information.

- o Scott - when you are talking to districts re: success with students who have had barriers to success.

Preliminary literature review findings (John Tapogna, 10-15 minutes)

- o Trying to get a draft out next week. Three buckets. Money matters, relationship to student achievement. Ultimately found a 10% increase leads to higher wages,

Margaret asked a quality of education question – John drew comparison to what Oregon did in the 1990s.

Foundation form of finance. Budget rules shape how much resource ends up in individual schools. Roza and Hill explored differences in school level spending by examining average teacher salaries in schools.

- Selection of 25 districts (Andrew Dyke, 20-30 minutes)

ODE proposed selecting a range of racial div, linguistic div, geography, enrollment size. In addition, socioeconomic status, teacher demographics, observed disparities in funding and outcomes. Baseline list: 5 districts with the most BIPOC students; 10 districts with largest to smallest disparities; 10 districts with largest and smallest variation in general school level funding per student. Will review the list and adjust. Propose to exclude very small districts. Outcome and spending measures will be refined as we learn what data available.

Stanford Educational Opportunity Project: to compare achievement and growth. Students who enter kindergarten from an impoverished background may not be ready to learn, which will affect their education. Andrew showed charts comparing Oregon to other states with regard to student learning and disparities. We can look at trends, how funds are filtered.

We are interested in anyone's take.

Amanda: Are districts with higher expenditures doing worse in terms to proficiency? Answer-yes. Higher needs schools with more challenges get more funding. Amanda: so maybe we want to add in that Title 1 piece.

- 5:14-5:19 Break (5 minutes)
- Discussion of stakeholder and community engagement (Jade Aguilar and Daniel Ramirez, 30 minutes)

Possibly wrong, definitely incomplete, learning mindset, complexity is ok, stories matter-we will center those, focus on human values, relational trust. What are some bright spots? What needs are the most unmet? How can the system better meet these needs? Who has access and who doesn't?

Collective Brilliance of this group:

Who are we asking? Focus groups with school leaders, interest groups. We can use the interviews to explore what voices are we missing? Targeted engagement.

School leaders, experts, school officials. What about students, parents, educators, include out of school experiences which may impact. What kind of interventions are needed? In the next slide, you will see these are all voices we want to hear. Not only who, but what would be good to hear. Resources and gaps in the system.

Jennifer- What about school counselors? Great to have elementary/middle/high, but also IB, College Now, AP, who has access and who does not have access?

Amanda-Reaching out to philanthropy, CBOs, culturally specific organizations that provide after school, can supplement. And not just exec director, but also people who work in the schools.

Sonya-Parent advocacy groups, so parents can give informed feedback.

What I think I hear is the lived student/teacher/parent experience. Schools that seem to be doing really well with their allocations.

Jennifer-As a classroom teacher, feedback/conversations with kids has been surprising. I have high performing students who are failing their classes. They talk about challenges they had never faced before, sense of hopelessness, and they feel they no longer fit as high performers. Importance of counselors, traumas of the past two to three years.

Jackie-I think you will have very different questions for the different groups. After school programs not normally paid out of the SSF. You may have to provide some education. May have to educate teachers and parents on what the SSF can pay for. If you say counselors should be in SSF, something else transferred out.

What research question is most interesting to this group?

We might see how the SSF is connected to the stories we hear. Are there gaps in that where there could be needs identified by the stories.

Amanda-It is important to have community engagement conversations. And how is the money spent. It may be its own project to educate people how the SSF works. What is working and how we are spending money.

Is there anyone on this list that doesn't need to be, they are already well-represented.

Can you tell me what you mean by School leadership? Principals, directors.

Can you tell me why lawmakers are on this list?

Margarett-The conversations teachers have with students are very different than the conversations of people who do not work directly with students. Maybe elevate voices of teachers, counselors.

Cynthia-The group that is made up of students, parents...be part of

- Closing and next steps (Andrew Dyke and Melissa Rowe, 5 minutes)

Melissa: We are aiming to have draft next week, will email to you to provide feedback.

October 12, considering holding focus groups with those of you who are interested (non-public meeting). 4:00-6:00

George Mendoza – getting perspectives in a survey, macro perspective. Melissa-We are looking at that as well.